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# KAZZGUU LIBERAL ARTS DIGEST







## INFORMATION ABOUT THE JOURNAL

“KLAD” is a student journal first published at M. Narikbayev Kazguu University School of liberal arts. This journal is aimed at enhancing students’ involvement into science and research.

«KLAD” journal admits for publication various types of articles: original research, review articles, short reports or essays, reflections, case studies, methodologies and cases in english; containing the results of fundamental and applied research in the field of philosophy and identity, history of kazakhstan, pedagogy, linguistics and methods of teaching languages, translation, and tourism.

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PART 01

KAZGUU LIBERAL ARTS DIGEST

**RESEARCH  
PAPERS**





# ACADEMICALLY SUCCESSFUL SOPHOMORES WHO STRUGGLE WITH PROCRASTINATION AT KAZGUU UNIVERSITY

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**Abstract:** This small scale research focuses on understanding of the experiences of academically successful KAZGUU sophomores who face procrastination. The main research question is: What are the experiences of academically successful sophomores of KAZGUU who struggle with procrastination? Basic qualitative research strategy was used to answer the research questions. Semi-structured interviews were conducted with 5 second-year well-performing students who had encountered procrastination issues. The research revealed 3 main themes that emerged after data analysis: confidence, conscious procrastination, and strategies used to do the academic tasks at last minute. Moreover, there were two subsidiary questions: 1) What are the motives for sophomore students to procrastinate? 2) How would successful sophomores, prone to procrastination, describe their feelings?

**Key words:** procrastination, academic delaying, confidence, conscious habit

## INTRODUCTION

Procrastination takes place in all aspects of our life, including the academic part. Literally, procrastination is the postponement of important matters indefinitely, which can be described by other words such as «delaying,» «putting off,» or «postponing» (Aydoğan & Akbarov, 2018). Actually, it's a problem with self-regulation and time management, that is, not completing tasks at the set time and going beyond the deadline. Of the varieties, the most common is academic procrastination. In the study by Steel (2007) it was revealed that 95% of the surveyed students struggle with procrastination. It also reported that procrastination is revealed by students spending one-third of their time doing daily habits instead of cramming for their assignments. In the study of 11 US universities, 70% of undergraduate students reported that they

often delayed their academic assignments (Schraw et al., 2007). Moreover, the same study shown that procrastination was more prevalent among students with good grades than those with low ones.

Kiamarsi and Abolghasemi (2014) stated that students who are prone to procrastination had high signs of psychological and personality vulnerability. Consequently, a positive statistically significant relationship was found between these two variables. Low levels of self-control and self-efficacy can be one of the reasons for the negative consequences of procrastination. Either way, postponing can lead to increased depression and anxiety. Sirois et al. (2003) showed that procrastination can cause stress and result in poor mental health.

Following the above articles, we concluded that there is a problem of academic

procrastination worth to be researched further, especially among high-performing university students. Partially, because there is wrong belief that procrastination is a phenomenon that does not occur among high-performing students, but only among poor-performing students. This small-scale study was conducted using a basic qualitative strategy to identify KAZGUU sophomores' motives for procrastination within their own experience and to determine what they do to maintain high levels of academic achievement. The value of this study is to contribute to a body of literature on the topic with a focus on academically successful students prone to procrastination.

### MAIN AND SUBSIDIARY QUESTIONS

The main question of our research is:

What are the experiences of academically successful sophomores of KAZGUU who struggle with procrastination?

The subsidiary questions are:

What are the motives for sophomore students to procrastinate?

How would successful sophomores, prone to procrastination, describe their feelings?

### METHODOLOGY

The basic qualitative research focuses on interpreting how people construct their reality, how they give meaning and interpretation to their experiences in this life (Merriam & Tisdell, 2015, p. 24). Since we aimed to study the experiences of students with procrastination and the meaning that they attribute to their experiences we decided that basic qualitative research strategy meets the aims of our small-scale study. To investigate this topic we used semi-structured interviews. Sample was planned to be non-probability and participants were not randomly selected (Merriam & Tisdell, 2015, p. 96). The recruitment followed purposive sampling with specific criteria. The target population of our small-scale study

was second-year students of KAZGUU University. Five full-aged academically successful sophomore students who are prone to academic procrastination were our participants, of which 3 males and 2 females. There were only representatives of the second year students who are majoring in BA in International Relations, Tourism, Applied Linguistics and Accounting.

Our interview questions consisted of three parts: warm-up, demographic, and broad pre-determined questions. The first and second parts were used to introduce the participants and to learn more about them. As the semi-structured interviews were conducted, the pattern of questions could change depending on the direction of the conversation with the participants. These sections included warm-up questions such as «How is your day going? What did you arrive at the university on? How old are you?» and similar questions. Broad questions were aimed at finding out the general nature of procrastination in their lives and the second block was to find out a certain experience in the academic part. Probing questions were asked to elaborate on the answers given.

Before confirming their participation, all students were acquainted with informed consent form that stipulated anonymity and confidentiality procedures. First, participants' names were replaced by pseudonyms (Shy, Attractive, Brave, Talkative, and Competent). Second, everyone had the full right to refuse to participate. Third, participants were informed about the conditions and purpose of the study. All obtained data during the research was stored in a separate secure flash drive, which ensured safe storage of data. It was also said that each participant could withdraw from the study if he/she wanted to. Two copies of the document were signed by the students themselves, so that one copy would remain with the participants and the other with us - researchers. The semi-structured interviews lasted for 20-30 minutes approximately. The participants were informed that the entire interview was



audio-recorded.

**Data analysis.** Data analysis was conducted in stages. First, the interviews were transcribed and then entered into the coding sheet. Following that, the qualitative thematic analysis was applied to distinguish open codes, axial codes, and then thematic codes. We took all the text forms of the research participants' interviews and conducted the analysis several times, so that we could identify the themes in a natural way. More precisely, as researchers, we found common binders from the open codes, thereby combining them into a group of sub-themes. The sub-themes given helped to identify the main themes of the research paper and to understand the real experiences of sophomores in good academic standing who often suffer from procrastination. In order to build a clear boundary between the sub-themes, each sub-topic was highlighted with a different color (See Table 1). As a result, 205 axial codes were identified from which the 3 main themes were then highlighted. Of all the codes, 30 were not allocated to any of the theme categories.

The study used strategies that provided valid and reliable information: member-checking,

clarification of researchers' biases, peer-debriefing, presenting undistributed codes, and transcription double-checking. Initially, we identified the research problem because all of the researchers also had experience with it in their biographies. Second, member-checking was used by us after the preparation of the transcripts for participant verification to reduce the possibility of misinterpretation of the results. Third, peer debriefing was used as a strategy, that is, an outside person was invited to ask questions that we as novice researchers should take into account. It was also mandatory for all researchers to be present during the interviews and further processing of all obtained interviews. This was followed by the stage of re-checking all the codes and transcripts. And at final, the presentation of codes that were not included in any of the key themes.

## FINDINGS

**Confidence.** As mentioned earlier three main themes and 205 codes were identified. The very first theme – Confidence included 63 axial codes and two subthemes. This theme revealed not so obvious sides of procrastination among well-performing students, namely that students with good

00:07:36	Talkative	Устраняет, на самом деле меня все устраивает, но мне нужно поменять, потому что у меня возникает ситуация, когда уже недостаточно слушать просто урок, нужно именно готовиться заранее к предмету. Опять же 2 случая. На данный момент академическое письмо и бухгалтерский учет.	Strategy during the procrastination that helps to accomplish the task and Being ok with the current state, even knowing what would be best for him. & Self-confidence in knowledge	Strategies, Conscious Procrastination and Confidence
00:07:57	Interviewer	Как тебе удается поддерживать хорошую академическую успеваемость при таких обстоятельствах?		
00:08:03	Talkative	Я начинаю чем-то жертвовать, либо сном, либо питанием. Получается, каким образом это происходит у меня? То есть, если вы неделю нормально спите, то есть вы спите в неделю 6 дней нормально и в день, когда нужно сдавать дедлайн, вы спите 3 часа, то я считаю это нормально. Ну то есть вы неделю спали по 6 часов и решили в один день типа поспать 3 часа. Это намного лучше того, если вы в итоге спали всего 5 часов и в последний день вы спите 3 часа, типа, в сравнении 3 часа на протяжении 7 дней и спите 3 часа в один день. Думаю, ответ очевиден то, что намного лучше. Ну а вот из того, чем я, как сказать, жертвую, часто бывает то, что я не кушаю в день, когда нужно сдавать дедлайн, то есть ты садшься и делаешь его полностью. Опять же тот пример с 13 страничным дедлайном по бизнес-коммуникациям, когда я его делал, я целый день не кушал, я просто сидел и расписывал свой кейс. Мхм, не вставал... Нет, бывали там перерывы в минут 10 там, просто встать размяться чуть и дальше продолжать работу. И тогда думаешь, да, надо было пораньше. Но я всегда выкручиваюсь.	sacrificing in order to maintain great performance and Strategy during the procrastination that helps to accomplish the task & Being ok with the current state, even knowing what would be best for him	Strategies & Conscious Procrastination
00:09:19	Interviewer	Как ты планируешь процесс выполнения заданий?		
00:09:25	Talkative	Вообще не планирую что, делаю все в последний момент за один присест.	Strategy during the procrastination that helps to accomplish the task & Self-confidence in knowledge & Being ok with the current state, even knowing what would be best for him	Strategies & Confidence & Conscious Procrastination

TABLE 1  
SNAPSHOT OF DATA ANALYSIS

grades are usually confident in their knowledge and do not worry much in situations of procrastination. Participant Brave says this in his interview: «Ну есть люди, которые говорят то, что я лучше сейчас сделаю, потом по кайфу, у меня наоборот, то есть... У меня больше такое. И по сути я всегда знаю что успею и выполню вовремя». This is also proved by the words of Participant Competent: «... но все равно я много чего знаю и всегда надеюсь на полученные за весь период знания». This shows that well-performing students in many cases are more than confident in their abilities and hope for the gained knowledge.

Yet there were also cases where it was mentioned that their overconfidence came out sideways and the Participant Talkative says:

Получается, из-за того, что 20% и это как раз таки из-за того, что я типа слишком был уверен в своих силах и получается, я на данный момент по одному из предметов потерял 6% от общей оценки уже, а по второму 5 процентов тоже потерял, и получается я теряю проценты не из-за того, что не готовился, а из-за того, что был уверен в том, что я правильно сдам для того, что знания, которые я получил на уроке мне хватят.

The same situation was confessed to us by Participant Attractive:

То есть мне нужен, мне нужен был был написать эссе на 20% это не так для меня большим количеством, но оно все равно очень хорошо весит очень много и это эссе на важную тему...На котором я хотела себя проявить и так далее. да откладывала до последнего не успела, но потом успела. Как видите, сегодня late submission.

Conscious procrastination. The next key theme that came out naturally is conscious procrastination. This theme included 67 axial codes and uncovers how participants turned procrastination into a certain habit

and at the same time understand that it would be better not to put off tasks for later. As a result, they all perceive it as a conscious phenomenon and do not try to fight it. For example, Participants Attractive and Brave mention that it has become a habit for them and they can't start things without it. Thus, Participant Attractive says: «Да, это это мое хобби, это второе я. Я очень люблю прокрастинировать и они не отдаю такому прям большое значение этому просто я знаю, что у меня есть ещё время, сейчас я лучше поделаю другие дела». In the same vein Participant Brave reports: «Я прокрастинирую и очень часто. Это происходит на постоянной основе, уже кажется что я не я без этого. Просто всегдаа и всё откладываю на потом, но это мне не мешает. У меня хорошие оценки».

