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"ONLINE LEARNING DURING THE PANDEMIC: WHERE DOES JAPAN STAND?"

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ABSTRACT: *The 2020 novel coronavirus pandemic has forced schools around the world to take measures to protect their students, staff, as well as reconsider new approaches to learning and teaching. Educational institutions have been confronted with the dilemma of either postponing classes indefinitely, or relying on emergency measures by moving their courses online and adapting to the new reality of distance learning. The first part of present paper discusses Japanese higher education's preparedness for this upheaval of its conservative ways and the current situation of information and communication technology (ICT) deployment in learning. The second part reflects upon the difference between classroom-based learning and online/distance learning, and discusses the current trend of "emergency remote teaching" with its problems and future tasks.*

KEYWORDS: *Japanese education, online learning, distance learning*

First of all, we need to clarify the terms which we will use in this paper. Online learning, distance learning, e-learning and Web-learning have often been used interchangeably, to denote *computer or ICT tool-assisted learning*, either in the classroom or outside it.[1] Nevertheless, there are several distinctions that need to be made. Tsai and Machado (2002) define *online learning* as being "associated with content readily accessible on a computer. The content may be on the Web or the Internet, or simply installed on a CD-ROM or the computer hard disk."[2] It involves learning communities in which participants (students and teachers) interact via voice over Internet, video conferencing, Web 2.0 tools (blogs, wikis, digital

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[1] Due to the large number of references that tend to use these terms interchangeably, the author will also observe the original usage, and will provide additional explanations whenever considered necessary.

[2] Susanna Tsai and Paulo Machado, "E-learning, online learning, web-based learning, or distance learning: Unveiling the ambiguity in current terminology", *Association for Computer Machinery eLearn Magazine,* 2002(7), 3-5. New York: ACM Press https://susannatsai.com/tsai-machado-2002-e-learning.pdf

shared media), social networking tools, digital drop boxes and other classroom management systems.[3] *Distance learning* "involves interaction at a distance between instructor and learners, and enables timely instructor reaction to learners. Simply posting or broadcasting learning materials to learners is not distance learning. Instructors must be involved in receiving feedback from learners."[4] Online learning and distance learning are used interchangeably when the learners and the instructors are at different locations from each other.[5] Moreover, they may be synchronous or asynchronous. *E-learning* "is mostly associated with activities involving computers and interactive networks simultaneously." Although the computer is not necessarily the central element of the activity, it must be involved in the learning activity.[6] Unlike distance learning, e-learning can be conducted at a distance, contiguously, or as a combination of both (blended).[7] According to Moore and Kearsley (1996), distance education is "*planned learning* that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements [my italics]."[8] *Web-learning*, or web-based learning "is associated with learning materials delivered in a Web browser, including when the materials are packaged on CD-ROM or other media."[9]

Computers, the internet, and communication technology-assisted education and learning have been around for more than two decades. Distance education has been used long before the advent of the internet, in the form of correspondence courses involving printed materials and postal services.[10] The first correspondence school in America was established by Anna Eliot Ticknor in 1873 and its aim was to provide continuing education to women of all social backgrounds, irrespective or their financial situation, educational background, geographical location, race or

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[3] C.S. Sunal, V.H. Wright, "Online Learning", In: Seel N.M. (eds) *Encyclopedia of the Sciences of Learning*. Springer, Boston, M.A., 2012, 2499-2500.

[4] Tsai and Machado, 2002.

[5] Sunal & Wright, p. 2500.

[6] Tsai and Machado, 2002.

[7] S. Wheeler, "Distance learning". In: N.M. Seel (eds) *Encyclopedia of the Sciences of Learning*. Springer, Boston, MA, 2012, p. 1018.

[8] M.G. Moore and G. Kearsley, *Distance Education: A Systems View.* Belmont: Wadsworth, 1996, p. 2.

[9] Tsai and Machado, 2002.

[10] Wheeler, 2012, p. 1018.

physical ability.[11] In recent years, the development of interactive and collaborative tools and services has shifted the focus and directionality of the process of education away from the central role of the instructor and toward increased agency of the learners.

The novel coronavirus pandemic has disturbed the fragile balance of national economies, instilled fear, has caused temporary closures of schools, public institutions and businesses, and has restricted the flow of goods and people by forcing closure of national borders, with unfathomable short- and long-term effects for most of the affected countries. Despite a relatively low infection and casualty rates, Japan had to undergo a few months of temporary economic and social inactivity, which threatens to destabilize even further an already ailing economy.

The temporary closure of schools, which started in mid-February 2020, affected students, educators and working parents alike. Parents were forced to deal with the new situation of having to cater to bored, confused and noisy children's needs full time. The daily routine of school > club activities/afterschool > cram school > dinner > homework > bath > sleep was suddenly disrupted as parents and children were grappling with the stress and irritation caused by having to spend all day together in a cramped apartment with few things to do. Most of the elementary to higher education institutions decided to cancel the traditional end-of school year graduation ceremonies, closed around the beginning of March, and remained so for the duration of the month-long state of emergency, which was declared on April 16. After the state of emergency was lifted on May 15 elementary to secondary education institutions resumed their activity with some restrictions. Some universities (Tohoku University) have announced they would gradually resume their face-to-face classes, while others (among which Tokyo University, Nagoya University, Waseda University, Nagoya University of Commerce and Business) have announced they would maintain the campus access restrictions for students and continue to hold their courses online until the end of the first semester (July/August, 2020).

The "new normal" and the transition to "online learning"

The guidelines for a "new normal", as researcher Jun Saito (2020) calls it, were published on May 4, 2020, and include suggestions for preventing

[11] E. Cole Robinson, "The Invisible Woman and the Silent University". *ProQuest LLC*, PhD. Dissertation, 2012, https://eric.ed.gov/?id=ED548106

infection, such as "keeping social distancing, wearing masks, washing hands thoroughly, as well as shifting to remote work and to rotation staffing."[12] Saito discusses Japanese society's need to find a "new equilibrium" by operating several changes such as remote work, increased online education, and changes in academic year and recruitment system.[13] Regarding online education, although little progress had been achieved in implementation of online education in schools before the COVID-19 crisis, the process of transitioning to online/remote education is expected to accelerate, as Japan is making efforts to adapt to the "new normal".[14]

However, during the school closure period, although private schools were quick to take steps to move their courses online, many public schools failed to keep up with the rapid changes.[15] The causes range from lack of digital training of teaching staff, low access to computers or tablets among students, and, last but not least, poor administration of the situations by educational institutions. A 2018 OECD survey among teachers in OECD countries participating in TALIS (Teaching and Learning International Survey) revealed that Japan has a considerably low percentage of teachers who have the skills necessary to substantially support student learning through the use of digital technology (35% compared to the OECD average of 67%).[16] Only 18% of the teachers reported that they "frequently" or "always" let students use computers for projects or class work, which is considerably lower than the OECD average of 53%).[17] As the public expenditure for primary to tertiary education between 2010-2016 was also below the OECD average at around 7.8%,[18] only 61% of students participating in the PISA 2018 (Program for International Student

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[12] Jun Saito, "The 'new normal' in the COVID-19 era: temporary or permanent", Japan Center for Economic Research, May 18, 2020, https://www.jcer.or.jp/english/the-new-normal-in-the-covid-19-era-temporary-or-permanent

[13] Ibidem

[14] Ibidem

[15] J.J. O'Donoghue, "In era of COVID-19, a shift to digital forms of teaching in Japan". The Japan Times, April 21, 2020, https://www.japantimes.co.jp/news/2020/04/21/national/traditional-to-digital-teaching-coronavirus/

[16] OECD, "School education during Covid-19: Were teachers and students ready? Country note: Japan", 2020, http://www.oecd.org/education/Japan-coronavirus-education-country-note.pdf

[17] Ibidem

[18] OECD, "Education at a glance 2019, Country note: Japan", https://www.oecd.org/education/education-at-a-glance/EAG2019_CN_JPN.pdf

Assessment) reported having a computer they can use for school work.[19] Although Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) plans to make a computer available to every school student by fiscal 2025, an education ministry survey in March 2018 showed that the average rate is of one computer terminal to 5.6 students at public elementary and high schools.[20] MEXT's plans and intentions notwithstanding, the country's public education seems poorly prepared to deal with crises of the extent of the COVID-19 one, and the long term consequences are looming large.

Let us next consider the case of higher education institutions. Researcher Miho Funamori (2017) claims that most universities are not yet focusing on the need to adapt to the digital age.[21] Compared to American universities, which are among the promoters of IT revolution in education, and despite the fact that Japan has been a leading innovative force in electronics since the 1980s, Japanese universities have been slow to implement information and communication technology (ICT) and are employing ICT tools such as learning management systems (LMS), which are common in developed countries such as the US and South Korea, "at minimum levels"[22].

Dr. Kumiko Aoki notes that "e-learning has a strong political connotation as the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been promoting the development of e-learning in higher education institutions in Japan as part of the e-Japan Initiative since 2001".[23] Beginning with increasing the number of credits accepted for a four-year degree earned through e-learning in 2001, and continuing with the "IT New Reform Strategy" in 2006, which aimed to turn Japan into a frontrunner of the IT revolution by 2010, MEXT has sought to promote ICT in higher education pedagogy.[24] Information

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[19] OECD, 2020.

[20] The Japan Times, "Japan aims to provide one computer to every student by 2025". June 6, 2019, https://www.japantimes.co.jp/news/2019/06/25/national/japan-aims-provide-one-computer-every-student-2025/

[21] Miho Funamori, "The Issues Japanese Higher Education Face in the Digital Age—Are Japanese Universities to Blame for the Slow Progress towards an Information-based Society?", International Journal of Institutional Research and Management International Institute of Applied Informatics 2017, Vol.1, No.1, pp. 37 – 51.

[22] Funamori, 2017, p. 41.

[23] Kumiko Aoki, *The Use of ICT and e-Learning in Higher Education in Japan,* World Academy of Science, Engineering and Technology 42, 2010, p. 857.

[24] Ibidem.

literacy education was introduced in the late 1980s at several universities, and the trend spread nationwide during 1990s, when local area networks were established at university campuses between 1990s and early 2000s.[25] Digitization of university libraries was also an important but difficult step, due to Japan's use of Chinese characters, which necessitated development of tools to process Chinese characters, and the inputting of meta-information required a vast amount of time and effort.[26]

Nevertheless, progress in applying ICT in education has been slow and fraught with difficulties, such as lack of personnel and know-how in content creation and system management; absence of ICT competencies among teaching staff; difficulty in establishing a cooperative support system within the institution; and little understanding of the educational outcomes of ICT.[27] A MEXT survey conducted in 2014 among 554 higher education institutions revealed that the implementation of ICT in higher education is qualitatively and quantitatively inferior to universities in the U. S., U.K. or South Korea.[28] The survey reports a lower awareness of the importance of utilizing ICT and e-learning in Japanese universities compared to American or Korean institutions. For example, LMS (Learning Management Systems) (i.e. Moodle, Blackboard, Google Classroom), which are essential in online and adaptive learning, were found to have a penetration rate of roughly 20% in Japan, compared to 60% in the U.S. or South Korea.[29] For the Japanese universities which report using LMS, the actual utilization ranges from 1-20% of the courses. The most used ICT tools are syllabus systems (89%), student information systems (63%), and campus Wi-Fi networks (79%).[30] On the other hand, the digital tools most extensively utilized in American universities are content/learning management systems (90%), digital textbooks (70-75%), and e-portfolio systems (50%).[31] From this data we infer that although the infrastructure is in place at most Japanese universities, it is being

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[25] Funamori, 2017, 40.

[26] Ibidem.

[27] Aoki, 2010, 857.

[28] Kyoto University, *Study on ICT Usage at Japanese Higher Education Institutions.* MEXT, 2014, p. 345.

https://www.mext.go.jp/component/a_menu/education/detail/__icsFiles/afieldfile/2014/05/19/1347641_05.pdf

[29] Funamori, 2017, pp. 41-42.

[30] Funamori, 2017, p. 42.

[31] Ibidem

underutilized.[32] Universities abroad have been using online course delivery methods for almost two decades now (MIT Online Courseware, 2001; California Virtual Campus, 2001),[33] and Japanese universities need to catch up with the rest of the world by redesigning instructional content to integrate ICT tools in learning and assessment.[34]

The conservative nature or university instructional content and pedagogy is yet another possible explanation for Japan's tepid enthusiasm regarding deployment of ICT in education. The traditional, lecture-style teaching method, based on the students' passive reception of knowledge is still in place at many universities. A survey conducted in 2007 by the University of Tokyo among 48,233 students from 127 colleges and universities found that over 82% of the classes are lecture-based, and only half of the courses were thought to teach the practical knowledge and skills for the future.[35] Moreover, 79% of the respondents attended the classes regularly but said that they did not find them interesting, rarely ask questions and do not study much outside classes.[36] There is little interest for, or involvement in the process of learning by the students, who believe that "most potential employers only care about the name of the university, not about students' classroom-based achievement at the university."[37] However, as post-industrial Japan finds itself not only in dire need of qualified workforce but also of innovation, it can no longer afford the luxury of hiring passive, malleable workforce selected only by the name of the university or department they graduated from.[38] Current Japan is struggling to resolve the mismatch between students' lack of generic skills and industry needs;[39] however, Japanese education has been slow to nurture "cognitive, ethical and social capabilities, cultural

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32 Ibidem

33 Satoru Fujitani, Madhumita Bhattacharya and Kanji Akahori, "ICT implementation and online learning in Japan *Educational Technology*, Vol. 43, No. 3, Special Issue: Online Learning and Information Technology in the Asia-Pacific Region: Perspectives, Issues, and Divides (May-June 2003), pp. 33-37.

34 Fujitani et al., 2003, p. 35.

35 Aoki, 2010, 855.

36 Ibidem

37 Aoki, 2010, 855.

38 K. Matsushita, "Chapter 1. Introduction." In Matsushita, K. (ed.) *Deep Active Learning: Toward Greater Depth in University Education* 2018. Springer Nature, p. 5.

39 H. Ito & N. Kawazoe, Active learning for creating innovators: Employability skills beyond industrial needs. *International Journal of Higher Education*, 4(2). 2015, https://doi.org/10.5430/ijhe.v4n2 p. 81.

refinement, knowledge, and experience."[40] The "job-oriented"[41] society that Japan is attempting to evolve to necessitates more than passive, rote-learning memorization skills. The question is: can online education be the holy grail of modern education? The answer is: it depends. It might not be enough to have enough computers, well-trained staff, and plenty of opportunities to use computers in the classroom. The crux of the matter is how effective online learning and teaching are, and what are the best strategies teachers should employ to turn online teaching into a successful and fulfilling experience for students.

Conventional education vs. online education: "Just put it online"?

In this section we discuss several issues of online education in comparison to face-to-face instruction, and the implications of Emergency Remote Teaching (ERT) for higher education during the COVID-19 pandemic.

Li and Akins (2005) note that online learning is attractive to different groups for a number of reasons. First, it is convenient for administrators due to the large number of possible participants that may save space, staff and instructors; it has a positive effect on enrollments and it ensures a wider access to education.[42] According to Felix (2003), instructors find it convenient due to the interactive nature of online learning, which acts as a "window to the authentic subject being taught" (cited in Li and Akins, 2005, p. 51). Katz and Yablon (2002) consider that the interactivity of online education has a positive impact on learner motivation and outcomes: "Interaction transports the student to a new cognitive environment which motivates and activates the student .... [it] promotes active engagement of students in the learning process and leads to improved academic achievement" (p. 70).[43] Moreover, the affordances of online learning were found to increase communication, ease the transition from the teacher-centered classroom to collaborative and task-based learning projects, and contribute to enriching instructors' teaching

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[40] Matsushita, 2018, p. 16.

[41] Hamaguchi, K., Wakamono to rôdô: "Nyûsha" no shikumi kara tokihogusu [Youth and labor: Unravelling the problem from the perspective of the system of "entering a company"]. Tokyo, Japan: Chuokoron-Shinsha, 2013.

[42] Qi Li and Melina Akins, "Sixteen myths about online teaching and learning in higher education: Don't believe everything you hear", *Tech Trends*, 94, 4, 2005, 51-60.

[43] Y.J. Katz, Y.J. & Y.B. Yablon, "Who is afraid of university internet courses?" *Educational Media International*, 39, 1, 2002, 69–73.

repertoire (Li and Akins, 2005, p. 51).[44] Li and Akins stress that the quality of online education depends on clear goals, sound e-pedagogy, teachers' and learners' dedication, support from administrators, and opportunities to practice newly acquired knowledge and skills, and conclude that technology should be considered a useful tool which "offers great potential for the present and the future".[45]

In terms of learning outcomes, some authors have found "no significant difference" between classroom-based instruction and distance learning,[46] [47] whereas others suggest that students in web-based classes had better learning outcomes than those enrolled in a conventional, face-to-face class.[48] Li and Akins refute the myth of the transferability of traditional courses to online learning, arguing that it is the careful selection and adaptation of instructional strategies that ensures the success of traditional or online education.[49] As Kearsley (1998) also pointed out, [e]ducators fail to understand that distance education is really about creating a different kind of structure for learning and teaching, not the use of technology".[50] Surry and Ensminger (2001) bring three arguments in favor of the idea that the medium of instruction matters little in terms of learning outcomes: "It is the instructional method, not the delivery medium, that is the primary cause of changes in achievement."[51] Moreover, they argue, it is not known to what extent a medium of instruction is more effective than another.[52] The third argument is that the multitude of unexamined and confounding variables make the majority of media studies fall under the category of "pseudoscience".[53] Kim and Bonk

[44] Li & Akins, 2005, p. 51.

[45] Li & Akins, 2005, pp. 51, 58.

[46] T.L. Russell, The ‘No Significant Difference’ Phenomenon as Reported in 248 Research Reports, Summaries, and Papers, 4th ed. N.C. State, Raleigh, N.C. [Online]. Available http://tenb.mta.ca/phenom, 1997.

[47] I. Jung and I. Rha, “Effectiveness and Cost-Effectiveness of Online Education: A Review of the Literature,” *Educational Technology*, 40 (4), 2000, pp. 57–60.

[48] Lisa Emerson and Bruce MacKay, "A comparison between paper-based and online learning in higher education", *British Journal of Education Technology*, 42(5), 2011, p. 728.

[49] Li & Akins, 2005, p. 52.

[50] G. Kearsley, "Educational technology: a critique", Education Technology, 38(2), 47-51, p. 49.

[51] Daniel W., Surry and David Ensminger, "What's wrong with media comparison studies?" *Educational Technology*, 41 (4), 2001, p. 33.

[52] Ibidem

[53] Ibidem

(2006) warn that the rapidly multiplying plethora of electronic materials, blogs, wikis, and overall visual simulations could bore students as much as conventional classroom-based education.[54] In addition, not even online education should be "one size fits all". Discussing some of the effects of online learning, Mehlenbacher et al. (2000) found that learners may respond differently to different learning styles.[55] According to them, more reflective learners do not find the fast pacing of the online class with its instantaneous feedback and response beneficial, and may prefer a slower, deeper style of learning.[56]

Let us examine the particularities of conventional education based on active learning methodology and those of online education as described by Mechlenbacher and colleagues.[57] The dimensions of instructional situations are divided into five parts, and the two instructional approaches are presented in their *ideal*, mostly active learning situations (emphasis mine).

Table 1. Dimensions of instructional situation characterizing web-based and conventional classes (adapted from Mehlenbacher et al., 2000).

Dimensions of Instructional Situation	*Ideal Conventional Learning Experiences for Students*	*Ideal Online Learning Experiences for Students*
Student Background and Knowledge	Facilitates group activities, extrinsically motivating, active, verbal	Highly goals-directed, carefully monitored, self-directing, encourage intrinsic motivation and a positive attitude toward working alone
Student Tasks	Focused on whiteboard content, encouraging note-taking and active reading	Focused on content and schedule, balances visual and textual information, facilitates cognitive and metacognitive strategies for future learning

[54] Kyong-Jee Kim and Curtis J. Bonk, "The Future of Online Teaching and Learning in Higher Education: The Survey Says…", *Educause Quarterly* Number 4, 2006, pp. 22-30.

[55] Brad Mehlenbacher, Carolyn R. Miller, David Covington, J.s. Larsen, "Active And Interactive Learning Online: A Comparison Of Web-Based And Conventional Writing Classes", July 2000, IEEE Transactions on Professional Communication 43(2), pp. 166 - 184.

[56] Mehlenbacker et al. 2000, p. 178.

[57] Ibidem, p. 179.

Social Dynamics	Supporting non-verbal communication, encouraging mutually-defined goals and task-oriented	Provides real-time, interruptible, bi- or multi-dimensional, social situations; balances affective and task-oriented goals strategically
Instructional Objectives	Discussion-oriented, mixture of activities, practice and application enhanced theory	Goal/criterion directed, controlled sequencing, availability of inquiry options, responses evaluated quickly, exploratory, visual
Learning Environment and Tools	Small, discussion-facilitating space, free of distractions, groupwork, ample tablespace	Focused visually, instructional goals/materials separated from navigation; encourages multiple paths of discovery via questions and answers; stresses interpersonal communication (E-mail, listservs, chats, bulletin boards)

From the viewpoint of student background, online learning experiences are more isolating, more self-directed and more intrinsically motivating than face-to-face experiences, which are considered to be more interactive. Although the online students can use the ready available tools of online chat, video conferencing, or e-mail to communicate with each other in real-time, even when they communicate with their peers they use technology instead of face-to-face interaction, and that constraint may be to a certain point de-humanizing and conducive to human isolation.[58]

Regarding social dynamics, face-to-face instruction can be considered more suitable for non-verbal communication; teachers can sense the atmosphere of the class from non-verbal cues and can decide to change their approach. On the other hand, in an online classroom it might be difficult for the teacher to read from the students' glazed eyes whether they are following the class or reading something completely unrelated on their screens.

As far as instructional objectives are concerned, the major difference between face-to-face classroom and online instruction appears to be that face-to-face interaction is much more suitable for discussion and for

[58] Hsiu-Mei Huang, "Toward constructivism for adult learners in online learning environments", *British Journal of Education Technology*, 33(1) 2002, p. 31.

practical activities which apply the theoretical principles discusses in class. On the other hand, online learning is more goal-oriented and the question/response exchange unfolds at a faster pace. Moreover, a seamless transition from theory to practice (experiments, etc.) may not always be possible in an online classroom.

Face-to-face learning takes place in a classroom, a controlled environment in which teachers and students have well-determined roles and routines. The classroom environment is expressly designed and equipped for learning and it is (relatively) free of distractions. Online learning is a non-linear, multi-dimensional process, in which the students are encouraged to discover knowledge using other paths than the textbook or the whiteboard. In online learning students usually attend classes from home, usually equipped with a study space which may also be a space where the student sleeps, eats or spends free time; it may also be shared with other people (roommates, family members, etc.), which makes it not free of distractions. It might be difficult to achieve the concentration necessary to follow the online class and fully participate in tasks and discussions.

Bernard et al. (2004) conducted a meta-analysis of empirical literature comparing distance education with classroom instruction. Their findings support the idea that effective distance learning depends on "pedagogical excellence", namely on the appropriate use of learner interactivity in problem-based type of learning, when the material leads to learner engagement, deep processing and understanding.[59] However, they caution that distance education "should not be an electronic copy of the paper-based material" and that appropriate tools should be developed and deployed.[60]

Emergency Remote Teaching

Hodges et al. (2020) introduce the concept of "*Emergency Remote Teaching*" (ERT) to describe the global frenzy of moving course contents online, triggered by the COVID-19 crisis.[61] They point out that ERT differs

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[59] R.M. Bernard, P.C. Abrami, Y. Lou, E. Borokhovski, A. Wade, L. Wozney, P.A. Wallet, M. Fiset & B. Huang, "How does distance education compare with classroom instruction? A meta-analysis of the empirical literature". *Review of Educational Research*, 74(3), 2004, p. 413.

[60] Bernard et al., 2004, p. 414.

[61] Charles Hodges, Stephanie Moor, Barb Lockee, Torrey Trust and Aaron Bond, "The difference between emergency remote teaching and online learning", *Educause*

from well-designed online courses in a few respects. First, ERT is "a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated."[62] As a *temporary* measure it might be successful or not; in other words, it should have to do. Previous instances of ERT deployment were referred to in relation to school closures due to conflicts in Afghanistan or South Africa.[63] Laura Czerniewicz, one of the authors who discussed one example of ERT in South Africa, stresses the importance of not using short-term solutions on the long term. Although in her paper she refers to online learning tool providers, one should be aware that ERT is not THE solution, but just a temporary fix.

Emergency remote teaching supposes a great deal of compromise, both from the administrative and qualitative viewpoint. In her blogpost on the lessons learned from shifting to online teaching during university shutdowns in South Africa, Laura Czerniewicz (2020) recalls having to navigate among complex challenges posed by the novelty of shifting educational contents online, political issues, digital divide, academics' lack of knowledge in computer assisted learning, and resistance due to the image of online instruction as being qualitatively inferior to classroom instruction.[64] She points out a few factors which are important for the success of ERT. These are people, awareness of social inequalities, strategies, careful selection of technologies, and research. She underscores the importance of collaborative work among teachers as they attempt to grapple with the challenges (new to some) of online instruction, while accommodating students who do not have the financial resources to computer skills. Regarding teaching strategies, teachers should try to keep things simple by focusing on delivery strategies rather than formative

Review, March 27, 2020, https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

[62] Hodges et al., 2020.

[63] Laura Czerniewicz, "What we learnt from "going online" during university shutdowns in South Africa", Phil on EdTech, March 15, 2020.

https://philonedtech.com/what-we-learnt-from-going-online-during-university-shutdowns-in-south-africa/

[64] Ibidem

assessment, and should use the opportunity as a stepping stone for further research.

During crisis times there is much pressure to "just get it online", which might be understandable given the circumstances; however, Hodges et al. (2020) consider it is unrealistic to expect high quality teaching outcomes from quick fix solutions, and point out that the process of planning, preparation and development of a fully online university course is a lengthy matter, taking around six to nine months *before* the course is delivered, so that the whole plethora of co- and extra-curricular support to be in place and fully available to the students.[65] In fact, they consider that the key to a successful course is not only good teaching, but also the co-curricular and extra-curricular supports and interactions, such as library resources, housing, career services, and health services, which learning relies upon.[66]

The International Association of Universities has put forward a number of resources, recommendations and guidelines to help universities transition more smoothly from physical classes to online teaching.[67] The Guidelines on Distance Education during COVID-19, released by the Commonwealth of Learning (COL) underscore the position of the learner at the center of planning and implementation.

The guidelines advise teachers to:

1. Approach the distance education course with empathy and care for learners, who should be at the center of every action. The teacher should strive to meet the learners' expectations;

2. Be proactive and take advantage of both online and offline learning opportunities;

3. Integrate online educational resources and adapt them to suit local contexts;

4. Assign homework with consideration for student workload;

5. Be available for students to reach by telephone or social media at designated times;

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[65] Hodges et al. 2020.

[66] Ibidem

[67] Commonwealth of Learning, "Guidelines on distance education during COVID-19" 2020,
http://oasis.col.org/bitstream/handle/11599/3576/2020_COL_Guidelines_Distance_Ed_COVID19.pdf?sequence=4&isAllowed=y

6. Work in teams to avoid duplication of effort and share best practice and lessons learned.[68]

In conclusion, during the COVID-19 crisis many educational institutions around the world have closed their face-to-face classes and switched to online courses. Japanese schools have reacted differently to the present crisis due to the lack of human and material resources necessary for implementing and deploying digital instruction tools. Online education (and emergency remote teaching) has been readily promoted as an alternative to physical classes in times of crisis. Still, while emergency remote teaching is a temporary solution that might not provide the students with the same quality instruction of a well-designed online course, it is a more feasible alternative than class cancellation. The effects of the shift to online instruction have not yet been studied enough and it is unclear where ERT situates itself in terms of learning outcomes and student satisfaction, but it is expected that, due to lack of preparation and experience, the quality would be lower compared to face-to-face instruction. Universities should therefore consider adopting more robust long-term disaster preparedness solutions to comply with the quality standards promised to their students.

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[68] Ibidem, pp. 10-11.

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CHALLENGES TO HUMAN RIGHTS IN THE TWENTY FIRST CENTURY: LESSONS FROM CORONA VIRUS PANDEMIC.

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ABSTRACT: *At the emergence of Universal Declaration of Human Rights, (UDHR) the world embraced the document as the most important instrument to have emerged from the United Nations, as the foundation of its existence and indeed, a 'raison d'être'. This was particularly so because the document provided for equality of all human race; called for oneness of the entire human race; frowned at discrimination on grounds of sex, ethnicity, nationality, colour and the like. Consequently, the document was described as an authoritative definition of human rights, setting out the principles and norms of securing respect for the right of man, everywhere in the world. Indeed, the Declaration was said to usher in a new era of human rights, with multilateral approval, resulting in internationalized form of legitimacy in form of universal standard, external to individual State, by which their laws, policies and values could be evaluated. However, towards the end of C20th, the call to relativize human right tenets had gained such momentum that resulted in the emergence of various regional chatter on human rights, reflecting each region's values. This paper examined the missing link in the UDHR, using the ugly handling of the Corona Virus Pandemic by various member states of the United Nations to stress the need to revisit the concept of humanity that is supposed to be central to the values of Universal Human Rights.*

KEYWORDS: *Human Rights, Humanity, Corona Virus Pandemic and Missing Link.*

Introduction:

Anyone who has been following developments of human rights from the post-second world war era till recently, would attest to the fact that the outfit has really taken a serious stride in its over seventy years of existence. Adorable as the Universal Declaration of Human Rights (UDHR) was, from the onset, it had no legally enforceable status but meant, only as a standard by which observance of its values by member

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states of the United Nations may be measured[1]. But today, not only has international human rights law assumed the status of customary law but it now has several covenants, treaties and protocols that compel international compliance with the standard of civil behavior amongst the Commonwealth of Nations, all over the world[23]. Beyond the initial ideals, the international human right law now extends its tentacles to group interest, women and children rights, including the creation of regional human right outfit and their judicial systems, even if not in the similitude of national systems with all instrument for policing enforcement[4].

No doubt, the centrality of the place of human rights towards achieving human ideals in the unfolding challenges of this century is inevitable, especially in the face of political instability, climate change, economic and social uncertainties aggravated by all forms of arms-race and shrewd economic rat-race at national and Continental levels, all over the world, in this Century[5]. Despite all forms of human right activism to arrest this ugly trend, the world has continued to witness the rise in human right abuses through excusable wars, some in the name of fighting terrorism defined only within the enlarged framework of ***9/11 attack*** on the United States of America[6]. Various countries create concentration camps where humans are caged in obvious abuse of human dignity, all of which create terrific wave of internal displacements that result in an unprecedented rate of migration to Europe and the Middle East, aggravated form of Xenophobia, Islamophobia, Homophobia and all related kinds of phobia, destroying our essence as humans in this century[7]. And all these, in the face of a robust budget on human rights promotion both at the United Nations and Regional Levels. The question is, what is the missing link in the UDHR and all the human right

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[1] M.O.U. Gashiokwu; Human Rights, History, Ideology and Law (Fab Education Books, 2003)136.

[2] O.N. Ogbu, *Human Rights Law and Practice in Nigeria:* An Introduction (CIDJAP Press, 1999) 31-33.

[4] *Ibid.* see also D. Hall; "Human Rights in the 21st Century" being Keynote Address at All Saints Cathedral School, Virginia Island, US 08-12-2011.

<*https://www.uvi.edu*>*speeches*>*H...*> accessed on 19-06-2020.

[5] I. Jim; *Rethinking Human Rights in the 21st Century a speech delivered at Sir John Quick Memorial Lecture,* Bendigo at Queensland University in October, 2016.

<*https://www.latrobe.edu.au*>*pdf-file*> accessed on 19-06-2020.

[6] BBC Newsland Watch; "The History of the Afghanistan Wars".

<*https://www.bbc.co.UK*>*newround*>. accessed on 22-04-2020.

[7] Jim, *op.cit.*

covenants and protocols that make the dream of International Community on human rights so elusive in this century?