It can also be noticed that in many cases they are used to getting good grades, they do not stress about it too much. On such a case Participant Talkative says: «И получается я могу иногда сказать себе, давай пораньше.. типа меньше нервов потрачу и эффективно займусь, в итоге все как всегда». This is also confirmed by the words of Participant Shy: «Отложив один раз ты это делаешь и в следующий раз. Плюс когда у тебя в итоге норм с оценками ты начинаешь быть увереннее из-за этого. Поэтому прокрастинирую я до сих пор и дальше буду наверное». The same situation with student Brave, he felt comfortable during deadlines week:

То есть, но при этом я смотрю на список своих дедлайнов на каждый предмет там по 2 дедлайна ещё стоит плюс файл плюс презентации ещё что-то ещё что-то... Я понимаю, что надо было чуть-чуть пораньше настроиться.... Есть доля сожаления, честно, но как бы ничего.

Strategies. Last but not least, this topic is about the strategies that participants use in extreme procrastination situations when there are deadlines. The strategy theme consists of 53 axial codes and all

of them cover sub-topics about a pleasant atmosphere for studying, working smart but not hard, and also sacrificing physical needs as a strategy. First, we found that location and atmosphere are very important to students when completing a task. They are in a state of hyperfocus at the deadline, when they are in a certain place and under certain conditions to actively counteract procrastination. It is evident in the words of Participant Attractive:

Мне важно, чтобы кто-то там смеялся, чтоб там кто-то болтал, поэтому в библиотеке мне невозможно концентрироваться, там только читать могу, а что-то писать.. что-то должно происходить на фоне, я себя чувствую намного круче, когда я уткнулась в ноутбук, а они там время тратят свое... а я нет.

While Participant Shy confirms the importance of quiet atmosphere during deadlines: “Мне нужна тишина, абсолютная тишина. Я не могу работать не в тишине”.

Moreover, it is important for all of them to study and do things at the university, because there is no such focus at home. For instance, Participant Competent said:

Я по идее стараюсь всегда в универе оставаться допоздна, потому что я все равно знаю, что я вот..приду домой, и я ничего не буду делать, буду в телефоне сидеть, либо там, еще что-то там, спать, но я все равно не буду ничего делать когда домой прихожу... даже если допустим у меня даже одна пара да, в универе, допустим днем, и которая заканчивается в 3, но я все равно стараюсь в универе до 8, до 9 оставаться чтобы быть как можно больше продуктивной можно сказать, потому что я знаю что вся моя продуктивность куда-то уходит когда я дома, и вот... потому что в университете, я редко когда прокрастинирую.

Also in situations of severe procrastination one thing that can help is that they listen carefully to the teacher and always

familiarize themselves with the criteria for grading an assignment before they start doing it after a long delaying. For example, Student Brave explained his thoughts as: “Так же на занятиях я стараюсь слушать преподавателя и понимать тему сразу, чтобы потом не приходилось переучивать. Потом когда горят дедлайны сажусь и выполняю”. The Participant Talkative mentions that listening to the teacher while explaining is an important step in completing assignments, because this way they memorize all the information:

Я слушаю учителя на уроках и понимаю, что он хочет сказать на том или ином занятии, и плюс-минус запоминаю, что он говорит на уроках, то есть из-за того, что я учусь на уроках из-за того, что я слушаю их, у меня получается так, что я не совсем тупой в плане академическом. И получается, благодаря этому, я могу стабильно и легко выполнять, получать хорошие результаты по разным заданиям.

The Participant Competent showed a similar reaction in her interview and described her strategy as follows: “Так же я часто посещаю внеклассные занятия как СРСП или даже на уроках пытаюсь спрашивать все, что нужно чтобы вникнуть в информацию”.

One of the main findings from the student interviews was that they sacrifice sleep or meal as a strategy when postponing academic tasks. Student Attractive says of this case that with severe procrastination, daily needs are often forgotten and she does not feel well:

Я считаю, что когда мы прокрастинируем, вот начинается сезон прокрастинации, когда не только с каким-то, да, дедлайном связано просто прокрастинация, когда ты не делаешь даже такие задачи, как пойти покушать, почистить зубы, то я такая.... Ну блин, мне нужен отдых значит. Оно у меня просится, если я не хочу ничего делать, и у меня ничего не делается, значит мне надо ничего не де-

лать, поэтому это немного такой, просто спокойный, грустный эпизод... Где я просто лежу. Как в фильме, в каком-то. типа Эйфория.

This experience is shared by another Participant Talkative who provides an example comparing usual day and day with a deadline:

Я начинаю чем-то жертвовать, либо сном, либо питанием. Получается, каким образом это происходит у меня? То есть, если вы неделю нормально спите, то есть вы спите в неделю 6 дней нормально и в день, когда нужно сдавать дедлайн, вы спите 3 часа, то я считаю это нормально... Ну а вот из того, чем я, как сказать, жертвую, часто бывает то, что я не кушаю в день, когда нужно сдавать дедлайн, то есть ты садишься и делаешь его полностью.

## CONCLUSION

This study showed the real picture of procrastination among students with good grades. It was found that the postponement of academically successful sophomores can be described as conscious procrastination that results from having particular academic strategies that they use regularly and confidence in their knowledge. They also explained their procrastination behavior and showed that for them the main motivators for this state are their self-confidence in knowledge and not enough stress, which makes them put off tasks to the last drawer and not much worry about it. Also, the whole situation is influenced by the conditions of the academic task, as for students a certain atmosphere and location around can be an auxiliary tool in concentration or vice versa. With all this, students described their feelings, that at deadlines after procrastination, they are overwhelmed by a feeling of relief after all the efforts made. What can be noticed is that even with this outcome from procrastination, students continue to procrastinate time after time.

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# DIACHRONIC CORPUS ANALYSIS OF RUSSIA-UKRAINIAN CONFLICT

KALIDOLDA YERNUR

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**Abstract:** This research is aimed to perform diachronic study on mass-media sources related to the conflict of Russia and Ukraine using corpus analysis. The study will conduct the frequency list, collocation, and concordance lines analysis in order to achieve the purpose of discovering and examining variation in language use across diachronic corpus models, identifying and examining the most frequent themes the corpus uses, exploring the lived experiences of the people directly involved in the conflict. The Russia Ukrainian Conflict Corpus (RUCC) contains 88 mass-media articles that are related to this conflict with 95508 number of tokens.

## INTRODUCTION

Russia and Ukraine were in the conflict for a long time, and the conflict itself has been a deeply entrenched and politically charged issue that has influenced society since the last military actions (war) in Ukraine territory. This paper is studying the linguistic shifts over time, and seeks to explore the differences in discourse and narratives surrounding the conflict. Additionally, the study is aimed to uncover the thematic patterns within the corpus and examine how it reflects the experiences and perspectives of individuals directly involved in the conflict.

## RESEARCH PURPOSE

The purpose of this research project is to perform a diachronic corpus analysis of the Russian-Ukrainian conflict, with a particular focus on the periods before and after military actions (war). By studying linguistic changes and thematic patterns in the corpus, as well as investigating personal experiences and perspectives reflected in the texts, this study will try to achieve these aims:

- To identify and analyze the differences in language use through diachronic patterns of the corpus
- To reveal and examine the most frequent themes that are used in the corpus

- To explore the personal experiences of people who are directly involved to the conflict

## RESEARCH QUESTIONS:

Main research question — What are the differences between the corpus before and after military actions in the Russia-Ukrainian conflict?

Through comparing the language used in the corpus both before and after warfare, This research question will help to identify major changes in discursive strategies, and the overall framing of the narrative. This analysis will provide crucial insights into how the conflict evolved and how language was used to shape and reflect changing dynamics.

Subsidiary question 1 — What are the most frequent themes that are associated in the corpus?

Through a detailed analysis of the corpus, we attempt to discover repeated themes and subjects that prevail in the discourse around the Russian-Ukrainian conflict. By examining the frequency and significance of these themes, we can provide a picture of the central concerns and issues associated with the conflict.

Subsidiary question 2 — How does

the corpus reflect the experiences and perspectives of individuals directly involved in the conflict?

By investigating the language used in the corpus, we want to make clear how the experiences and viewpoints of the people directly affected by the conflict are represented. This research question will allow us to better understand the human aspect of conflict and how language is used to express personal experience.

To answer these questions, this study will employ diachronic corpus methods, using specialized software to analyze a deeply assembled corpus of texts relating to the various phases of the conflict. The corpus will include a variety of sources, such as news articles and political speeches. Through detailed analysis, we expect to reveal notable linguistic trends and provide insights into the developing discourse and individual experiences around the Russian-Ukrainian conflict.

In the following sections, This paper introduces the literature that had been reviewed before the analysis, states the methodology used, provides a description of the process of building the corpus, and presents the findings of conducted corpus analysis.

## LITERATURE REVIEW

The first reviewed article states the origins of the conflict. “The conflict began in the spring of 2014. The Ukrainian-Russian controversy over Crimea is tightly linked to attempts to split the «Donetsk People’s Republic» and «Luhansk People’s Republic» from Ukraine, as well as armed violence in eastern Ukraine, in which the Russian Federation has been heavily implicated. The recent conflicts, nevertheless, are in some respects different from the Crimean conflict” (Bebler, 2015). This article gives the understanding about the conflict itself, and the reasons for the existing confrontation between two countries.

Another study shows that Ukraine was named this conflict as a “war” before the actual military actions were involved in the conflict. “The Russian mass media are monitored by the Kremlin. This is typical for autocratic states that worry about counter-propaganda that contradicts government-approved messages. President Vladimir Putin has realized the potential of social media and messaging in a new area of warfare: information space. Russia Today (RT) and Channel One are the two main state-run television channels, broadcasting pro-Russian, multilingual programs around the world. Russia has turned a traditional non-state actor into a tool of the state to form internal and external views and suppress the opposition. In the meantime, Ukraine Today was founded in August 2014 as an English-language news provider in Kiev with the aim of enhancing «international communication, understanding and peace.» This mass media outlet encourages the public to stop calling what is happening in Ukraine a crisis or a conflict and call it what it is: a war” (Mulford, 2016).

The study by Goncharov & Volkov found out that “The largest number of Russians (62%) still support Russia’s annexation of Crimea, but only three in ten (29%) would like to see the same thing for Donetsk and Luhansk. A significant number believe that these self-declared republics should be independent states (46%)” (Goncharov & Volkov , 2019).

The other countries are supporting Ukraine during this war “Considering the high support for Ukraine from the U.S. and NATO allies during the conflict and the growing number of volunteers from NATO member states fighting for Kiev, Russia is likely to deduce that NATO has become effectively involved in the conflict itself” (Frederick et al., 2022). This article confirms that Ukrainian people are under the support of other countries worldwide.

Last reviewed article is telling that this is the first war which can be experienced not only with people who are directly involved in the

war, but even the casual internet users. “War in Ukraine can be seen as the «first ever digital war. It is not a military capability based on advanced technology, but instead stresses a dynamic arena in a digital space that is close to the battlefield, involving millions of individuals and commercial organizations connected to the Internet” (TZ & Hayman, 2023).

This literature will guide this study to seek the confirmations or rebuttal of given statements in the provided analysis.