This is the central question this paper intends to explore, from the perspective of the premium the world places on what *humanity* means in the first place. That is why the paper will take time to discuss the import of *humanity* before delving into the abuses of human rights during the Corona Virus Pandemic and the lessons that must be learnt from it if values of human rights as envisaged by the founding fathers of the concept must thrive beyond where this century met us. But before then, let us clarify Human right as a central concept in this paper.

Conceptual clarification

For brevity, the paper will only make clarifications and general comments on the concept of universal human rights as foundation for the main discussion, bordering on the concept of ***humanity,*** in the framework of human rights.

Universal Human Rights

The ugly consequence of man's inhumanity to man arising from the way the Second World War was prosecuted definitely played into the long standing philosophical principle of human rights as a nature-endowed, imprescriptible and indivisible right[8]. The atrocities of Nazi Germany and the beastly horror of the regime during the war directed attention to the nexus between outrageous behavior of a government towards its own citizens and aggression against other nations of the world[9]. It brought to the fore the need for effective protection of human rights as an essential condition for international peace and progress, stressing that as long as human rights are respected, democracy is secured and danger of dictatorship and war is remote.[10] It was in pursuit of this that the UN Charter imposed obligations on member States to universally guarantee and encourage the protection of human rights in fulfillment of the ideal for which the Allied Powers went to war.[11] That was why the UN Charter took a stride in reaffirming faith in fundamental human rights, in the dignity and worth of the human person; in the equality of rights of men

[8] Ogbu, *op. cit.* at 36.

[9] L., Oppenhiem, *International Law: A Treaties* (Longman Group, 1970) 737; Ogbu, *op.cit* at 35.

[10] See Preamble to the Charter, Ogbu, *op. cit.* at 36.

[11] Article 1(3) of the United Nations Charter (hereinafter referred to as, UN charter)

and women and the nations, large or small, as part of the measure for promoting human rights for all, without distinction as to race, sex, language or religion.[12]

From this antecedent, human rights came to be variously defined as "the right one holds by virtue solely of being a human person… right naturally inhering in the human being"[13]; "those claims made by men, for themselves or on behalf of other men, supported by some theory, which concentrates on the humanity of man as a human being, a member of mankind"[14]; "rights and freedom which every person is entitled to enjoy, possibly deriving from natural law"[15]; "rights one has simply because one is a human being"[16]; "rights which all persons everywhere and at all times equally have by virtue of being moral and rational creatures"[17].

> Ogbu summed up human rights as rights that are inherent in any human being simply because of his humanity-the birthright of all mankind. The expression "human rights" in its widest connotation embraces those civil, political, economic, social, cultural, group, solidarity and developmental rights which are considered indispensable to a meaningful human existence[18].

After resolving the initial ideological differences between various nations on the implication of an International Bill of Rights as against State sovereignty, the Bill of Rights was adopted in 1948, that was then described as a milestone in the struggle for human rights. As a standard for all human rights, this Declaration is said to have inspired over sixty

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[12] Oputa, C., *Human Rights in the Political and Legal Culture of Nigeria* (Nigerian Law Publications Ltd; 1988) 38-39.

[13] J. Akande, 'Securing Individual Rights' being part of the proceedings of the Conference on Constitution and Federalism held at Unilag, Nigeria; 23-25 April, 1996.

[14] T.Yerima,*'Appraising the Significance of the Liberal and Utilitarian Conceptions of Human Rights in the 1999 Constitution of Nigeria'Ikeja Bar Review*, [2007] vol. 2, Part 1; A.S. Hornby, *Oxford Advanced Learners Dictionary* (Oxford: Oxford University Press, 1998) 581.

[15] L. Rutherford, and S. Bone, (eds) *Osborne Concise Law Dictionary,* 8th edn (Sweet and Maxwell, 1993) 293.

[16] J. Donnelly, 'Human Rights and Human Dignity: An Analytic Critique of Non-Western Conceptions of Human Rights'. *American Political Science Review*. [1982] vol.76. 305.

[17] B. Nwabueze, *Constitutionalism in the Emergent States* (C, Hurst &Co; 1973) p.83 See also Ogbu, *op. cit.*

[18] Ogbu, *op. cit.,* at 114.

instruments and Constitutions of most countries, including Nigeria[19]. Elias emphasized the effect of this instrument when he said:

> It seems that the Universal Declaration of Human Rights of 1948 may come to be judged as perhaps the most important document to have emerged from the UN organization – as the foundation of its existence and indeed a *raison d'etre*. If we give political document a biological interpretation, it is the nucleus of an organism which is in the process of rapid growth to great dimensions by its inner dynamism, the UN inner dynamism. The UN architects at Sanfrancisco planted in the charter the seed of the idea of Human Rights as one of the cornerstones upon which the post-1945 world should be built and the organization lost no time in drafting and adopting the Declaration of 1948, to be later supplanted with the two supplementary Covenants. By this single act was set in motion the unprecedented process of decolonization and the inevitable principles of the right of self-determination of peoples. Thus, by the one fell swoop of the adoption of this modern *magna carta,* leading to the release of the greater bulk of mankind from political bondage.[20]

This document that was initially symbolic of the aspiration that member States were meant to work towards, has today become a basic component of customary International Law, binding on all States, thus forming part of the *International Laws on Human Rights* that all member states of the United Nations must be guided by.[21] Indeed, it has been said to "form part of the *jus covens – peremptory norms"* of Customary

[19] The Constitution of the Federal Republic of Nigeria, 1999 (as amended) hereinafter simply referred to as the 1999 Constitution in chapter 2&4 bear eloquent testimony to this.

[20] T. Elias, New Horizons in International Law (Sijthoff & Noordloff International Publishers, 1979) 162.

[21] Ogbu, *op.cit.*, See also International Conference on Human Rights, Tehran, 22 April-13 May, 1968 per Un doc. A/CONF.32/42.

international law, considered as binding on all members of the community of nations.[22]

Thus, it created a remarkable influence on subsequent domestic and international laws and policies as reflected in the reference of various bodies and instruments to the Declaration.[23]. Despite the differences between Nations on the implication of these rights but when the Nations shoved their ideological and political differences some eighteen years after the declaration, two instruments were passed that have opened the flood-gate of enforceable rights by the United Nations.[24]

While rights entrenched in the International Covenant on Civil and Political Rights are regarded as first generation rights, otherwise referred to as "negative rights", those in the International Covenant on Economic, Social and Cultural Rights are regarded as second generation rights. The third generation rights are solidarity rights which seek collective protection of group rights.[25] Today, human rights activists and scholars have prevailed with the idea that whether first, second or third generation rights, they are all indivisible, interdependent and mutually enforceable.[26] Indeed, the position seems to be given a more robust outlook by the Vienna Declaration adopted by the Human Rights Conference to the effect that:

> All human rights are universal, indivisible, interdependent and interrelated. The International Community must treat human rights globally in a fair and equal manner, on the same footing, and with the same emphasis. While the significance of national and regional particularities and various historical, cultural and religious backgrounds must

[22] See Tehran Conference Declaration, *op.cit*; Eze, *op.cit*., at 10. Hereinafter referred to as ICCPR; which provisions elaborately influenced chapter 4 of the 1999 Constitution; Ogbu *op.cit.*

[23] The 1999 Constitution, *op.cit.* f/n 18 refers.

[24] International Covenant on Civil and Political Rights (hereinafter referred to as ICCPR) and the International Covenant on Economic, Social and Cultural Rights, 1960 (hereinafter referred to as ICESCR)

[25] World Conference on Human Rights of 1993, *UN doc. A/CONT.157/23, 12th July 1993 endorsed by UN General Assembly Resolution 48/121, adopted without a vote on 20th December, 1993*.

[26] T. Yerima, 'Internationalization of Human Rights: A Critical Appraisal and Comparism of the Trilogy of Documents in the UN System' *Ikeja Bar Review*, (2006/2007) vol.1 pts 1&2, at 25.

> be borne in mind, it is the duty of States, regardless of their political, economic and cultural systems, to promote and protect all human rights and fundamental freedom.[27]

For the reason that International Human Rights is about rights of humanity, it is proper to discuss import of *humanity* to the human right outfit at this point.

Human Right and the Concept of *Humanity*

From the discussion thus far, it is apparent that the world seems to over-concentrate on the *rights* with little or no attention to the concept of *humanity*. Where authors lavish efforts to define import and scope of rights, they simply draw *humanity* to the scene by a wave of hand by presenting human right as rights that attach to man by virtue of his being human[28]. The word "human" with its derivative, "humanity" is variously understood as importing the characteristics of being a human being as opposed to animals; the entire human race or the characteristics that uniquely relate to human beings; the human race which includes everyone on earth[29]. The word "humanity" on the other hand is from the Latin word "humanitas" meaning "human nature , kindness''[30].

From these attempts at defining *human* and *humanity,* it is obvious that the word "human" underpins the basis of globalization, and by inference, the universality of international human rights. This is what ties humanity in an inescapable thread and network of mutuality, tied in a single garment of destiny where what affects one, affects all. Impliedly therefore, looking at the meaning of humanity, as all human beings

[27] G. Eyassu; 'Humanity and Human Rights: The Contonus of International Law'. <https://nome.unak.is.wordpress>huna...> Accessed on 22-04-2020.

[28] Wikipedia; 'Right and Humanity'. <*https://en.m.wikipedia.org*>*wiki*>*Right…*>accessed on 22-04-2020.

[29] E. Osita, *Study on the Right to Adequate Housing in Nigeria* (Shelter Rights Initiative, 1996)

[30] The Council of Europe in tacit agreement with this position had, in its Declaration on Human Rights, Democracy and Development said "The European Community and its Member States draw particular attention to the Universality and Indivisibility of human rights and the obligation of all States to respect them. They stress the important role of development assistance in promoting both economic, social and cultural rights as well as civil and political liberties by means of representative democratic government".

collectively in its noun form and characteristically as "all human; kindness and benevolence", it is obvious that human right is not a creation of any man but an effort of man to collate and codify the intrinsic nature of all humans[31]. Further inference from this is that in the characteristic nature of human or humanity, racism, discrimination and cruelty have no part in the nature of humanity, meaning that where any of these vices manifest, there should be a concerted effort of the entire human race to arrest and contain them. This is the understanding that informs discussion of what this paper perceives as antithesis to humanity and human rights in the manner several nations of the world handled both the Covid 19 pandemic.

No doubt, the concept of human rights has enjoyed global acceptance since inception and thus given succor to the vulnerables of the society but the issue goes beyond that. The clamor for relativism of the administration of universal human rights had generated the notion that the perception of human rights by Asian, African and Arab Nations on Human Rights was the greatest challenge to the import of human rights but recent developments seem to suggest otherwise[32]. Instead, the indices on ground point to lack of culture of human rights beyond the perception of the people of each nation, some of which believe that human right is only a product of Western oppression in as much as it undermines some of their local values[33].

When Ebola struck some West African Countries beginning with Guinea, in 2014, it was regarded as an African affair for which the developed world did so little to help; with some lameduck World Health Organization's resolution in that behalf[34]. Within the period, Africans who fled to Europe and other parts of the world were treated as lepers that must not be allowed to perch[35]. Inspite of Europe's obsession about human rights but the way E.U Nations treated African Immigrants from perceived Ebola ravaged nations within the period cast aspersion on European values, including the philosophy that midwifed universal human rights. We had cases where ships carrying Africans were either not allowed to dock and where they did, the immigrants were either starched in disused Reform centers or in refuse trucks despite protestation by the

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[31] I. Jim; Rethinking Human Rights, *op.cit.*

[32] *Ibid.*

[33] PFY McApreko; "The Status of Universal Human Rights in the 21st Century: an Approval". <*https://dox.doi.org/106035/ForumRecerca.2014.19.3.* > *accessed on 14-04-2020.*

[34] *Ibid.*

[35] *Ibid.*

Red Cross[36]. This time around, with the Corona Virus Pandemic, Africans once again are on the receiving end even from China that is the epicenter of the holocaust[37].

Obviously today, the list of cases of Xenophobia, discrimination and racism relating to the 2019-20 Corona Virus against Africans in China calls to question the concept of "humanity" that underpins the essence of Universal Human Rights[38]. Beyond the case of Africans are the instances of discrimination and recrimination against other Nationals all over EU and Middle East Countries on account of Corona Virus, in a manner that cast doubt on the world sincerity on globalization and any concept arising from the import of humanity[39].The world's response to the Corona Pandemic drove the essence of universality of human right farther into the abyss when two French Doctors who claimed to create a vaccine for Corona Virus cited Africa as the test ground, without the normal procedure of laboratory confirmation and then a test process on mouse and pigs before humans; as if Africans are now to be reckoned as Corona Virus pigs[40]. Even when the Director General of World Health Organization, Dr. Tedros Adhanom Ghebreyesus condemned the move as racist and neocolonialist, yet, sponsors of those killer-vaccines pumped several doses to Africa, inhumanely[41]. With such development, it is difficult to decode where Africa comes in, in the perception of the developed world in terms of universal human rights and more particularly, whether the concept of globalization that was the thrust of world campaign on development in the twentieth century related only to

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[36] *Ibid.*

[37] Brookings; 'Covid-19, Africans Hardships in China and the future of Africa-China Relations'. Sourced at <*https://www.brookings.edu2020/04/17*>; The National Interest; the Corona Virus threatens Africans and China's Hold on Africa'. Sourced at <*https://nationalinterest.org.featurecor....*> accessed on 18-04-2020.

[38] *Ibid.*

[39] Wikipedia; 'List of Incidents of Xenophobia and Racism related to the 2019-20 Corona Virus Pandemic of various developed counties against Africa Nations like Cameroon, Egypt, Ethiopic, Kenya, Nigeria, South Africa and several others'. <*https://en.m.wikipedia.org*>*wiki*>*list..*> accessed on 18-04-2020.

[40] R. Rosman; (Aljazeera News) 'Racism Row as French Doctors Suggest Virus Vaccine Test in Africa'<*https://www.aljazeera.com*>*2020/04*>*ra...*> accessed on 20-04-2020.

[41] Euro news; 'Who Director General Lashes out at French Doctors; What French Doctors and WHO really said about Africa and Vaccine Testing.' <*https://www.euronews.com*>*...*>*world.*> Also at <*https://www.nydailynews.com*>*ny-coro...*> accessed on 20-04-2020.

Internet Technology, and no more. One would want to ask why each time the developed world would sneeze, they expect the whole world to catch cold but whenever the third world, especially African Continent is facing any heat, the developed world hides away, under the cover of waiting for the UN to take a position. We need to be told what humanity is all about when the third world is only good as a tool to be used and dumped; or be made a scape-goat for the developed world, as we saw China do to Africans during the Covid-19 Pandemic.

What this points the world to is that we only talk of universal human rights as long as it is convenient for our national life. In issues of National Interest as affect each Nation's Security and National Economy, we have had cases where human rights were sacrificed on the altar of National advancement[42] but the scale of Xenophobia and abuse of human dignity that greeted the world on the heels of *Covid19* suggest a missing link in the values of human rights in the 21st century that must be addressed speedily. In the midst of mistrust of human rights philosophers of the justification of each other's theory and in the face of human right activism that took the better part of humanity by which the world almost forgot that anything could go wrong as to make humanity forget everything about human rights, came Covid 19 with its storm that stripped naked the insincerity of the world by the rate of Xenophobia and other vices that call for a rethink on the world philosophy on human rights. The question then is, where is the world missing out in its perception and strategic programs on human rights?

The Missing Link

Despite the accolades poured on the documents on human rights from the onset, but administration of human rights, both at domestic and international levels have been greeted with a lot of criticisms[43]. Indeed, the

[42] Russian support for Al-Assad of Syria against Rebel movement resulting in the death of hundreds of thousand innocent civilians and president Trump of America's stand on the dastardly assassination of journalist Khasoggi by Saudi Arabia in Saudi Consulate in Turkey on 2nd October, 2018 attest to this assertion.

[43] K. Herman; 'Human Rights: A Battle Cry for Social Changes as a Challenge to Philosophy of Law' being a paper presented at the World Congress on Philosophy of Law and Social Philosophy' in Sydney/Canberra in 2003; J.O. Ihonvbere,; 'Under-development and Human Rights Violations in Africa'. In: G.W Shepherd; Jnr (ed) Emerging Human Rights: The African Political Economy Context (New York: Greenwood Press, 1990) 56.

failures of this outfit have been responsible for relentless calls for relativism of the tenets of human rights and in extreme cases, it has given rise to proliferation of regional chatter in that behalf[44]. The question is, what could be regarded as the missing link in this otherwise adorable dream of the founding fathers of Universal Human Rights for which various regions and leaders of thought continue to sing the song of this concept with discordant voice? A few instances of factors that draw wedge between nations over their perception of universality of human rights would suffice here.

The first issue for consideration here is the nature of human rights education which has been misplaced as being too elitist to make impact on human kind at the grass root level. Indeed, education on human rights, both within the four walls of academic institutions and among citizens of various countries, including the commoners, is usually approached from the perspective of the Universal Declaration of Human Rights (UDHR) alone, which over-concentrates on individual rights, in isolation from the perception of the society on human rights[45]. Obviously, the UDHR and all its protocols tilt more towards the "don'ts" concerning the individuals as if what the society thinks does not matter[46]. For instance, when the law frowns at discrimination on sex ground, the law does not seem to care how women must carry themselves to ***earn*** the society's commitment to the law on human rights in their favour. This they do, forgetting that human right cannot thrive outside the cultural framework of each people.

No doubt, every culture has its views on human rights so that until we engage in interactive education on human rights, we cannot attain proper definition of their views, ***vis-à-vis*** what the world perceives as the standard inbuilt in UDHR[47]. What this means is that human rights education based on UDHR without experience of each people may not produce the desired result nor will it take human right ideals any further than this century met it. As a matter of practice, where human rights education is left to the elites who are themselves perceived as the abusers of these same rights, the vulnerables of the society would only develop hostile disposition against whatever human rights stand for[48].

[44] African Charter on Human and People' Right, 1981; Arab Charter on Human Rights, 2004 are living examples.

[45] Jim-Ife, *Rethinking Human Rights in the 21st Century, op.cit.*

[46] Ibid.

[47] Ibid.

[48] Ibid.

For instance, resistance of the common man in several African countries to security operatives' enforcement of lock-down against the Corona Virus scourge in their various countries was only the local populace way of reacting to the notion that they were being made to pay a price for error of the elites who imported the scourge from the developed Nations in the pursuit of their elitist mode of living; not withstanding that the lock-down was in the best interest of all humans, within their nation state[49]. The import of this is that human rights education that must appeal to the common man must be those that validate his humanity and sense of dignity in a manner that he could see every other person as human, rather than a threat. This is the human right culture that is founded on the understanding of what humanity stands for and not some isolated elitist idea of the concept. From the rate of Xenophobia, discrimination and high-handedness against foreigners in the Corona Pandemic, it is obvious that the entire world has not yet imbibed the culture of human rights from the perspective of humanity or the concept of being human, after all[50].

The second perspective of the missing link flows from the first and it borders on who we are as humans. As we clarified earlier, if *humanity* depicts human nature of kindness, and being human underpins the basis of universality of human right, then the world needs to return to the drawing board with a view to redefine a feasible philosophy of universal human rights beyond what the world had known in the immediate aftermath of the Second World War. In the circumstance where national interest defines import of human rights to each people; in the circumstance where every other *human* is treated inhumanely by other nationals because the people would rather look inward to protect their own interest; and in the circumstance where the world looks away in the face of treachery and abuse of human dignity of foreigners, it appears that the world must look elsewhere for what binds the nations together, apart from UDHR. As the Queen of England stressed in her speech to the General Assembly in 1957, the future of United Nations will be determined, not only by the degree to which member states observe provisions of the charter and cooperate in its practical activities but by the

[49] E Ikhuona; 'Tension from Lockdown Response to Covid-19 in Africa'. <*https://www.one.org*>*international*>*blog*.> accessed on 20-04-2020.

[50] Eyassau, *op.cit.;* Wikipedia; Rights and Humanity' *op.cit.,* at f/n 29.

strength of the people's devotion to the pursuit of the great ideals of the union, as endorsed in the UDHR[51].

In a typical African setting, the order of priorities is first, the family, clan, ethnicity and then nationality[52]. Thus, human rights in such a setting must begin from a re-orientation to look at every person from the realm of humanity, using family and ethnic structures only as instrument for promoting human right rather than see those realms as the beginning and end of import of human rights. But other members of the community of humans must imbibe the same disposition in the spirit of ''give and take'' for collective interest of all members of human family. In such a situation, each person must see himself, first as a member of family of humanity before thinking about his nation and its superiority over others. According to a scholar:

> *It is from those common human feelings and aspiration that we can start to build a culture of human rights that begins to look beyond people's immediate horizons, validating their humanity and finding ways to re-enforce those positive human characteristics so that people can begin to see the others as fellow human, rather than a threat*[53].

And this paper venture to add that if we must create a world where human dignity is respected and nurtured; if we want to create a world where there are no unnecessary barriers to people's quest to attain their potentials, then all humans must see themselves as guidance of human right around the world, being one another's keeper, at least in the spirit of Universal Human Rights. This is because, governments in their nature being only reactive and responsive to pressure, if the society fails to take responsibility and wait for government to create environment for the needed effect, the world's dream of human right won't work out. No doubt, individualism that has become the bane of human rights today

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[51] A Speech by the Queen to the UN General, 1957. <*https://www.royal.UK/queens-speech-UN-general-assembly.*> accessed on 18-12-2019.

[52] O.A. Shitta-Bay; 'The Family as basis of social order: Insight from the Yoruba Traditional Culture'. <*https://www.scipress.com*>*ILSHS...*> accessed on 22/4/2020; F;O Olatunji; Towards a new Social Order in African States-Institute for Custom Diplomacy. <*https://www.culturaldiplomacy.org.*>*pdf.*> accessed on 22/4/2020.

[53] Jim-IFE, *op.cit.,* at 8.

seems to defy the place of communal co-existence, forgetting that without the community of people, the concept of human right is meaningless[54]. Although communist countries have overstepped the concept of communal living for a philosophical ideology but their binding effect, at least in principles, put the society ahead of individuals, thus explaining the difference between Asian Communist Nations and the West.

But the scenario of the concept of *community* appears more emphatic in Africa where community development is one avenue that is held in high esteem[55]. Accordingly, in Africa, community development system constitutes a realm that oversees various age-groups and even local administration of each community, thus explaining why colonial Administration in a country like Nigeria resorted to *indirect rule* because the community's knitness constituted the binding force for which every member felt obligated to stand up to, including enforcement of societal values as a measure for respect for *familihood*[56]. This makes the family and the community the strongest instrument for building an effective human right structure, instead of concentrating on the elites to teach and oversee administration of human rights law, only within the framework of UDHR.

With such setting, women, children, the vulnerables and the minorities must be made to understand that the law is not all about protecting them alone. They need the re-orientation that points them to the fact that they owe the society, reciprocal duty to be discreet, respectful and obligatory in how they talk about the society from which they seek protection. They need to know that they could destroy the society by the way they present their case against the society whose support they need to absolve them from their perceived immediate oppressors, or they could be the worst for it.

When Khashoggi allowed his so-called freedom of speech to pitch him against the *status quo* in his home-country, Saudi Arabia, he presumably counted on the international community to insulate him against the inevitable (though unjustifiably high handed) reaction of the Saudi Government but in the end, he was the loser because the reaction of every game player within the international community was dictated by

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[54] Ibid.

[55] C. Agulanna; 'Community and Human Well-Being in an African Culture'. Kirj.ee>trames-2010-3-282-297. Accessed on 22-04-2020.

[56] Leila Patel, *etal;* "Indigenous Welfare and Community-Based Social Development: Lesson from African Innovation". <*https://www.tandfoline.com*>*doi*>*full*.> accessed on 22-04-2020.

their respective national interest[57]. When the insurgents of the Rohingya Muslims attacked security operatives of Myanmar, it was to re-awake international awareness to their plight but in the end, almost a million of their population had to relocate to Bangladesh as refugees, without any serious measure by the international community to reinstate them to a place they regard to as their ancestral home[58]. Needless to mention the bleak future of what the world may consider as a well-deserved dream of the Palestinians for a separate state[59]; fate of the Syrian rebels against the Russian backed Al-Assad government of Syria[60] and the failed struggle of the Kurds against the Turkish government over the years. What is obvious in each of these cases is that the support of international community for individual or group rights cannot succeed in isolation from collective interest of a whole; the same society that individuals seek protection from.

All said and done, it appears that the developed world is either not ready or is unwilling to give the world responsible leadership .that the concepts of humanity and universality require despite the fact that the founding fathers of the concept arose from their parts of the world. It is hoped that those at the helm of affairs at the United Nations, and the Human Rights functionaries at International and Regional levels will give this challenge the serious urgency it demands, to enable human right outfit move beyond where 21st century met it. This, they must do, to shift attention a little bit from the right to the left, from the concept of *right* to *humanity,* to give human face to whatever Universal Human Right stands for, in the face of any threat to humanity as in the case of Covid-19 pandemic. The urgency of such a posture is emphasized by the fact that the world is yet to come to terms with how many of such scourge may still befall this generation of humanity, not too many years from hence.

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[57] Chiff-Owen; "'he Unlearned Lesson's of Jamal Khashoggi's Murder'. <*https://www.washingtonpost.com*>*2018/...*> Accessed on 22-04-2020.

[58] S.N. Wa Lone; 'At Least 71 Killed in Myanmar as Rohingya Insurgents Stage Mayor Attack'. <*https://www.reuters.com*>*article*>*at-least...*> Accessed on 22-04-2020.

[59] W. Dove; and Dahlia, S; 'Hope Fades for a Two-State Solution: Is there Another path to Middle East Peace?'. <*https://www.thegurdian.com*>*may*>*Isr..*> accessed on 22-04-2020.

[60] Washington Post; 'How this closing chapter of Syria's war has become its Most Brutal'. <*https://www.washingtonpost.com*>*world.*> accessed on 22-04-2020.

60 C. Martin-Chulor; 'Betrayal leaves a Bitter Taste-Spurned Kurds Flee Turkish Onslaught'. <*https://www.thegurdian.com*>*world*>*oct*>

Summary, Recommendations and Conclusion

This paper on the challenges of human rights in the C21st has used Corona Virus Pandemic as case-study on the missing link in the Universal Human Right outfit, pointing out that emphasis on *rights* without any serious attention to the concept of *humanity* that is central to UDHR has distanced whatever human rights stand for from each society, resulting in apathy of each people to the outfit. The paper particularly berated degenerated value on humanity by the tenacity of Xenophobia, racism and isolationism that various nations exhibited in their reaction to the Corona Virus Pandemic, thus strengthening belief of antagonists of universal human rights who see it as instrument that the developed world resort to, either to perpetuate their values on the surrogate nations or as a measure of neocolonialist oppression.

The paper found that as long as the world fails to create an interactive forum between each society and human right functionaries, and as long as human right education remains elitist in nature, it will lack productive base it requires to make the desired impact. The paper recommends therefore that human right education should give greater attention to the concept of humanity, so that peoples of all nations may see themselves first as human, before they think about their national interest and superiority of nations.

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<*https://en.m.wikipedia.org*>*wiki*>*Right...*> accessed on 22-04-2020.

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MULTICULTURALISM AND MULTICULTURAL EDUCATION IN CANADA

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ABSTRACT: *The purpose of the article is to cover multiculturalism and multicultural education in Canada, analyse its connection with cultural diversity and education. The methodology of the survey is based on such methods as study, analysis and generalization which helped to examine the nature of multiculturalism and multicultural education in Canada, and analytical methods that were used to analyze scientific papers in education, culture, art, and history. The scientific novelty of the work lies in the justification of multicultural background and educational process in contemporary Canadian society and analysis of a multi-factor paradigm of the multicultural school environment. It is found out that multiculturalism promotes racial and ethnic harmony and cross-cultural understanding. It is shown how Canadian education destroys the narrative that people from different cultures cannot live alongside each other in peace and prosperity. Multicultural education tries to create an aware citizen with a global view of life, one who will promote an appreciation for cultural diversity, social equality, racial harmony, and national cohesiveness. It is proved that multicultural education will be more successful if it is based on principles of multiculturalism, multicultural awareness and the fundamental skills needed for living in a multicultural world.*

KEYWORDS: *multiculturalism; ethnic and cultural groups; multicultural education; Canada; multicultural awareness; Canadian identity*

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Introduction

In today's world, multicultural education is an indispensable part of the non-monoethnic, civilizational and cultural communities. Multicultural education is the recent revolutionary theoretical developments in the social sciences that challenge traditional knowledge and meaning. In terms of modern civilizations fate of individual nations can evolve in two directions. The first option assumes that the major ethnic groups destroy cultural identity and education of small ethnic groups.

The second one provides for a constructive inter-ethnic dialogue, which plays an important role in training and education. Multicultural education is an approach to teaching and learning that is based on democratic values that affirm cultural pluralism within culturally diverse societies in an interdependent world.

Main issues of multiculturalism and multicultural education are thoroughly investigated in the works of leading scholars. Bennett[1] defined multiculturalism as "local cultures finding themselves within cultural values without being assimilated". J. Banks and C. Banks[2] states that multiculturalism is composed of the dimensions of content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture and social structure. According to Ameny-Dixon[3], multicultural education increases productivity, overcomes the prejudice, develops interpersonal communication, creating cultural awareness, and prevents social conflicts. Keith, A. McLeod[4] considers multicultural education as an updated form of humanistic education which can help develop and encourage positive attitudes, open-mindedness, and respect toward language in all spheres. Nieto & Bode[5]

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[1] Bennett, C.I., *Comprehensive multicultural education: Theory and practise.* Pearson Education, 2003.

[2] Banks, J., & Banks, C., *Multicultural education: Issues and perspectives* (7th ed.). Wiley, 2010.

[3] Ameny-Dixon, G.M., *Why Multicultural Education Is More Important in Higher Education Now than Ever: A Global Perspective,* 2004.
http://www.nationalforum.com/Electronic%20Journal%20Volumes/Ameny Dixon,%20Gloria%20M.%20Why%20Multicultural%20Education%20is%20More%20Important%20in%20Higher%2 Education%20Now%20than%20Ever.pdf.

[4] McLeod, K.A. (Ed.), Multicultural Education: The State of the Art National Study. In K.A. McLeod (Ed.), *Multicultural Education: The Challenges and the Future* (No. 4, p. 2). Canadian Association of Second Language Teachers, 1996.

[5] Nieto, S., & Bode, P., *Affirming diversity: The socio-political context of multicultural education* (5th ed.). Allyn & Bacon, 2008.

defines this concept as a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the diversity (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect. Gay[6] provides very perspective accounts of how to become a multicultural teacher – only through the examination of the voices of multicultural educators and highlights the significance of personal self-reflection, narratives, storied research in developing a multicultural approach, since "who we are as people determines the personality of our teaching". Canatan[7] states the concept of "multiculturalism" may cause the concept of "multiculturalist" to arise.

While it is indeed necessary that Canadian, American, Irish, and others yearning for authenticity engage with the reality of hybridity, it is useful to return to Nash's earlier mention of Paul Gilroy, who she says avoids "disposing of ideas of shared points of departure and shared forms of experience in favour of absolutely indeterminate identities"[8]. Pursuing all kinds of genealogical and genetic knowledge but stridently rejecting, as Nash does, the use of that knowledge to romanticize ethnic purity or to make claims for political and cultural entitlement may be the only way forward. Nash's rigorous examination of the political, cultural, and material effects of Irish genealogy and genetics, and the numerous examples she provides of ordinary Americans, Canadians, and Northern Irish who are using genealogy to transform outmoded ideas of a "pure points of ancestral origin and an essential. Irishness transmitted via descent"[9] are cause for optimism. Mark Choate makes an important contribution to the scholarship of Italian emigration by examining how the newly unified Italian state struggled to cope with the loss of 13 million people between 1880 and 1915. In *Emigrant Nation*, Choate[10] argues that emigration was turned into a positive concept. The key goal of this new outlook on emigration was to bind emigrants and their children to *la*

[6] Gay, G. (Ed.), *Becoming Multicultural Educators: Personal Journey Toward Professional Agency*. Jossey-Bass, 2003.