## METHODOLOGY

### CREATION OF THE CORPUS

For the analysis was chosen the corpus about the conflict of Russia and Ukraine created by the students of KAZGUU university in major of “Applied Linguistics” for “Corpus Linguistics” course. The Russia-Ukrainian Conflict Corpus (RUCC) contains a total 88 different files and 95508 number of tokens. Corpus itself features the newspapers with the headlines related to the conflict of two countries in the time span of 2014-2022 of the mass-media sources called: “Daily Express”, “Dailymail”, “New York Times” and “Telegraph”. The articles are saved into files of “.txt” format and named as: “Article Source\_year of publication\_number of the article” (example: [New York Times\_2020\_006.txt]). Corpus includes 12 articles from 2016, 2 articles from 2017, 1 article from 2018, 11 articles from 2019, 4 articles from 2020, 12 articles from 2021 and 46 articles from 2022.

### PROCEDURES

All of the analysis is provided using a corpus analysis tool called “LancsBox 6.0”. In order to perform diachronic study and answer the main research question, the RUCC will be divided into 2 sub-corpus — sub-corpus of articles between 2016-2021 before the war begins, and subcorpus of articles of 2022 when Russia starts the military

actions (war) in Ukrainian territory. There will be the frequency list analysis of both of the sub-corpus separately. After having most frequently used words of the both sub-corpus, there will be sorted out 20 words which will have the independent meaning, and those words will be written on tables. After obtaining a list of the most frequent meaningful words, the repetitive words for both sub-corpus will be highlighted and be compared.

For the purpose of answering the first subsidiary question there will be provided the frequency list analysis for the RUCC corpus. The methods of having most frequent words are almost the same as previous, but for the whole RUCC corpus itself. The most frequent words of the RUCC corpus will be sorted out and only 20 meaningful words will be put on the table. After having the most frequently used words of the RUCC, the words will be divided into several themes.

The answer for the second subsidiary question will be sought from collocation and concordance lines analysis. Collocation analysis will be provided using the table of most frequent words of the RUCC, that will be settled before, and there will be chosen the words with the meaning of homogeneous entity or national identity or other socio-cultural attributes. After indicating the words that will be analyzed in collocation analysis, there will be provided a table of 10 most used collocations for each word.

Concordance lines analysis will be aimed at focusing on the context of the concordance lines of the words from the table of most frequent collocations.

### FINDINGS & DISCUSSION

Frequency list analysis — Frequency list analysis of 2 sub-corpus:

The corpus is divided into 2 several sub-corpus, before and after war, here you can see the frequency list of sub-corpus

of articles in time span 2016-2021 before war (Table 1.1) and the frequency list of the subcorpus of articles of 2022, when the war has started (Table 1.2):

After having the frequency lists of both sub-corpora, the next step is sorting out the words with independent meanings of each sub-corpora, and putting them on table (Table 2.1). After having the table, the repetitive words for both sub-corpora are highlighted. There are selected 20 words for each sub-corpora:

The table of most frequent words for both sub-corpora give some interesting findings about other countries that were related to this conflict. Table shows several words like: “Trump”, “united”, “states”, “american”, “Biden” which all are associated with the USA. Those words appear only in the first sub-corpus, which is about the time when the war is not started. This information

demonstrates that the US was involved in this conflict before the war started, but after the war begins, the USA is no longer directly involved in the conflict between Russia and Ukraine.

Another finding is that the words like: “war” and “military” which are straightly connected to war actions, are common for both sub-corpora. This means that, even if the actual war started in 2022, there were several hints for warfare before it officially began.

In order to compare the frequencies of the words that appear on both sub-corpora, below you can see the diagram (Table 2.2) which shows the words that are common for two sub-corpora.

Table 2.2 — Diagram of frequent words that appear on both sub-corpora:

The diagram shows that the words that are

Type	▼ Frequency 01 - Freq	Dispersion: 01_CV
the	2332.000000	0.193155
to	1084.000000	0.272109
of	1006.000000	0.328353
in	909.000000	0.274494
a	845.000000	0.304447
and	783.000000	0.310430
that	474.000000	0.611582
on	372.000000	0.433278
he	313.000000	0.912015
is	307.000000	0.636879
for	294.000000	0.492570
with	291.000000	0.487891
it	240.000000	0.618317
said	239.000000	0.588644
as	238.000000	0.620869
by	237.000000	0.480612
has	231.000000	0.643222
mr.	230.000000	1.744163
was	228.000000	0.861359
russia	226.000000	0.709797
his	217.000000	1.104301
have	205.000000	0.598788
russian	198.000000	0.925552
at	166.000000	0.589632
not	162.000000	0.733691
ah	160.000000	0.500798
mr	159.000000	1.635017
putin	154.000000	1.330444
but	153.000000	0.741211
trump	152.000000	1.827417
be	151.000000	0.875389
from	149.000000	0.640126
are	146.000000	0.791194
president	137.000000	1.102463
had	135.000000	0.971276
been	126.000000	0.890806
his	117.000000	0.828929
they	116.000000	0.939163
ukraine	115.000000	1.685112
would	106.000000	0.993838
is	102.000000	1.039443
who	101.000000	0.862886
over	96.000000	0.883882
which	88.000000	0.785484
us	88.000000	1.626262
their	88.000000	0.811586
military	87.000000	1.404584
were	85.000000	0.964047
was	85.000000	1.490927
we	83.000000	1.590258
after	76.000000	0.944402
united	73.000000	1.479712

Table 1.1 — Frequency list of sub-corpus before war:

Type	▼ Frequency 01 - Freq	Dispersion: 01_CV
the	3410.000000	0.202366
to	1844.000000	0.254420
of	1630.000000	0.297985
and	1329.000000	0.331361
a	1263.000000	0.290627
in	1256.000000	0.247182
on	736.000000	0.433815
that	679.000000	0.497593
said	581.000000	0.618049
russian	547.000000	0.569286
is	520.000000	0.526500
for	485.000000	0.450991
ukraine	451.000000	0.698888
as	428.000000	0.534518
with	361.000000	0.576131
it	356.000000	0.672721
russia	331.000000	0.910543
has	330.000000	0.674966
have	323.000000	0.665474
was	304.000000	0.588826
from	298.000000	0.463279
no	296.000000	0.921385
are	296.000000	0.647232
be	269.000000	0.632261
by	266.000000	0.585067
war	264.000000	0.812269
will	260.000000	1.045275
ukrainian	233.000000	0.977113
at	231.000000	0.630963
not	223.000000	0.794533
an	222.000000	0.636608
been	206.000000	0.674433
they	203.000000	0.839392
putin	194.000000	1.154049
his	191.000000	1.246309
we	188.000000	1.105171
but	183.000000	0.753048
this	176.000000	0.696948
had	176.000000	0.756586
its	172.000000	0.784908
were	170.000000	0.848820
which	156.000000	0.941994
their	156.000000	0.988875
forces	152.000000	1.531637
isn't	152.000000	1.259640
would	148.000000	0.929419
invasion	142.000000	0.907484
president	140.000000	1.085332
also	133.000000	0.694810
who	130.000000	0.972505
military	128.000000	1.228917
zelensky	126.000000	1.513913

Table 1.2 — Frequency list of sub-corpus after war begun:



Sub-corpus before war			Sub-corpus after war		
Number	Word	Frequency	Number	Word	Frequency
1	said	239.00	1	said	591.00
2	Russia	225.00	2	Russian	547.00
3	Russian	198.00	3	Ukraine	451.00
4	Putin	154.00	4	Russia	547.00
5	Trump	152.00	5	war	264.00
6	president	137.00	6	Ukrainian	233.00
7	Ukraine	115.00	7	Putin	194.00
8	military	87.00	8	forces	152.00
9	united	73.00	9	Kyiv	152.00
10	campaign	64.00	10	invasion	142.00
11	Ukrainian	63.00	11	president	140.00
12	war	62.00	12	military	128.00
13	Biden	62.00	13	Zelensky	126.00
14	Moscow	57.00	14	people	110.00
15	government	52.00	15	against	109.00
16	states	49.00	16	nuclear	103.00
17	Vladimir	48.00	17	country	93.00
18	security	45.00	18	sanctions	84.00
19	american	45.00	19	over	83.00
20	people	45.00	20	Russians	79.00

Table 2.1 — The most frequent meaningful words of two sub-corpora

common for both sub-corpora appear more frequently on the second sub-corpus, when the war starts. The words that used to describe national identity or nation itself like: “Russia”, “Ukraine”, “Russian”, “Ukrainian”, are used more than twice frequently in corpus, after the war had started. The answer for this can be — when the Russian forces started the invasion in Ukrainian territory, the mass-media sources started to talk about citizens and the locations more often. Table 2.1 supports this statement by showing that the word “Kyiv”, which is the capital of Ukraine, is one of the most frequent words in sub-corpora of the mass-media sources after the warfare. Additionally, the word “war” appears in corpus much

frequently after the actual war had begun.

Frequency list analysis — Frequency list analysis of RUCC corpus:

The purpose of conducting another frequency list analysis is to identify the most associated themes that are used in the whole corpus, but not for the separate sub-corpora. Here below, you can see the frequency list of RUCC corpus (Table 3.1):

Table 3.1 — Frequency list of RUCC corpus:

There are selected only 20 words that have independent meaning and written on the table (Table 3.2):

Table 3.2 — The most frequent meaningful words of RUCC corpus:

By having the table of the most frequent words that are used in RUCC corpora, they

are divided into several subsets:

- War / Troops (6) — war, military, forces, invasion, against, nuclear.
- Countries / Locations (6) — Russia, Ukraine, Kyiv, Moscow, world, country
- Leaders of Nations / Presidents (4) — Putin, Trump, Zelensky, president
- National identity / Common citizens (3) — Russian, Ukrainian, people
- Non related verb (1) — said

The results of the frequency list analysis shows that the most associated theme of the conflict is the war and military actions of two countries. In the subset of the countries and locations we can see the appearance of the words “world”, and “country” which means that the conflict affects not only the two

opposing countries, but the other countries as well.

The other subset shows that the mass media-sources are mentioning not only the presidents of the nations that are in conflict, but also the previous leader of the USA D. Trump was involved in the conflict of Russia and Ukraine.

The last subset called “National identity/ Common citizens” displays that the mass-media sources frequently write about the citizens of the conflicted countries.

### COLLOCATION AND CONCORDANCE LINES ANALYSIS:

For identifying the human aspects of the people who are directly involved to the conflict the are below conducted collocation analysis of the citizens of the both opposing countries. Using the words “Russian”, and “Ukrainian” there will be listed 10 most used collocations for both words in the RUCC corpus (Table 4.0), with window span 2 (2 left, 2 right). After having the table, there will be performed the concordance list analysis for purpose of searching the perspectives of people who are involved to the conflict regarding the conflict itself.

Collocation analysis:

Table 4.0 — The most frequent collocations for words “Russian” and “Ukrainian”:

The table shows that the Ukrainian people struggled more with the war, for the reason that collocates “refuges” and “resistance” are appearing frequently in corpus with the word “Ukrainian”. Also the table shows that the Russian people are more related to military actions, for reasons of the collocates that are related to warfare, appear much more with Russians, rather than Ukrainians.

Concordance lines analysis:

As a way to provide significant concordance analysis, there are selected and analyzed 5 randomly chosen concordance lines for

each node.

Node — Force; Words — Ukrainian, Russian.

1. ...surprising lapse that has given outgunned Ukrainian forces a chance to slow the advance of Russian ground forces.
2. ...was unclear whether the explosion was caused by artillery or by Ukrainian forces intent on stopping Russian advance.
3. ...were ten instance of ceasefire violations by Russian forces, including weapons prohibited by the Minsk
4. ...accused Russia of killing seven people, including one child, after Russian forces fired at...
5. ...officer Zadorozhny said Ukrainian forces were waiting for civilians to evacuate.

The concordance lines of this node demonstrates that Ukrainian forces are trying to resist the Russian invasion. By these lines we could define that the war itself is taking place on the territory of Ukraine, and Ukraine is only defending, while Russia keeps attacking the Ukrainian cities.

Node — Authorities; Word — Ukrainian:

1. In defiance of all evidence to the contrary, Mr. Putin on Thursday accused the Ukrainian authorities of carrying out «a genocide» against the residents of the Donbas
2. Ukrainian authorities are in talks with Russian representatives and international organisations to set up humanitarian corridor to evacuate residents and supply food.
3. Ukrainian authorities have accused Russian forces of shelling evacuation routes and preventing civilians from escaping the city
4. Any provocation by the Ukrainian authorities to solve the problems of Donbas

## Points scored

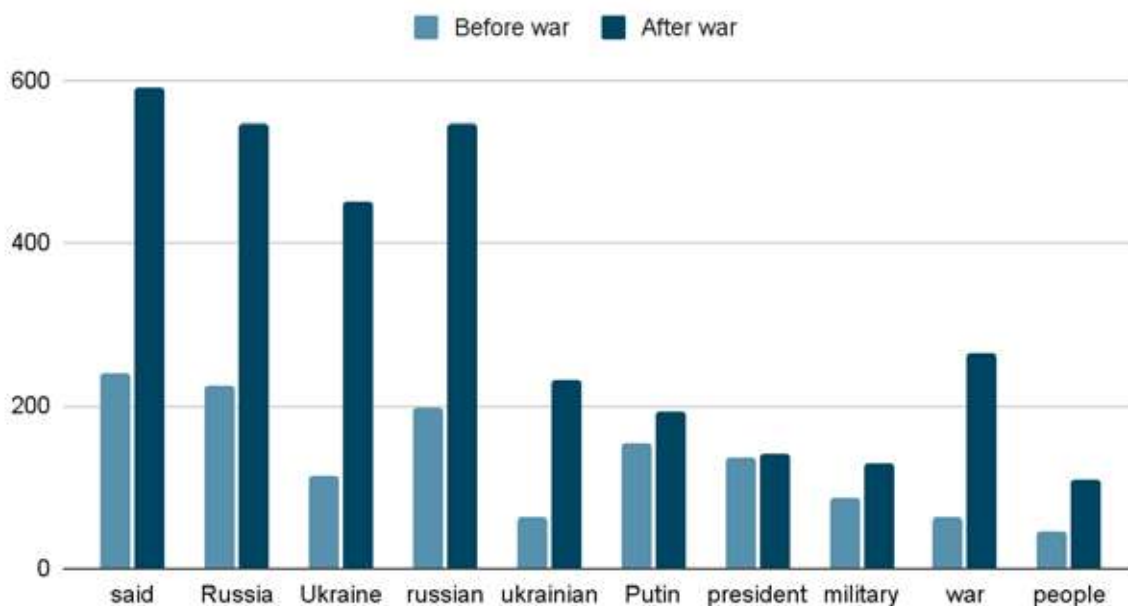


Table 2.2 — Diagram of frequent words that appear on both sub-corpus

using force will be suppressed,» he said

5. Ukrainian cyber authorities accused unnamed Russian internet networks of attacks against its security...

The 1'st and 4'th lines of this node illustrates how the president of the Russian Federation — Vladimir Putin without any evidence, accuses and aggresses towards Ukrainian authorities.

Other concordance lines show that Ukrainian authorities are trying to solve the problems that are initiated by Russia without any military actions.

Node — Refugees; Word — Ukrainian:

1. ...prospect of a humanitarian crisis, with Ukrainian refugees continuing to head for the Polish...

2. ...43,000 households have offered to take in Ukrainian refugees as part of the UK Government's...

3. ...save the Ukrainian people. "I will welcome Ukrainian refugees. We should welcome them with...

4. ...to do this time. "8.33am Pictured: Ukrainian refugees seek safely in Brussels Ukrainians

5. ...with international partners on an airlift for Ukrainian refugees from Moldova, the first airlift of

Concordance lines of this node clearly show that some Ukrainian citizens escaped from their country when the war began. Also 3'rd line displays that other parts of the world are supporting Ukrainian people, especially the refugees and helping them with households.

## CONCLUSION

By concluding this paper, the frequency list, and concordance list analysis illustrates the enormity of the conflict, not only in two conflicting sides, but for the international level. This confirms the statement of Frederick and other researchers (2022), when they demonstrated that the U.S. and NATO were involved in the conflict and supported the Ukrainian people. Additionally this maintains the statement of TZ & Hayman (2023) who were declaring

▼ Corpus	Corpus 1	▼ Frequency	▼ Dispersion	▼ Type
Type	▼ Frequency: 01 - Freq	Dispersion: 01_CV		
the	5742.000000	0.200087		
to	2928.000000	0.267228		
of	2636.000000	0.312793		
in	2167.000000	0.276400		
and	2112.000000	0.324785		
a	2108.000000	0.297989		
that	1153.000000	0.504967		
on	1108.000000	0.470224		
is	833.000000	0.569863		
said	830.000000	0.614672		
for	759.000000	0.473453		
russian	745.000000	0.739055		
as	666.000000	0.579322		
with	652.000000	0.552632		
he	609.000000	0.941467		
it	596.000000	0.648004		
ukraine	566.000000	0.991232		
has	561.000000	0.607655		
russia	556.000000	0.816022		
was	532.000000	0.725149		
have	528.000000	0.668271		
by	503.000000	0.579325		
from	448.000000	0.546065		
are	442.000000	0.717803		
be	420.000000	0.745224		
his	408.000000	1.179457		
at	397.000000	0.612792		
not	385.000000	0.773625		
an	382.000000	0.577617		
putin	348.000000	1.315449		
will	345.000000	1.230909		
but	336.000000	0.755597		
been	332.000000	0.794821		
war	326.000000	1.049262		
they	319.000000	0.886037		
had	311.000000	0.832158		
ukrainian	296.000000	1.420336		
this	293.000000	0.759080		
mr.	283.000000	2.393788		
president	277.000000	1.116834		
its	274.000000	0.900522		
we	271.000000	1.303678		
mr	260.000000	1.733052		
were	255.000000	0.897856		
would	254.000000	0.971551		
which	244.000000	0.881996		
their	244.000000	0.903427		
who	231.000000	0.921642		
military	215.000000	1.386150		
us	210.000000	1.624520		
also	203.000000	0.867453		
after	194.000000	1.064704		

Table 3.1 — Frequency list of RUCC corpus

that this is the first war in which involved not only the citizens of warring nations, but every user of the internet.

Also, in diachronic analysis, it is confirmed that the conflict was called a “war” (Mulford, 2016) before the actual military action in Ukraine territory.

By conducting a frequency list of the whole RUCC corpus, there have been identified several themes that are associated in corpora. However the analysis couldn't present the central concerns and issues associated with the conflict, but it is still revealing the main subsets of the RUCC corpus. Collocation analysis demonstrated that Ukrainian people are struggling more than Russian citizens, for reasons of they

are the country which needs to resist in their territory against the military actions of Russia. Concordance lines analysis openly shows that many of the Ukrainian refugees had escaped the warfare to other countries, and the other countries are supporting their decision and supporting the Ukrainian people with households.

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2. FREDERICK, B., CHARAP, S., BOSTON, S., FLANAGAN, S. J., MAZARR,

Number	Word	Frequency
1	said	830.00
2	Russian	745.00
3	Ukraine	566.00
4	Russia	556.00
5	Putin	348.00
6	war	326.00
7	Ukrainian	296.00
8	president	277.00
9	military	215.00
10	forces	191.00
11	Trump	169.00
12	Kyiv	162.00
13	people	155.00
14	invasion	153.00
15	against	150.pers00
16	Zelensky	141.00
17	nuclear	133.00
18	country	133.00
19	Moscow	127.00
20	world	125.00

Table 3.2 — The most frequent meaningful words of RUCC corpus

Russian		Ukrainian	
Number	Collocation	Number	Collocation
1	forces	1	forces
2	invasion	2	president
3	president	3	said
4	military	4	Volodymyr
5	soldiers	5	refugees
6	troops	6	officials
7	Vladimir	7	soldiers
8	leader	8	cities
9	government	9	authorities
10	army	10	resistance

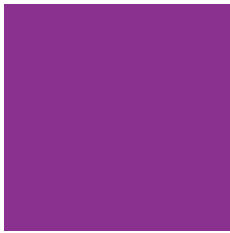
Table 4.0 — The most frequent collocations for words “Russian” and “Ukrainian”

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# SEMANTIC CHANGE IN THE ENGLISH LANGUAGE

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The aim of the study is to identify the manifestations of semantic change in contemporary literature. This study is an extreme study of Semantic change in the English language using Paulo Coelho's book "The Alchemist". It is based on words that have undergone a change of meaning to a different concept. During the analysis of the text the words (N=92) were identified and categorized into 6 classifications. As a result, it was revealed that metaphORIZATION was the most common. Furthermore, metonymization was identified as the type of classification that occurs the least. It was then decided to identify the frequently occurring parts of speech and find out the reason for this outcome. Out of all the types of speech, 3 types as noun, adjective and verb were encountered in the text. As a result, it turned out that the name of noun leads in terms of semantic change.

Keywords: semantic change, meaning, part of speech, modifying

## SEMANTIC CHANGE IN THE ENGLISH LANGUAGE

Language is the major foundation of every nation, which is inherently changing with the times and because of actions that take place outside the progress of the language. The meanings that were endowed in the first period of the emergence of words lost their relevance over time and the word began to modify its meaning. Semantic change is what explains this concept in its use and existence. As a result, numerous words of daily routine have been subjected to the kind of abrupt change that time and circumstance demand. The purpose of this study is to discover and highlight the signs of semantic change in English words, proving it with examples from the book of our time. The value and distinction of this study is to fill some gap in the research on this topic in linguistics, since this topic has not been fully explored in terms of modern ideas. In this study, it is essential to use the Mixed Research Method in order to look at the subject from all sides and to be a complete

researcher on the topic.

## LITERATURE REVIEW

Since the purpose in my study is to trace the signs of semantic change in the English language with the help of modern literature, I will begin with the common definition of the value of the word. The most fundamental principle of the semantic change study is the notion of English words meaning transformation. According to Hollmann majority of languages often undergo multiple changes, which in turn lead to changes in the semantic corpus of a word (2009, p. 535). These changes can impact the original concept of a word and completely replace it or just become one of the synonymic meanings of the word chain. When a word has numerous meanings, this term is referred to as polysemy. Many English words are considered polysemantic and this is not at all a drawback of linguistics. On the contrary, the development of polysemy in English gives out an expressive possibility of enriching the language. Furthermore, it

should be pointed out that the number of sounds produced by the human body is somewhat limited (Antrushina et al., 2015, p. 131). Therefore, polysemy plays a huge role in the process of language development by adding content.