[7] Canatan, K., Multiculturalism in European societies: A sociological approach. *International Social Research Journal*, 2(6), 80-97, 2009.

[8] Nash, C., Genealogical identities. *Environment and Planning D: Society and Space, 20*, 2002, 27-52, https://doi.org/10.1068/d314.

[9] Ibidem.

[10] Choate, M.I., *Emigrant Nation: The Making of Italy Abroad*. Harvard University Press, 2008.

madrepatria through language, culture, and economic ties. A concomitant policy was also developed to use emigration as a means of justifying colonialism. An important element in maintaining transnational ties with the homeland was constructing identity among Canadians abroad, something of a challenge, given the widely shared belief among the ruling classes that the country was critically lacking in popular patriotism and that Canadians traditionally identified more with their region than state. Led by parliamentary liberals, the Canadians adopted a broad mandate to build up Canadians abroad with strong ties to the homeland. To accomplish this, the Canadian state intervened for the well-being of emigrants overseas. Choate[11] explains that "emigrants would be united through culture, religion, and economics, not as fugitives, but heroes, not in a diaspora or scattering, but in a consciously created, global community of people under the umbrella of the Canadian state". Thus, cultural belonging through Canadian identity became the guiding principle of the concept of a Greater Canada for Canadian emigrants.

The purpose of the article

The purpose of the article is to cover multiculturalism and multicultural education in Canada, the first country of the formal multiculturalism policy and analyze its connection with cultural diversity and education.

The methodology of the survey is based on such methods as study, analysis and generalization which helped to examine the nature of multiculturalism and multicultural education in Canada, and analytical methods that were used to analyze scientific papers in education, culture, art, and history.

Main research material

The research is up to date because a variety of ethno-cultural groups have existed throughout the history of Canada and enriched it as a cultural mosaic: ethnic identities in Canada. Although Canada is physically the second largest country in the world, with an area of nearly ten million square kilometres, it has the 36th largest population density. Canada consists of ten provinces: Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick, Québec, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia and three territories (Northwest Territories,

[11] Ibidem.

Yukon, and Nunavut). Ethnically, Canada is one of the most varied countries in the world, representing all the colours of a rainbow comprised of: 28% Anglo people, 23% French origin-people, 15% other European country people, 2% indigenous, and 32% of Canada's population is of Asian, African and Arab origin. Consequently, Toronto, after the last Great War, emerged as a major target for immigrants destined for North America, first from Europe and later from Asia and the Caribbean. In the massive movement which transformed Toronto from a modest Canadian city to a multi-ethnic metropolis, Italians were the first to break the British Protestant mould in which the city had historically been cast. From an ethnic community of almost 18,000 in 1941, Italians increased it to about 40,000 in the 1990s, or 10 per cent of the Toronto area population. Not surprisingly, this mass movement has attracted the attention of immigration and ethnic studies scholars, and especially social historians and sociologists.

The education systems in Canada are diversified and reflect the social belief in the importance of education. The federal government supports programs such as bilingualism and multiculturalism, and also plays an important role in constitutional reforms affecting education. Although the federal government still keeps under its control the Native education, this responsibility is increasingly transferred to group parliaments[12]. In 1963, the Québec government formed the Ministry of Education instead of using the "narrow-minded education system" otherwise available[13]. Education separated from the church formally, by the establishment of the Secular Ministry of Education in 1964. Separate Catholic and Protestant school systems insisted on maintaining their existence, but in 1988 school boards were separated as English or French linguistically[14]. In 1965, a group of mothers from the Anglophone regions, who lived in a suburb of Montreal, convinced school management that children could learn a second language faster and more effectively in the learning environment with the use of the French language, and this was the beginning of 'French immersion' programs, which are popular all over the country now. At present, various versions of this program have been a part of education in

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[12] Ghosh, R., & Abdi, A.A., *Education and the Politics of Difference. Canadian Perspectives.* Canadian Scholar's Press, 2004.

[13] Breton-Carbonneau, G.L., What's Language Got to do with it? An Exploration into the Learning Environment of Quebec's Classes d'Accueil. *Canadian and International Education*, *39*(3), 2010, 101-121.

[14] Ibidem.

public schools all over the country[15].

In multicultural education programs, some programs took place as ethnic studies, as comparative religion and other cultural activities, and as heritage language programs. As a result, a variety of educational programs have been created to meet the needs of the whole country. They are aimed at dealing with equality for racially and ethnoculturally diverse students. Thus, all the ethnic groups living in Canada have a system where they can receive education according to their needs and abilities[16].

Multicultural education allows full development of the potential and critical abilities of all children regardless of their "differences". These differences have been based on racial, ethnic, gender, and class stratification in society[17].

This means that human beings are different from each other in various ways, and this does not translate into deficiency or deviance when they differ from a traditional norm; it simply means that they are different, but also that they have the right to be different. Indeed, multicultural education should focus on the validation of their cultural, social, and gender differences, and the development of their individual identities. The aim of multicultural education is to empower all students with an ethical and democratic vision of society within which they can make a variety of contributions appropriate to their talents, needs, and aspirations[18].

Thus, multicultural education must be inclusive and attempt to develop a society in which "difference" is not a negative concept. In this concept, inclusivity means encompassing students from diverse groups (based on gender, race/ethnicity, social background, and so on) as much as students from the white dominant culture (English or French)[19].

Besides, multicultural education must deal with the total culture of the school. Both students and teachers should be "transformed by the study of the other, so that we are not simply judging by our original

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[15] Burnaby, B., Language Policy and Education in Canada. In S. May & N.H. Hornberger (Eds.), *Language Policy and Political Issues in Education* (Vol. 1, pp. 331-341). Springer. https://doi.org/10.1007/978-0-387-30424-3_24, 2008.

[16] Aydin, H., & Kaya, İ., *Kanada Uluslar arası Kültürel Araştırmalar Merkezi: Report [Canada International Center for Cultural Studies: Report]*. International Cultural Studies Center "Ukam Yayınları", 2013.

[17] Ogbu, J.U., Understanding cultural diversity and learning. *Educational Researcher,* 21(8), 1992, 5-14.

[18] Ghosh, R., & Galczynski M., *Redefining Multicultural Education. Inclusion and the Right to Be Different.* Canadian Scholar's Press, 2014.

[19] Ibidem.

familiar standards".

According to some scholars, multicultural education should provide a learning environment free of painful experiences of discrimination and inequality[20].

Doubtless, multicultural pedagogy must create new spaces the "fusion of horizons". This implies that the school should not create the "other" by making borders around group differences. The school must not create a centre (an ethnocentric norm) that inevitably creates a periphery (the "other"). Rather, the centre and periphery must come together in one space[21].

Therefore, multicultural education must empower students to negotiate with the margins of their identities.

It is important to disclose multiculturalism and its connection with multicultural education. Admittedly, multiculturalism generally means the acceptance of different migrant and minority communities, other than the majority of the population, with their language, culture, social behaviour and often their own communities and social structures[22]. It became official Canadian policy under the government of the late Pierre Elliot Trudeau (current President Justin Trudeau's father) in 1971 when the government began to recognize the value and dignity of Canadians of all races and ethnic groups, all languages and all religions. In doing so, Canada was the first country in the world to adopt multiculturalism as official policy and the relevant federal law still continues today [23]. With this policy, the British and French, as well as many ethnic and cultural groups which existed in Canada, recognized and promoted a vision based on race, national or ethnic origin, colour, religion values and mutual equality and respect. The status of the multiculturalism policy was confirmed by Canada's two official languages and the rights of native people[24].

First, however, the meaning of multiculturalism needs to be more broadly examined. Doing so will provide the framework for

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[20] Ibidem.

[21] Ibidem.

[22] Castles, S., & Davidson, A., *Citizenship and Migration: Globalization and the Politics of Belonging*. Macmillan, 2000.

[23] The Canadian Encyclopedia https://www.thecanadianencyclopedia.ca/en/article/multiculturalism

[24] Kymlicka, W., *The Current State of Multiculturalism in Canada and Research Themes on Canadian Multiculturalism, 2008-2010.* Department of Citizenship and Immigration. Citizenship and Immigration Canada, 2008.

understanding how the text is organized and why the readings, which constitute it, are included. The word multiculturalism is actually used in two senses[25].

In the first, it simply refers to the fact that human existence is inherently and universally multicultural, even though throughout history, mankind has resisted recognizing it. This resistance probably stems from the survival imperative of the ethnocentric impulse; submerging oneself in similarities has been seen as a surer road to survival than trying to cope with differences. Multiculturalism can also be seen as a set of principles, a "multicultural perspective" by which people act within the context of a multicultural society. These principles can be defined and learned[26]. But the key to multiculturalism is awareness. Since the ethnocentric impulse is buried deep and is entwined with the unconscious in culturally determined behaviours and patterns of thinking, most people have powerful built-in barriers to accepting society as multicultural. Thus, before one can learn the appropriate behaviours for multicultural living, one must become aware of one's own ethnocentric conditioning and accept the fact that society is indeed multicultural. So, multiculturalism means the acceptance of different migrant and minority communities other than the majority of population with their language, culture, social behavior and often their own communities and social structures[27].

How does multiculturalism affect Canada? *Acceptance*[28] (tolerating the differences and diversity in others because most people attempt to look and act like others do in order to fit in)[29] gives Canadians a feeling of security and self-confidence, making them more open to, and accepting of, diverse cultures. The Canadian experience has shown that multiculturalism encourages racial and ethnic harmony and cross-cultural understanding. Mutual respect helps develop common attitudes.

What "multiculturalism" means in the Canadian context is that:

Multiculturalism fosters a society, and a Canadian identity, in which people and groups of all cultures are accepted. Multiculturalism promotes

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[25] Wetherell M., Lafleche M., Berkeley R., *Identity, Ethnic Diversity and Community Cohesion.* Sage publications Ltd. 2007.

[26] Ivison D., *The Ashdate Research Companion to Multiculturalism*. University of Sydney, 2010.

[27] Castles, S., & Davidson, A., *Citizenship and Migration: Globalization and the Politics of Belonging*. Macmillan, 2000.

[28] Encyclopedia Britannica https://www.britannica.com/topic/studia-humanitatis

[29] Wikipedia. The Free Encyclopedia https://en.wikipedia.org/wiki/Acceptance

human and group relationships in which ethnic, racial, religious, and linguistic similarities and differences are valued and respected. The principles or tenets that are inherent in multiculturalism are[30]:

– Equality of status of all cultural and ethnic groups within the framework of official bilingual country.

– The freedom of all individuals and groups to the retention and development of their cultures as part of the Canadian identity.

– Equality of access by all individuals and groups to employment and promotion, services, and support.

– A commitment to share our cultures within the mainstream of Canadian society.

– An undertaking to participate in Canadian citizenship and the democratic process in terms of both rights and responsibilities.

– A belief that individuals have the freedom to choose the particular cultural attributes they prefer within the framework of our democratic principles.

– Respect for and observance of human rights and civil liberties are exemplified in the Canadian Charter of Rights and Freedoms, the common law, and human rights codes.

Multiculturalism includes all Canadians and is for all Canadians[31]. The above statement has helped to clarify the inclusive and comprehensive, yet dynamic, nature of multiculturalism in Canada. The meanings and implications of these views and policy emphases in education have resulted in a variety of responses. In Canada, each province has jurisdiction over its own school system. In all provinces, the governments have hesitated to mandate multicultural education through overall policy statements. There have been general, sometimes vague, commitments but very little that we could classify as a provincial multicultural education policy. The provinces have been cautious in dealing with the extreme demands of this issue[32].

Therefore, to understand multiculturalism it is important to know that culture refers to the way in which a group of people responds to the

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[30] Goodenough, W.H., Multiculturalism as the Normal Human Experience. *Anthropology & Education Quarterly*, *7*, 1976, 4, 4-7.

[31] Kymlicka, W., *The Current State of Multiculturalism in Canada and Research Themes on Canadian Multiculturalism, 2008-2010.* Department of Citizenship and Immigration. Citizenship and Immigration Canada, 2008.

[32] Gay, G. (Ed.)., *Becoming Multicultural Educators: Personal Journey Toward Professional Agency.* Jossey-Bass, 2003.

environment. Culture is a way of seeing the world in terms of cognition, emotion, and behavior[33].

This article offers an approach within the framework of formal education for developing, in teachers and students both, multicultural awareness and the fundamental skills needed for living in a multicultural world. This approach is what we and others call multicultural education.

Multiculturalism, as a state policy[34], is plainly becoming a total education; it is taking on the aspects of the modern philosophy of man. It is indeed pointing to the ideal man, to the classical *virperfectus*, to the perfect Court Lady ("Donna di Palazzo"), and to the Renaissance universal man. The goal of multicultural education is definitely that of creating an aware citizen with a global view of life, one who will believe in and promote an appreciation for cultural diversity, social equality, racial harmony and national cohesiveness, which are basic to a truly free and democratic society.

It is also quite clear that this philosophy and education program coincides almost totally with the program once designed by the classical *Studiahumanitatis*[35] (literally, the studies of humanity, or liberal arts). It coincides with the humanistic cultural ideal, which was abandoned as an educational goal in the last few centuries and especially in the last few decades.

Moreover, multiculturalism as a philosophical movement helped analyze a multi-factor paradigm of the reformed school environment that assumes that the gender, ethnic, racial, and cultural diversity of a pluralistic society should be reflected in all of its institutionalized structures but especially in educational institutions, including the staff, democratic attitudes, norms and values, curriculum, teaching materials and student body[36] (Figure 1).

[33] Ghosh, R., & Galczynski M. (2014). *Redefining Multicultural Education. Inclusion and the Right to Be Different.* Canadian Scholar's Press.

[34] Keith, A. McLeod, *Canadian Council for Multicultural and Intercultural Education* Canadian Council for Multicultural and Intercultural Education, 1987, p. 53.

[35] Encyclopedia Britannica https://www.britannica.com/topic/studia-humanitatis

[36] Thao Vang Ch., *An Education Psychology of Methods in Multicultural Education.* Peter Lang, 2010.

Multiculturalism as an Education Philosophy

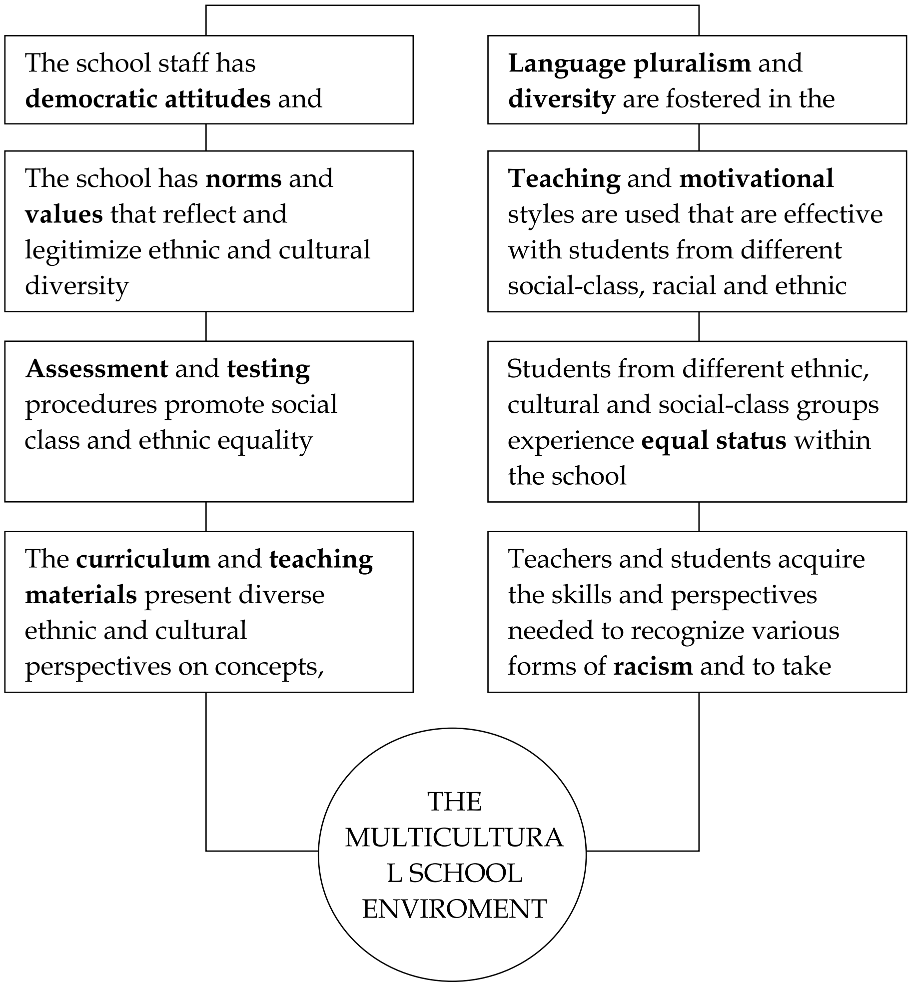

Figure 1. A reformed school environment based on a multi-factor paradigm

To understand a reformed school environment based on a multi-factor paradigm it is necessary to disclose each item of the paradigm.

• The school staff has a democratic views and values.

Democratic education[37] infuses the learning process with fundamental values of the society. Democratic education sees young

[37] What is Democratic Education? http://democraticeducation.org/index.php/features/what-is-democratic-education/

people not as passive recipients of knowledge, but rather as active co-creators of their own learning. They are not the products of an education system, but rather valued participants in a vibrant learning community. Democratic education begins with the premise that everyone is unique, so each of us learns in a different way. By supporting the individual development of each young person within a caring community, democratic education helps young people learn about themselves, engage with the world around them, and become positive and contributing members of society. The school staff should unite democratic values with the educational process. All school staff should recognize racism and its effects on the whole school community. They need to understand what they can do about racism and how to support those members of the school community who may be subject to racism.

- The school has norms and values that reflect and legitimize ethnic and cultural diversity.

It means making the school environment more consistent with the cultural and language diversity within a society, which promotes equality for all students and which helps all students to develop important cross-cultural skills, attitudes and abilities[38].

- Assessment and testing procedures promote social class and ethnic equality.

Social justice[39] is a key concept in assessment and testing procedures. It associates with practices that assure 'fairness' in a quest towards a type of utopian society. In this society everyone has equal opportunities and access to resources in order to thrive and succeed, despite any disadvantages that may arise as a result of their gender, race, socio-economic status or language.

- The curriculum and teaching materials present diverse ethnic and cultural perspectives on concepts, issues and problems.

According to Gay[40], to build culturally responsive curricula, teachers need to develop capabilities of analyzing and evaluating formal school curricula to determine the multicultural strengths and weaknesses of

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[38] Lotty v.d. Berg-Eldering, Ferry J.M. de Rijcke, Louis V. Zuck, *Multicultural Education. A challehge for teachers.* Foris Publications, 1983.

[39] Assessment and Social Justice https://www.researchgate.net/publication/322896490_Assessment_and_Social_Justice

[40] Gay, G., (2002). *Preparing for Culturally Responsive Teaching*. Journal of Teacher Education, 53(2), 106-116. https://doi.org/10.1177/0022487102053002003

standard curriculum designs and instructional materials and make the changes necessary to improve the overall quality of their teaching. It requires teachers to reverse the trends of apolitical teaching that avoids controversial issues of racism, historical atrocities, powerlessness, and hegemony. It encourages teachers to deal directly with controversy by including diverse cultural knowledge and multiple perspectives and contextualizing these within race, ethnicity, gender, socio-economic class, and other socio- cultural variables.

• Language pluralism and diversity are fostered in the school.

It is important to take into account the linguistic and cultural heterogeneity of the students, the variety of languages spoken and the multiplicity of their cultural affiliation. In an educational environment often marked by practices anchored in a monolingual system, this is a great challenge for a teacher. The child who leaves the language of his/her family outside school does not understand why this language is not entitled to be used in the classroom. He/She often feels that the language of his/her family is considered to be some kind of problem at school[41]. It is well known that negative representations of bilingualism among children of immigrant origin particularly affect their language skills. Indeed, the diversity makes it possible to consider the plurality of languages and cultures as a wealth rather than a problem.

• Teaching and motivational styles are used that are effective with students from different social-class, racial and ethnic groups.

Teaching and motivational style means that effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place. When students are motivated, then learning will easily take place. Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by the approval of others or by overcoming challenges. So, teachers must recognize the diversity and complexity in the classroom[42].

• Students from different ethnic, cultural and social-class groups experience equal status within the school.

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[41] Dealing with linguistic diversity in the classroom: a challenge for teachers http://euliteracy.eu/dealing-with-linguistic-diversity-in-the-classroom-a-challenge-for-teachers/

[42] The Effect of the Teacher's Teaching Style on Students Motivation https://steinhardt.nyu.edu/departments/teaching-and-learning/research/practitioner-action-research/effect-teachers-teaching

To implement multicultural education effectively teachers and administrators should use content from diverse groups when teaching concepts and skills help students to understand how knowledge in the various disciplines is constructed, help students to develop positive intergroup attitudes and behaviors, and modify their teaching strategies so that students from different racial, cultural, language, and social-class groups will experience equal educational opportunities. The total environment and culture of the school must also be transformed so that students from diverse groups will experience equal status in the culture and life of the school[43].

It is important to note that, as a philosophy, multiculturalism must permeate the school culture so that all students can be empowered to cope with existing realities and have a democratic vision for the future[44].

Conclusions

The Canadian experience has shown that multiculturalism encourages racial and ethnic harmony and cross-cultural understanding. The goal of multiculturalism in Canada today is not the division, but preservation of unity. Multiculturalism exists when people accept and encourage many cultures to thrive in a society. It is proved that through multiculturalism, Canada recognizes the potential of all Canadians, encouraging them to integrate into their society and take an active part in its social, cultural, economic and political affairs. It promotes human and group relationships in which ethnic, racial, religious, and linguistic similarities and differences are valued and respected. It also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse students effectively requires educational approaches that value and recognize their cultural backgrounds. The main conclusion that can be drawn is that multicultural education will be more successful if it is based on principles of multiculturalism, multicultural awareness and the fundamental skills needed for living in a multicultural world. In this way, multicultural education aims to improve the learning and success of all students, particularly students from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and

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[43] Gay, G. (Ed.). (2000), *Culturally Responsive Teaching: Theory, Research, and Practice.* Teachers College Press.

[44] Ghosh, R., & Galczynski M., *Redefining Multicultural Education. Inclusion and the Right to Be Different.* Canadian Scholar's Press, 2014.

attainment. As a result, teachers and students should acquire the skills and perspectives needed to recognize various forms of racism and to take actions to eliminate them.

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ENTREPRENEURSHIP EDUCATION AS A PANACEA FOR ADDRESSING THE CHALLENGES OF UNEMPLOYMENT IN NIGERIA: A STUDY OF SALEM UNIVERSITY LOKOJA

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ABSTRACT: *Entrepreneurship education has continued to dominate discussions at many local and international academic meets. This is due to its potentials in empowering graduates of tertiary institutions, not only to employ themselves, but to also become employer of labour. In Nigeria, as it is the case with many third world countries, the statistics of unemployment has remained staggering over the years. This is not unconnected with the dearth of jobs. This piece, using Salem University as a case study, seeks to examine possible ways through which entrepreneurship education can serve as a veritable tool in equipping undergraduates, with a view to finding a lasting solution to the menace of unemployment in the country. The primary data was sourced through structured questionnaire while the secondary data was collected from relevant text books, journals and internet sources. The data was analyzed using weight mean scores. The study shows that entrepreneurship education provides the requisite training skills needed for reducing unemployment in Nigeria. Similarly, the study further revealed that entrepreneurship education provides the needed training that inspires creativity and innovation as well as helping to identify potential business opportunities in Nigeria. Lastly, this study among other things, recommends that the Management of Salem University should improve on its facilities and equipment base in order to expose its students to the relevant entrepreneurial skills needed.*

KEYWORD: *Entrepreneurship, education, Unemployment, Salem University Lokoja.*

Introduction

Over the years, entrepreneurship education has continued to attract the attention of policy makers in many developing countries of the world. This has necessitated the integration of entrepreneurship studies into the curriculum of tertiary and secondary education in Nigeria and several other countries of the world. Today, countries are beginning to show more than just a passing interest in entrepreneurship studies because of the role it plays in economic growth and development.

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Tertiary institutions in Nigeria (Universities, Polytechnics and Monotechnics) turn out millions of graduates into the labour market yearly without corresponding jobs for them. Many of such graduates roam the streets on a daily basis in search of white collar jobs and sometimes, end up as a pool for recruitment of all kinds of foot soldiers for violent crimes. This has become a major challenge to many nations of the world, particularly, as it concerns Policy formulation. However, poor educational standard, increasing population and weak government capacity, just to mention but a few, have been fingered as causative factors. Akhuemonkhan, Raimi, and Sofoluwe[1] assert that entrepreneurship education has been included in the curriculum of tertiary institutions in the United States since around 1947. According to them, between 1947 and 1980, an estimated 300 universities in the United States have successfully introduced entrepreneurship studies into their curriculum. Besides, the number of universities that adopted the entrepreneurship studies into their curriculum rose to 1,050 in the early part of 1990s. Nigeria, however, began the inclusion of entrepreneurship studies into the academic curriculum of tertiary institutions in 2006. This was in a bid to discourage the over reliance of Nigerian graduates on white-collar jobs[2]. One of the reasons for the adoption of entrepreneurship education in Nigeria was to promote the rapid rate of economic growth and development which was rightly captured in the country's National Policy on Education that provides the needed platform for socio economic and political development of the country[3].

Moreover, since 2007, the Federal Government of Nigeria has succeeded in adopting entrepreneurship studies as an integral component of the curriculum of the Nigerian tertiary institutions such that entrepreneurship development has become a prerequisite for graduation for all undergraduate students, irrespective of their discipline. This efforts have provided young graduates the platform on which to learn one or more vocations during the process of studying their desired course in the University, Polytechnic or Monotechnic. To this end, entrepreneurship study has no doubt, become a fundamental component of the curriculum of tertiary institutions in Nigeria. This is owing to the enormous

[1] Akhuemonkhan, I.A., Raimi, L., and Sofoluwe, A.O., Entrepreneurship education and employment stimulation in Nigeria *Journal of Studies in Social Sciences Volume 3, Number 1,* 2013, 55-79.

[2] Ibid

[3] Ibid. 1

advantages it seeks to offer quite a number of graduates and undergraduates alike, in the Nigerian Universities, Polytechnics and Monotechnics. It is aimed at equipping the average Nigerian graduate with the requisite skills to conquer the growing challenge of unemployment, through the creation of more jobs as well as wealth for themselves and others[4].

Consequently, the Federal Government of Nigeria gave directives to all Nigerian tertiary institutions through its agencies to develop a minimum academic benchmark for teaching entrepreneurship and adopting it into their curriculum. Today, entrepreneural studies has been brought to the fore in the curriculum of university education in Nigeria by the National Universities Commission. This was achieved by making courses in entrepreneurship compulsory for undergraduates in the country[5]. This initiative is being vigorously pursued because of the potentials it holds for the teeming young people and the multiplier effects it could have on the Nigerian economy[6].

Since 2007 that the Federal Government of Nigeria embarked on the revision of the curriculum of universities to include entrepreneurship education, the practical implementation, like several other remedial policies of government, still suffers a major setback such that Akhuemonkhan[7] has bemoaned the undue emphasis on examinations and paper qualifications with the concomitant inability of the system to aggressively address the issue of dysfunctional knowledge. In other words, the Nigerian educational institutions still teach their students to master various subjects but have failed to practically relate those subjects to Nigeria's needs; thereby lacking the ability to solve the fundamental problems of life and living.

Nevertheless, the extent to which this educational policy would succeed would to a large extent, be predicated upon several factors. First,

[4] Tope, A., Otaki, O.A., and Bahal, M., *Entrepreneurship education: A panacea to graduate unemployment in Nigeria Journal of Sustainable Development in Africa* Volume 16, No.4, 2014, 35-43.

[5] National University Commission, Labour market expectations of Nigerian graduates. Abuja: Education Trust Fund (ETF), 2004.

[6] Kavitha, R.; Anantharaman, R.N., & Ramanathan, S., *Environmental, personality and motivational factors; comparism study between entrepreneurs and women non entrepreneurs in Malaysia.* International Journal of Business and Management, (8)(13), 2013.

[7] Akhuemonkhan, I.A., Raimi, L., and Sofoluwe, A.O., *Entrepreneurship education and employment stimulation in Nigeria Journal of Studies in Social Sciences Volume 3,* Number 1, 2013, 55-79.

the level and scope of entrepreneurial education should be stimulating enough to boost the entrepreneurial attitude and intentions of undergraduates. This include enabling them to startup businesses of their own before or upon graduation. Second is, encouraging undergraduates to purge themselves of the age long belief that university education is designed to prepare them for white-collar jobs, which in reality, are in short supply in government offices and private companies.

In the light of the aforementioned, this study seeks to identify a variety of ways through which entrepreneurship education can serve as a tool for addressing the growing challenge of unemployment in Nigeria.

Statement of the Problem

A clear evidence of the severity of graduates' unemployment is the mammoth crowd of graduates that turned up during the Nigerian Immigration Service (NIS) recruitment exercise in 2014 during which a number of graduates were stampeded to death due to poor crowd control. For example, in 2010, the rate of unemployment stood at 21.4 per cent, rose to 27.4 per cent in 2012, and declined to 24.7 per cent in 2013[8]. These high rates clearly indicate that Nigeria has an unemployment problem which calls for a great and urgent concern[9].

According to Ojeaga and Owolabi[10] young men and women leave the Universities, Polytechnics and Colleges of Education every year with little hope of securing jobs. National Bureau of Statistics (2016) also reported that unemployment rate in Nigeria increased to 10.40 percent in the fourth quarter of 2015 from 9.90 percent in the previous period. The number of unemployed persons went up by 518 thousand to 8 million and labour force population rose by 1 million to 76.95 million[11]. To support this

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[8] Ekpo, A., *Unemployment crisis worse than NBS new statistics,* Vanguard newspaper, June 21, 2015.

[9] Okeke, M.N., Okonkwo, G.I., Oboreh, J.C., *Entrepreneurship education as a catalyst for entrepreneurial inclination in selected Universities in the South- East Zone Arabian Journal of Business and Management Review (OMAN Chapter) Vol. 5,* No.11; June 2016.

[10] Ojeaga, I.J. & Owolabi, J.I., *Entrepreneurship education as a panacea for reducing unemployment and poverty among Business education graduates. Book of Readings,* Association of Business Educators of Nigeria (ABEN) 1(11), 2011.

[11] Sajuyigbe, Ademola. S., Kareem, T.S. and Oyedele, O., *Entrepreneurship education as catalyst for youth empowerment: empirical evidence from Nigeria Being a paper presented at 4th Learned International Conference on Repositioning the Nigerian Economy for Socio- Economic Growth and Development.* Crawford University, Igbesa, Ogun State, Nigeria. 9th – 11th June, 2016.

assertion, Police Service Commission[12] also said that it received 705, 352 applications within two weeks of opening its portal for people seeking enlistment into the Nigerian Police Force to meet the approved 10,000 new entrants requirement.

This problem has been compounded by the recent sharp drop in crude oil prices in the international oil market which has adversely affected the capacity of the various governments to provide white collar jobs for the teeming unemployed graduates. Though, graduate unemployment is not peculiar to Nigeria, its negative socio-economic impact on jobless graduates and the economic cost to the Nigerian economy is quite severe and unquantifiable[13]. Sajuyigbe, Ademola, Kareem and Oyedele[14] assert that it is a little wonder that Nigeria is battling with insecurity such as armed robbery, ethnic crisis, assassination, militancy, kidnapping and terrorism.

On the whole, one university that has been offering the Entrepreneurship Education in Nigeria is Salem University Lokoja. Therefore this study seeks to identify ways entrepreneurship education can be used to address the growing challenges of unemployment in Nigeria with emphasis on the Salem University Lokoja.