How do words acquire new meanings? There are two main reasons for appearing new definitions: extra-linguistic and linguistic. As a result of innovation in social life, the evolution of technology and the arts, new words, terms, and some phenomena had to be named. It is known that there are such kinds of enrichment of the language as borrowings and word-building, also the replacement of one old word with a new one is seen as filling a given «void» in the vocabulary. A good example can be the word «carriage», which originally had the meaning of a horse-drawn vehicle; however when the first trains appeared in the history of England, this word got a new meaning as railway car (Antrushina et al., 2015, p. 148). Another purpose can be progressed through the influence of other words; for example, in Old English the noun «deer» referred to any animal. After a long time “deer” ran out of the borrowed word animal and “deer” changed the meaning to a certain type of beast (олень) (Antrushina et al., 2015, p. 149).

Words that have been subjected to some transformation may not lose their original meaning, because they will fit the word as an additional definition. As Babitch writes in his papers the meaning of a word is made up of several different components (2010, p. 60). It is recognized that there are two major types of lexical word meaning: denotative and connotative. In this context, each of these meanings has its own function in relation to the use of a word in a particular context. The denotative meaning carries the focus on communication; when the connotative one fulfills the pragmatic communicative value of a word. In the narrow sense, denotation is the primary and first meaning of a word that denotes the name of a thing. The connotation of a

word is the supplementary meaning of the specific word and carries within it a set of associations that the word may cause. (Kukharenko, 2012, p. 29).

Moreover, in the first half of the 20th century, a great deal of work was done to qualify semantic changes more appropriate to the lexical designation for separating them by their descriptions (Traugott, 2017):

Metaphorization: there is a new meaning as a result of associating two words because of formal similarity

Metonymization: two different words that occur in the same situation and the connection between them can be very difficult to trace

Pejoration: giving a negative connotation to a word

Amelioration: giving a positive connotation to a word

Narrowing: to narrow the meaning to something definite

Generalization: generalization of all meanings in one word.

The research presented in this paper focuses on the analysis of a “The Alchemist” practical text for detecting qualification data of semantic change and recognizing which specification type is more common in this particular work and at a given time in English language perspectives.

## METHODOLOGY

This linguistic study was done using Mixed Research Methods because the tools of qualitative research like analysis and observation and frequent analysis from quantitative research were used during the study. As mentioned above, the semantic change of a word has its own ways of remaking meaning. Analyzing them, we can understand that the words did not just transform their denotations, but acquired a

negative/positive connotation, narrowed or broadened their meaning. It is confirmed that they began to separate into categories, because of the identification of their common characteristics. My analysis is based on a semantic change of the first 60 pages in «The Alchemist » written by Paulo Coelho in 1987 and first published in English language 1993. According to the novel's PDF format the book consists of 88 pages and 3 parts. My choice fell to this book because it is representative of contemporary literature and with the help of this factor the vocabulary of the book can be compared with the words of earlier periods. In my study I will take units of text and check with their initial meanings and with those they have acquired over time. In order to deconstruct the text thoroughly, I have used a lot of resources, especially online dictionaries like etymonline. Etymonline is considered one of the major online etymology vocabularies, which has complete data about the old meanings of a certain seme of text, the way it's modification over the history, examples from other contexts and in what century it appeared. This identification will be supported by information on the identification of words and their division by descriptions of the above groups that are related to semantic change. This work will be done on dividing them into groups and finding out which type of semantic change and part of speech is more in the lead than all of them at the present time.

## FINDINGS

Findings were formulated based on the selected material. During the analysis of the practical part, 92 words were identified that had undergone any semantic transformation during the whole time of the word appearance. The very first thing that was done is a division by classifications. As it was mentioned above, there are 6 types of meaning transference. It is possible to look at examples from each type and the reason for the relationship to each variety.

## METAPHORIZATION

Metaphorization is the process of changing a meaning that has a similarity to the original meaning. The word “pregnant” was originally as “cogent, convincing, compelling» (of evidence, an argument, etc.) and eventually acquired a meaning “containing a developing embryo, fetus, or unborn offspring within the body”, which may show the physical and structural similarity of the two meanings from the aspect of «fullness».

## METONIMIZATION

Words subjected to semantic change through metanomization have no similarity in meaning as such, but there is contiguity between the two concepts. One example of such a word from text, «glass,» was found in the text. Originally glass was just a vessel for liquids and in the process of evolution it acquired the meaning of an object from which this vessel is made.

## PEJORATION

This type of this phenomenon reverses the neutral or positive connotation into a negative one, as shown in the word “crazy”. This word when it appeared was simply meant for people who in some way suffered their health and became sick. Compared to current realities, the original meaning is considered to be a person who is mentally or mentally seriously ill, which has given the word a poor connotation.

## AMELIORATION

The word “boy” originally had the meaning of “servant, commoner, knave”, but during the development of the language and the influence of extralinguistic reasons on the denotational component of the word itself change it in meaning as “a male child or, more generally, a male of any age”. As a result, the word «boy» took on a softened and positive meaning, comparing it to the original frame.



## NARROWING

There are situations in the language where a very broader term has begun to denote as a narrow one. This appears for the reason that a new word unit comes to the meaning of the first word and the old meaning is given to describe another object. The word «wife» itself is a native English word and had the meaning of just a woman, a lady, a girl, and at the time of the change it acquired the meaning of married girl, which made it possible to narrow the meaning.

## GENERALIZATION

The final kind of semantic change is a generalization of one narrow word into a broader connotation. “Kidnap” may be a good example for this classification. The act of kidnapping in the early periods took on the meaning of stealing a group of children to provide them to the American colonies as servants. But if it is looked in the dictionary now and see the denotative component of this word, it has the meaning in general of the act of stealing any person.

In the process of analyzing words from the book and determining the type of semantic change classification of the word itself, you can find out which type out of all 6 is predominant one nowadays.

Figure 1

Semantic Change Classification in “Alchemist”

Note. The figure below illustrates the number of words that have been selected as examples of the term semantic change. The note of this figure describes the meanings of the mentioned concepts and informs about the meaning of the figure.

While analyzing the words from the book and determining the type of semantic change classification of the word itself it is possible to find out which type out of all 6 is predominant nowadays. According to specific figure and frequent analysis, metaphorization prevails of all the types of change and is more common nowadays.

Figure 2

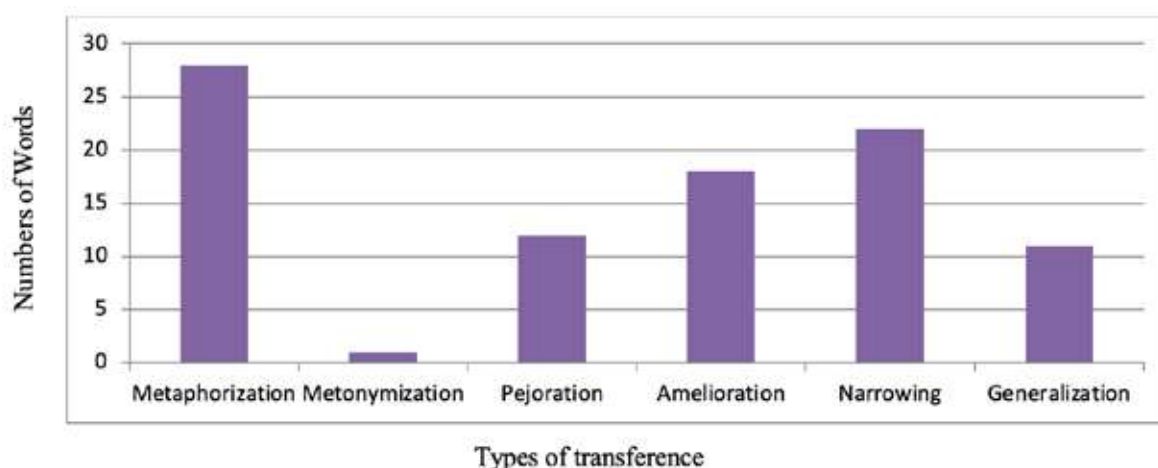
Percentage of Transference in “Alchemist”

Note. The figure shows the occupied shares of each type of classification. The diagram makes the picture of the percentages of the types clearer.

The 5th cell of the table from the Appendix lists the parts of speech of each word and from that it would be like to take these words to identify the type of speech that has been subjected to these changes in meaning. As

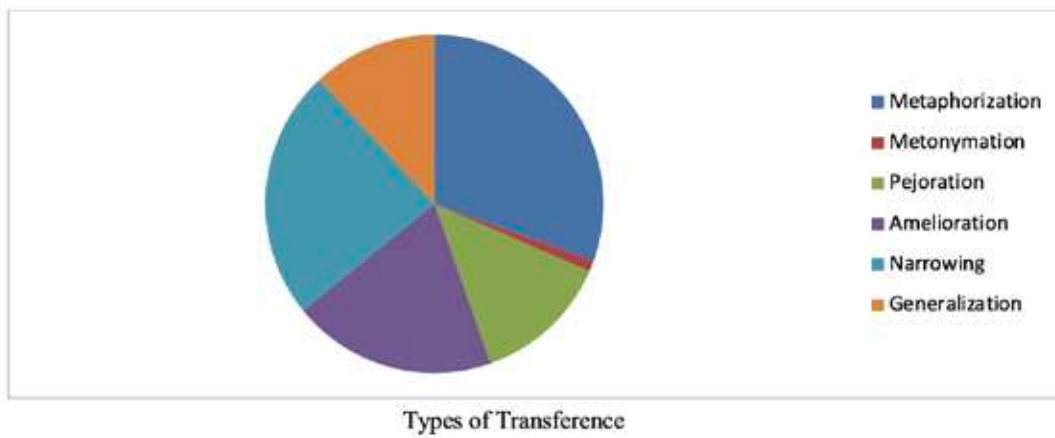
Figure 1

Semantic Change Classification in “Alchemist”



**Figure 2**

*Percentage of Transference in "Alchemist"*



noted, of the parts of speech there are only 3: a noun, an adjective, and a verb. This is most likely because these parts are easy to change, as they are considered to be among the main and productive parts of speech.

the numerical information of this aspect. The Specific figure makes it clear that nouns have a larger share in this list.

**Figure 3**

*Parts of Speech With Semantic Change in "Alchemist"*

Note. The figure indicates the proportion of each part of speech as a noun, adjective, and verb and their relationship to the meaning of the semantically changed words. The data give clarity and clarity on

	Adj	Noun	Verb
%	17.4%	43.6%	39%

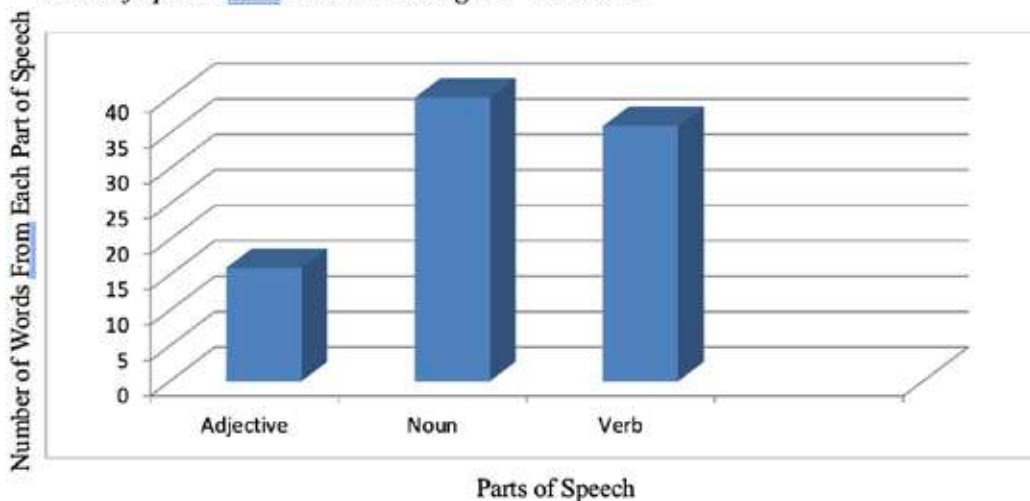
**Table 1**

*Percentage of Words That Related to Particular Part of Speech*

Note. For each subject a separate line was selected, where the proportion of words belonging to this or that type out of all 92 words. The noun occupies about half of all words, which by percentage also proves

**Figure 3**

*Parts of Speech With Semantic Change in "Alchemist"*



the accuracy of the figures about this part of speech.

## DISCUSSION

Sixty pages out of 88 of "Alchemist" were analyzed and 92 representative words were found that had been subjected to forces that changed their designation in whole or in part. Based on the material taken for the analysis of the practical part, it can be understood that a lot of words have been subjected to this phenomenon of linguistics as semantic change. In the process of the whole analysis, the most important type of transfer of one meaning to another, metaphorization, was revealed. From this we can understand that during the whole period of the existence of the meaning of words, more attention was paid to the similarity of two things, which influenced the frequent use of metaphorization. According to analyses, approximately 31% of 92 words are suffered from metaphorization. Moreover, if we take into account the grammatical categories of a single word, it is instructive to understand and analyze the point about the most frequently used part of speech of all. In word analysis, nouns lead in relation to semantic change. According to the percentage indicators (about 44% of the selected words), nouns are more subject to this change. I would like to make a recommendation to subsequent researchers or new researchers to take these conclusions into account in their analyses and to prove their opinion about it. Also, to understand the clear distinction between types of metaphorization and extension of meaning, because in this study it was sometimes difficult to relate a particular word to one classification.

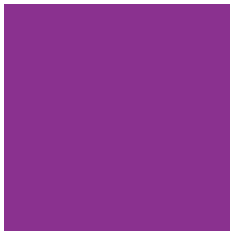
## CONCLUSION

To sum up, semantic change is still a hot topic for the English language and therefore, this phenomenon is still valid for modern time. The connotations of words can be very different from each other in terms of criteria. In this case, their classifications can help

to make a clear line of distinction between words. In many cases, words do not simply take on a negative or positive connotation, but become a completely different word, but still maintain the connection between the original application. As confirmation of this conclusion, a work of fiction was taken, which contained many words that had lost their meaning due to linguistic or extralinguistic reasons. From the results of the study, we can understand that English never stands still and is always subject to change. Most of the 92 words have changed their meaning because of their resemblance to some object physically and structurally. There are cases where the new or old meaning of words can only be understood because of the context in which the word itself is located. The solution to this problem can only be the fixation of related meanings to one word and the separation of other unrelated meanings.

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# LEXICAL FEATURES OF NEW-ZEALAND ENGLISH

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The focus of this research is on investigating the New-Zealand English and identifying some lexical features. It will be conducted in order to see to what extent the vocabulary of New Zealanders differ from other English speaking countries and what is the reason of such phenomenon. While studying the subject, history of New Zealand and its development was taken into account for better understanding of the language peculiarities. By the end of the research, it will be clear that New Zealanders have unique vocabulary, that might be difficult to understand for people from other countries. However, it was formed mostly under the influence of Australian English, native people use a lot of Australian slang words in particular.

## INTRODUCTION

New Zealand is a progressive country with burgeoning tourism. Every year more and more tourists come to admire the incredible nature, get to know the culture and history of the people more closely. But despite the fact that one of the official languages of the country is English, sometimes there is a language barrier between local people and visitors. This is due to the fact that New Zealand English differs both in pronunciation and in the composition of the vocabulary. This country has been a colony of the United Kingdom for many years, and this could not but affect the lexicology of the language. New-Zealand English developed along with the country and the nation itself, so it has shades of both its historical heritage and modern speech borrowed from American, British and Australian English. Maori are the indigenous people of New Zealand, and their language still has a strong influence on the vocabulary of local people. It is the official language, along with English. This research will prove that mainly Maori is used in relation to rural life and nature. Now the younger generation uses a lot of slang words, the number of which

is increasing every year. In this case, it was the English language of Australia and Britain that played a big role in the development. In this study several categories of words and their features in New-Zealand English will be considered in detail.

## LITERATURE REVIEW

The New Zealand version of the English language is a linguistic marker of the identity of New Zealand and its liberation from British colonialism. In addition, the New-Zealand English allows native speakers of various languages to communicate and interact in New Zealand society, introducing into it communication models adopted in their first languages and cultures.

New-Zealand English consists of British English, Australian English, and Maori language. James Cook put the islands on the map in 1769-70, and 20 years later traders from Europe started to settle there, they expanded developments that was already taking place in Australia. However, there was a difference: the historic relations with United Kingdom were stronger in New Zealand and British values were

more essential. It caused a more common conservatism regarding accents. An increasing need to draw attention to the rights of the Maori people had led to the awareness and the usage of Maori words in New-Zealand English. Their native language and the roots of their culture were not cut off from colonial possession due to the strong integrity. When the authorities established Maori as an official language in New Zealand, it became frequently used in radio and television, hence, this language played a big role in the formation of New-Zealand English (Yan & Song, 2019).

There are 3 main aspects in New-Zealand English that the Maori lexicology is concentrated on:

1. Maori socio-cultural life.
2. Local plants and animals vocabulary.
3. Proper nouns.

Changes in Lexical Meaning in New-Zealand English:

1. The meanings of words in New-Zealand English slightly differ from those in British or American English. The reasons are the contrast of human environment, geography and history. Example: Duchesse is a female duke or duke's wife in British English, but in New Zealand it has the meaning of a dresser with a rotatable mirror.
2. Every language experiences some changes when it is transplanted into a new cultural or geographical environment. It often forms brand new features, related to the particular region. The features of lot of words in New-Zealand English are likely to differ from those in British English. Example: Bush is a "shrub" in British English meanwhile in New Zealand it means "forest".
3. Sometimes New-Zealand English and British English have their own ways of expressing the same phenomenon by using different words. It is resulted in the fact, that some words have a special meaning in one

of these languages, but they do not mean anything in another.

Acronyms. Because of the contrastive national conditions, acronyms are unique in New Zealand. Without learning the acronyms frequently used in New-Zealand English, it will be almost impossible to understand local people.

Slangs. The richness of the language is reflected in its diversity of expressions. Most of the time, the slang in New-Zealand English clearly reflect the country's geographical and humanistic nature.

## METHODOLOGY

As mentioned earlier, Australian and British English had a huge impact on the development of the New-Zealand English, so in order to compare these languages and identify lexical features of New-Zealand English, various videos of native New Zealanders were chosen for analysis on YouTube. This online global platform is where users all around the world publish their videos, hence, it is a great possibility to learn some unique vocabulary and pronunciation features of New-Zealand English as well. As a result of analysis of videos on YouTube, a lot of peculiarities were identified in such categories of words as acronyms, slang words and expressions of everyday use. The platform was chosen to analyze the oral part of the language. During the research I used Qualitative Research Method and implemented it to compare language features.

Over fifty videos of native New Zealanders and other English-speaking people were watched and analyzed, which allowed to clearly see the differences and similarities in vocabulary. In order to learn the meanings of some unknown words, New Zealanders used in their videos, I chose these dictionaries: The New Zealand Oxford Dictionary and Te Aka Māori-English, English-Māori Dictionary. Content Analysis was helpful to notice how American, British,

Australian English and Māori languages had their own influence on the development of New-Zealand English.

## FINDINGS

According to the analysis of the contents, mentioned before, 23 slang words (Appendix A) were identified. New Zealanders often use such words as “beaut”, “stoked”, “chook”, “jandals”, “chur”, “mate”, “bugger”, “munted”. “Beaut” is a shortened version of the word “beautiful”, therefore, is used to describe something nice and cool. For example “What a beaut weather!”. “Stoked” is a slang expression for happiness, while “bugger” is basically a curse word for when something goes wrong. There are two options of using the word “mate”, depending on intonation of the speaker. It can be a reference to a friend or to an enemy. This slang word is also popular in British and American English. “Chur” means “thank you” in New-Zealand English. It can also mean “yes” and is often used with the word “bro”, which is also slang. “Chook” came from Australian English and has two meanings: “chicken” and kind of endearment. Due to the climate in New Zealand, local people love wearing flip-flops, but they call them “jandals”. This is a combination of the words “Japanese” and “sandals”, since businessman Morris Yock, the manufacturer of this footwear, was inspired by the Japanese flip-flops. “Munted” means “destroyed” and “broken”, when addressed to an object. The results of the research has shown that people in New Zealand include a lot of Māori words and phrases in their everyday life.<sup>18</sup> of basic phrases (Appendix B) were recognized: “Kiwi”, “Kia Ora”, “Ka Pai”, “Haere Ra”, “Sweet as”. “Kiwi” is not only a native bird, that is how New Zealanders call themselves as well. During The First World War images of the bird Kiwi were used to represent New Zealand, and soldiers were called “Kiwis”, since then this word attributes to all local people. New Zealanders use the phrase “Kia Ora” to great someone. “Ka Pai” came from Māori language and it means “good job”. “Haere Ra” is also a widespread phrase,

translated as “goodbye”. New Zealanders have very laid-back attitude, and the phrase “Sweet as” means a lot of things, like “thank you”, “that’s cool”, “you’re welcome” and so on. Maori terms are usually related to natural wildlife, such as flora and fauna of New Zealand and some of them were found in analyzed content: “pōhutukawa”, “kererū”, “ngaio”. Pōhutukawa is a tree species from the genus *Metrosideros*, also known as New Zealand Christmas tree. In Maori mythology its red flowers symbolize the blood of a young warrior who died trying to avenge the death of his father, it has an important significance for Kiwis. Kererū is a species of pigeon that forms a crucial part of their cultural identity. In one Maori legend, the hero and deceiver Maui turned into kereru when he descended into the underworld in order to find his parents. There is a suburb in New Zealand near Wellington, called “Ngaio”, but it is also a mousehole tree. Many young people have abbreviations and acronyms in their vocabulary, which are also a part of slang words. They are an important part of lexicology of New-Zealand English. During the analysis 9 abbreviations, acronyms and contracted words (Appendix C) were found: “Poms”, “cuzzies”, “AK”, “NZ”, “ta”, “Jafa”, “rej”. The word “Pom” came from Australian English, as a reference to its past as a colony of United Kingdom. It is an acronym for “Prisoner of Mother England”, so New Zealanders call British people “Poms”. “Cuzzies” is a contracted version of “cousins”. A woman, whose video was used for the research, said “The povo cuzzies of the Poms”, which means “The poor cousins of the British people”. “AK” and “NZ” are abbreviations for “Auckland” and “New Zealand”. They are frequently used not only in everyday life, but in formal situations as well. Some slang words for expressing gratitude were already mentioned before, but there is one more, which is contraction of the phrase “thanks” - it is “ta”. Kiwis share this word with BE and it can also mean “goodbye”, depending on the situation. “Jafa” is acronym used to describe Aucklanders, it stands for “Just Another Fantastic Aucklander”. Sometimes

“JAFA” is pronounced with double F, because of its sentimental significance for native people: “JAFFA” is a cinema candy filled with chocolate. “Rej” is abbreviation of the word “reject”. Most of the vocabulary of New-Zealand English was taken from British English, since the connection with American English was not as strong as with British and Australian. However, there are plenty of words and phrases derived from American English, that are called americanisms. For example, in contrast to British people, New Zealanders say “truck” instead of “lorry”, “hardware store” instead of “ironmonger” and “stove”, but not “cooker”.