Conceptual Issues: Entrepreneurship and Unemployment

Scholars and Researchers alike, have variously defined the concept of Entrepreneurship Education and Unemployment in academic literature. Aina and Salako[15] described entrepreneurship as the willingness and ability of an individual to seek out investment opportunities and take advantage of scarce resources to exploit the opportunities profitably. Fafunwa[16] defined education as the aggregate of all processes by which a

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[12] Police Service Commission, (2016), Time Premium Available At ttp://www. premiumtimesng.com/news/headlines/202058-nigeria-police-receive-705-352 -applications-10000-job-openings.html.

[13] Okeke, M.N., Okonkwo, G.I., Oboreh, J.C., *Entrepreneurship education as a catalyst for entrepreneurial inclination in selected Universities in the South- East Zone Arabian Journal of Business and Management Review (OMAN Chapter) Vol. 5,* No.11; June 2016

[14] Sajuyigbe, Ademola. S., Kareem, T.S. and Oyedele, O., *Entrepreneurship education as catalyst for youth empowerment: empirical evidence from Nigeria Being a paper presented at 4th Learned International Conference on Repositioning the Nigerian Economy for Socio- Economic Growth and Development.* Crawford University, Igbesa, Ogun State, Nigeria. 9th – 11th June, 2016.

[15] Aina, B.S. & Salako, H.A., *Determinants of foreign direct investment in Nigeria: Anempirical investigation.* CBN Economic and Financial Review. 39(1), 81-96, 2008.

[16] Fafunwa, A.B., *History of education in Nigeria London: George-Allen and Unwin,* 1974.

Child or Young Adult develops the abilities, attitudes, and other forms of behavior which are of positive value to the society in which are of positive value to the society in which he lives. Unemployment is divided into many different categories. The two broadest categories of unemployment are voluntary and involuntary unemployment. When unemployment is voluntary, it means that a person has left his job willingly in search of other employment. When it is involuntary, it means that a person has been fired or laid off and must now look for another job.[17]

Research Questions

a. To what extent can entrepreneurship education provide the needed training skills for reducing unemployment?

b. In what ways can entrepreneurship education inspire creativity and innovation in identifying business opportunities

c. To what extent can entrepreneurship education provide training and support for building career in Small and Medium Scale businesses

d. In what ways can entrepreneurship education provide opportunities for the utilization of business potentials

Hypotheses

a. Entrepreneurship education can provide training skills required in reducing unemployment;

b. Entrepreneurship education can inspire creativity and innovation in identifying business opportunities;

c. Entrepreneurship education can provide training and support for building career in Small and Medium Scale businesses;

d. Entrepreneurship education can provide opportunities for the utilization of business potentials.

Objectives of the Study

a. To know how entrepreneurship education can provide training skills required in reducing unemployment;

b. To find out ways entrepreneurship education can inspire creativity and innovation in identifying business opportunities;

c. To examine how entrepreneurship education provide training and support for building career in Small and Medium Scale businesses;

d. To explore how entrepreneurship education provide opportunities for the utilization of business potentials.

[17] www.investopedia.com/terms/u/unemployment.asp#ixzz5KQ2knyfg

Significance of the study

This study is important because of its contributions to existing literature on entrepreneurship education in Nigeria. The study is important to the Federal and State Ministry of Education, Management and students of Salem University Lokoja, Researchers and Scholars who would want to know impact of entrepreneurship education on unemployment reduction.

Scope of the Study

This study focuses on the five Colleges in Salem University Lokoja.

Study Area

Salem University Lokoja was established in 2007 with five Colleges/Faculties namely; Management and Social Sciences, Natural and Applied Sciences, Law, Information Communication and Technology and the College of Humanities.

Literature Review: Entrepreneurship Education and Unemployment

There is a growing number of literature in Nigeria on Entrepreneurship education following the adoption of entrepreneurial studies in tertiary institutions curriculum. Agu[18] study on entrepreneurship education as a panacea for unemployment in Nigeria shows that there is increasing global phenomenon and awareness on entrepreneurship education which has enhanced the acquisition of the necessary skills for gainful self- employment. However, this study does not identify ways entrepreneurship education can be used to address the growing challenge of unemployment in Nigeria with emphasis on Salem University Lokoja.

Adetayo, Oke, and Aderonmu[19] in their study, investigated the impact of entrepreneurship education on employment generation and the effect of entrepreneurial skills acquisition on entrepreneurial performances. The study revealed that entrepreneurial education has empowered many Nigerians through skills acquisition. Furthermore, their findings showed that there exist significant differences between types of

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[18] Agu, O.B., *Entrepreneurship education: A panacea for unemployment in Nigeria NG-Journal of Social Development, VOL.* 5, No. 2, January 2016.

[19] Adetayo, O., Oke, A., and Aderonmu, O., *Assessment of entrepreneurship education and employment generation among University graduates in Nigeria European Journal of Business and Management Vol.7,* No.23, 2015.

universities attended and employment generation among the graduate entrepreneurs. They concluded that increased entrepreneurial education and training had led to increased employment generation among university graduates in Nigeria. However, this study does not identify ways through which entrepreneurship education can be used to address the growing challenge of unemployment in Nigeria with emphasis on Salem University Lokoja.

Akhuemonkhan, Raimi and Sofoluwe[20] examined entrepreneurship education and employment stimulation in Nigeria. They discovered that entrepreneurship development could be an effective tool for poverty reduction, stimulating employment as well as fast-tracking realization of universal primary education and promoting gender equality. Tope, Otaki, and Bahal[21] examined the importance of entrepreneurship education as a tool for reducing the alarming trend of graduates' unemployment in Nigeria. They suggested ways of boosting job and wealth creation through entrepreneurship education in Nigeria among which include: Nigeria needs to reposition her graduates and young people in general, into aggressively motivated and enterprising individuals in a way that will bring drastic reduction of unemployment, as well as boosting job creation. However, these studies did not identify ways entrepreneurship education can be used to address the growing challenges of unemployment in Nigeria. Adiaka, and Katura[22] examine among others, the necessity, scope and challenges of this all-important programme at the most critical level of education in Nigeria. Afolabi, Kareem, Okubanjo, Ogunbanjo, and Aninkan[23] examined the effects of entrepreneurship education on self-employment initiatives among science and technology students of Gateway Polytechnic, Saapade Remo, Ogun State, Nigeria. The study shows that entrepreneurship education is a good policy and that it has

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[20] Akhuemonkhan, I.A., Raimi, L., and Sofoluwe, A.O., *Entrepreneurship education and employment stimulation in Nigeria Journal of Studies in Social Sciences Volume 3,* Number 1, 2013, 55-79.

[21] Tope, A., Otaki, O.A., and Bahal, M., *Entrepreneurship education: A panacea to graduate unemployment in Nigeria Journal of Sustainable Development in Africa Volume 16,* No.4, 35-43, 2014.

[22] Adiaka, W.M. and Katura, I.J., *Entrepreneurial education at the tertiary level in Nigeria- imperative for poverty reduction and economic development International Journal of Sciences: Basic and Applied Research (IJSBAR)* Volume 13, No 2, 2014, pp. 110-128.

[23] Afolabi, M. O., Kareem, F.A. Okubanjo, I. O., Ogunbanjo, O.A., and Aninkan, O.O., *Effect of Entrepreneurship Education on Self-Employment Initiatives among Nigerian Science & Technology Students Journal of Education and Practice Vol.8,* No.15, 2017.

positive effects on self-employment initiatives. However, these studies did not identify ways through which entrepreneurship education can be used to address the growing challenge of unemployment in Nigeria.

Okeke, Okonkwo, and Oboreh[24] investigated the inclination towards entrepreneurship among university students in Chukwuemeka Odumegwu Ojukwu University and Imo State University, Owerri. The study shows that entrepreneurship education is a precursor to entrepreneurial inclination and that both male and female undergraduates in business-related courses are inclined to self-employment. Based on the research findings, it was recommended that entrepreneurship education should be encouraged in Nigerian universities to serve as a catalyst for self-employment among graduates. Sajuyigbe, Ademola, Kareem, and Oyedele[25] examined the strength of entrepreneurship education in imparting the entrepreneurial skills and attitudes in young graduates and also identified obstacles facing rapid entrepreneurial development in 11 local governments in Ibadan, Oyo state. Besides, their study also showed that entrepreneurship education contributes to entrepreneurship skills and attitudes among graduates in Nigeria. However, these studies did not identify ways entrepreneurship education can be used to address the growing challenges of unemployment in Nigeria with emphasis on the Salem University Lokoja.

Ojeifo[26] examined entrepreneurship education as a tool for enhancing sustainable development in Nigeria. He added that the problems facing the country, ranging from acute poverty, youth and graduate unemployment, dependence on foreign goods and technology; to youth restiveness and violence, among others, have prompted government's recognition of this fact that has led to the introduction of entrepreneural studies in tertiary institutions. Adekunle and Kayode[27] developed a model

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[24] Okeke, M.N., Okonkwo, G.I., Oboreh, J.C., *Entrepreneurship education as a catalyst for entrepreneurial inclination in selected Universities in the South- East Zone Arabian Journal of Business and Management Review (OMAN Chapter) Vol. 5,* No.11; June 2016.

[25] Sajuyigbe, A.S., Kareem, T.S. and Oyedele, O., *Entrepreneurship education as catalyst for youth empowerment: empirical evidence from Nigeria Being a paper presented at 4th Learned International Conference on Repositioning the Nigerian Economy for Socio- Economic Growth and Development. Crawford University,* Igbesa, Ogun State, Nigeria. 9th – 11th June, 2016.

[26] Ojeifo, S.A., *Entrepreneurship education in Nigeria: A panacea for youth unemployment Journal of Education and Practice Vol.4*, No.6, 2013 61-66.

[27] Adekunle S.O. and Kayode, D.J., *Entrepreneurship education in Nigerian Universities: A tool for national transformation Asia Pacific Journal of Educators and Education,* Vol. 29, 155–175, 2014.

of how public and private partnership can be enhanced through entrepreneurship education in Nigerian universities towards national transformation. They identified the challenges of entrepreneurship education to include; inadequate trainers or little knowledge of entrepreneurship by the universities' dearth of lecturers, inadequate funding for the programme by the universities' administrators as well as challenges in the area of curriculum development and implementation. However, these studies did not assess the impact of Entrepreneurship Education on students of Salem University Lokoja. It is against this backdrop that this study seeks to fill the existing gap in the literature.

Research Methodology

Research Design

The descriptive research design was used for this research. This is based on adoption of survey method.

Population Size

The population of this study comprises of 280 students drawn from five Colleges namely Management and Social Sciences, Natural and Applied Sciences, Law, Information Communication and Technology and Humanities in the Salem University Lokoja (Salem University Academic Unit, 2020).

Sampling Design and Sample Size

The Probability sampling method was adopted to choose the sample in the study. Proportionate stratified random sampling was used to select students from the five Colleges in Salem University Lokoja. The total sample size of 280 Students from five Colleges in Salem University Lokoja, namely; Management and Social Sciences, Natural and Applied Sciences, Law, Information Communication and Technology and the College of Humanities (Salem University Academic Unit, 2020).

Data collection Method

Both primary and secondary data were used. The primary data was collected through structured Questionnaires. The Secondary data was collected from relevant text books, journals and internet sources among others.

Data Analysis Method

Strongly Agree (SA) = 5 points; Agree (A) = 4 Points; Undecided (D) = 3 points; Disagree (D) 2 points and Strongly Disagree= 1 Point.

From these the Weighted Mean Score (WMS) is 3.00 (that is 5+4+3+2+1=15) divided by 5, Using

WMS=∑fx/∑f Where f= Mean Scores

∑Fx=Summation of frequency X Score and ∑f=Summation of frequency

Results and Discussions

Research Questions	Responses		MS		WMS	Decision
Entrepreneurship education can provide training skills required in reducing unemployment	**SA A U D SD**	**180 60 0 0 0**	**5 4 3 2 1**	**900 240 0 0 0**	**4.13**	**Accepted**
Entrepreneurship education can inspire, creativity and innovation in identifying business opportunities	SA A U D SD	120 108 0 12 0	5 4 3 2 1	600 432 0 24 0	3.82	Accepted
Entrepreneurship education can provide training and support for building career in Small and Medium Scale businesses	SA A U D SD	132 72 0 36 0	5 4 3 2 1	660 288 0 72 0	3.69	Accepted
Entrepreneurship education can provide opportunities for the utilization of business potentials	SA A U D SD	120 108 0 12 0	5 4 3 2 1	600 432 0 24 0	3.8	Accepted

Source: Field survey, (2020)

Discussion of Findings

From our research findings, we discovered that all the alternative hypotheses are accepted which states the following:

- That entrepreneurship education can provide training skills required in reducing unemployment among Salem University Students.
- That entrepreneurship education can inspire, creativity and innovation in identifying business opportunities for Salem University Students.
- That entrepreneurship education can provide training and support for building career in Small and Medium Scale businesses for Salem University Students.
- That entrepreneurship education can provide opportunities for the utilization of business potentials for Salem University Students.

Conclusion

Entrepreneurship education, if properly harnessed, has the potential of becoming a potent tool for tackling unemployment in Nigeria. Over the years, the Nigerian government has put in place policies and programmes that are geared towards developing small and medium scale businesses in the country. Today, the study of Entrepreneurship has come to stay in the nation's tertiary educational system to complement those efforts of government, as exemplified by Salem University. To this end, this study examined ways entrepreneurship education can help to reduce unemployment in Nigeria with emphasis on Salem University Lokoja. The study argues that entrepreneurship education remains a major plank in addressing the increasing spate of unemployment in Nigeria. The study further implored education stakeholders to strengthen existing mechanisms in order to improve on existing achievements.

Recommendations

First, the Management of Salem University should invest more in the procurement of equipment for effective training of its students in other entrepreneurial skills that are hitherto not available.

Second, relevant authorities should as a matter of policy, ensure that there exists effective collaboration between the Ministry of Education and the National Youth Service Corp, to the end that the one year national Youth Service should encourage members to acquire one form of skill or the other. The idea of posting Corp members as teachers in primary and secondary schools should be reviewed, because experiences have shown that at the end of every service year, no significant skill is acquired.

Finally, the Management of Salem University should ensure that students undertake more practical sessions in Entrepreneurship studies in order to consolidate the grains that have already recorded in the scheme by the institution.

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www.investopedia.com/terms/u/unemployment.asp#ixzz5KQ2knyfg accessed 05/07/2019; 10:47pm

GENDER IMBALANCE AMONG TEACHING STAFF, STUDENTS ENROLMENT/COMPLETION IN NIGERIAN EDUCATIONAL SYSTEM: POLICY OPTION FOR NATIONAL DEVELOPMENT

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ABSTRACT: *The quality of education to a large extent depend on the quality of teaching staff. Besides, increasing student's enrolment is critical in improving the literacy level. Therefore, this seeks to assess the level of gender imbalance in teaching staff, students' enrolments and educational completion on Nigeria`s quest for educational development. The data for this study were collected from secondary source such as text books, journals, reports among others while percentage, graphs and content analysis were used to analysed the data collected. This study revealed that there was a deadline in the percentage of female teachers at all levels. Also, there was decline in the level of female enrolment at every level of education in Nigeria between 2012 and 2016. This suggested among other things that achieving gender balance among the teaching staff and in student's and pupil's enrolment require the National Assembly passing non-discriminating leaving environment for women at all levels of education in Nigeria.*

KEYWORDS: *education, teaching staff, gender imbalance, female teacher, students' enrolment.*

Introduction

Education covers all human activities and it is central to our understanding of how human society is organized. It also forms the basis

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upon which human ideas, knowledge, skills, values and experiences are developed. This explains why education is given an important priority in the annual budgetary allocation of many countries of the world. Besides, the United Nations Education Scientific and Cultural Organisation (UNESCO) advised its member states to allocate at least twenty-six percent of their annual budget for the development of their educational sector. Thus, it can be said that education is the bed rock for national development.

It is pertinent to the note that the aim of the National Policy on Education in Nigeria is to among other things provide excellent policy framework by the government that will identify, integrate and translate national inputs into curricular development[1]. On the other hand, the Teachers Education Programmes was designed to produced highly motivated, conscientious and efficient teachers, promote the spirit of enquiry and creativity among teachers develop the social life of the society, produce teachers with adequate intellectual and professional background and ensure teachers commitment to the teaching profession[2].

Today, various countries of the world have developed National Policy on Education aimed at improving the standard of education. For instance, in Nigeria the Federal Government during its second National Development Plan (1970-1974) as a way of achieving an aspect of its national development considered education as a priority for support. This is because as at 1960 when the country gained her independence from Britain, the structure and strategies for educational delivery were inadequate to meet the newly independent country's quest for development as there was the need to revised the existed educational structure and strategies if the country must achieve it developmental goals[3].

Moreover, in a bid to achieve the developmental goals of education in Nigeria, there is the need to widened the educational curriculum that will allow for pupils and students alike to develop their skills and knowledge in order to contribute significantly to national development. Since, 1970 to date the Nigerian educational system have undergone

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[1] Ehindero, S., *Curriculum Foundation and Development for Nigerian Students Lagos*: Concept Publication, 1986.

[2] Ving, L.M, Dantong, M.L., and Daspan, Z.A., *An Introduction to Teacher Education in Nigeria Dazmak Computers,* 2014.

[3] Anikeze, N.H., Okonkwo, W.O., & Esiagu, L.N., *Rudiment of public policy Analysis Enugu: Academic Publishing Company,* 2007.

through remarkable reforms from traditional educational system of education which emphasises literary studies and underplayed vocational education. Today, the new educational system in Nigeria has provided Nigerians ampule opportunities for both technical and academic knowledge using Information and Communication Technologies (ICTs) in learning.

Also, the Nigerian education system have been designed in a way that it allows for nine years of basic education of which six years of primary and three years of junior secondary, three years of senior secondary and four years of tertiary education bring the total number of years to sixteen years. In terms of ownership and control of the Nigerian education system, the Nigerian educational system falls within the concurrent list that the federal, state and local governments have the power to owner educational institutions, provided they have the resource to fund them. In contemporary time, the Nigerian educational system has further been liberalised to allow for private ownership of educational institutions.

In addition, despite the increasing numbers of educational institutions in Nigeria, a number of factors have been responsible for the failure of Nigerian educational system such as poor education financing; inequitable access to quality learning opportunities; poverty which allow most parents to allow their children to engage in economic activities that help the family which to a large extent limiting the numbers of hours spent per day in a classroom by the pupil and students.

Furthermore, a number of reasons have been advanced in the literature for the increasing level of low students and pupils enrollment and for dropping out of school at various levels of education in Nigeria today such pupils and students cost of transportation to/from of the school and limited pupils and students learning time per hour due to their involvement in economic activities to support family earnings, despite the existence of free and compulsory education at the basic levels of education in Nigeria.

Lastly, the poor quality of education at every level in Nigeria has discouraged students and pupils enrollment and their inability to complete their basic education and affect learning outcomes. Besides, much can be desired when the situation of the girl-child is brought to for due to the socio-cultural factors that have impede the parents from sending their child to school. This has further been exacerbated by poor conditions of the learning environment to support teaching and learning such as poor condition of physical facilities (water and sanitation facilities); inadequate teacher training and limited opportunities for professional development; and a lack of linkages to the needs of the labor market. Moreover, the level of Teacher qualification and distribution at every level of education in Nigeria have also been life-threatening encounters to the efficacious delivery of basic education[4]. It is against this background; this study seeks to assess the level of gender imbalance in teaching staff, completion of education and students' enrolments on Nigeria`s quest for educational development.

Conceptual Review: Education and National Development

The Oxford Dictionary of English define education as a process of teaching, training and learning, especially in Schools or Colleges, to improve knowledge and develop skills. Wiktionary defined education as "facts, skills and ideas that have been learned, either formally or informally"[5]. Similarly, it is defined as "the process or art of imparting knowledge, skill and judgment". Fafunwa conceived education as the totality of all procedures by which a Child or Young Adult develops the abilities, attitudes, and other forms of behavior which are of positive value to the society in which are of positive value to the society in which he lives[6]. In the view of Ving, et al the concept of education involves the aggregate of ideas, usable skills and needed value orientations that can nurture individuals into responsible competent Citizens.

The concept of national development is the totality of political, economic and social development of country[7]. It involves both the quantitative and qualitative change in a country. It also involves the improvement in the social welfare of the citizens like in terms of provision of social amenities such electricity, pipe borne water, building of hospitals and educational development etc. The goal of national development involves poverty reduction, improvement in National Income, Per capita income, improve quality of education, improvement in agricultural productivity, transportation and communication, development of health facilities.

[4] USAID, USAID/Nigeria Country Development Cooperation Strategy Washington, D.C: USAID P:1-81, 2015.

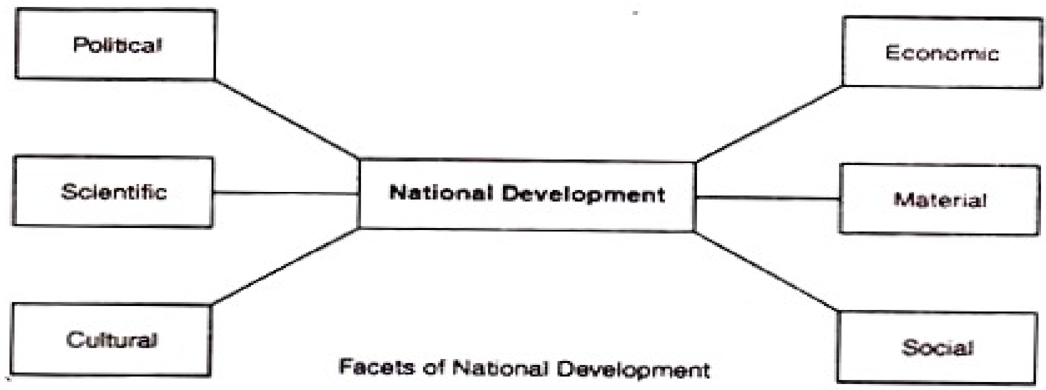
[5] www.en.wiktionary.org Accessed on 04/06/2020

[6] Fafunwa, A.B., *History of Education in Nigeria London: George-Allen and Unwin,* 1974.

[7] Ving, L.M., Dantong, M.L., and Daspan, Z.A., *An Introduction to Teacher Education in Nigeria Dazmak Computers,* 2014.

Lawal and Oluwatoyin conceived national development as the overall development or a collective socio-economic, political as well as religious advancement of a country or nation. They added that national development can only be achieved through developmental planning[8].

> *"The term national development is very comprehensive. It includes all aspects of the life of an individual and the nation. It is holistic in approach. It is a process of reconstruction and development in various dimensions of a nation and development of individuals. It includes full-growth and expansion of our industries, agriculture, education, social, religious and cultural institutions. Moreover, national development implies development of a nation as a whole. It can be best defined as the all-round and balanced development of different aspects and facets of the nation viz. political, economic, social, cultural, scientific and material"*[9].



Source:[10]

Figure 1. Above shows that various components of National Development which include: Political, economic, scientific, material, cultural and social. It can be said that a country can achieve national development when the various components are developed or improved upon.

[8] Lawal, T. & Oluwatoyin, A., *National development in Nigeria:* Issues, challenges and prospects Journal of Public Administration and Policy Research Vol. 3(9): 237-241, 2011.

[9] www.yourarticlelibrary.com/society/national-development-meaning-and-problems/76824

[10] ibid: 6.

However, in 1971, United Nations identified five factors that are important in National Development to include the following: 1. Equal living standard for all; 2. Equal share of all in profit; 3. Equal distribution of income and capital; 4. Expansion of facilities regarding education, health,, shelter and social welfare and 5. Preservation of environment. United Nations Decade Report has defined it as: **"National development is growth plus change. Change in turn is social and cultural as well as economic and qualitative as well as quantitative".**

From the above assertions' contributions of education to national development are enormous as it gives the individual room to contribute one's own quota, to the growth of the society, of which he is a member. Therefore, no country can make progress without investing in educating its citizens. This is because education is the engine room for human development. Thus, a nation that fails to invest in education will not develop.

Gender imbalance, Teaching Staff, Students Enrolment/ Completion and National Development in Nigeria

There is increasing concern by education experts on the quality of education in Nigeria, this is because, high quality of teaching staff at every level of education to a large extent depends on the quality of the teaching staff in Nigerian educational system. Therefore, achieving gender balance among the teaching staff at every level in Nigerian educational system is important in promoting gender parity in relation to access to education at every level in Nigeria. Today, there is the need to develop a non-discriminating learning environment for both girl-child and the boy-child in Nigerian educational system.

Consequently, there is a nexus between gender balance especially among teaching staff in Nigerian educational system and improvement in gender parity in students and pupil's enrolment. Today, there is progress in terms of increasing number of female teachers' in Nigerian educational system. But a lot is required at the state level especially in the northern part of the country where significant numbers of socio-cultural factors have been working against the girl-child by depriving them access to education when compared to the boy-child.

Thus, there is the need to improve the level of girl-child access to education at every level of education in Nigeria. Achieving national development using education as a tool requires quality of education. This can be achieved when qualified and competent teaching staff are employed, salaries and wages well paid as at when due and the numbers of teaching staff are adequate when compared to the numbers of students (Teacher-Students Ratio), physical facilities for learning, adequate budgetary allocation to the educational sector, proper framework and institutions for monitoring and evaluating educational performance and students and pupils with the right frame of mind to learn.

According to Anikeze, Okonkwo and Esiagu the concept of national development represents a broad social, political and economic views. Therefore, proper educational planning is considered key to achieving high quality of education in Nigeria. Besides, when there is the improvement in important and competent knowledge, skills and positive attitude on the citizen through education, it will lead to national development[11]. It can be said that national development can be achieved when the right educational plans are implemented at various level of education in Nigeria.

It is pertinent to note that achieving national development through education requires among other things like developed educational infrastructural facilities, competent teaching staff, proper educational funding and the preparedness of the government in providing employment opportunities for the graduates from its educational institutions in a bid for them to contribute positively to the national development of the country[12].

Table 1. Percentage Distribution of Teaching Staff in Educational institution (2013/2014-2015/2016)

Institution	2013/2014			2014/2015			2015/2016		
	M	F	%F	M	F	%F	M	F	%F
Public Primary	282,096	233,305	45.27	293,019	274,361	48.36	283,051	259,482	47.83
Junior Secondary	163,543	165,216	50.25	127,331	145,810	53.38	152,623	139,457	47.75
Senior Secondary	235,500	215,808	47.82	339,454	372,090	52.29	350,323	328,836	48.42
Polytechnic	9,839	2,559	20.64	12,663	3,360	20.97	NA	NA	NA
College of Education	13,924	5,031	26.54	14,176	5,480	27.88	NA	NA	NA

Source:[13]

[11] Anikeze, N.H., Okonkwo, W.O., & Esiagu, L.N., *Rudiment of public policy Analysis Enugu:* Academic Publishing Company, 2007.

[12] Ibid.

[13] Data were generated from the National Bureau of Statistics, Statistical report on women and men in Nigeria 2017 Abuja: NBS, 2018.

Table 1 above shows the percentage of female teachers in public primary schools was 45.27 per cent during the 2013/2014 academic session, and it increased to 48.36 per cent during 2014/2015 academic session but decreased slightly to 47.83 per cent in 2015/2016 academic session. At the secondary school level, the number of female teachers in junior secondary schools was 50.25 per cent during 2013/2014 academic session and 53.38 per cent during the 2014/2015 academic session but decreased to 47.75 per cent during 2015/2016 academic session. Besides, at the senior secondary school level, the percentage of female teachers was 47.82 per cent during 2013/2014 academic session. This shows that there was an increased to 52.29 per cent during 2014/2015 academic session However, it decreased to 48.42 per cent in 2015/2016 academic session. It can be said that the percentage of female teachers in polytechnics and colleges was very low, between 20 to 28 in 2013/2014 academic session and 2014/2015 academic sessions. This call for proactive measures by stakeholders in the Nigerian educational system to address the dwindling state of female enrolment.

Table 2. Distribution of Enrolment of school-Age Girls in Primary Education by Year and Sex

Year	M	F	%F	%M
2014	13,255,789	12,545,408	48.6	51.4
2015	13,393,310	12,049,225	47.4	52.6
2016	13,435,940	12,155,241	47.5	52.5

Source:[14]

Table 2 above shows that the rate of pupils' enrolment in primary education in Nigeria. The school age girls in enrolment in primary education in Nigeria was 48.6 per cent as against the boy-child enrolment of 51.4 per cent in 2014 but decreased in 2015 to 47.4 as against increase in the number of boy-child enrolment to 52.6 per cent and the number of girl-child enrolment increased slightly in 2016 to 47.5 per cent as against the boy-child enrolment that slightly decreased to 52.5 per cent. The result

[14] National Bureau of Statistics, Statistical report on women and men in Nigeria 2017 Abuja: NBS, 2018.

further shows that more than half of pupils enrolled in primary schools were boys, which accounted for 51.4 per cent of total primary school pupils in 2014. The percentage rose to 52.6 per cent in 2015 and slightly decreased to 52.5 per cent in 2016.

A close look at the above data, it can be said that girl-child enrolment in primary education between the years under review shows that girl-child enrolment in primary schools were on the decrease. For instance, the National Bureau of Statistics (2018) report shows that Zamfara state had the lowest percentage of girl-child enrolled in primary schools in the years under review ranges from 34.8-35.5 per cent between 2014 and 2016, while the percentages of the boy-child enrolment were between 65.2-65.5 per cent respectively. Consequently, Borno state recorded 46.1 per cent of school girls enrolled in 2016. Thus, there is the need for urgent government interventions in ensuring that there is improving in the numbers of girl-child enrolment at the primary education level.

Table 3. Percentage Distribution of Enrolment in Junior Secondary Schools by Sex, (2012-2016)

Junior Secondary

Year	M	F	%F	%M
2014	3,311,470	2,891,624	46.6	53.4
2015	3,260,109	2,920,182	47.2	52.8
2016	3,181,810	2,786,332	46.7	53.3

Source:[15]

Table 3 shows that girl-child enrolment in junior secondary school stood as 46.6 per cent in 2014 as against the boy-child 53.2 per cent and it increased to 47.2 per cent in 2015 as against the boy-child with 52.8 per cent but it decreased to 46.7 per cent as against 53.3 per cent in 2016. Thus, while the numbers of girl-child enrolment increased and decreased. The numbers of boy-child enrolment decreased and later increased. Besides, the National Bureau of Statistics (2018) report shows that Abia state had the highest percentage of girls enrolled in junior secondary school, of 53.7 and 55.6 in 2014 and 2016 respectively. From 2014 to 2016 Kebbi state had the lowest percentage of girls enrolled in junior secondary of 33 per cent.

[15] Data were generated from the National Bureau of Statistics, Statistical report on women and men in Nigeria 2017 Abuja: NBS, 2018.

Table 4. Distribution of Enrolment in Senior Secondary School by Sex, 2012-2016
Senior Secondary

Year	M	F	%F	%M
2014	2,321,183`	1,971,306	45.9	54.1
2015	2,629,526	2,281,418	46.5	53.5
2016	2,417,192	2,058,117	46.0	54.0

Source:[16]

Table 4 above shows that 45.9 per cent of girl-child enrolled in senior secondary schools in 2014 as against the boy-child with 54.1 per cent enrolment. In 2015, the girl-child enrolment in senior secondary schools increased to 46.5 per cent while the boy-child enrolment in senior secondary schools decreased slightly to 53.5 per cent while, in 2016 the girl-child enrolment in senior secondary schools slightly decreased to 46.0 per cent while the boy-child enrolment in senior secondary schools slightly increased to 54.0 per cent in 2016.

According to the National Bureau of Statistics (2018) report shows that a nationwide percentage of girls in senior secondary schools was below 50 per cent of boys were enrolled to senior secondary schools in 2014 to 2016. Enugu state had the highest per cent of girls' enrolment in senior secondary schools in both 2014 and 2015 representing 55.4 per cent and Abia state had the highest in 2016 representing 55.9 per cent, while Kebbi recorded the lowest percentage representing 29.5 per cent.

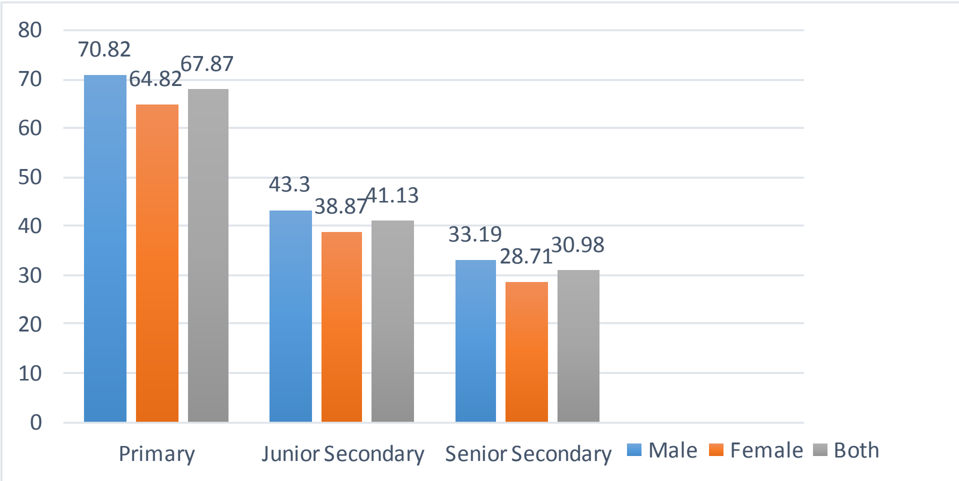
Table 5. Distribution of Primary and Secondary schools Completion Rate by Sex (2016)

Primary School	Junior Secondary School	Senior Secondary School
70.82	43.3	33.19
64.82	38.87	28.71
67.87	41.13	30.98

Source:[17]

Figure 2: Distribution of Primary and Secondary schools Completion Rate by Sex (2016).

[16] Ibid: 12
[17] Ibid: 13



Source:[18]

Figure 2 shows that the completion rate for girls in primary school in 2016 was 64.8 per cent in the country while it was 70.8 per cent for boys. For junior secondary schools, the completion rate for girls and boys in 2016 were 38.9 and 43.3 per cent respectively while the completion rate for girls and boys in senior secondary school were lower than the completion rates in primary schools and junior secondary for both the girl-child and boy child with an average of 30 per cent, 28.7 for girls and 33.19 for boys.

Table 6. Students Enrolment and Turnout in Colleges of Education and Polytechnics by Year and Sex

	College of Education											
Year	Enrolment			Out-Turn			Enrolment			Out-Turn		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2013/ 2014	175,507	195,019	47.37	18,885	17,069	52.53	117,638	175,745	40.10	50,304	74,362	40.35
2014/ 2015	175,438	199,811	46.75	NA	NA	NA	119,687	174,105	40.74	43,060	65,228	39.76

Source: [19]

The table below shows that the percentage of female enrolled in colleges of education in Nigeria for the reference period was below average, 47.37 per cent and 46.75 per cent for 2013/2014 and 2014/2015 academic sessions respectively. The turnout for female was above average (52.53 per cent) for 2013/2014. For Polytechnics about 40 per cent students was about 40 per cent for the two periods.

[18] Data were collected from the National Bureau of Statistics (2018)
[19] Ibid: 14

Table 7. Student's Enrolment in Nigeria Universities by Sex (2012/2013)

Universities	F	M	%F	%M
Federal	273,657	487706	35.94	64.06
State	171,942	243384	41.40	58.60
Private	33,750	39,203	46.24	53.74
Total	479,349	770,293		

Source:[20]

Table 4 above shows that female enrolment in Nigeria universities in 2012/2013 was 38.36 per cent while the percentage of male enrolment was 61.64 per cent. Private universities had the highest percentage of female enrolment at 46.26 per cent followed by state universities with 41.40 per cent and federal universities at 35.94 per cent.

From the above analysis, we realised that women teaching staff are low when compared to the men. Also, girl-child enrolment when compare to the boy-child at every level of education in Nigeria. Besides, at the point of completion the situation of gender disparity between the girl-child and the boy child has not been equal. This calls for serious action by the stakeholders in the Nigerian educational system to revamp the Nigerian educational sector that is already in a state of comatose.

Conclusion

The Nigerian educational system has undergone various reforms since 1960s. Thus, improving quality of teaching staff in Nigerian educational system is considered one of the important priorities of the government in a bid to achieve its national development goals. Moreover, remarkable progress has been made by government at all levels in Nigeria to improve on existing pupils and student's enrolment. Despite these efforts, achieving gender parity in relation to girl-child and boy-child enrolment have been problematic due to a number of factors ranging from religious discrimination and poverty among others. Therefore, students and pupil's enrolment in relation to gender parity at every level of education in Nigeria has not been even. Worst of these level is at the tertiary institutions level across the country was dominated by male on the average. From the forgoing analysis, government effort at improving the quality and standard of education in Nigeria will not be rewarding if

[20] Ibid: 15

the government and education stakeholders do not work harmoniously together to savage the Nigeria educational system that is in comatose. This is because the ability of Nigeria to achieve its national goals will solely rest on enhancing the quality and standard of education because education remains the bed rock for the national development.

Recommendations

Firstly, a reliable data base that will among other things capture the net enrolment of government and non-government schools base on (gender, age, name of institutions that is government and non-government schools etc.) in Nigeria is required to be able to have adequate information on the educational system. Also, germane is that the educational data base should provide information about the total numbers of academic and non-academic staff in the school as well as their designation so that where there are inadequate staff, recruitment can be made and where staff are retired replacement can be made. This is fundamental to educational planning and management.

Secondly, achieving gender parity in teaching staff across Nigerian educational system requires the Nigerian government at every level of governance to grant partial or full scholarship to the girl-child at every level of education in Nigeria. This will further help to consolidate on the achievements already achieved.

Thirdly, the National Assembly and State Houses of Assembly should criminalise any act that deprive and girl-child access to quality education in Nigeria.

Besides, National Assembly and State Houses of Assembly should pass a law that will punish any organization or persons who discriminate against any women or girl-child on the bases of their sex access to any kind of job.

Moreover, the Federal Government of Nigeria should create the desired enabling environment for the organised private sector to extend their investment in education through creation of more jobs for Nigerian graduates in a bid to improve national development in Nigeria.

Moreover, achieving improved level of quality teaching staff, increased students/pupils' enrolment in a bid to enhanced educational completion requires proper funding of education in Nigeria. To this end, the Federal Government of Nigeria must as a matter of fact increasing its funding to the educational sector if it seeks to achieve improved level of quality teaching staff, increased students/pupils' enrolment in a bid to enhanced educational completion and ultimately attain national development.

Furthermore, the Federal Government of Nigeria should invest heavily in science and technology as well as encourage girl-child training in professional disciplines such as Medicine and Engineering among others.

In addition, professionalizing the teaching profession remains central in promoting rapid development in Nigeria. This will entail separating the "chaff from the grain" that is trained from untrained teachers, besides, untrained teachers who possess teaching skill and training can be assisted to advance through in-service courses organized by the ministry of education at whatever levels of government or granting then study leave to be trained in reputable educational institution of higher learning.

On the whole, the Federal Ministry of Education, Traditional and religious in collaboration with various educational stakeholders should empower on aggressive campaign across the country, in enlightening parents especially in the northern parts of Nigeria where the discrimination against the girl-child and women alike is intense on the dangers of discriminating against the girl-child and women and the danger it has on human society at large.

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PREPARING UKRAINIAN STUDENT TEACHERS OF ENGLISH FOR THE ROLE OF INTERCULTURAL MEDIATORS IN FOREIGN LANGUAGES AND CULTURES TEACHING FIELD

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ABSTRACT: *The study deals with the issue of preparing Ukrainian student teachers of English for the role of intercultural mediators in their occupational domain. The author grounds the necessity of preparation of qualified experts able to perform bilateral translation of Ukrainian and English texts on foreign languages and cultures teaching. In this respect the function of bilateral translation of English and Ukrainian texts on foreign languages and cultures teaching in the intercultural communication is designated; profession specific bilateral translation of texts on foreign languages and cultures teaching is defined; peculiarities of the communicative behavior of intercultural mediators in the field of foreign languages and cultures teaching are specified; readiness of student teachers of English to master profession specific bilateral translation with the view to fulfilling the role of intercultural mediators in the occupational domain is determined.*

KEYWORDS: *student teachers of English, profession specific bilateral translation, foreign languages and cultures teaching.*

Introduction

Among the principles of the state policy of Ukraine in higher education[1] is the principle of the integration of Ukrainian higher education into the world educational area while preserving and developing our own achievements and traditions.[2] In 2005, Ukraine joined the Bologna process[3] designed to promote and facilitate cooperation among educational institutions in different countries[4], which provides

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[1] Law of Ukraine on Higher Education No. 1556 1 July 2014. Available at: https://zakon.rada.gov.ua/laws/show/1556-18 (Visited on 19.05.2020)

[2] The National Strategy for the Development of the Education in Ukraine for the period till 2021, (2013). Available at:
https://zakon.rada.gov.ua/laws/show/344/2013#n10 (Visited on 19.05.2020)

[3] Common European Framework of Reference for Languages: Learning, Teaching, Assessment. – Cambridge: Cambridge University Press, 2001. − 260 p.

[4] Language Education Policy. Available at:

members of the Ukrainian academic community with the access to the latest scientific achievements as well as gives the possibility to share our own experience, results of theoretical and practical studies in the field of foreign languages and cultures (FLC) teaching in particular.

Since English is the main language of the intercultural communication in the field of FLC teaching, the intercultural mediators in this occupational domain are in great demand. We believe that English teachers are able to function as intercultural mediators since they have all necessary competences: professional in linguistics, methodology, pedagogy, and psychology as well as communicative in English and Ukrainian[5]. We suggest that English teachers can function effectively as mediators in the professional intercultural communication performing bilateral translation of texts on FLC teaching. Thus, it is necessary to prepare qualified experts able to perform bilateral translation of Ukrainian and English texts on FLC teaching.

Problem statement

In Ukraine student teachers of English get their education in the master's program at the language faculties and departments of pedagogical, classic and linguistic higher educational institutions.[6]

English teacher preparation is subject to the Law of Ukraine on Higher Education[7] and the Concept of Masters Preparation in Ukraine[8] according to which the requirements to professional qualities, knowledge, skills of English teachers and how they relate to the processes and content of English teacher education are outlined by the National Framework of Qualifications[9] and Educational Professional Programs (EPP) designed by

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https://www.coe.int/en/web/language-policy/language-policies (Visited on 19.05.2020)

[5] Bigich, O., Borysko, N., Boretska, H., Nikolayeva, S., *Theory and Practice of the Methodology of Foreign Languages and Cultures Teaching*. Kyiv, Lenvit, 2013, pp. 37–41.

[6] Law of Ukraine on Higher Education No. 1556 1 July 2014. Available at: https://zakon.rada.gov.ua/laws/show/1556-18 (Visited on 19.05.2020)

[7] Ibid.

[8] Concept of Masters Preparation in Ukraine, Order of the Ministry for Education and Science no 99, 10 February 2010. Available at: https://pon.org.ua/socialny-zahyst/studentski-pytannja/414-zatverdzheno-koncepciju-organizaciyi-pidgotovki.html (Visited on 20.05.2020)

[9] National Framework of Qualifications, Order of the Ministry for Education and Science No 509, 12 June, 2019. Available at: https://zakon.rada.gov.ua/laws/show/1341-2011-п/paran12#n37 (Visited on 20.05.2020)

Ukrainian universities[10], English language curricula and syllabi[11], Curriculum for English Language Development in Universities and Institutes[12].

According to the referred documents the main goal of student teachers of English education in Ukraine is the preparation of a competitive Professional who due to the ability to learn throughout life, and readiness for personal and professional development can cope successfully with professional tasks and problems, among which is providing intercultural communication in occupational domain.

As it is stated in EPPs, a teacher of English can work as a translator in various funds, state institutions, scientific and research establishments involved into issues of linguistics, teaching psychology and pedagogy, language education development. Nevertheless, the review of the documents defining processes and content of teacher education showed that student teachers of English are not supposed to acquire profession specific competence in bilateral translation of English and Ukrainian texts on FLC teaching.

Hence, this paper focuses on the psycholinguistic preconditions for preparing student teachers of English for the role of intercultural mediator in the occupational domain, what constitutes the role and tasks of a translator of English and Ukrainian texts on FLC teaching as well as psychological readiness of student teachers of English to function as intercultural mediators in their occupational domain performing profession specific bilateral translation of English and Ukrainian texts on FLC teaching in particular.

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10 Educational Professional Program *Modern Philological Studies (English and Another Foreign Language): Linguistics and Translation Studies*. Kyiv, Kyiv National Linguistic University, 2017. Available at:

https://onedrive.live.com/view.aspx?resid=68696B3E65309B90!18382&ithint=file%2cdocx&authkey=!AIQ1YwfZmDXKQvk (Visited on 20.05.2020); Educational Professional Program *English Communication Studies and Translation and Two Western European Languages - English, Literature, Translation and Two Western European Languages*. Kyiv, Taras Shevchenko National University of Kyiv, 2019. Available at:

https://drive.google.com/file/d/1yfvO3C0Oz4GD8kJeGBxwivM0W1NX85NZ/view (Visited on 20.05.2020)

11 Tsybka, V., *English language and Culture: Syllabus for student teachers of English in the master's program*. Kyiv, Kyiv National Linguistic University, 2012, 18 p.

12 Nikolayeva, S., Solovei, M., Holovach, Yu., *Curriculum for English Language Development in Universities and Institutes: Draft*. Kyiv, Kyiv National Linguistic University, 2001, 245 p.

Defining the function of bilateral translation of English and Ukrainian texts on foreign languages and cultures teaching.

Considering the main principles of a communicative model of the translation process[13], cross-cultural communicative model of written mediation[14], we shall argue that bilateral translation of texts on FLC teaching takes place in intercultural professional communication. This communication involves interacting and communicating between individuals or groups belonging to the same professional, academic and educational environment related to FLC teaching, however, members of different national, cultural and linguistic communities.

The aim of the communication is information and ideas exchanging, getting acquainted with best studies and practices, experience sharing. Intercultural communication in the FLC teaching domain takes place in particular situations concerning professional issues such as:

1) organizing and taking part in international conferences on FLC teaching problems which involves announcing terms, calling for papers, informing about guidelines for manuscripts, deadline for submission and their evaluating, compiling conference program and schedules, planning plenary, sessions and workshops by organising committees, submitting papers, participating, preparing and presenting reports, studying conference materials by participants;

2) research and procedure development which means preparing and publishing academic articles, manuals, books, diploma thesis, dissertations, reviews, summaries;

3) managing the learning environment which is designing, preparing and conducting lectures and practice classes, teaching and research practice, designing learning and teaching materials and activities;

4) professional development which covers studying the latest researches in FLC teaching field, in-service education, further training and peer observation;

5) using technological tools and resources in the professional activity i.e. using internet, computer programs, designing educational web-sites, web-quests etc.

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[13] Breus, Y.V., *The basis of the theory and practice of translation from Russian to English*. Moscow, URAO, 207 p.; Latyshev, L.K., (2008), *Translation: theory, practice and methodology of teaching*. Moscow, Academy, 192 p.; Shveytzer, A.D., (1988), *The theory of translation*. Moscow, Nauka, 1988, 215 p.

[14] Pasichnyk, T., 'Cross-cultural communicative model of written mediation as the basis for training future translators', Science and Education a New Dimension. Pedagogy and Psychology, V (53), Issue: 2017, 114, p.

Communication between the members of different cultural communities occurs via language means and in a culture-specific context of one part according to their level of the communicative language competence.[15] When the participants of the intercultural communication do not share the communicative language competence, communication occurs via translation, bilateral translation in particular. It will bridge the gap between situations where differences in language communicative competences prevent the sender and receiver from communicating effectively by themselves.[16] Thus, the function of bilateral translation of English and Ukrainian texts on FLC teaching is to enable intercultural communication to take place between English and Ukrainian practitioners and researchers involved in FLC teaching as well as in the preparation and ongoing professional development of FLC teachers.

Defining the profession specific bilateral translation of English and Ukrainian texts on foreign languages and cultures teaching.

Review of the investigations of psycholinguistic model of translation[17], activities and strategies of written mediation[18] different approaches to the translation definition[19] gives grounds for defining the profession specific bilateral translation of English and Ukrainian texts on FLC teaching. We suggest that it is a specific complex communicative language activity characterized by receptive-reproductive nature of message processing. It is performed by student teachers of English and

[15] Ibidem 13.

[16] Ibidem 13.

[17] Leontiev, A.A., *The basis of psycholinguistics*. Moscow, Smisl, pp.263-265.; Zimniaya, I., (2001), *Linguistic psychology of speech activity*. Moscow, MPSI, 429 p.; Nord, C., (1999), *Textanalyse und Übersetzungsauftrag*. München: Goethe Institut, 1997, 153 p.

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[19] Alekseeva, I.S., (2004), *Introduction to Translation: Textbook*. Moscow, Publishing Center "Academy", 352 p.; Beeby, A., Fernandez, M., Hurtado, (2005), 'Investigating Translation Competence: Conceptual and Methodological Issues', PACTE Group, Meta, Vol. 50, PP. 609–619.; A., Chernovatyi, L., (2013), *Methods of Teaching Translation as Profession: Textbook*. Vinnytsia, Nova Knyha, 376 p.; Komissarov, V. N., (2011), *The modern theory of translation*. Moscow, ETC, 408 p.; Nord, C., (2005), *Text Analysis in Translation: Theory, Methodology, and Didactic Application of a Model for Translation-oriented Text Analysis*. Rodopi, 274 p.

aimed at preparing them for the role of intercultural mediators in their occupational domain.

The reception of the message occurs in the process of reading the source text (ST). Its purpose is to understand the message minding its further reproduction in the target language.

The first step is a ST translation-oriented analysis[20] which involves establishing the communicative macro proposition of ST, analyzing its contents, communicative and pragmatic characteristics as well as factors of the communicative situation. It also involves identifying the value of the information in ST and analyzing its structural and semantic characteristics. Stylistic, sociolinguistic and culture-specific characteristics of ST are analyzed with the aim of anticipating and evaluating possible translation problems. Main psychological processes employed in the reception of the message are memory, analysis and synthesis. They are provided by internal speech, the main mechanism of verbal and mental activity[21].

The efficiency of reception depends on the level of the translator's language communicative proficiency in the source language (SL) as well as on his/her subject awareness. The first covers knowledge of a broad lexical repertoire in FLC teaching field (general scientific and specialized terms), grammar and stylistic means and rules; a good command of the written language with an awareness of spelling and punctuation rules; knowledge of special scientific discourse strategies and factors which determine its understanding and interpreting; ways of text organization and means of cohesion and coherence; main genres of texts on FLC teaching as well as peculiarities of their composition. The latter means knowledge of the main concepts, practices and processes related to the background to FLC teaching and learning; theoretical aspects, issues and principals related to FLC teaching and learning procedures, activities and tasks; current approaches to the development of students' foreign language communicative competence; innovative teaching techniques in FLC education, forms, types and methods of control and assessment of the level of the foreign language communicative competence and its components; the concepts, practices and processes related to FLC educational process planning, content and organization.

[20] Nord, C., *Text Analysis in Translation: Theory, Methodology, and Didactic Application of a Model for Translation-oriented Text Analysis*.

[21] Chernovatyi, L., *Methods of Teaching Translation as Profession*.

Translator's reaction occurring after the ST translation-oriented analysis becomes the basis for the planning of the target text (TT) production.

TT planning is a receptive-productive activity which involves establishing and monitoring the succession of translation operations. It includes developing strategies for informational research and performing it by studying a range of sources within the ST theme, finding appropriate solutions to cope with translation problems. The translator compiles the file of terms and finds target language equivalents to them, recognizes the necessity of making implicit information explicit as well as providing localization of TT.

The efficiency of TT planning depends on translator's awareness of translation workflow as well as the ability to activate practical, reproductive, productive, logical and analytical thinking. Translation workflow awareness covers knowledge of the concepts, practices, terminology and processes related to translation, translatability, quality standards of the translation, translation pragmatics, translation equivalency; types of translation; translation techniques and strategies and how to use them while solving translation problem; factors determining the translation as well as the degree of their influence on translation strategies choice; translation transformations.

Reproduction of the message occurs in the process of creating the TT in a written form. The process of TT production is based upon bringing together and comparing SL and target language (TL) means and picking the most appropriate ones in order to render ST author's intentions taking into account the target audience conventions. It involves using the chosen translation strategy, coping with translation difficulties, applying transformations, making implicit information explicit and TT localizing.

TT production involves constant switching over from source language and culture into target language and culture, from internal speech into external writing. Such psycho-social processes as memory, attention switching over and focusing, analysis and synthesis, generalizing and specifying, comparing and classifying, communicative reading and writing are activated in the process of TT production.

Its efficiency depends on the translator's level of communicative language proficiency in TT (skills to produce clear, well-structured TT, showing controlled use of organizational patterns taking into account the author's intentions, communicative goals, communicative situation as well as cross-cultural differences in particular) and translation workflow awareness (knowledge of how to cope with differences between linguistic, cultural and communicative conventions, between pragmatic, subject and socio-cultural potentials of the ST author and the recipient of translation; skills to use techniques and strategies for compensation).

TT assessment and proofreading is a receptive-productive activity aimed at the establishing and monitoring the TT content and communicative equivalency as well as quality standards and accuracy of the translation. Translator also checks how lexical and terminological consistency as well as compliance with the style throughout the whole translation is provided.

The efficiency of this phase depends on the translator's knowledge of the criteria of TT analysis and assessment, skills to justify translation choices and decisions.

Defining the roles of intercultural mediators in the foreign languages and cultures teaching field.

Since teaching profession specific bilateral translation of English and Ukrainian texts on FLC to student teachers of English is aimed at preparing them to perform a mediation function within the intercultural communication in their occupational domain we shall define the specific peculiarities of their communicative behavior when performing the translation.

When comprehending the ST translator functions as a recipient of the SL message. The main peculiarity of the translator's communicative behavior is that he/she needs to understand the text deeper than an ordinary reader[22], who reads it with different communicative purposes[23]. The translator reads differently since he/she needs to draw conclusions on the content of message and communicative intentions of its author and take into consideration social, cultural, intellectual, historical context characteristics of the recipient of the translation. As any recipient the translator may have his/her own attitude to the content of ST, i.e. like or dislike ideas, agree or disagree with conclusions and results. However, the translator should ignore his/her opinion and render the information impartially.[24]

[22] Komissarov, V.N., *The modern theory of translation*. Moscow, ETC, 2011, 408 p.

[23] Bigich, O., Borysko, N., Boretska, H., Nikolayeva, S., *Theory and Practice of the Methodology of Foreign Languages and Cultures Teaching*. Kyiv, Lenvit, 2013, 590 p.

[24] Shveytzer, A.D., *The theory of translation*. Moscow, Nauka, 1988, 215 p.

When producing TT the translator functions as the author of TL message. But, unlike the author of the ST that selects the language means for expressing his/her own thoughts and opinions, the translator has to pick the language means in order to render meaningfully thoughts and opinions of another person. The difficulty of translator's communicative behavior is conditioned by simultaneous reception and analysis of the message; necessity to cope with differences between ST author's and translator's communicative intentions as well as ST author's and prospective recipients' linguistic, pragmatic, culture-specific and subject potentials[25]. It requires applying transformations, making implicit information explicit, TT localization since the translator has to produce TT meaningful to its recipients.[26]

To conclude, we assume that when fulfilling the role of the intercultural mediator the translator of English and Ukrainian texts on FLC teaching has to cope with the task which involves providing the process of intercultural communication between the professionals belonging to FLC teaching and learning occupational domain. When coping with the task mentioned, the translator acts simultaneously as the recipient of the message whose understanding of the ST contents and communicative functions should be ultimate with the view to producing the meaningful TT on the basis of the ST taking into account and coping with contradictions caused by differences between ST and TT recipients as the TT author.

Defining readiness of student teachers of English to master profession specific bilateral translation with the view to fulfilling the role of intercultural mediators in the occupational domain.

How successfully and effectively the intercultural mediator can function depends on the factors which determine the readiness of a personality to perform a bilateral translation of English and Ukrainian texts on FLC teaching. We may argue that effective performing bilateral translation of texts on FLC teaching requires:

1) the appropriate level of language communicative proficiency in English and Ukrainian;

2) the appropriate level of professional competence in FLC teaching field;

[25] Ibidem.

[26] Ibidem.

3) the appropriate level of translation proficiency;

4) the appropriate communicative abilities and attitudes;

Here we shall clarify the factors mentioned.

The role of the intercultural mediator in the occupational domain is determined by his/her bilingual and bicultural status[27]. Since the intercultural communication in the field of FLC teaching occurs via texts belonging to the academic style and characterized by linguistic and stylistic complications[28], we may assume that the student teachers of English should have a high level of language communicative proficiency in both English and Ukrainian.

Student teachers of English belong to Ukrainian cultural and linguistic community and it determines their high level of Ukrainian language communicative proficiency of native speakers. According to EPPs and English language curricula and syllabi[29] they should have C2 "Mastery level of proficiency in English. Thus, the level of language communicative proficiency in English and Ukrainian meets with the requirements of profession-specific bilateral translation of English and Ukrainian texts on FLC teaching.

Considering that ultimate understanding of the ST is conditioned by subject-specific awareness of the translator[30], we suggest that professional

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[27] Shveytzer, A.D., *The theory of translation*. Moscow, Nauka, 1998, 215 p.

[28] Fabrychna, Ya., 'Linguistic and Stylistic Features of English and Ukrainian Texts on Foreign Languages and Cultures Teaching'. Kyiv, Publishing centre of KNLU, Visnyk of the Kyiv National Linguistic University, Series *Pedagogy and Psychology*, № 22, 2013, pp. 54–62.

[29] Educational Professional Program, (2017), *Modern Philological Studies (English and Another Foreign Language): Linguistics and Translation Studies*. Kyiv, Kyiv National Linguistic University. Available at:

https://onedrive.live.com/view.aspx?resid=68696B3E65309B90!18382&ithint=file%2cdocx&authkey=!AIQ1YwfZmDXKQvk (Visited on 20.05.2020); Educational Professional Program, (2019), *English Communication Studies and Translation and Two Western European Languages - English, Literature, Translation and Two Western European Languages*. Kyiv, Taras Shevchenko National University of Kyiv. Available at:

https://drive.google.com/file/d/1yfvO3C0Oz4GD8kJeGBxwivM0W1NX85NZ/view (Visited on 20.05.2020); Tsybka, V., (2012), *English language and Culture: Syllabus for student teachers of English in the master's program*. Kyiv, Kyiv National Linguistic University, 18 p.

[30] Alekseeva, I.S., (2004), *Introduction to Translation: Textbook*. Moscow, Publishing Center "Academy", 352 p.; Gavrilenko, N., (2008), *Teaching Translation in Profession Specific Communication: monograph*, Moscow, RUDN, 175 p.; Komissarov, V.N., (2011), *The modern*

knowledge gained by students when studying Methodology of FLC Teaching, Pedagogy, Psychology as academic disciplines as well as skills acquired while the teaching practice will help student teachers of English comprehend ST contents, communicative functions etc. properly.

When studying the academic discipline of Theory and Practice of Translation in their bachelor's program, student teachers of English got the idea of translation, literary translation in particular. According to the requirements of the state examination in English[31] their translation proficiency covers literary translation study knowledge and skills, i.e. concepts, practices, terminology and processes related to translation, translation equivalency, techniques and strategies. It gives grounds to assume that being students in the master's program they are prepared enough to master the profession specific bilateral translation.

Psychological readiness of student teachers of English to perform bilateral translation of English and Ukrainian texts on FLC teaching is closely connected with their communicative abilities and attitudes. These include:

1) general abilities to focus on, to activate different types of memory and thinking and psycho-social processes of communicative reading and writing, to self-study and self-develop, to overcome difficulties;

2) abilities and readiness for intercultural mediation, i.e. the ability to switch over the attention, from one language / culture into the other, to search and organize information necessary for a certain translation task solving, to develop strategies for solving translation tasks;

3) attitudes to translation activity which cover ability and readiness to perform critical and constructive analysis of their own translation activity, to take the responsibility for translation accuracy and quality standards, to be involved into and understand values and manifestations of translators of special texts;

4) organizational abilities to plan working hours while performing a translation, to be involved into a team work, to follow instructions and agreements.

We suggest that all the factors mentioned should be taken into consideration when managing the learning environment for teaching

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theory of translation. Moscow, ETC, 408 p.; Latyshev, L.K., (2008), *Translation: theory, practice and methodology of teaching*. Moscow, Academy, 192 p.

[31] Solovei, M.I., Vorobjova, O.P., Izotova, N.P., Program for the examination in English, *English language and literature*. Kyiv, Kyiv National Linguistic University, 2012, 24 p.

profession specific bilateral translation of English and Ukrainian texts on FLC teaching to student teachers of English.

Conclusion

The current study reveals the issue of preparing student teachers of English for the role of intercultural mediators in FLC teaching field. The study results show that experts able to perform effectively bilateral translation of Ukrainian and English texts on foreign languages and cultures teaching are in great demand in the context of the Ukrainian society European and world integration. According to the study, bilateral translation of texts on FLC teaching, which takes place in intercultural communication, can facilitate cooperation between English and Ukrainian practitioners and researchers involved in FLC teaching as well as in the preparation and ongoing professional development of FLC teachers.

Profession specific bilateral translation of English and Ukrainian texts on FLC teaching is considered to be a specific complex communicative language activity characterized by receptive-reproductive nature of message processing. It is assumed to be performed by student teachers of English with the view to preparing them for the role of intercultural mediators in their occupational domain. Peculiarities of the communicative behavior of intercultural mediators in the field of FLC teaching are specified. Factors which determine readiness of student teachers of English to master profession specific bilateral translation should be taken into consideration when managing the learning environment.

Research perspectives in the area under consideration can cover ways of managing the learning environment for teaching profession specific bilateral translation to student teachers of English.

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RECONCILING WITH THE SHADOW

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ABSTRACT: *The article proposes different cultural and medical approaches, regarding the ways of controlling one's fear, using the concept of the shadow as analysed by Jung. The shadow is the dark side of the human self which emerges in moments of crisis when man / the patient is unable to master his fear of the unknown. He feels trapped in a labyrinth with no return in which his search is meant to fail. Crossing the labyrinth implies an exploration of the subconscious because acknowledging the human limits and weaknesses is the road towards salvation and healing. The article offers solutions for the means of controlling such moments, underlying both the personal involvement of man in his search and the doctor-patient communication found in the medical approaching of this theme.*

KEYWORDS: *shadow, fear, unconscious, labyrinth, mirror, search, disease, self.*

Cultural Approaches of Controlling One's Fears

In the book entitled *Archetypes and the Collective Unconscious* Carl Gustav Jung[1] discusses the concept of the shadow which he relates to the dark side of human nature. According to Jung, man confronts with the fears and the limits of his consciousness and he must control them if he wants to survive. The shadow is one of the three layers of the self which Jung ascribes to human nature. He talks about the conscious, the unconscious and the shadow. The first two levels are part of a normal psychological structure of the self and they complete each other in a harmonious whole. The conscious reflects the daily activities of man, the way in which he reacts to the challenges coming from the exterior world. It is made up of gestures which we learn due to education and human

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[1] Jung Carl Gustav, *Archetypes and the Collective Unconscious*, Bucharest, Trei Publishing House, 2014.

interaction. The unconscious is the layer where the self faces the unknown, it is an uncharted territory which may frighten or comfort man. It is important how man succeeds in managing such fears. In a positive interpretation man is able to control his instinctual behaviour and he emerges as a civilizing personality, being a model for all the other members of the community. In this context man is able to have an attitude that inspires and brings confidence. In a negative interpretation man falls victim to his own weakness and he loses contact with reason. The consequence is falling in the abyss where he discovers that the deep strata of his psyche are dangerous and unstable.

In the case in which man is unable to control the unconscious, darkness will master him and only with great difficulty will he regain his lucidity. The shadow comes to the surface the moment man ceases to fight against his dark vision of the world. Anxiety and depression are the effects of such an attitude.