Another lexical feature that was noticed during the research is that the words “less” and “amount of” can be used with countable nouns, which is considered to be a grammatical error in the USA and the UK. All these features and rules will be explained in the Discussion part of the research.

## DISCUSSION

The results of the research demonstrated that New-Zealand English basically consists of British and Australian English, but Maori is frequently used in relation to the nature and urban life. These expressions are not popular among young generation. There are also words, that are unique for New-Zealand English because of their influence on the development of the nation. People say a lot of slang and contracted words in everyday oral speech. Like almost in every country in the world, the speech of Kiwis differs in each region of New Zealand, but usually the differences are in the pronunciation. Similarity between the vocabulary of British and NZ people is caused by the fact that New Zealand was colonized by the United Kingdom for almost 70 years. That explains why locals use the word “Poms” in relation to British people. Australia is the closest English speaking country to New Zealand, therefore a lot of expressions and slang words in particular were borrowed from Australian English. In addition to Maori, which is one of the official languages in New

Zealand, there is one more term – Pakeha. It was formed due to the arrival of Europeans to New Zealand in order to distinguish them from native Maori people. Nowadays of this language is in danger of extinction, because Maori was forbidden in schools during The Second World War and number of people who spoke it as mother language has been decreasing rapidly since then. The place names in New Zealand are derived either from Maori or from Europe. For example, Dunedin is a city in New Zealand, but also an alternative name for Edinburgh, a capital of Scotland. Even the name “New Zealand” has European roots. It was given by the Dutch cartographers after the region in Netherlands, called Zeeland.

New-Zealand English is still developing and more new words and expressions are entering the vocabulary of Kiwis. Most of them are americanisms, because the USA has a strong influence on the world in general. It is clear that all the slang words and neologisms, that we use in everyday communication, are derived from American English and this trend seems to continue.

## CONCLUSION

To summarize, according to the theoretical and practical parts of the study, it was revealed that New-Zealand English was developing with the country itself. Historically, it was under the impact of native people, called Maori and other English speaking countries, like United Kingdom, The United States of America and Australia. Overall, the vocabulary analyzed during the study was categorized into: slang words, unique for New-Zealand English phrases of everyday usage, abbreviations and acronyms, contracted words and Maori terms. This has shown that each group of words was borrowed from a particular language or developed due to specific historical and cultural events. Local people use different vocabulary, depending on the region of the country. But in general, the lexicology of New-Zealand English is unique and very interesting to investigate. Although young

people do not speak Maori language as their first language nowadays, because of its decline in popularity, they use some phrases and expressions in informal speech, usually in order to greet someone or express their gratitude. The differences between the New Zealand dialect and the English language are not so great. They are mainly associated with some household items, as well as representatives of flora and fauna typical of New Zealand, and not found in other English-speaking countries. In addition, there are a number of dialect words and phrases in New-Zealand English. Basically, these are words of an unofficial register, most often found in everyday speech. The slang words in New-Zealand English are very difficult to understand for most non-New Zealanders, so it is crucial to study them separately. It should be mentioned that lexicology of New-Zealand English never stopped expanding.

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<https://youtu.be/61WwlzhW9Lg>





# LINGUISTIC FEATURES OF HEADLINES IN THE ENGLISH PRESS

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The present study aims at investigating the linguistic features of headlines. Especially, it is aimed to study linguistic features. The research paper consists of theoretical and practical parts. Therefore, the linguistic feature of newspaper headlines will be studied not only in the literature review, but also applied in the practical part for the analysis. Moreover, for analysis in the practical part 100 headlines from different sources were selected. Furthermore, the linguistic method will be used by doing lexical, morphological and grammatical analysis to draw a conclusion and describe specific linguistic features of English newspaper headlines in details.

Keywords: newspaper headlines, lexical features, grammatical features, morphological features, phraseological units, abbreviations, synonyms, metaphors

## INTRODUCTION

Newspapers are the main source of information for many people. First of all, people pay attention to the title and decide whether they will read this article or not. Therefore, we can consider that headlines are an important part of news articles that serve as a means of attracting the attention of newspaper readers. The headlines do not always contain a summary of the newspaper, as many people think. They can be in the form of a quote, a phrase, or a trigger word from the news. Headlines are written by manipulating the language of the writer. Thus, the headlines acquired their linguistic features separate from the journalistic style. Linguistic features allow you to display not only the content of the article but also the ideology and points of view of the newspaper and its target audience. Therefore, understanding the

linguistic features used in headlines is essential for analyzing how news articles are framed. Linguistic features may include the use of a specific vocabulary and the use of various grammatical structures. The research work includes a literature review, methodology, findings, and discussion sections. The research consists of both theoretical and practical parts, in which lexical, morphological, and grammatical features of newspaper headlines will be studied and identified. Considering all necessary information, a method used will be described in the methodology section. In the practical part, 100 headlines will be analysed in terms of linguistic peculiarities. The main research purpose of the study is to identify the linguistic features of news headlines in the newspaper.

## LITERATURE REVIEW

This section of the research paper will look at previous works on the language features of headlines. Linguistic features of headlines in the English press can vary depending on the type of publication and target audience. Newspaper headlines achieve their goal of capturing readers' attention through the use of specific lexical and morphological features within grammatical peculiarities.

### LEXICAL FEATURES OF HEADLINES IN THE ENGLISH PRESS

Journalists usually use concise and clear words when writing newspaper headlines to achieve the ABC (Accuracy, Conciseness, Clarity) principle. English-language newspapers skillfully manipulate vocabulary. There are some common language features commonly used in headlines to make them more appealing, effective and grab the reader's attention. The headline vocabulary is therefore characterized by its extraordinarily dramatic nature. Frequent use of certain words in certain types of headlines often changes their original meaning, and such words are usually concise and memorable. Commonly used short words are, for example, "win, job, OK, allege, bar, leap, key, oust, pledge, boost, quiz, probe, riddle, slate" (Lamichhane, 2017; McCarthy & O'Dell, 2001; Sulaymonova, 2021). However, several scholars have studied that the use of polysemantic words and homonyms can lead to ambiguity (Fitri, 2019, p. 12). Ambiguity in a newspaper headline can be triggered by different parts of speech. Bukaria has tried to identify the parts of speech that are particularly associated with lexical ambiguity. There were mentions of nouns, verbs, and prepositions. In her opinion, homonyms and polysemous nouns and verbs caused more confusion than prepositions (2004, p. 52). Synonyms and antonyms also often appear in headlines since they help to emphasize information by

comparing it and demonstrating the degree of drama (Fitri, 2019, pp.15-16) Although the author of the headline can use euphemisms to lessen the impact of negative news. This practice is often used to describe wars and murders (Salih & Abdulla, 2012, p. 197-198). Furthermore, metonymies and metaphors are used to stimulate readers' imaginations or to make news more exciting. Shie examined the use of non-lexicalized metonymies and metaphors in her research. She claimed that using metaphors and metonymies enables the reader to comprehend concepts that are unclear, unknown, or abstract. Metonymies were discovered to be useful for shortening certain long sentences, to be rhetorically effective, and to be understandable because they sometimes represent the main idea of news (Shie, 2011, p. 1329). While metonyms replace words based on their semantic connection or adjacency, metaphors make a hidden comparison between unrelated things that share characteristics (Lamichhane, 2017, p.35). Another distinguishing feature of a particular style in title writing is the use of phraseological units. However, according to Vinogradova, phraseological units are rarely used in headlines. She identified substantival, verbal, and adverbial PhUs as the most common types by examining the semantic and structural changes of various types of PhUs (2022, p.3). In addition, phraseological units are used in English newspaper headlines because of their brevity, clarity, and sometimes sensational effect, allowing headers to effectively convey meaning and attract readers.

### MORPHOLOGICAL FEATURES OF HEADLINES IN THE ENGLISH PRESS

This section is about morphological features in English newspaper headlines. Morphology studies the structure of a word. Several researchers studied that some types of word formation are frequently used to diversify the language used in headlines. For instance, changing part of speech is also known as conversion. In headlines language

nouns and adjectives are frequently used as a verb or a verb can be used as a noun. For instance, such words are: “cuts, bite, top”. Another example of a specific language of headlines is abbreviations, they commonly occur in newspapers instead of the full equivalent of a word to keep the headline short for instance “TOEFL, AIDS, PM” etc. It includes various types of shortening words as acronyms and clipping : “demo, pic, exam, bus, fridge”. However, it is not the only example of producing specific morphological characteristics in the English press. The researchers claimed that because the number of words in the English language is not fixed, writers can create neologisms to save space on pages. New words created in this manner are frequently coined with the help of affixation or compounding (Salih & Abdulla, 2012, pp. 195-198; Lamichhane, 2017, pp.33-34). A word like «Irragate» is an example of producing a new word by adding a suffix “-gate” to a country, now that word describes people who are from that country. Lamichhane stated that the composition of words allows simplifying complicated structures. For instance, the word combination “school dropouts” refers to “the student who drops out of school”. Moreover, she mentioned that the productivity of such words is unlimited to word combinations (2017, p.34).

### **GRAMMATICAL PECULIARITIES OF HEADLINES IN THE ENGLISH PRESS**

The language used in headlines deviates from English grammar norms. The relationship between grammatical elements may have an impact on the reader’s understanding of the headline’s main point. Journalists extensively use present tense for past events, use infinitives for future events, and use gerunds for conveying action or event (Lamichhane, 2017, p. 58; Salih & Abdulla, 2012, p. 204). It is also can be associated with a structural form of a headline, specifically, simple and composite sentences both occur in headlines (Lamichhane, 2017, pp.36-38).

One more grammatical peculiarity is that writers can use commas for “and” and colon for “says” in terms of shortening a title. Also, the numerals are rarely spelled out due to the same reason. Furthermore, Salih and Abdulla classified headlines according to their function into: “statement, interrogative, command, exclamation” and based on form into: “adverbial, nominal, verbal” (2012, pp. 204-209). In that classification omission of certain elements also were covered as in other research. Scholars found that prepositions, articles, and auxiliaries often are omitted in headlines. Summing up all written syntactic features, it should be mentioned that because of grammatical structure, omission of elements, and word order in a sentence structural ambiguity may occur (Marcoci, 2014, p. 711; Salih & Abdulla, 2012, pp. 201-203). Structural ambiguity as a lexical ambiguity may lead to misunderstanding, nevertheless, it is common for newspaper headlines style.

After analyzing and evaluating the various literary works on the topic at hand, it is now time to delve into the methodology that will be employed in this study.

### **METHODOLOGY**

Having examined previous research on the language features of headlines in the English press, this section will describe the materials and methods used, as well as the stages of research within the framework of this study. The primary objective of this research is to identify the most commonly used lexical, morphological, and grammatical features in English newspaper headlines. The research work consists of a theoretical part and a practical part. A systematic literature review is used to accomplish the theoretical part’s goal. The steps of searching for literature began with the formulation of a research question: “What are the linguistic features of headlines in the English language?”; the development of a plan for further research; searching for relevant literature; the application of the exclusion and inclusion criteria for found sources and the synthesis

of the literature. All necessary information for analysis of headlines is described in the theoretical section. For the practical part of this research 100 headlines were gathered from various publications. These newspapers were chosen in terms of their popularity in each location among readers. The different types of newspapers were not chosen for comparative analysis of each type. The headlines not selected randomly, and the subject of the titles and the release date had no bearing on the decision. The materials used for practical part can be viewed in appendices. The language used in the headlines will be studied using linguistic method. It will cover lexical and morphological analysis, as well as grammatical analysis. Thus, the lexical, semantic, and grammatical features of the newspaper headlines will be investigated in the practical part. It will help to describe the linguistic features of headlines and to narrow the knowledge of how journalists create influencing headlines by manipulating a language. After defining a type of

analysis, the next step will be analyzing the selected headlines in the practical part. Each headline will be examined separately based on the theoretical part and various types of analysis. With the methodology section providing a clear understanding of the research design and data analysis techniques used, the subsequent findings section presents the results of the study.