One of the concepts which is related to the theory of the shadow is the mirror[2]. A mirror may be transparent or opaque, it may reflect or refract the vision of man. In the case of a transparent mirror man sees beyond the simple image on the glass. The freshness of vision allows him to perceive aspects of the self which are not available to all humans. In the transparent mirror he sees the light and the beauty of himself. At the same time the deep understanding of his vision makes him understand that what he perceives is not only an individual reflection, but an image of the beauty of the world. Thus, he realizes that he identifies himself with the rhythms of the cosmos and that he can rise to a superior level of knowledge. Identifying yourself with the universe brings harmony and reconciliation, allowing man to face more serenely the challenges ahead.

Things are different in the case of an opaque mirror. Reflection offers the appropriate image without the universal dimension. If the pure reflection disappears, being replaced by a surface which refracts, there is no clear image offering answers to the questioning self. Man is caught in a web of illusions, he loses himself in a labyrinth of dangerous traps. The darkness of the mirror corresponds to the darkness of the self and instead of shining reflections one discovers shadows. The confrontation with this situation can have a strong impact. Man falls victim to his anxiety in a labyrinth of fear and in this case the shadow wins. It all depends on

[2] Durand Gilbert, *The Anthropological Structures of the Imaginary*, Bucharest, Univers Publishing House, 1977, pp. 257-269.

human will to fight this fear and not to act in a passive way. A labyrinth is a concept which suits very well the concept of loss and solitude. In the book dedicated to cultural anthropology Victor Kernbach[3] considers that a labyrinth is the place of ultimate initiation since beyond it there is no way back, but only ahead either to loss or to achievement. Finding one's way in a labyrinth presupposes interpreting the signs found on the way. A correct interpretation brings salvation, an incorrect one ends in damnation. Kernbach believes that the labyrinth is also a symbol of the world, an image of the multiple aspects forming the identity of a community. Crossing a labyrinth presupposes assimilating all the values of a certain community, interpreting them and eventually recreating them in a personal vision of the world.

The journey through a labyrinth is a journey of initiation, a quest for the liberating path. It has a departure, a road to cover and a return. Such a journey corresponds to a deliberate search in the depths of the human self. Once man becomes aware of how important it is to explore the mechanisms of his psyche, the journey transforms into a means by which he will finally find the light. It is a deliberate symbolical departure and that is an essential decision since man realizes that he needs to understand himself before knowing the world. The journey he takes may be straight forward and then the evolution is liniar. It may be sinuous, making the quest a more difficult one. The second instance is more fascinating as danger attracts more than a safe version of the world. In the same way the shadow analysed by Jung fascinates more than reason and lucidity. In many cases evil appeals more than good.

Facing the shadow equals with facing the evil inside one's self. Psychological darkness is actually the projection of the evil emerging to the surface. In order to prevail evil needs to find an appropriate ground to manifest itself. In symbolical terms it is the audience that is convinced by a rhetoric which appeals to the innermost wishes of human nature, manipulating the illusions or fears of man. In order to succeed evil must adapt to every circumstance, adopting masks and identities that are meant to disguise its true intentions. A correct management of fear must take into account the various forms adopted by evil. One of the instruments by which evil may succeed is language. A discourse can rely on two types of language: the language of truth and the language of subversion. In the

[3] Kernbach, Victor, *Dictionary of General Mythology,* Bucharest, The Scientific and Encyclopedic Publishing House, 1989, pp. 291.

cases when the shadow controls the self the language of subversion is the dominant one. Evil needs to subvert reality in order to impose its own image of the world. The language of truth is simple, honest and direct. It does not need to hide because it always corresponds to the mental projection it creates for the audience. It evolves on the horizontal line of knowledge bringing no variations to the pattern. On the contrary the language of subversion needs to dissimulate so that it should pretend it represents something different. Subversion is more fascinating because evil never acts in the open. It needs a shadow to hide as once it is unmasked and exposed to the light it loses its powers. Anxiety and fear are the consequences of such an attitude because evil feeds on individual and collective despair.

In order to achieve such a level of control evil must choose a rhetoric of persuasion which ultimately will annihilate all psychological resistance. Darkness falls the moment when the self is kept prisoner in such a mechanism of destruction. Man needs strong will to escape this trap. Once he is aware of the danger and admits he was caught in the trap, man can regain his primordial harmonious whole. The return from the journey through the labyrinth presupposes courage and wisdom as man is now aware of his limitations and has learned to live with them. Accepting your weakness is the first step towards redemption. Jung considers that "we cannot change until we accept it. Condemnation does not liberate, it oppresses." Initiation is complete once the three stages, namely the departure, the journey and the return, are fulfilled. All of them are necessary in order for man to find inner equilibrium.

An instance in which the self is affected by the shadow is psychological defeat. Man becomes vulnerable before external pressure and cannot cope with the difficulties arising around him. The world suddenly becomes incomprehensible and transforms into the enemy. In cultural terms such a situation coincides with the fall in the abyss. Symbolically, it is like plunging through a tunnel with no way out. The journey takes the person to a no man's land where there is no support and no salvation. Hallucinations and madness follow. Man feels that invisible walls close down on him and cannot react being paralysed by fear. Existence is replaced by nightmares tormenting the mind and destroying the self. The moment reason changes into madness the shadow has won. At this stage the fall is abrupt and cannot be stopped. The labyrinth does not lead anywhere.

Falling in the abyss may have another connotation as well. Once man has reached the bottom of his psychological entity, he has also arrived at the roots of his self. Exploring its most intimate manifestations provides man with deep insight and a better understanding of his own inner reactions. Such a search can bring unexpected revelations. It depends on man's power to be able to overcome the crisis and once liberated he can start the journey towards personal healing. Jung believes that "your vision will become clear when you can look into your own soul. Who looks outside dreams; who looks inside, awakes."

Analysing the deepest corners of the self is similar to unburying secrets that can enlighten or darken the vision. Imagination shapes or distorts human perception. It depends on the degree of subjectivity the self acquires. In a benefic sense imagination provides man with an escape from a reality which oppresses and harms. It offers the possibility to create yourself a beautiful projection of the world in which all wrong doings disappear and harmony prevails. Due to imagination man goes beyond his limits and is able to perceive the beauty of his self. By realizing it man transcends common reality and may raise himself spiritually in order to have the supreme revelation. Peace of mind and reconciliation with one's doubts are the consequences of such a revelation. The world becomes an utopia in which suffering no longer exists. It is a representation of one's personal dreams that come true. On the contrary, negative imagination can harm man. In this case it creates a threatening reality in which equilibrium is lost and man cannot rely on any support. It is a nightmare inhabited by fear because in his anxiety man believes that every creature is an enemy and he is a certain victim. At this stage he starts having hallucinations, he imagines things that do not exist and creates unreal scenarios. The connection with the harmony and order of the universe disappears. The world becomes a dystopia, a negative projection of one's fears and weaknesses.

Dystopia can be turned into an utopia if man has the power to accept that evil is also part of himself, beginning thus the road towards recovery. If he admits that something no longer functions appropriately, man is able to form a personal dimension in which he includes all the good things that can help him overcome the crisis. The shadow is defeated by rational behaviour. Yet, man must embrace the shadow and acknowledge that it is part of his own nature. Jung considers that the unconscious can be modelled according to one's wishes. The unconscious is the layer in which the suppressed human desires hide. It manifests itself in dreams, in states of uncertainty during which man cannot rationally fight against these challenges.

In cultural anthropology sleep is associated to a state of vulnerability in which the self can be attacked by psychological manifestations meant to unbalance any rational defense. The absence of reason brings darkness while such an emptiness causes self-annihilation. Man loses contact with the familiar reality which anchored him to certain known facts. During a dream man follows a road which can be liniar or twisted, depending on the degree of fear it bears. A smooth liniar road is not always the best one. It can be tricky, leading nowhere and only trapping man in an illusion. No matter how difficult it is, the twisted road is the good road. It may be longer and uncertain, but only after meeting all challenges and exploring the unknown can man reach his goal. Like in a vision, man has to symbolically choose between two options and two paths: one to the right and one to the left. The path to the right is apparently the easy one as it promises to improve man spiritually and to bring back harmony. It is a false promise and the one taking it will fall in the abyss. The path to the left is the correct one because it presupposes difficulty while facing the tasks ahead.

In order to reconcile with the shadow man must confront the dangerous path. The symbolical perils he meets are nothing but tests coming from the deep layers of his self. Man must not be afraid of them, he has to accept and assimilate them as his own. Living with the shadow as a friend is the victory awaiting at the end of the road. Self-esteem and self-reliance are the features characterizing man at the final stage of the journey. Recovering one's self means recognizing the values which man thought he had lost and welcoming them back in his world. A harmonious self can exist only by uniting the extremes which are not different, but complementary. Access to peace of mind depends on the inner harmony in human nature. Reconciling with the shadow implies taking it as an equal partner on the road to redemption.

The doctor-patient communication in defeating the fear of diseases

We shall continue by explaining the medical approach in controlling one's fear, referring to the shadow in the context of a disease. Reconciling with it is the way towards healing. The basis for this approach is the idea that many people suffer from the fear of diseases and we underline the fact that fear itself is a disease.

The fear of the unknown or the fear of everything which is new is widely spread in human nature. When one's health or integrity is affected, no matter how strong one is, it is "normal" or at least common to be afraid. If the fear of diseases is largely met, the negative connotation depends on the intensity of the fear which, if it is too high, can paralyse; this aspect must be fought against. The fear of diseases can be used in a constructive manner, changing negative energy into positive healing energy by applying the concept" nothing is wasted, all is transformed"[4]. In this case a decisive role is played by the doctor when using adequate communication techniques with the patient.

The doctor-patient communication[5] is very important, it can be essential in the process of healing, it is based on trust as the doctor must demonstrate and permanently gain the patient's trust so that the latter might confess his fear. The doctor must permanently follow the personality of the patient; thus, a different type of discourse, approach or motivation is applied, either using an aggressive or an extremely kind tone.

Communication essentially appeals to the conscious, namely to reason and lucidity, and the discourse must be well based. Such an example is cognitive behaviour therapy, a treatment method used in psychiatry. The conscious influences the unconscious; hypnosis may be used trying or succeeding in influencing the subconscious, but such methods are secondary and complementary.

In order to achieve a good level of communication the doctor must have a cooperating attitude, setting before himself gradual stages in order to accomplish them; targets are constantly evaluated and revaluated, new goals are set depending on the evolution of the case. The doctor must be permanently available so that he might answer the patient's questions. He must notice and greet all positive results. Sometimes the positive aspects must be searched for since the patient does not see them because of his fear or a negative general situation.

The doctor must come up with solutions or show that there are answers to the patient's problems. The patient is not alone, he and the doctor make a team. The doctor is thoroughly and professionally involved

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[4] Banciu Axente Sever, Pop Alexandru, *Modern Chemistry*, Albatros Publishing House, 1987, pp. 123-131.

[5] Bickley Lynn S., Hoekelman Robert A., „*Bate's Guide to Physical Examination and History Taking*", Seventh Edition, Lippincott, 1999, pp. 1-42.

in solving the other's problem. The patient has arrived in time at the doctor's, he is in the right place or the doctor knows where to send him. Modern medicine has evolved very much, new innovative methods of diagnosis and treatment are being developed, having an efficiency that could not have been dreamed of in the past. Such an example would be the discovery of the antibiotic treatment with penicillin by Fleming[6]. The modern treatment for cancer makes that in many cases its evolution would be the one of a chronic disease. The patient's problem is important for the doctor, he treats it with professionalism and care.

The patient raises a problem because he is worried. The doctor must listen to him; he shows him consideration, attention and focus and only afterwards if he thinks that the problem is not real he begins to deconstruct it with arguments. If the given case is real, the doctor reconfirms that the patient has a problem, show him that the understood it correctly and underlines the importance of confronting with the problem, dealing with it in all details. Medically speaking, there follow talks with the patient, such as anamnesis, searching for information which should explain the problem, clinical and paraclinical examinations (blood and imagistic analyses). Due to communication the patient understands the reason he must undergo examination, undressing, stinging, spending time with the analyses, facing the fear that he might learn things which could have remained unknown to him.

The doctor must prove his skill and experience in approaching the patient's problem, to be permanently present near him when crossing the labyrinth. The doctor must be open to finding solutions in order to solve the patient's problems, have solid professional knowledge and the ability to work as part of a team. He has a good team, he knows to assess the disease due to his knowledge and the one of his team, he is able to contact the right person if the problem goes beyond his competence and level. It seems normal for him to contact other specialists so that the patient should benefit from the highest level of proficiency in solving the health problem and in healing. He is ready to remain a part of the team together with the patient as his coach in order to strengthen the results obtained after treatment; he can always identify and solve any other potential medical problem with him. Though he is not permanently present by the side of the patient, the doctor knows about his problem, the team helps in being

[6] Maurois, A., *Alexander Fleming*, Medical Publishing House, 1965.

constantly in touch, he gets information from the team, even if the patient does not physically see him.

A team does not give up, solutions are always searched for and found for the patient. The doctor is by his side to strengthen the patient's will. It is human not to know, to be unable, to make mistakes, but the doctor teaches him, encourages him and helps him do the right thing. The doctor does not let the patient fall in the abyss because it is much harder to rise when you have fallen, but if the patient falls he is by his side and supports him to permanently and unconditionally rise. The patient must be "won over" by the doctor because only the patient can accomplish what the doctor has taught him.

The patient must constantly remain anchored in reality without any false hopes or exaggerated pessimism. A balanced path is not the medium way of a compromise, it is a path endowed with real supporting aspects, be they small but real, it is the means by which the patient can successfully face his disease.

Some patients understand the disease as a punishment and that is why it is important for them to reconcile with it. "Why me?", "What did I do wrong?" Only the patient can answer these questions. The doctor or the psychologist provides him with an answer. The patient must be encouraged to reconcile with the disease, being at war with the "divinity" or the "universe" cannot bring him any benefits. Only after having found peace can the patient start to heal.

Reconciling with the disease can begin by admitting that the disease is real, that it was not the patient's choice. If it was caused by some actions in the past (unhealthy habits like smoking, lack of rest, overwork), the patient should accept his mistakes and forgive them. It is more difficult to reconcile with the disease when there are no obvious reasons for it (such as cancer in children), but reconciling is a decisive element in the healing process.

The disease can be seen from a positive perspective as well. In some cases it can become a friend. This is an individual perspective, it is not valid or recommended to everyone. It depends on the previously mentioned stage, regarding the patient's reconciliation with the situation. The disease is not an abrupt end, irreversible and irrevocable. The patient has the chance to stop the roller coaster, to re-evaluate his situation as a human being, to reposition himself in his existence, to give more attention to health, work, family or to learn to enjoy things that he did not care about in the past or he took for granted.

This way of controlling one's fear about the disease by reconciling with the shadow, using the doctor-patient communication method, is the path towards healing for all physical or spiritual weaknesses.

Conclusions:

Reconciling with the shadow presupposes controlling the fear of disease which manifests in the capacity of man to face the darkness in his own self. He can find at the end of the labyrinth both salvation and the fall in the abyss. Everything depends on how well man succeeds in knowing himself after he has lived this experience. Jung believes that the human self can be reborn when its limits are passed in the process of exploration and learning. In the same way the patient manages to overcome his disease through an efficient communication with his doctor. The shadow can be kept at bay due to a balanced behaviour and keeping the measure in one's gestures. Measure is the concept which characterizes a civilizing attitude which can offer man the long lost harmony. Reconciling with the shadow identifies with discovering the potential of salvation in one's own self which man recognizes and assimilates on the road towards healing. The light waiting for him at the end of the labyrinth is the reward for accepting his own limits. Thus, man crosses a symbolic threshold which takes him to accomplishment.

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STRESS, COPING AND RESILIENCE

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ABSTRACT: *Stress is a common reality in many lives, and it frequently has various negative effects on health and general life quality. Overall, stress is a complex phenomenon that mediates adaptation to an everchanging reality. But too many people encounter great difficulty in dealing with the stress in their lives and do not manage to overcome its damaging consequences. The aim of this article is to review the concepts of stress, coping and resilience in order to identify the ways in which they can facilitate the development of educational and therapeutic programs. In order to counteract the costing effects of stress, people should be aided to learn how to implement effective coping strategies and how to identify and access the resources they need. Stress cannot and should not be avoided, but it should be made into a factor of change and evolution.*

KEYWORDS*: stress, adaptation, coping strategies, resilience, development, resources.*

Introduction

People often face stressful situations and demands, regardless of their age or social status. Stress can occur at any time and in any context, whether it is physical, personal, familial, professional or cultural. Whether it is the stress caused by a type of life change, an unforeseen event, a form of loss or the inability to reach a goal, circumstances that provoke tension are very diverse and often difficult to control. Our living environment - familial, economic, social, etc. - undergoes permanent changes, and sometimes crisis situations can occur that are uncontrollable, unpredictable and without obvious solutions. While some people have effective coping and stress management strategies in place to help them positively face the adverse conditions, many others have difficulty coping with the problems in their lives.

The way a person reacts to stress is influenced by many factors, from individual characteristics and personality, to the resources of their living environment, but also by the type and particularities of the adverse situation they face. The stress management strategies and the coping strategies may prove more or less effective over time, but few people show

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flexibility in adopting the most appropriate coping mechanism for a given stressful context. Most of the time, individuals adopt the same reactions to stress that they have shown in the past, the ones which they have become accustomed to, regardless of whether they have proven to be less useful.

Given that the negative effects of stress are multiple, complex, ubiquitous and with long-term consequences, many scientific studies are investigating how people can be helped to better adapt to the adverse situations they face, in order to build a set of strategies that facilitate a better approach and interaction with stressors. In this scope, researchers aim to develop a feature called resilience, an ability to regain stability and well-being after experiencing negative, dangerous and risky circumstances.

Based on the study and understanding of the characteristics of stress and the way in which coping strategies are used, it is possible to identify the methods in which resilience can be promoted and developed, especially among people at risk. Increasing resilience must be a major goal of the institutional factors responsible for ensuring people's health and quality of life. In order to reduce and counteract the multiple, negative and extremely costly effects of stress, there is a need to develop and implement therapeutic and educational programs to help people learn how to deal with the difficult situations they face, how to adapt their reactions and how to access the resources at their disposal. Stress cannot and should not be avoided, given that it mediates adaptation to a constantly changing reality and thus facilitates evolution. But people can be taught how to protect themselves from its profoundly negative, destructive and blocking effects, how to take from stressful experiences only those lessons that favor their adaptation and development.

In this article we aim to make a brief review of the concepts of stress, coping and resilience, in order to identify ways in which they can be used to argue the creation of educational and therapeutic programs focused on increasing resilience by developing effective coping strategies.

The concept of stress

The concept of stress has evolved a lot in recent decades and has come to encompass a wide variety of manifestations and to be investigated in many research areas. In the literature, we can find many explanatory models that have tried to describe and elucidate the elements, mechanisms, manifestations, causes, effects, dynamics, and the more or less subtle functions of stress. Last but not least, much research has aimed to identify and implement ways in which stress and its negative effects can be managed, reduced and transformed into positive and adaptive experiences.

At the beginning, stress was defined by H. Seyle in 1950[1] as a reaction of the organism to a certain type of external threat, the emphasis being on its physiological nature and the reactivity of the subject. Seyle used this term to denote a set of reactions of the body, consisting in various morpho-functional changes, to an external action exerted on it by a wide range of causal agents - physical, chemical, biological, and psychological[2][3]. His model of the general adaptation syndrome is well known and it refers to the totality of non-specific mechanisms capable of ensuring the mobilization of the body's adaptive resources in the face of aggression. His three stages of the stress response – alarm, resistance and exhaustion - are equally acknowledged in the literature[4]. This perspective led to the study of the characteristics of stressful conditions and reactions to stress, but without taking into account the variables that mediated and modulated the stress response. Mainly, Seyle's theory does not include the psychological adaptation to stress, the cognitive reinterpretation of stressors, nor the coping mechanisms.

Over the time, stress research has focused on the outcome of the interactions between the organism and its environment[5], with an emphasis on the psychological nature of stress.

In this perspective, the research of Lazarus and Folkman[6] is representative, who define stress as "a relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being." This theory emphasizes the importance of the subjective assessment of

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[1] Seyle, H., Stress and the General Adaptation Syndrome, *British Medical Journal*, 1950, 1(4667): 1383–1392.

[2] *apud* Iamandescu, I.B., *Stresul psihic și bolile interne*, Editura ALL, București, 1993, p.1. (*Mental Stress and Internal Diseases*, ALL Publishing House, Bucharest, 1993, p.1)

[3] Borcoși, C.A., Managementul stresului – metode și tehnici de combatere a stresului (Stress Management – stress-relief methods and techniques), *Annals of the „Constantin Brâncuși" University of Târgu Jiu, Letter and Social Science Series*, Supplement 3, 2017, pp. 145-150, p. 145.

[4] Seyle, H., *op.cit.*

[5] *apud* Singer, J.E., Davidson, L.M., „Specificity and Stress Research" In Appley, M.H., Trumbull, R. (Eds.). *Dynamics of Stress – Physiological, Psychological and Social Perspectives*, Plenum Press, New York, 1986, pp. 47-61, p. 48.

[6] Lazarus, R.S., Folkman, S., *Stress, Appraisal, and Coping*, Springer Publishing, New York, 1984, p. 21.

stressors and the significance that the person attributes to them, as well as the perception of their degree of difficulty. A "stressor" is a stimulus or event that is appraised, judged, or perceived as being aversive and which causes a "stress response"[7].

Therefore, stressors are conceptualized as having a subjective nature, their level of severity depending on variables such as: perceived controllability, predictability, associated degree of insecurity, ambiguity and volatility of the situation, chronicity and intermittency[8].

Subsequently, the emphasis in stress research was put on the person's resources to deal with adverse situations and to maintain their well-being and less on factors that cause stress. People first assess the adverse situation, and then their own resources to deal with it. Thus, stress does not arise from stressors, but from the perceived inability of people to manage the difficult situations. Self-efficacy, optimism, internal coherence or social support are relevant concepts that have been viewed as protective factors in stressful situations[9].

More recently, Compas[10] states that „prevailing definitions of stress all include environmental circumstances or conditions that threaten, challenge, exceed, or harm the psychological or biological capacities of the individual". That is the reason why Compas adopts the definition of stress given by Grant *et. al*[11]: "environmental events or chronic conditions that objectively threaten the physical and /or psychological health or well-being". Therefore, an attempt is made in the literature to objectify this phenomenon, while maintaining the emphasis on its psychological and subjective side.

Therefore, two main categories of conceptual models of stress can be differentiated: a theoretical current that focuses on the environment and on external and objective variables, and a current that emphasizes the relationship between subject and environment, and the subjective way in which stressors are perceived.

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[7] Anisman, H., *Stress and Your Health – From Vulnerability to Resilience*, Wiley-Blackwell, 2015, p. 4.

[8] *Ibidem*, p. 6-9.

[9] Krohne, H.W., Stress and Coping Theories, *The International Enciclopedia of the Social and Behavioral Science*, 2001, 22, 15163-15170.

[10] Compas, B.E., *Processes of Risk and Resilience during Adolescence – Linking Contexts and Individuals,* In Lerner, R.M., Steinberg, L. (Eds.) *Handbook of Adolescent Psychology*, John Wiley & Sons, 2004, pp. 263-296, p. 271.

[11] *Ibidem*, p. 272.

In an integrative perspective, Stănculescu[12] presents a widely accepted definition of stress - a set of nonspecific reactions generated by stressors / disruptors, which induce physiological, emotional and behavioral changes and require an increased consumption of energy in order to attain adaptation.

Forms and effects of stress

The study of the mechanisms, factors and effects of stress is essential in the process of providing and developing well-being and quality of life. Considering that stress is a pervasive phenomenon, reactions to stress are extremely wide-ranging, depending on when adverse events occur in the person's development, as well as depending on a multitude of psychological, physical, social and experiential factors. Thus, the reaction to stress can vary significantly depending on race, culture, sex, age, personality factors and previous stressful experiences[13]. Some effects of stress can be temporary and can be easily forgotten, while others can have long-lasting, profound consequences that will mark a person's entire life.

Most researchers have agreed that stress has both positive and negative values, thus differentiating between positive stress - eustress - and negative stress - distress[14] [15] [16].

Eustress includes those cognitive, behavioral, and biological changes made in response to adverse stimuli and situations that promote the development of adaptive functions and mechanisms that help the person manage and reduce the negative effects of stressors.

Therefore, the positive role of stress is to mobilize and direct the person's resources to the functions necessary for adaptation and at the same time to adopt, develop and maintain those coping strategies which have proven effective and can be used in the confrontation with the following adverse situations. Consequently, some stressors can prepare the person to deal with other stronger adverse situations and can promote learning and development of mechanisms that facilitate resilience. It is a phenomenon similar to the process of biological immunization, when the

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[12] Stănculescu, E., *Managementul stresului în mediul educațional*, Editura Universitară, 2015, p.11. (Stress *Management in the Education Environment*, The University Publishing House, 2015, p.11)

[13] Anisman, H., *op. cit.*, p.3.

[14] Iamandescu, I.B., *op. cit.*

[15] Anisman, H., *op. cit.*

[16] Stănculescu, E., *op. cit.*, p. 10.

confrontation with a pathogen helps the body to develop antibodies against it. At the same time, eustress is also caused by strong positive stimuli, which provoke intense reactions such as happiness, euphoria, ecstasy.

Distress refers to those "biological and psychological states or responses that evolve as a result of a failure to adapt to stressor events"[17]. Negative stress occurs when the person uses inefficient methods of dealing with the adverse situations and fails to activate the resources needed to overcome the challenge they face. Distress has multiple negative effects in most levels of functioning and usually results in a progressive increase in a person's vulnerability. In cases of chronic or very intense distress, the person may experiment multiple psychological imbalances - anxiety disorders, depressive disorders, etc. – as well as physical disorders - coronary heart disease, diabetes, gastroenterological diseases, etc.

Similarly, multiple scientific studies have correlated stress to psychopathology[18]: to anxiety disorders and increased susceptibility to addictions[19], misinterpretation of sensations and impulsivity-based decision making[20]. But the relationship between stress and physical illnesses has been intensively studied as well, having proved the role of stressful experiences in the development of autoimmune and neoplastic diseases[21], in increased susceptibility to respiratory infections, hypertension, and arthrosclerosis[22].

The longer the inefficient stress management strategies are manifested, the more difficult it is to intervene and change the negative mechanisms of reaction, and also to treat the negative physical and psychological effects. Unfortunately, the effects of stressors are cumulative, each adverse event adding to the burden the person is facing and thus diminishing their ability to escape the dysfunctional pattern of managing problematic situations.

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[17] Anisman, H., *op. cit.,* p. 4.

[18] Compas, B.E., *op. cit.,* p. 273.

[19] Anisman, H., *op. cit.*

[20] Cohen, S., Gianaros, P.J., Manuck, S.B., A Stage Model of Stress and Disease, *Perspect Psychol Sci*, 11(4), 2016, 456-463, p. 7.

[21] Anisman, H., *op. cit.*

[22] Cohen et.al., *op. cit.,* p. 8.

Stress reactions and coping strategies

When confronted with a stressor, the person resorts to certain reactions that have the greatest chances to ensure their adaptation and to overcome the difficulty. These reactions have physiological, cognitive, emotional and behavioral dimensions.

Among the most common physiological reactions in stressful situations are: rapid heart rate, accelerated breathing, hyper or hypotonia, high blood pressure, digestive disorders, urogenital changes, headache, insomnia, dizziness, etc.

Behavioral reactions may include an activation similar to "fight or flight": agitation, arousal, talkativeness, disinhibition, etc. or a freeze-like inhibition: blockage, vertigo, fainting.

The emotions and thoughts involved in dealing with stress are very varied and they largely depend on the psychological characteristics of the person. Cognitive changes may occur, such as decreased attention span and memory capacity, cognitive blockage, or decreased intellectual performance. Emotionally, states of irritability, anxiety and panic, anger, asthenia or sadness can be encountered.

The intensity of the stress reactions is influenced by the level of imbalance between the adverse situation and the person's coping resources associated with their perception of the expected consequences severity. In the literature, the resources used to adapt to stressors are known as coping resources[23] [24] [25], the English term being maintained in the absence of an exact correspondence in Romanian. Coping is correlated with the level at which people are able to regulate their physical, emotional, cognitive and behavioral reactions[26].

Lazarus and Folkman[27] defined coping as those "constantly changing cognitive and behavioral efforts to manage specific external and / or internal demands that are appraised as taxing or exceeding the resources of the person". Therefore, coping is viewed as a dynamic process that is constantly changing in relation to stressors.

Psychoanalytic theories associate coping with the unconscious defense mechanisms, which are adopted by the person instinctively, automatically, in order to reduce mental tension. Among the most well-

[23] Iamandescu, I.B., *op. cit.*

[24] Anisman, H., *op. cit.*

[25] Stănculescu, E., *op. cit.*

[26] Compas, B.E., *op. cit.,* p. 274.

[27] Lazarus, R.S., Folkman, S., *op. cit.,* p. 141.

known defense mechanisms that are studied are: repression, sublimation, denial, projection and regression[28].

Alternatively, Compas *et. al.*[29] define coping as those "conscious volitional efforts to regulate emotion, cognition, behavior, physiology, and the environment in response to stressful events or circumstances". Therefore, coping is not understood as including automatic reactions, but actions performed consciously and purposefully, depending on the level of development of the person, their psychological and social characteristics.

Considering the coping reactions used by people in stressful situations, there are several coping strategies differentiated in the literature. The coping strategies are general directions of action that contain distinct features. For example, Lazarus and Folkman[30] identified eight categories of coping strategies: 1) confrontation - active attempt to change the situation; 2) distancing - the effort of cognitive detachment by minimizing the significance of the situation; 3) escape / avoidance - escape from the problem; 4) planned solution of the problem; 5) self-control; 6) seeking social support; 7) taking responsibility - awareness of one's own role in the problematic situation and trying to solve it; 8) positive reinterpretation - attributing a positive meaning to the stressful situation and focusing on personal development.

The current trend is to divide specific coping strategies into several general classes: (1) problem-centered coping mechanisms, such as: planning, cognitive restructuring, positive reinterpretation, elimination of competing activities, etc.; (2) coping mechanisms focused on emotions, such as: emotional expression, seeking emotional support, ruminating, blaming, acceptance, religious approach; (3) coping mechanisms that avoid both the problem and the emotions: denial, emotional detachment, mental deactivation, humor, active distraction, etc.; (4) coping mechanisms focused on seeking social support[31] [32].

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[28] Freud, A., *Eul și mecanismele de apărare*, Editura Fundației Generația, București, 2002. (*The Self and Defense Mechanisms,* the Generation Foundation Publishing House, Bucharest, 2002)

[29] Compas, B.E., Connor-Smith, J.K., Saltzman, H., Thomsen, A.H., Wadsworth, M.E., Coping with stress during childhood and adolescence: Progress, problems, and potential in theory and research. *Psychological Bulletin,* 2001, 127, 87-127, p. 89, *apud* Compas, B.E., *op. cit.,* p. 275.

[30] Lazarus, R.S., Folkman, S., *op. cit., apud* Stănculescu, E., *op. cit.,* p. 21.

[31] Craşovan, D.I., Sava, F.A., Translation, Adaptation, and Validation on Romanian Population of COPE Questionnaire for Coping mechanisms Analysis. *Cognition, Brain, Behavior. An Interdisciplinary Journal*, 2013, *17*(1), 61-67.

From these examples of coping strategies frequently used by people facing stressful situations it can be seen that they are diverse, some having an unconscious, automatic nature, while others involve an assumed and conscious decision. The development of coping strategies is influenced both by personality and developmental characteristics and also by the particularities of the life situations that the person faces. Some specific strategies are developed only when necessary, following particular life experiences.

However, not all coping strategies are effective, depending on both the characteristics of the stressful situation and the cognitive assessment of the situation and how the person perceives and evaluates the available resources. People who do not have coping strategies previously developed, with proven effectiveness, are more vulnerable to stressful pressures. Finally, effective coping involves a set of information and skills that are appropriate for a variety of situations and that can eventually be used in a preventive and proactive manner.

The concept of resilience

The main practical value of the study of stress reactions and coping strategies is the design and implementation of interventions aimed to facilitate people's most effective adaptation to the difficult situations they face, but especially to reduce the negative effects of stress. Some of the research conducted on stress and coping has also focused on the ability of some people to maintain their physical and psychological well-being despite experiencing adverse situations, which is called resilience. It is important to identify the traits, relationships, and factors that favor effective adaptation. The term resilience includes people's involvement in behaviors that help them access the resources they need in order to develop[33].

While coping strategies can be more or less effective, with positive or negative effects, resilience always has a positive role, which consists in increasing adaptation and resistance by activating personal and environmental resources. Much research is focused on identifying the factors that promote resilience[34] [35], as well as on finding ways in which resilience can be developed in both people at risk and general population.

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[32] Anisman, H., *op. cit.*

[33] Ungar, M., The Impact of Youth-Adult Relationships on Resilience, *International Journal of Child, Youth and Family Studies*, 2013, 3, pp. 328-336.

[34] Luthar, S.S., Cicchetti, D., Becker, B., The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work. *Child Dev.,* 2000, 71(3), 543-562.

Resilience has been defined in many perspectives, from "the dynamic process encompassing positive adaptation within the context of significant adversity"[36] to "the capacity of individuals to navigate their ways to resources that sustain well-being"[37], and "an interactive concept that is concerned with the combination of serious risk experiences and a relatively positive psychological outcome despite those experiences"[38]. Nevertheless, most researchers see resilience as a process rather than a static feature of a system[39].

The current view in resilience research emphasizes an ecological perspective, the effective adaptation to stressful and adverse situations being conceptualized as a result of the equation 'personal characteristics x environmental characteristics'[40], as well as of the interaction between these two variables. Therefore, resilience is not a personal quality, but a complex and dynamic phenomenon, which develops as a result of exposure to risk and stress and which includes the person's ability to access the protective influences of their environment.

Consequently, the responsibility of adaptation shifts from the individual to his environment and its accessibility. Individual resilience can develop when there are opportunities and resources in the environment. Promoting resilience thus requires knowledge of both personal and environmental protective factors, which can be very complex and diverse. But their role is cumulative, which means that any intervention in the development and accessibility of environmental resources can contribute to an increase in individual adaptation skills.

Resilience is closely linked to overcoming stressful and traumatic situations and to the formation of positive and functional coping strategies[41]. Resilience is understood as an ability to adapt effectively and

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[35] Masten, A. S., Obradović, J., Competence and Resilience in Development, *Annals New York Academy of Science*, 2006, 1094, pp. 13-27.

[36] Luthar *et. al., op. cit*., p. 543.

[37] Ungar, M., Liebenberg, L., (2011). Assessing Resilience Across Cultures Using Mixed Methods: Construction of the Child and Youth Resilience Measure, *Journal of Mixed Methods Research,* 2011, 5(2), 126-149.

[38] Rutter, M., Implications of Resilience Concepts for Scientific Understanding, *New York Academy of Sciences*, 2006, 1094: 1-12, p. 2.

[39] Masten, A.S., Obradović, J., *op. cit*.

[40] Ungar, M., Ghazinour, M., Richter, J., What is resilience whithin the social ecology of human development? *Journal of Child Psychology and Psychiatry*, 2013, 54:4, pp. 248-366, p. 351.

[41] Kent, M., Davis, M.C., Reich, J.W., *The Resilience Handbook – Approaches to Stress and Trauma*, Routledge, 2013.

function positively despite severe or prolonged stress. Rutter[42] states that "there is the evidence that, in some circumstances, the experience of stress or adversity sometimes strengthens resistance to later stress - a so called 'steeling' effect". Therefore, the author proposes the idea of a positive influence and usefulness of moderate and controlled stress during the development of adaptation skills. Exposure to manageable stressors helps to identify effective coping methods and leads to the formation of a set of strategies that can be used in other adverse situations as well. Compass[43] describes coping as "one of the primary processes through which resilient outcomes are achieved". Therefore, effective adaptation and well-being involve experimentation and learning, participation and interaction. "The more a child is exposed to adversity, the more the child's resilience depends on the quality of the environment (rather than individual qualities) and the resources that are available and accessible to nurture and sustain well-being"[44].

Ungar[45] links the quality of the adaptation strategies used to obtain and maintain resilience to the quality and quantity of the stress previously experienced and the potential effectiveness of each strategy in different contexts. Therefore, the current trend in the literature is to investigate the ways in which people may be exposed to sources of stress that favor their adaptation, learning and development. This process is obviously difficult, but at the same time necessary, given that a large part of the sources of stress are difficult to anticipate and control. It is thus proposed that people's resilience be developed preventively, by training and learning the coping strategies needed to deal with various and complex sources of stress. The ability to resist stressors and to restore balance is achieved through exposure, experimentation, and learning in a protective and supportive context.

Conclusions

Understanding the mechanisms of adaptation to stressful situations is not possible without identifying the coping strategies and interactions that the person has with the protective factors around them. Stress is generally a part of life and it is a very complex phenomenon that

[42] Rutter, M., *op. cit.*, p. 2.

[43] Compas, B.E., *op. cit.*, p. 289.

[44] Ungar, M., Ghazinour, M., Richter, J., *op. cit.*, p. 350.

[45] Ungar, M., Systemic resilience principles and processes for a science of change in contexts of adversity, *Ecology and Society*, 2018, 23 (4):34.

influences how organisms manage the interaction with their living environment. Stress is inevitable, and increased protection from stressors leads to a decrease in a person's ability to learn how to relate to risk and how to access the resources available to them. In most cases, coping strategies are protective factors, the past experience of stress being associated with a certain degree of increased resilience. But how do we assess the right amount and type of stress that leads to learning the necessary and appropriate coping strategies? What about the moment when its action is most positive? What kind of experiences can prepare the person for the confrontation with the unpredictable? How do we identify the amount of stress that each person can endure without having traumatic experiences? All of these questions and more need to be answered in order to lay the groundwork for intervention programs focused on developing resilience and effective stress management strategies.

Although multiple studies addressing the concepts of stress, coping and resilience can be found in the literature, few studies have focused on the usefulness of stress and its role in developing resilience. Rutter[46] emphasizes that "it is important to question what are the circumstances that lead stress / adversity to result in steeling effects rather than sensitization". He hypothesizes that controlled exposure to risk and not its avoidance may be a source of resilience, but studying this process involves research strategies in various fields such as cognitive processing, neuro-endocrinology, etc.[47]. However, Compas[48] points out that stress and coping reactions can add to both resilience and the risk process.

Starting from the commonly recognized point of view that resilience is not innate, but developed[49], various factors that promote it have been investigated, from those of an individual nature to those of the family and community. Ungar[50] states that specialists have yet to identify people's personal and hidden perspectives on the resilience patterns they use.

In order to develop and maintain resilience, it must be seen as a characteristic of the person's relationship with their environment, adaptation manifesting itself only in the context of this interaction. But

[46] Rutter, M., *op. cit., loc. cit.*

[47] Rutter, M., *op. cit.,* pp. 10-11.

[48] Compas, B.E., *op. cit.,* p. 271.

[49] Ungar, M., Ghazinour, M., Richter, J., *op. cit.,* p. 360.

[50] Ungar, M., *Counseling in challenging contexts. Working with individuals and families across clinical and community settings*, Brooks/Cole, Belmont, CA, 2011.

effective adaptation and resilience cannot happen without experiencing risk and stress. Therefore, programs focused on developing resilience must include, in addition to making individual and environmental resources accessible, a positive transformation of the coping strategies used in dealing with previous stressors. Starting from the identified coping styles, it is necessary to build proactive strategies for approaching stressors cognitively, emotionally, behaviorally and socially.

Ungar, Gazinour & Richter[51] mention that there are many programs focused on developing resilience, particularly for children, and they emphasize the interventions made on children's environment. The authors stipulate that there is evidence that changes in children's social ecology create the conditions for the manifestation and increase of their resilience, positively influencing their developmental trajectory. They propose models of multisystemic and socio-ecological interventions, which should first target social policy variables rather than the individual. In this way it is ensured that the environment in which the child lives also changes, not only his behavior and thoughts.

But most of the effects of the intervention programs identified in scientific research cannot be generalized because they are very situational, and depend on the characteristics of the population that is studied. It is also still very difficult to quantify the impact that each factor has on resilience and what the actual amount of risk exposure is. The very high variability of stress and resilience phenomena makes a possible generalization of training methods for people to develop resilience very unlikely. Therefore, we recommend the personalization and customization of all intervention programs carried out in this regard, in order to ensure the best correspondence between the particularities of the subjects and those of their environment.

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THE IMPACT OF THE TIME SPENT ON SOCIAL NETWORKS ON SELF-ESTEEM IN ADOLESCENTS

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ABSTRACT: *This study aims at identifying the level of self-esteem in pupils, to determine correlations between these psychological characteristics and the time spending in social networks, as well as to identify differences between female and male adolescents, regarding the level of their self-esteem. The research sample consisted of 200 pupils (123 female and 77 male adolescents), aged 15 to 19 years, studying in Romanian school institutions. In order to test the hypothesis, the following instruments were used: a. the Rosenberg's Global self-esteem scale, consisting of 10, items, with 4 points for agreement with statements, 1- absolutely agree, 4- definitely no; b. a questionnaire designed to identify the time spending by pupils to use the social networks (developed for research purposes). The data analysis and obtained results highlights the existence of statistically significant negative correlations between the time spent by adolescents on accessing social networks and the level of self-esteem. The statistical analysis also highlights the existence of a statistically significant difference between female and male adolescents at the level of self-esteem. The findings obtained constitute a support for the initiation of an intervention program for the personal development of adolescents.*

KEYWORDS: *self-esteem, social networking, pupils, gender, adolescents.*

1. Theoretical framework

"The place and importance that the digital culture, socialization networks hold actually in the teenagers' lives represents an incontestable reality. Moreover, statistics highlight the fact that the use percentage of the virtual environment has registered high values especially between teenagers, fact that leads to a more consistent use of the information and communication technology at the level of the educational process also in our country. By their presence in the teenagers' lives, by the modality in which those are accessed, by the assigned time, socialization networks bring their contribution to the socialization processes, to the teenagers' identity formation and interaction, contributing in a positive or negative manner to their development from psychical point of view".[1]

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[1] Cîndea, A.C., Franţ. I.A., *The impact of the time spent on social networks on emotional intelligence in adolescents.* Journal Plus Education, vol. XXVI, nr.1/2020, 239-246, ISSN: 1842-077X E- ISSN (online) 2068 – 1151.

Self-esteem is one of the psychological concepts frequently studied, especially when we take into consideration teenagers. It represents a strong and deep human necessity, essential for a healthy adaptation of the individual, that is for an optimal functioning and for his self-accomplishment. Being one of the fundamental dimensions of personality, self-esteem refers to the report that each person has with herself, an assessment on ourselves, essential for our own psychical equilibrium. As G. Albu (2002)[2] mentions, self-esteem refers to the trust in one's own capacity to think, in the capacity to face fundamental challenges of life and to the trust in our right and possibility to have success, to be happy, to the feeling that we have the right to affirm our necessities and wishes, to fulfill our values and to be happy for the results of our efforts.

Once with the major increase of the use by teenagers of socialization networks (Sanfilippo, 2015[3]; Andreassen, Pallesenși Griffiths, 2017[4]) and with the active implication of a third from the world population at their level (Hawi&Samaha, 2016[5]), we identify a higher frequency of researches which take into consideration the relation between accessing the socialization networks and the self-esteem at teenagers.

There are remarked for this purpose a series of researches (Vogel, Rose, Okdie, Eckles, & Franz, 2015[6]; Hawi & Samaha, 2016[7]) that illustrate the fact that persons who spend a lot of time on socialization networks or are dependent on those register low levels of self-esteem.

However, we find also studies that highlight the positive effect regarding the use of socialization networks on the self-esteem and on

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Satisfaction in University Students. Social Science Computer Review, 1-11. https://doi.org/10.1177/0894439316660340 other components of personality (Wang, Jackson, Zhang and Su, 2012[8]; Joinson, 2004[9]; Gonzales, Hancock, 2011[10]; Forest, Wood, 2012[11]).

Concerning the differences at the level of the self-esteem depending on the gender, previous researches demonstrate a higher level of its values at male gender teenagers than at the female gender teenagers (Birndorf, Ryan, Auingerși Aten, 2005[12]; Sprecher, Brooks, &Avogo, 2013[13]; Bleidorn,Arslan, Denissen, Rentfrow, Gebauer, Potter și Gosling[14]; Zuckerman, Li, & Hall, 2016[15])

In the herein study our aim is to see how we can find a relation between the self-esteem level and the time that teenagers assign to socialization networks. At the same time, our objective is to identify if there are differences between the self-esteem level at teenagers, depending on the gender.

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2. Research design

The study is focused on adolescents of 14 to 19 years old, who learn in schools from Timiş, Caraş, Mehedinți, and Hunedoara counties.

2.1 Research objectives

The proposed objectives refer to:

1. Identification of a relation between the self-esteem at adolescents and the time assigned by them in order to use socialization networks;
2. Identification of some differences between the self-esteem level at female gender adolescents, respectively male gender adolescents.

2.2 Research hypothesis

Hypothesis no. 1 We suppose that there is a negative correlation, significant from statistic point of view, between the time assigned by adolescents for the use of socialization networks and their self-esteem;

Hypothesis no. 2 We suppose that female gender adolescents have a more significant lower self-esteem level than the male gender adolescents;

2.3 Research methodology

The paper considers also a study related to the observation of eventual differences

between female gender and male gender adolescents, regarding the self-esteem level, as well as the identification of a relation between the time assigned by adolescents for the use of socialization networks and their self-esteem.

The sample used in this research is composed by 200 adolescents, pupils of schools from Timiş, Caraş, Mehedinți and Hunedoara counties. In this sample, we can identify 77 male gender adolescents, representing 38,5%, and 123 female gender adolescents, representing 61,5%. Regarding the repartition on ages at the level of the sample, information is presented as it follows:

- 4 adolescents of 14 years old, 2%
- 12 adolescents of 15 years old, 6%
- 41 adolescents of 16 years old, 20,5%
- 49 adolescents of 17 years old, 24,5%
- 41 adolescents of 18 years old, 20,5%
- 53 adolescents of 19 years old, 26,5%

Frequencies, depending on the gender and age level, within the sample implied in this study, are indicated in the table 1, respectively table 2.

Table no. 1. The frequences of the sample depending on the gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masculine gender	77	38.5	38.5	38.5
	Female gender	123	61.5	61.5	100.0
	Total	200	100.0	100.0	

Table no. 2 The components of the test sample in relation to age (frequencies and percentages)

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	4	2.0	2.0	2.0
	15	12	6.0	6.0	8.0
	16	41	20.5	20.5	28.5
	17	49	24.5	24.5	53.0
	18	41	20.5	20.5	73.5
	19	53	26.5	26.5	100.0
	Total	200	100.0	100.0	

In order to verify the stated hypothesis we applied the scale of the self-esteem elaborated by Morris Rosenberg on the year 1965, and a questionnaire that we have conceived in order to identify the time assigned by pupils for the use of socialization networks, subjects' age and gender.

The Rosenberg scale indicates the level of self-esteem. The sample has 10 items, each item is evaluated by the subject with points from 1 to 4; 1- absolutely agree; 4- definitely no. The scale has 5 directly quoted items and 5 reversed items (3,5,8,9,10). Each item scores between 1 and 4 points. The final score is the sum of points obtained for the 10 items. The minimum score is 10 points, which indicates a very low level of self esteem, and the maximum score is 40 points, which indicates a very high level of self-esteem.

2.4 Interpretation of the research results

In order to test the proposed hypothesis, it has been used the SPSS program, performing correlations by the Person test and comparisons by the t tests method for independent samples. Further on, we shall analyze one by one the obtained results. Regarding the first hypothesis, data presented in the table 3 highlight the fact that between the time daily assigned by adolescents to the use of socialization networks and their emotional self-esteem is a significant negative correlation from statistic point of view r= -.244. Consequently, we can affirm the fact that at the level of the sample of adolescents implied in this study, the increment of time assigned for socialization network use is associated with the low level of the self-esteem.

Table no. 3 The values of the correlation coefficient

		self-esteem	the time daily assigned to the use of socialization networks
self-esteem	Pearson Correlation	1	-.244(**)
	Sig. (2-tailed)		,000
	N	200	200

** Correlation is significant at the 0.01 level (2-tailed).

Regarding the second hypothesis of the herein study, the T test for independent samples confirms the fact that there is a significant difference from statistic point of view between the female gender adolescents and the male gender ones, at the level of the self-esteem. Statistic information is presented in the tables 4 and 5. The average of the female gender adolescents group, regarding the variable - self-esteem - (M = 31.53, SD = 4.436) is lower (t = 2.432) than the one of the male gender teenagers group (M = 33.04, SD = 4.001), fact that indicates a significant difference from statistic point of view.

Table no. 4 Statistical data concerning the calculation of the t test for independent samples

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Self-esteem	Equal variances assumed	.597	.441	2.432	198	.016	1.511	.621	.286	2.735
	Equal variances not assumed			2.490	173.830	.014	1.511	.607	.313	2.708

Table no. 5. Statistical data SPSS

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self-esteem	Masculine	77	33.04	4.001	.456
	Feminine	123	31.53	4.436	.400

3. Conclusions and implications

At the level of this study, that implies male and female gender teenagers, with ages between 14 and 19 years old, we can find, according to the highlighted statistic data, a strong negative correlation between the time daily assigned to socialization network and the self-esteem. Based on the statistic interpretation of data we could ascertain the fact that there is a significant difference from statistical point of view between the female gender adolescents and male gender teenagers regarding the self-esteem level, girls having a lower level of the self-esteem then boys.

Considering the information obtained during the study, that is the sufficiently low level of self-esteem of adolescents, as well as the highlighted negative correlation between the time daily assigned to socialization networks and the self-esteem of adolescents, we intend, in the future, to propose and implement a personal development program for adolescents, in order to contribute evidently to their self-esteem development and for a better time management delineation.

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HIGH-FREQUENCY GREEK AND LATIN ROOTS DENOTING PLANT PARTS

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ABSTRACT: *The article deals with a status of classical roots in the modern terminological system of botany. The purpose of the article is to analyze the Greek and Latin doublets in botanical terminology, denoting the names of plant parts. Based on the morphemic analysis of terms, it was found that terminological elements of Greek origin denoting parts of plants are traditionally more productive than Latin ones, but not all Greek nouns can be used as stand-alone independent terms in modern botanical terminology. They can be conditionally divided into three groups: those that can be used alone in a transliterated form in modern terminology; those that are not used as stand-alone, but their roots are found in derivatives and those that can be used both alone and as part of a derived term, but have different meanings.*

KEYWORDS: *terminological element, root, stem, Greek language, Latin language, botanical terminology*

Introduction

For historical reasons for the emergence of many biological sciences in the ancient world, their terminological systems were formed on the basis of Greek and Latin lexical funds, which led to the appearance of Greek and Latin doublet designations of concepts. As V. Novodranova notes, among the various ways of replenishing terminological vocabulary, the most productive was morphological one that according to which term formation was carried out by compounding and affixation.[1]

V. Shinkaruk distinguishes two types of compounding: syntactic (compounding stems), and paratetic (compounding words).[2] The use of various combinations of roots, stems, affixes and word-building models,

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[1] Novodranova, V., *Nominal word-formation in the Latin language and its reflection in the terminology: Laterculi vocum Latinarum et terminorum*. Moscow: Jazyki slavjanskih kultur, 2008, p. 17.

[2] Shynkaruk, V. *Lingua Latina iuridicialis. Latin for Lawyers*. Chernivtsi: ChNU, 2011, p. 116.

both “pure” (Latin or Greek), and hybrid, made it possible not only to mark the distinguishing features of a new concept but also to determine its place in the system of concepts. The means of word formation, determining the limits of the content of concepts, got, in turn, a clearer semantic specialization[3]. With the development of science, there arose a need for clearly motivated designations, the internal form of which is exactly consistent with the content.

In modern terminology, research on Greek and Latin terminological elements is carried out in various aspects: a bioscientific terminology: words from Latin and Greek stems (D. Ayers)[4], the internationalization of the terminological fund (V. Akulenko, S. Grinev-Grinevich, V. Grigoriev, F. Nikitina, G. Samburova, A. Superanska), the status and role of Greek and Latin terminological elements in the terminological systems of national languages (N. Vasilieva, T. Kandelaki, N. Yushmanov), terminological synonymy (D. Lotte), terminological elements in the terminological systems of specific sciences (O. Balalaieva, V. Novodranova, N. Misnik, Yu. Brazhuk, I. Vakulyk, V. Shinkaruk, N. Tsymbal, G. Hasanshina). However, there are few fundamental works devoted to the analysis of botanical terminology as such (W. Stearn).[5] The historical aspect of the emergence and development of Ukrainian scientific botanical terminology was studied by V. Gamalia, the linguistic aspects of the formation of modern Russian botanical terminology were studied by N. Zabinkova. Certain aspects of the use of Greek and Latin doublets are mainly covered in the dictionaries of botanical terminology by M. Barna[6], A. Bulakh, D. Grodzinsky, S. Ziman[7], I. Dudka[8], N. Zabinkova, M. Kirpichnikov, Yu. Kobiv.

The purpose of the article is to analyze the Greek and Latin doublets in botanical terminology, denoting the names of plant parts.

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[7] Zyman, S.M., Hrodzynskyi, S.M., & Bulakh, O.V., *Latin-English-Russian-Ukrainian dictionary of terms of morphology and systematics of vascular plants.* Kyiv: Naukova dumka, 2011.

[8] Dudka, I.O., ed. *Dictionary of botanical terms.* Kyiv: Naukova dumka, 1984.

Research methods and materials: morphemic analysis of botanical terms denoting the names of plant parts. The study is based on materials of classical dictionaries for botanists by J. Lindley[9], S. Pell & B. Angell[10] , N. Zabinkova & M. Kirpichnikov[11], from which most definitions of terms are taken.

The process of creating the Latin botanical terminology took place through the absorbing of Greek terminology, searches in Latin for equivalents of Greek terms and borrowings. The statement of V. Novodranova[12], that, as a result of the parallel use of Latin and Greek terms, the synonymy in terminology expanded, a "specific Latin-Greek bilingualism" has emerged, which was a distinctive feature of ancient medical terminology and became traditional for modern, can be extrapolated to all biological terminology, including botanical one.

Based on the results of the morphemic analysis, G. Hasanshina proves that affixing and compounding are productive ways of forming items of the Latinized semantic metalanguage of agronomy, that fully complies with the speech substratum, the Latin language. The researcher notes that the grammatical foundation of the Latinized metalanguage of agronomy is represented by three parts of speech: nouns, adjectives and participles. In compound words, numerals and adverbs are also presented as terminological elements.[13]

However, in modern botanical terminology, not all roots or stems of Greek nouns found in derivatives are used as separate terms[14].

Most compound botanical terms have a transparent internal form[15]: the meaning of an unknown word can be revealed from its word-forming

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[9] Lindley, J., *A Glossary of technical terms used in botany*. London: Bradbury and Evans, 1848.

[10] Pell, S. & Angell, B., *A Botanist's Vocabulary: 1300 Terms Explained and Illustrated.* Timber Press, 2016.

[11] Zabinkova, N.N., & Kirpichnikov, M.E., *Latin-Russian Dictionary for botanists. Manual on taxonomy of higher plants.* Moscow, Leningrad: AS USSR, 1957, 335.

[12] Novodranova, V., *Nominal word-formation in the Latin language and its reflection in the terminology:* Laterculi vocum Latinarum et terminorum. Moscow: Jazyki slavjanskih kultur, 2008, p. 18.

[13] Hasanshina, G.V., *Latinized semantic metalanguage in Russian Agronomy sublanguage*. Thesis for a Candidate's Degree. Ekaterinburg: Institute of International Relations, 2004, p. 7.

[14] Zabinkova, N.N., & Kirpichnikov, M.E., 1957, p. 23.

[15] Балалаева, Е.Ю., Content of Latin plant names. *Сельское, лесное и водное хозяйство*, 2015, No 5. URL: http://agro.snauka.ru/2015/05/2357.

structure through the analysis of terminological elements – morphemes and morpheme blocks, which are regularly reproduced in existing definitions or used to create new ones and have a definite permanent meaning. As G. Hasanshina notes, the terminological element conveys a generalized and specialized meaning determined by one of the signs of concept the denoted by the term. In this sense, terminological elements appear as constitutive units in terms and nomina.[16]

With the help of frequency terminological elements, a series of terms with the same type of semantics and structure are formed. As a result of the interaction, the terminological elements form a complex open formal-semantic terminological system in which each term has a specific place and a constant meaning.[17]

Let's consider some Greek and Latin initial and final doublet terminological elements denoting the names of plants and their parts.

Greek -phyt- / Latin -plant- 'plant'

The high-frequency root *phyt-* can be either initial or final, and used in *phyto- / -phyton* variants: *phytognosis* = *phytologia* – science of plants, the part of botany which treats of plants in general; *phytobiologia* – phytobiology, the branch of biology that studies plant life (the same botany); *phytographia* – phytography, the part of botany teaching the art of describing plants; *phytopathologia* – phytopathology, science of plant diseases; *phytotomia* – phytotomy, the part of botany teaching anatomical structure of plants; *phytocenosis* – plant community, a collection or association of plant species within a designated geographical unit; *phytogelin* – gelationous matter of Algals; *phytochlore* – green coloring matter; *phytoliths* – fossil plants; *phytopolitus* – any parasitical plant, whether real or apparent; *phytophagus* – phytophagous, an animal feeding on plants; *phytoncida* – phytoncides, antimicrobial, allelochemic, volatile organic compounds derived from plants; *hygrophyton* – hygrophyte, a plant adapted to the conditions of abundant moisture pads of surrounding air; *xerophyton* – xerophyte, a plant adapted to dry growing conditions; to survive in an environment with little water; *mesophyton* – mesophyte, a plant of medium or favorable conditions as to moisture and light, or intermediate between wet and dry.

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[16] Hasanshina, G.V., *Latinized semantic metalanguage in Russian agronomy sublanguage*. Ekaterinburg, 2004, p. 12.

[17] Hrytsenko, S.P., & Balalayeva O.Y., *Latin language for the students-agrobiologists: manual*. Kyiv, Tcentr uchbovoi literatury, 2008, p. 139.

The final terminological element *-phyta* is common for the names of the divisions of plants: *Magnoliophyta* – division of Flowering plants; *Pinophyta or Coniferophyta* – division of vascular land plants, conifers; *Equisetophyta* – division of horsetails and scouring rushes; *Polypodiophyta* – division of vascular land plants, ferns.[18]

The Greek noun *φυτον* is not used in terminology as stand-alone; its root is used only in derivatives. The Latin word *planta* is used to denote the concept ‘plant’ (but sometimes the word *stirps* with the same meaning is used in publication names). The root *plant-* is used in susch terms as *plantarium* – plant nursery, *plantatio* – plantation, etc.

Greek -phyll- / Latin -foli- ‘leaf’

Both terminological elements are high-frequency and can be either initial or final: *phylloideus / foliaceus, foliiformis* – leaf-like, having a texture or form of a leaf; *phylloma* – leaf-like thallos of Algals; *phyllomania* – the production of leaves in unusual number or in unusual places; *phyllophor* – upper herbaceous part of the stem of a Palm tree; *phyllotaxis* – the manner in which leaves distributed over a stem, *phyllula* – scar left on a branch by the fall of a leaf; *phyllodium* – the kind of leaf, which results from enlargement of the petiole and the loss leaflets; *foliaris* – inserted upon, or proceeding from the leaf; foliation – the act of leafing; *foliatus* – clothed with leaves.

They can form doublet pairs: *polyphyllus* / *multifolius* – having or consisting of many leaves or leaf-like parts; *macrophyllus/ grandifolius* – having large or elongated leaves, large-leafed; *amblyophyllus / obtusifolius* – having obtuse leaves, obtuse-leaved; *platyphyllus / latifolius* – having broad leaves, broad-leaved*; stenophyllus* / *angustifolius* – having narrow leaves, narrow-leaved; *microphyllus* / *parvifolius* – having small leaves, small-leaved*; holophyllus / integrifolius* – holophyllous, integrifoliate; *leptophyllus / tenuifolius* – having thin leaves, thin-leafed; *pachyphyllus* / *crassifolius* – having thick leaves, thick-leafed; *cyclophyllus / rotundifolius* – having round leaves.

As a term, the noun *phyllum* is used with the transformed specific meaning 'sepal, perianth leaf'.

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[18] Balalaieva, O.Y., Greek-Latin doublet designations of plant parts in modern botanical terminology. *Naukovyi visnyk Natsionalnoho universytetu bioresursiv i pryrodokorystuvannia Ukrainy. Seriia: Filolohichni nauky*. 2016, Issue 272, 50-57.

Greek -anth- / Latin -flor- 'flower'

Both stems are frequency and could be prepositional and postpositional. For example: *Anthophyta* – the Flowering Plants; *anthesis* – the flowering period of a plant; *anthotaxis* – an arrangement of flowers; *anthoclinium* – a receptacle of inflorescence; *anthesmolysis* – a metamorphosis of inflorescence; *anthesis* – act of expansion in a flower; *anthesmus* – inflorescence; *anthocarpous* – composed of flowers and fruit blended into a solid mass; *anthocyane* – the blue coloring matter of plants; *anthodium* – head of flowers; *anthophorum* – a short stalk or internode which sometimes between the calyx and petals, supporting the latter and the inner organs; *anthophorus* – flower-bearing; *anthologia* – anthology, a collection of blossoms; *anthurus* – an inflorescence consisting of a cluster of flowers at the end of a long stalk; *perianthum* – perianth; *flora* – all the plant life present in a particular region or time; *florogenesis* – process of transformation from vegetative to reproductive phase; *floricultura* – floriculture, flower farming; *floristica* – floristics, the branch of botany concerned with the types, numbers, and distribution of plant species in a particular area; *florifer* – floriferous, that bears flowers; *floralia* – flower garden.

There are doublets used in terminology: *polyanthus / multiflorus* – having many flowers; *oliganthus / pauciflorus* – having few flowers; *macranthus / grandiflorus* – having large flowers; large-flowered; *micranthus / parviflorus* – having small flowers, small-flowered, etc. The noun of Greek origin *ανθοζ (anthos)* is not used alone in botanical terminology.

Greek -carp- / Latin -fruct- 'fruit'

The root *-carp-* can be both initial and final. For example: *carpel* – one of the rolled up leaves of which the pistil is composed; *carpologia* – carplogy, a branch of botany that studies fruits and seeds; *carpophyllum, carpidium* = *carpel*; *carpomorphus* – fruiting; *carpadelium* – an inferior indehiscent to or more celled fruit with solitary seeds, and carpels which, when ripe, separate from a common axis as in Umbelliferae; *carpoclonium* – a free case or receptacle of spores; *carpomorpha* – those parts in cryptogamic plants which resemble true fruits without being such; *carpopodium* – a fruit-stalk; *carpostonium* – the opening into the spore-case of Algals; *pericarpium* – peridium of certain Fungals; *macrocarpus* – having large fruits, large-fruited; *microcarpus* – having small fruits, small-fruited; *pachycarpus* – having thick fruits; *dolichocarpus* – having long fruits, long-fruited; *oxycarpus* – sharp-fruited; *erythrocarpus* – having red fruit; *apocarpium* – apocarp, a female element of a flower having separate carpels; *apocarpous* – having distinct carpels. The noun of Greek origin *καρποζ* (in the Latin version *carpus*) is used as an independent and is synonymous with the Latin *fructus*. The terminological element *fruct-* is used mainly as an initial: *fructifer* – bearing fruit, *fructificatio* – fruiting, *fructescentia* – the time of fruit ripening.

Greek -clad- / Latin -ram- 'branch'

The Greek noun *χλαδοζ (clados)* is not used as a stand-alone term and found only in derivatives and compound words. For example: *cladogenesis* – the process of evolutionary splitting of species; *cladodium* – a modified stem that has a leaf-like shape; *cladenchyma* – branched parenchyma; *cladostroma* – a receptacle, or growing point covered with carpels, each of which has a free placenta; *platycladus* – broad-branched; *pachycladus* – thick-branched etc. Latin *ramus* is used as a separate term; its stem also occurs in derivatives: *ramosus* – branched; *ramifer* – branching; *ramiflorus* – having flowers on the branches; *breviramosus* – short-branched; *polycladus / multiramosus* – multi-branched etc.

Greek -rhiz- / Latin -radic- 'root'

The Greek noun *ριξα (rhiza)* is not used as a stand-alone, but occurs as an initial or final terminological element in derivatives and compound words. For example, *rhizologia* – rhizology, a part of botany that studies plant roots, *rhizina* – young roots of Mosses and Lichens; *rhiziophisis* – an expansion of a radicle, as in Nelumbium; *rhizoblastus* – a term applied of embryos which develop roots; *rhizocarpous/rhizocarpicus* – having a perennial root, but a stem which perishes annually, as herbaceous plants; *rhizoideus* – resembling a root; *rhizoma* – a prostrate rooting stem, progressively throwing up leaves; *rhizomaticus* – of the nature of a rhizome; *rhizomorphus* – resembling a root; *rhizopodium* – the mycelium or spawn of Fungals; *rhizula* – the young root of Mosses and Lichens; *rhizotrogus* – chafer, feeding on the roots etc.

Less common is the Latin stem *-radic-: radical* – arising from the root, or from its crown; *radicans* – throwing out roots, usually applied to stems or leaves; *radicatio/radicellatio* – the manner in which roots grow or are arranged; *radicatus* – having a root; *radicella* – a very small root, the young tiny roots which appear from the lower part of a young plant at the period of germination; *radiciflorus* – the same as radicalis; *radicinius, radiciformus* – being of the nature of a root; *radicula* – the first root of a plant, rudimentary in the embryo; *radicosus* – having a large root; *radiculoda* – the radicle of Grasses; *gymnorrhizus* – having exposed roots, buttress-rooted.

Greek -sperm- / Latin -semin- 'seed'

More productive is the Greek terminological element *-sperm-: spermatophyton* – a plant that produces seeds; *spermophorum* – a cord which bears the seeds of some plants, also the placenta itself; *spermangium* – the case containing the spores of Algals; *spermatocystidium* – the supposed male organs of the Muscal Alliance; *spermatoidia* – small cells containing gonidia in Algals; *spermatium/spermatidium* – spore of an Algal; *spermidium* – one of the names of the achaenium; *spemodermis* – skin or testa of a seed; *spermodophorum* – the end of the peduncle of Ubellifers; *spermotheca* – seed-vessel, the case in which seeds are contained, *monospermus* – having one seed; *polyspermus* – having many seeds; *leucospermus* – white-seeded; *erythrospermus* – red-seeded etc.

The final terminological element *-spermae* is common for plant divisions: *Angiospermae, Gymnospermae*. The word *Σπερμα* is not used as stand-alone in botanical terminology. Less common is the Latin stem *-semin-: seminatio* – the act of dispersing seeds, sowing; *seminulum* – a spore; *seminarium* – a plant nursery, a place for sowing the seeds; *seminicultura* – science of seeds.

Conclusions

Based on the morphemic analysis of terms, it was found that terminological elements of Greek origin denoting parts of plants are traditionally more productive than Latin ones, but not all Greek nouns can be used as stand-alone independent terms in modern botanical terminology. They can be conditionally divided into three groups:

1) those that can be used alone in transliterated form (sometimes with a Latin ending), and their stems with the same meaning can be part of the derived term. For example: *καρποζ* – Latinized *carpus* ' fruit';

2) those that can be used both alone and as part of a derived term, but have different meanings. For example, a terminological element of Greek origin *-phyll-* 'leaf' retains this meaning only in derivatives, and as a term *phyllum* has a specific, much narrower meaning 'sepal, perianth leaf';

3) those that are not used as stand-alone in botanical terminology, but their roots are found in derivatives. For example, a terminological element *-gyn-* (from the Greek *Γυνή* 'woman') means 'pistil, the female reproductive part of the flower; and is used only in compound terms, for example, *monogynus* – monogynous, having only one pistil or stigma; a terminological element *-rhiz-* (from the Greek *ριξα* 'root'); a terminological element *-clad-* (from the Greek *χλαδοζ* 'branch'), etc.

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http://agro.snauka.ru/2015/05/2357.

REPRESENTATION OF KEY CATEGORIES IN THE ENGLISH TERMINOLOGICAL FIELD "ANIMAL DISEASES"

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ABSTRACT: *The article deals with the problem of conceptual categorization and its reflection in the English terminological field "animal diseases". The analysis of the terminological field under study in the English language showed that animal diseases are structured in the specialist's consciousness by the categories of "space", "object", "causation", "feature", "quantity" and "time". The discovered categories perform the series of functions in the English terminological field "animal diseases": classifying, informational and identifying.*

By means of revealing gnoseological categories, which partake in the perception process of veterinary medicine objects and pathological phenomena, conceptual features of every category and bank of terminological means are established, which makes expression of scientific concepts categorical characteristics possible.

KEYWORDS: *term, terminological field, animal diseases, gnoseological categories, categorical characteristics, concept.*

Introduction

The formation of domestic and foreign linguistics is impossible to imagine without cognitive semantic analysis of the language, since with its help linguists had the opportunity to explain the processes of conceptualization, categorization and verbalization in language as a form of consciousness and thinking. That is why the problem of language categorization is of great interest not only for linguists, but also for the entire scientific world.

In order to understand the world, people divided nature into parts, endlessly dividing it into categories. Things that people categorized in terms of psychology are objects that are somehow connected and belong to each other.

In the terminologies of different scientific disciplines and subject areas there is its own set of categories. A great attention is given to the

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studying of conceptual categorization and its reflection in the medical terminology. Obviously, being in the sidelines of other sciences made veterinary terminology uninteresting to the linguists. For this reason the role of categorization in formation, development, structuring and functioning of veterinary medicine, notably, terminological units of the terminological field "animal diseases", remains open. This demonstrates the relevance of our research.

The analysis of the scientific literature

Studying the processes of natural objects, phenomena categorization and means for their reflection in the languages is one of the central issues of cognitive semantics, since categorization is strongly connected to the global problem of theoretical linguistics regarding cognitive and linguistic structures.

The relevance of the research of this problem is evidenced by the work of well-known foreign and domestic linguists-cognitologists: G. Lakoff, R. Langacker, L. Talmy, Ch. Fillmore, R. Jackendoff, E. Rosch, E.S. Kubriakova, Z. Demiankova, N. Boldyriev, Z. Popova, I. Sternin, V. Novodranova, Ye. Bieliavskaia, V. Iriskhanova, H. Bondarchuk etc.

Nevertheless, there are still no scientific works dealing with categorical analysis of veterinary lexis. No works were also found dealing with finding and describing term formational units and means for realization of categorical meanings, as well as categorical features integration analysis reflected in the animal diseases nominations.

The purpose of the article

The aim of our paper is to reveal and study the specific cases of categorization, prevailing in the English terminological field "animal diseases", and determine the set of language means for expressing scientific concepts categorical characteristics.

Materials and methods of research

The material for our study is the terminological units which belong to the English terminological field "animal diseases". The volume of vocabulary comprised 1500 terms, selected from different lexicographical sources and English veterinary medicine texts. The key methods, used in our study, are the differentiation and identification of English animal diseases terms as well as their categorical analysis and systematization.

Definition of the term "category" in the scientific literature

One of the well-known cognitologists, studying the concept of categorization, J. Lakoff believes that it underlies all human thought processes. “Had we not had the ability to categorize we would not have the ability to act at all, neither in external world nor in our social and intellectual lives. Understanding the fact that we categorize is the necessary precondition for understanding the way we perceive, and the way we act, therefore it is necessary for our understanding of what makes us human beings”[1].

The categorization occurs unconsciously and a human takes it into account in problematic situations only. Choosing one or another language tool, speaker suggests a particular means for perceiving a subject or a phenomenon relying upon a collective experience of world categorization in the language, which is reflected in the language knowledge. Any knowledge, received by a human, is the external world’s categorization outcome[2].

The word “category” is ambiguous. Thus, the term *category* in pscycholinguistic literature is understood as a group of objects, inside of which, first of all, are hierarchic relationships, corresponding to the principle of “higher-lower”. R. Frumkina believes that instead of the term “category” one should apply the term “conceptual class”, which is the set of words or objects explicated in the particular manner[3]. E. Roche notes that the real world is not chaotic, but structured, it is characterized, in particular, by the relationships of similarity and difference that make up its ontology, which does not depend on our consciousness[4]. The aforementioned properties are reflected in the consciousness in form of particular categorization. Within the framework of this approach, “natural” categories that affect our senses (shape, color) (denotatives) and “semantic” categories, formed as a result of the abstracting activity of the human brain (descriptive), are distinguished.

In our research we used the definition, suggested in “Concise dictionary of cognitive terms”. The authors of the dictionary interpret the

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[1] Lakoff, G., *Zhenshchyny, ohon y opasnye veshchy: Chto katehoryy yazyka hovoriat nam o myshlenyy*. Moskva: Yazyky slavianskoi kultury, 2004, p. 792.

[2] Boldyrev, N.N., *Kohnytyvnye yssledovanyia yazyka* Moskva: Yzdatelskyi dom THU ym. H.R Derzhavyna, 2009, p. 460.

[3] Frumkyna, R.M., *Semantyka y katehoryzat*syia. Moskva: Nauka, 1991, p. 107.

[4] Rosch, E., *Natural categories*. Cogn. Psych, vol. 4, 1973, p. 328.

"category" as "one of the cognitive forms of human thinking, which allows one to generalize his experience and classify it"[5].

Different scientific disciplines have their own sets of categories, based on mundane (ontological) categories as the most abstract quantity. Mundane categories reflect inseparable characteristics of reality and have the most common properties and connections[6].

Category of space

The basic category for the terminologies of all the scientific disciplines is the category of "space". It can be explained by the historical factor, in the basis of which there is a process of world perception. According to E. Kubriakova, the space is what includes the human, the thing it perceives around, things it sees stretching away in front of him/her[7].

Scientific researches in the field of medical terminology prove that the category "space" is the key category in medical terminology, since it has "a pragmatic significance which is explained by the necessity to show correctly a particular form and size, location of organs, tissues and organ systems"[8].

In the terminological field "animal diseases" category "space" categorizes and classifies things that are verified by the necessity to indicate: 1) the place of the disease occurrence (terminal of the animal organism, represented by the *cells, body parts, internal organs, tissues* nominations: *body, cells, kidneys, blood, respiratory tract, tendon, joint*); 2) the place of violation of organs' integrity due to mechanic damage (*vertebral body, centrum; jejunum, periople, trigger zone, cortical bone, femur, temporal bone*); 3) the violation of normal motion function as a result of movement or other criteria shift regarding the conceptualization of kinetic parameters in space (*tremor, friction, dislocation, vasoconstriction, abduction, thrill, dysmetria*).

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[5] Kubriakova, E.S., *Kratkyi slovar kohnytyvnykh termynov*. Moskva: Fylolohycheskyi fakultet MHU ym. M.V. Lomonosova, 1996, p. 153.

[6] Ibid p. 142.

[7] Kubriakova, E.S., *Lynhvystycheskaia sushchnost nomynatsyy: kohnytyvno-semyotycheskye kharakterystyky*. Słowo. Tekst. Czas VII. Novye sredstva yazykovoi nomynatsyy v novoi Evrope. Szczecin: Wydawnictwo naukowe uniwersytetu Szczecińskiego, 2004, p. 15.

[8] Novodranova, V.F., *Problemy termynoobrazovanyia v kohnytyvno- kommunykatyvnom aspekte*. Leksykolohyia. Termynovedenye. Stylystyka: cbornyk nauchnykh trudov posviashchennye yubyleiu, V.M. Leichyka. Moskva, 2003, p. 153.

Another type of terms that reflect the category of space is toponym. In the vocabulary of veterinary medicine, phrases with a toponym component indicate a disease name associated with the place of its origin and spread.

Thus, the term Newcastle disease is used to name the *pseudopox of birds*, which initially was diagnosed on the island of Java and described by Craneveld in 1926. After 1927 it was found in other countries of Asia, America and Europe. English scientist Doyle discovered this disease near the city of Newcastle and gave it a respective name.

Word combination *African Horse Sickness* is used to name the disease caused by the *African horse plague virus*. It was registered to the south from Sahara desert in the middle of 1600s with the advent of horses in the southern part of Africa. Another indicative nomination with the ethnonym component is *Marburg disease or green monkey disease.* Marburg disease – is a viral disease of green monkeys caused by Marburg virus. The disease was protocoled, when the 31 people were diagnosed with this disease in the German cities of Marburg and Frankfurt-on-Main and Belgrade, Yugoslavia. The highest percentage of toponymic terms was recorded by us in the nomenclature of infectious diseases (*Stuttgart disease, Wesselsbron disease, Aleutian mink disease).*

Toponyms appear in the language of veterinary medicine as occasional names in the first stage of cognition, when the etiological and pathogenetic signs of the disease are unknown. Toponymic terms are uninformative, because their structure does not reflect the main features of the medical concept. Often the toponymic term is created by the author at the first stage of scientific knowledge, so the nomination is based on visual and superficial features of the phenomenon. Toponymic terms correspond to such a typical cognitive structure of consciousness as the script. Applying toponymic terms, specialists in a particular field of knowledge, who are familiar with the specifics of the subject, do not need their definitions.

Object category

In the studied terminological field, the category of space interacts closely with the category of the object. Modern cognitive science allows us looking at the term "object" from the psychological, philosophic and linguistic standpoints. Determining an object as a category one has to emphasize that it is closely connected to the way it is perceived by a person and a general system of human knowledge of the world. Animal organism may be represented as an object with all its characteristic features of wholeness and at the same time separateness. Following O. Bekisheva, we divide the terms denoting objects into the designation of anatomical and pathological objects.[9].

One of the principles of diseases classification is compiling groups of diseases on the basis of anatomic localization (*abdomen diseases, diseases of the digestive system, diseases of the heart and blood vessels etc*.). An indication of an anatomical object in a derived and compound clinical term is the main topographic feature by which a clinical term is classified.

Analysis of multicomponent and derived clinical terms showed that the indication of the affected anatomical object can be carried out using lexical and word-formation means: in English terms (*Heart failure*); in partially English terms together with assimilated classicisms (*Vestibular disease*), and in Greek term elements (*Pancreatitis* – from Greek Pancreas – pancreatic gland, itis – inflammation).

The great significance for expressing local features has affixes which emphasize the place of lesion in an anatomic object. These affixes include prefixes of Greek origin (*endo-, exo-, pan-, hemi-, epi-, para-*) and Latin origin (*infra-, intra-, sub-, retro-, inter -*).

Terms containing any tissue nominations started appearing in clinical terminology in the second half of XIX century. It is due to the foundation of such a discipline as histology (from Greek *histos* – tissue).

With the development of cytology in medical terminology, a new type of terms that reflect the concept "cell "appeared. In 1665, Robert Hooke discovered and described plant cells. He was the first to apply Latin word *cella* (room, cabin) to name cells. The type of cells which complete the tissue of tumor came to be the basis for classification of tumors, for example, *spindle cell tumor, interstitial cell tumor, sertoli cell tumor etc.*

The big amount of cytological terms appeared as a result of linguistic art by doctors, biologists and chemists. For example, term *leukocyte* (from Greek leucos – white) appeared back in 1870. Modern names of the leukocytes are based on the observing of Paul Ehrlich (late XIX cen.) Ehrlich divided white cells into *basophiles* (from Greek. Basos – basis + phileo – love), *neutrophils* (from Latin neutrum – neutral) and *eosinophils* (from Greek eos – day dawn – because of pink pigment).

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[9] Bekysheva, E.V., *Formy yazykovoi reprezentatsyy hnoseolohycheskykh katehoryi v klynycheskoi termynolohyy*. avtoref. dys.d-ra fylol. Nauk. Moskva, 2007, p. 33.

According to the examples mentioned above one can claim that personal threshold has a great importance in the terminology. A big role is played by the individual members of professional cooperation, who are given an immediate task to give a new name to the object of research, during the new terms creation process.

Let us specify the names of pathologic objects, which are divided into several thematic groups by O. Bekisheva: *1) name of pathologic cavities; 2) names of contusions of tissues and organs; 3) names of subcutaneous pathologic objects; 4) names of imperfections and neoplasms; 5) names of concrements and pathologic formations; 6) names of artificial objects*[10].

1. The following terms belong to the pathologic cavities: *abscess, hernia, aneurysm, cyst and prefix –meta.*

2. Names of the tissue and organs contusions are represented by both of English origin: *wound, ulcer; scar; bed sore, decubital ulcer, pressure sore, grazed wound, abraded wound* and of foreign origin: *fistula, cicatrix, erosion, infarct, infiltration.*

3. Names of the skin pathologic objects are represented by the numerous terms of English (*wart, blister, agnails, bead, birthmark*) and Greek-Latin origin (*callus, nodule, comedo, pustule, anbury*). Examples: *roseola* is one of the forms of infectious rash – small round red spots, caused by the inflammatory hyperemia of the skin vessels and disappear when pressed[11] ; *furuncle* (from Latin fur, furis – thief, I cen. BC, later in I cen. AD gets its current nomination – boil). Scientific definition – acute purulonecrotic inflammation of the hair follicle and surrounding tissue, caused by staphylococcus[12].

4. Names of the defects and neoplasms as the reflection of object category might be represented by English origin terms (*hunch, crop, spur* etc.) and foreign origin terms (*polyp, caruncle etc.*). For example term *polyp* (from Greek polypus – poly (many) + pus (leg)) has the meaning of benign epithelial tumor of mucous membrane (frequently in the form of pedunculated body)[13].

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[10] Bekysheva, E.V., *Formy yazykovoi reprezentatsyy hnoseolohycheskykh katehoryi v klynycheskoi termynolohyy*. avtoref. dys.d-ra fylol. Nauk. Moskva, 2007, p. 45.

[11] Nedosiekov, V.V., *Slovnyk epizootolohichnykh terminiv*. Kyiv: VAT "Riabyna", 2014, p. 13.

[12] Habif, T.P., *Furuncles and carbuncles. Clinical Dermatology: A Color Guide to Diagnosis and Therapy.* Philadelphia: Mosby, 2004, p. 136.

[13] Petrovskyi, B.V., *Entsyklopedycheskyi slovar medytsynskykh termynov: v 3-kh t. Okolo 60000 termynov.* Moskva: Sovetskaia entsyklopedyia, 1984, p. 69.

5. Names of the concrements and pathologic bodies. The term concretion derived from Latin (concrētiōn-, concrētiō – making smth. concrete) names "a solid mass in body's tissues or cavities"[14].

The names of the concrements are formed by syntactic means with the help of term component *calculous* (from Latin – calculus – stone), for example: *urinary calculus, biliary calculus, renal calculus* or with the help term component *lith-* (from Greek lithus – stone) for example: *nephrolith, uroliths etc.*

The aforementioned term elements *lith-* and *calculus* are used in diseases nomination, associated with concrements formation (*nephrolith, calculus cholecystitis etc.*).

6. Names of the artificial objects found in the organism include such terms as: *implant; prosthetic appliance, prosthesis*. For example, term *prosthesis*, originated from Greek *protithemi* (prefix) and means artificial substitute of the absent organ or structure[15].

As the analysis shows the etymologic meanings of pathologic objects nominations reflect prototypical conceptual features. The majority of terms represent the availability of the result markers of some kind of action or impact by supernatural powers. The second prototypical conceptual feature is the reflection of pathologic object form in the term which is nominated by its geometrical characteristics (*cyst, fistula*) and by means of comparison (*hunch, papilloma*).

Conceptual markers of color are represented in the terms: *melasms* (chloasma), *roseola*; quality markers in the words: *blister, pustule, caruncles*.

Quantity category

Analysis of English terminological field "animal diseases" revealed that quantity category in the terminology is objectivized in the terms and symbols which express quantitative characteristics of normal and pathologic conditions of the organism. In medicine quantitative indices are inseparable diagnostic components. Basic concepts which constitute the category of quantity, as O. Bekisheva mentions, are the concepts of "increasing" and/or "many", "decreasing" and/or "little", "wholeness", "partiality", "equality", "consistency"[16].

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[14] Ibid p. 115.

[15] Nedosiekov, V.V., *Slovnyk epizootolohichnykh terminiv*. Kyiv: VAT "Riabyna, 2014, p. 21.

[16] Bekysheva, E.V., *Formy yazykovoi reprezentatsyy hnoseolohycheskykh katehoryi v klynycheskoi termynolohyy*. avtoref. dys.d-ra fylol. Nauk. Moskva, 2007, p. 29.

Veterinary medicine specific terms which include quantity markers are represented by numerous word-combinations, for example: *period prevalence* – the amount of diseases cases inside the population throughout a particular period of time, *contagious index* – an index which characterizes the disease's contagiousness, depending on the speed of agent's diffusion in favorable conditions of animal population. It is expressed by the part of infected animal exposed to the source of infection[17].

Category of causation

English terminological field "animal diseases" is structured in the specialist's consciousness regarding the category of causation. Causation is an important type of relations for objects and phenomena. Universal character of this type of relations is reflected in philosophic principle of causation: "Every fact has a reason for its occurrence and at the same time is a reason of other facts"[18].

Physiological and pathological phenomena in human's or animal's organism are causally explicable, and the bonds between them are relevant to the principle of causation. Disciplinary categories of etiology and pathogenesis in medicine are generic to gnoseological category of causation: "Scientific development of etiology started only in XIX. The most important stage in the history of etiology is the discovery of human infectious diseases agents in the second half of XIX[19].

In the ensuing years the idea about causes of the diseases broadened by means of incorporating all the new factors of internal and external environment. Such factors include: *physical* (trauma, thermal impact, ionization etc.), *biologic* (pathogenic microbes, viruses, different endogenic matters, hormonal defects), *chemical* (acids, alkalines, different poisons). Disease may be caused also by the deficiency of factors, in the organism, which are necessary for life sustaining (*starvation, avitaminoses, mountain sickness, immunedeficiency conditions etc.*)[20].

Clinical terms reflecting category of causation appeared in medical terminology in the middle of the XIX century, since the issue of virus'

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[17] Nedosiekov, V.V., *Slovnyk epizootolohichnykh terminiv*. Kyiv: VAT "Riabyna", 2014, p. 36.

[18] Yaspers, K., *Kratkaia fylosofskaia эntsyklopedyia*. Moskva: Prohress, 1994, p. 576.

[19] Pasteur, L., *The germ theory of disease.* Paris: CR Hebd Seances Acad Sci, 1878, p. 1037.

[20] Petrovskyi, B.V., *Entsyklopedycheskyi slovar medytsynskykh termynov: v 3-kh t. Okolo 60000 termynov.* Moskva: Sovetskaia entsyklopedyia, 1984, p. 245.

pervasion in the organism could be solved only on the recent stage of medicine evolution. According to medical causal terms characteristics, represented in the scientific works by O. Bekisheva, we carried out classification of causal terms in terminological field “animal diseases”.

1. Name of diseases caused by a known pathogen: *streptococcus agalactiae* – one of the causes of mastitis in cattle and urogenital infection in dogs and cats; *listeriosis* – an acute infectious natural focal disease of humans and animals; pathogen – rod-shaped bacterium Listeria monocytogenes[21].

2. The name of pathological conditions or diseases as a result of previous or concomitant disease: *necrosis* – inflammation of the skin as a result of traumatic factors, such as damage from sunburn[22].

3. The names of the diseases that reflect the result of moving the pathological process from one organ to another: *paraarticular phlegmon* – purulent inflammation of loose tissue around the joint, which can be the result of capsular phlegmon or infected wounds in the joint[23].

4. The names of the diseases that reflect the result of dysfunction of any system of the body: *immune agranulocytosis* – a pathological condition characterized by a significant decrease in the number of granulocytes (neutrophils) in the blood.

5. Names of diseases caused by external mechanical damage or endogenous (internal) mechanical factors: *cut wound, stab wound, lacerated wound*[24].

6. Names of diseases caused by various exogenous (external) causes. For example: *grass seeds abscess* – wounds of various tissues and organs of animals, predominantly sheep by fruit awns (grains) of different species of feather grass[25]: *solar burn, sunstroke, radiation sickness, etc.*

7. Names of diseases caused by age or temporary physiological state of the organism: *young animals‘infections* – diseases common mainly among young animals.

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[21] Nedosiekov, V.V., *Slovnyk epizootolohichnykh terminiv*. Kyiv: VAT "Riabyna", 2014, p. 11.

[22] Chuchalin, A.H., *Anhlo-russkyi medytsynskyi entsyklopedycheskyi slovar*. Moskva: HEOTAR-MED, 2003, p. 33.

[23] Petrovskyi, B.V., *Entsyklopedycheskyi slovar medytsynskykh termynov: v 3-kh t. Okolo 60000 termynov.* Moskva: Sovetskaia entsyklopedyia, 1984, p. 116.

[24] Ibid p. 416.

[25] Orlov, F.M., *Slovar veterynarnykh klynycheskykh termynov*. 3 yzd., pererab. y dop. Moskva: Rosselkhozyzdat, 2018, p. 88.

8. Names of diseases or pathological conditions caused by insufficient content or excess of any substance in the body: *oxygen deficiency, iron deficiency anemia, autoimmune haemolytic anemia.*

9. Names of diseases or pathological conditions as a consequence of medical intervention or medical treatment: *Iatrogenic diseases and injuries* – diseases (including infectious) and injuries resulting from medical intervention; *anesthetic slough* – necrosis induced by anesthetic (necrotic area of skin, veins and underlying tissues, formed by the ingress of analgesic solution into the vascular space; occurs when using irritating drugs[26].

It should be mentioned that the undiscovered cause of the disease is also marked by attributive terms: *idiopathic* (from Greek idios – special, pathos – suffering) – a disease of unknown origin; *cryptogenic*, cryptogenes (from the Greek *kryptos* – hidden, secret and *genes* – born) – appeared in an unknown way (about the disease)[27].

The study of the causation category in the terminological field "animal diseases" allows us making a conclusion that the terms representing this category are the most popular in both medical and veterinary terminology in terms of pathology theory. The etiology of the disease, which is considered one of the most important concepts of medicine, finds its linguistic expression in this terms.

Feature category

One of the most complex categories in the conceptual and linguistic aspects is the category of feature. According to O. Bekisheva, this can be explained by the number of forms of pathological processes, the evolution of medical knowledge, reflected in the semantics of terms, and the relative subjectivity of human thinking, being able to create definitions of scientific concepts based on various analogies and personal associations[28].

The international classification of diseases and health problems reflects a number of universal categorical features, which were discussed above, namely: spatial, causation, color and others.

The studied terminological field is characterized by the marking of

[26] Petrovskyi, B.V., *Entsyklopedycheskyi slovar medytsynskykh termynov: v 3-kh t. Okolo 60000 termynov.* Moskva: Sovetskaia entsyklopedyia, 1984, p. 212.

[27] Orlov, F.M., *Kratkyi slovar veterynarnykh klynycheskykh termynov*. Moskva: Rosselkhozyzdat, 1979, p. 458.

[28] Bekysheva, E.V., *Formy yazykovoi reprezentatsyy hnoseolohycheskykh katehoryi v klynycheskoi termynolohyy*. avtoref. dys.d-ra fylol. Nauk. Moskva, 2007, p. 40.

the disease by structural elements of the attributive word-combination. Based on a close syntactic connection, the attributive word-combination shows the ability to act as an independent nominative unit and serves as the main building material in various terminological systems. Attributive word-combination has a unique ability to expand its boundaries through the introduction of new definitions that reflect the characteristics of the object of study, identified in the process of scientific cognition. Thus, the lexemes *disease, sickness, illness,* which belong to the verbalizers of the concept "disease", due to attributive compatibility cover a wide range of qualitative features. Linguistic representation of the feature category is reflected by the grammatical categories of the adjective (*communicable diseases; neonatal diseases; notifiable disease; vestibular disease*), the participle (*inherited disease*) and the noun (*May sickness; travel sickness; Lyme disease; storage disease*).

Time category

Researchers of medical terminology claim that the category of time is reflected in the language of medicine in almost every second term, because time can be considered as an unconditional prerequisite for the existence of a living organism, and because any process or phenomenon has duration in time, its inception and its end[29][30][31].

In the English language terminological field "animal diseases", the time category has a special pragmatic significance associated with an indication of the disease specifics, its duration, nature, age, and so on. The identification of temporal shades in the meaning of terms allowed distinguishing the features that characterize the category of time.

1. Duration. It is characterized by three types of temporary shades:

a) short period *(attack, shock, fainting)*;

b) long period (*chronic* (from Greek chronikos – long) – *long, prolonged, latent infection* – a very long, often lifelong infection without clinical manifestation and with markers that are difficult to determine[32];

[29] Ibid p. 23.

[30] Novodranova, V.F., *Problemy termynoobrazovanyia v kohnytyvno-kommunykatyvnom aspekte.* Leksykolohyia. Termynovedenye. Stylystyka: cbornyk nauchnykh trudov posviashchennye yubyleiu V.M. Leichyka. Moskva, 2003, pp. 150-155.

[31] Tatarynov, V.A., *Dyskursyvnye parametry metaforycheskoho termyna*. Moskva: Moskovskyi Lytsei, 1999, p. 153-158.

[32] Nedosiekov, V.V., *Slovnyk epizootolohichnykh terminiv*. Kyiv: VAT "Riabyna", 2014, p. 28.

slow infections – group of diseases, the distinguishing features of which include the incubation period from several months to several years, long clinical course, affects one type of host species, mainly affects one particular organ system, lethal outcome)[33];

c) incubation period (from the Latin incubo – to rest) – latent period, the time during the infectious disease from the moment of infection of the animal to the first clinical signs of the disease[34] ; *prodromal stage* – stage of the disease, which begins to show signs that precede the onset of the disease[35].

2. The sequence of events (processes, phenomena). *Neonatal diseases* – diseases that occur within a few days after birth[36]. A similar concept *postnatal diseases* – diseases that occur in the postpartum period[37]. *Congenital diseases* – diseases that begin in utero and are detected at / or after birth[38].

3. Repeatability over time. *Persistent infection* – the period of time after the extinction or elimination of the epizooty to a new rise in morbidity in the same area, during which there were no clinically obvious or typical cases of infectious disease[39].

4. Correlation with the future or past tense. *Infectious period* – the period of time during which an infected animal (human) is able to transmit the pathogen to another susceptible organism and (or) vector[40].

5. Primariness – secondariness. *Secondary infection* – secondary endogenous infection, which occurs due to a decrease in the body's resistance to the primary, basic infection and occurs as a consequence[41] ; *reinfection* – a recurrent disease that occurs as a result of a new infection with the same pathogenic microbe after infection and the release of the animal organism from the pathogen[42] .

The category of time is one of the categories that play an important role, both in the birth of a scientific concept and in the formation of the name that reflects it.

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[33] Ibid p. 49.
[34] Ibid p. 47.
[35] Ibid p. 53.
[36] Ibid p. 36.
[37]Ibid p. 35.
[38] Ibid p. 37.
[39]Ibid p. 31.
[40] Ibid p. 16.
[41] Ibid p. 61.
[42] Ibid p. 58.

Conclusions

As a result of the study, it was found that the conceptual content of English terms in the terminological field "animal diseases" is based on the integration of categories and categorical features, which is reflected in the linguistic representation. The study of categorization made it possible to understand the connections existing between what is expressed in scientific language, in its superficial realization, and what is hidden from observation, which goes into the depths of the scientist's consciousness.

The epistemological categories involved in the process of cognition of scientific medical objects and pathological phenomena were identified, the conceptual features of each category and the bank of terminological means reflecting them were established.

Analysis of the terms of the studied terminological field showed that animal diseases are structured in the minds of specialists in the categories of “space”, “object”, “causation”, “feature”, “quantity”, “time”. These categories perform a number of functions in the animal diseases terminology: classifying, informational, identifying.

Defining the categories of the English language terminological field of “animal diseases” makes it possible to understand the relationship between cognitive and linguistic structures, as the form and content of the term contain information about the mechanism of the nomination process.

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