## FINDINGS

Based on the methodology employed, this part of the research work presents the results of the research by providing a detailed analysis of the collected data. As it was stated before linguistic analysis was conducted in order to identify linguistic features of headlines in the English press. 100 headlines were analysed in terms of lexical, morphological and grammatical features. The frequency tables below provide a full summary of the analysis that was performed.

**Frequency table №1**

№	Language features	The use of	Frequencies
1.	Lexical features	Synonyms	3
		Antonyms	8
		Euphemisms	1
		Metaphors	10
		Metonymies	4
		Phraseological units	23
		Short words	36
2.	Morphological features	Converted words	2
		Neologisms	3
		Acronyms	1
		Abbreviations	14
3.	Grammatical peculiarities	Past tense	11
		Present tense	64
		Future tense	3
		Simple sentences	58
		Composite sentences	12
		Elliptical sentences	5
		Fragmentary sentences	25

**Frequency table №2**

Criteria	Frequencies
Ambiguous headlines	37

This section presents the findings which refer to lexical features. It was found that the most common lexical feature in headlines is the use of short words. The analysis of 100 headlines from various news sources showed that short words are frequently used in headlines; here are some examples of the 36 found cases: “Probing the Limits of Biography” and “Housing Lawsuit Alleges Bias”. In these cases, “probe” means “to investigate”, and “allege” means “to make an accusation”. The most commonly used short words in the headlines were “probe”, “allege”, “bar”, “riddle”, “slate”, and “key”. Phraseological units come in second place in the frequency table for usage. The results showed that 23 headlines contained substantival and adverbial phus. Through the analysis of newspaper headlines, it was found that idioms are frequently used to convey complex ideas concisely and engagingly. In the following examples, substantive PhUs as «raw deal» is used in: «India’s raw deal with the United States» headline. Adverbial phus such as «on horizon» was also used in headline: «A year into pandemic, working moms see help on horizon”. Additionally, the use of synonyms in headlines is a common practice among journalists to avoid repetition and make headlines more engaging. However, only 3 headlines included synonyms: “The Democrats’ No Good, Very Bad Day Changes the Landscape”. The terms «no good» and «very bad» can be classified as synonyms because they are both adjectives and both phrases convey a negative connotation that describes something that is not desirable or unpleasant. In contrast, antonyms are words that have opposite meanings. They are often used in headlines to create contrast and emphasize the difference between two things or ideas. 8 cases with the use of antonyms are found, for instance: “PENN STATE DRILLS LATE.; Session Continues Long After Dark Before Halt Is Called” and “SPORTS PEOPLE: BASEBALL; League’s Worst Team Provides Best Rookie”. The words “after” and “before”, “worst” and “best” contains opposite meanings which contrast headlines. Metaphors were found

in 10 headlines. One of the most common metaphors used in headlines is the sports metaphor. For example, «The Ball is in Iran’s Court Now» implies that it is Iran’s turn to take action, as in a game of tennis or basketball. This metaphor is used frequently in political headlines. A headline: «As Financial Empires Shake, City Feels No. 2 on Its Heels» is also an example of a metaphor. The phrase «Financial Empires Shake» implies the fragility and instability of the financial industry, while «City Feels No. 2 on Its Heels» is a metaphorical reference to the competitive pressure that the city is experiencing in the face of the instability. Another lexical feature that appears four times in the headlines examined is metonymies. For example, «Wall Street Reacts to Fed’s Decision» uses the term «Wall Street» to refer to the financial industry as a whole. The last lexical feature that was analyzed is the use of euphemisms, but the use of less offensive expressions was not found frequent. Only in the “1966: buddhists would ‘neutralize’ key areas” headline the word «neutralize» in this context is a euphemism, as it could be interpreted to mean something like «take control of» or «pacify» instead of explicitly saying «attack». The study has revealed interesting findings regarding the lexical features in headlines, and now it is important to explore also the morphological features.

## MORPHOLOGICAL ANALYSIS

This section presents the findings concerning headline morphological features. The use of converted words was considered as common practice I writing headlines, but such words were found only in 2 headlines. For example, “KICKING BABY CONSIDERED TO BE HEALTHY” a verb kicking is used as a noun On the other hand, headlines commonly utilize abbreviated terms. There are 13 headlines that contain abbreviated words, for example: “Chief Ousted in Surprise at A.M.D gf” and “Iraqi PM in crisis talks”. “A.M.D” is abbreviation of “Advanced Micro Devices” and “PM” is a short form of “Prime Minister”.

However, acronyms are found only in 1 headline, in that case a word is shortened as “NASA”. Furthermore, neologisms also appear in headlines. Examples of such words in headlines: “Number of university dropouts due to mental health problems trebles” and “IN THE NATION; Running Out on Irangate”. The word “dropout” is a compound word consisting of “drop» and «out”. The meaning of the compound word «dropout» is a person who has left school or college before completing their studies. Moving from the examination of morphological features to the analysis of grammatical structures will deepen knowledge about the linguistic features of headlines.

## GRAMMATICAL ANALYSIS

The analysis of headlines revealed several interesting findings about the grammatical peculiarities used in newspaper headlines. Firstly, the findings indicate that headlines mostly use a present simple (N=64), rather than past tense (N=11) to describe past events, and future simple is rarely used in headlines. For example, the headlines “Ed Sheeran sings in court as part of Marvin Gaye copyright case” and “1 dead, 9 injured after BMW test car veers into traffic in Germany” both report action in the past. However, the first article is written in the present tense, while the second one is written in the past tense. Additionally, it was observed that headlines tend to use complete sentences (N=70), rather than fragmentary (N=25) or elliptical (N=5) sentences. Most headlines structurally are simple sentences (N=58), with only one independent clause, and express a complete thought. The following headline: “Student doctors lock horns with hospital over union” is a simple declarative (affirmative) sentence consisting of the subject (student doctors), phrasal verb (lock horns), object (hospital), and prepositional phrase (over union). However, composite sentences (N=12) also were found. “At least 1 dead, officer injured in Knoxville school shooting” is an example of a compound

sentence with two independent clauses joined by the coordinating conjunction «and», but the conjunction is substituted by a comma.

The first clause is «At least 1 dead,» and the second clause is «officer injured in Knoxville school shooting». Other findings indicate that the omission of some parts is common in headlines. In elliptical sentences prepositions, articles, and auxiliaries are mostly omitted, for instance: in “Requiem for Man Whose Ideas on Transit Aren’t Past”, in this headline indefinite article «a» and possessive pronoun «whose» possibly are omitted. Which are both modifying «man» and «ideas,» respectively. Another common grammatical feature of headlines is that most of them are fragmentary sentences that lack a subject, a verb, or both, and do not express a complete thought or idea; 25 of such headlines were found. The following example: “The Empire slate” and “In a blaze of confusion” are not complete sentences, the first one is a noun phrase that lacks a verb and the second headline structurally is a prepositional phrase. It is analysed that such headlines without additional context are difficult to determine the meaning of news. Specifically, there are also headlines that are lexically or syntactically considered to be ambiguous. 37 headlines among 100 headlines are ambiguous. For instance, the syntactically ambiguous headline: “Girl hit by car in hospital” structurally is fragmentary and ambiguous because it has 2 possible interpretations. The actual meaning is that “the girl who was hit by a car is now in hospital” and the secondary meaning is that “a girl has been hit by a car in the hospital”. Overall, these findings provide insight into the grammatical features of the language. Summing up, the conducted analysis highlighted the main findings in order to answer the main research question. The following discussion section will explore the implications of these findings and their potential impact on readers’ attention and interpretation.

## DISCUSSION

The discussion section presents the findings of the linguistic features of headlines in the English press based on a lexical, morphological, and grammatical analysis. The findings indicate that news outlets can effectively convey their message to readers clearly and concisely by using short words in their headlines. Moving on to the usage of idioms in headlines, it is crucial to remember that they are frequently employed to give headlines a unique and amusing touch. The analysis also indicates that idioms are a powerful tool in headline writing, enabling journalists to convey complex ideas succinctly and engagingly. Furthermore, the use of synonyms and antonyms in headlines is an effective technique for journalists to make their headlines more engaging and compelling while maintaining clarity and accuracy. Additionally, metaphors and metonymies are common figures of speech used in headlines to create a vivid, clear, and memorable image in the reader's mind. However, they can also be overused or misused, leading to confusion or a lack of clarity in the headline. In terms of morphological features, it was analysed that abbreviated words were commonly used, while neologisms and converted words were less frequent. Journalists can save space in a newspaper by contracting a word and drawing the reader's attention by using a newly coined term. Neologisms are typically clear to readers because they are created by combining two words or by deriving a new word from an old one. However, some obscure terms could mislead readers as well as unfamiliar abbreviations. Finally, the grammatical analysis indicated that headlines mostly used the present simple tense to describe past events, while the future simple tense was rarely used. Instead of utilizing the past tense, which renders news out-of-date, the present tense helps to make something feel more urgent or current. Concerning syntactical peculiarities, the results indicate that the majority of headlines mostly are simple sentences or fragmentary sentences.

Structurally simple headlines that express the news's central premise also inform readers of what the story will be about, while structurally fragmentary headlines produce a piece of dramatic or breathtaking news. On the other hand, it was found that fragmentary and elliptical sentences that lack additional information often are syntactically ambiguous. Therefore, ambiguous headlines draw the reader's attention because they make them curious about the content of the article. Another finding reveals that the conjunction «and» is replaced by a comma to save space and maintain a concise style. Summing up, the purpose of the research paper to investigate linguistic features in English headlines was fulfilled. It is studied that headline writers exploit numerous features such as lexical, morphological, and grammatical to reach a specific aim.

## CONCLUSION

In conclusion, the linguistic analysis of 100 headlines was performed in order to answer the main research question. The analysis of headlines was conducted based on the theoretical part of the research. The 3 analyses: morphological, lexical, and grammatical were conducted in the practical part. Overall, it was found that lexical along with morphological and grammatical features of headlines in the English press is carefully crafted to capture readers' attention and convey the essence of the news story in a concise and impactful manner. The usage of short words, antonyms, metaphors, and phraseological units, was discovered as the most common lexical features. The use of short words allows the writer to maintain a concise writing style, while the rest of the semantics provide contrast in the headings. Additionally, abbreviated words are the characteristics of morphological features. According to grammatical analysis, it was found that journalists utilize the present tense to report past events. Moreover, they can create structurally or semantically incomplete sentences in order to grab readers' attention. Journalists manipulate

these linguistic features to work together to make headlines enticing, informative, and memorable, encouraging readers to read and engage with the news content. The outcome of the research provides insights into the linguistic strategies employed by headline writers to create attention-grabbing and concise headlines that effectively convey complex information to readers.

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# GENDER PECULIARITIES OF THE USE OF THE RUSSIAN LANGUAGE IN VERBAL COMMUNICATION BETWEEN MALE AND FEMALE

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## INTRODUCTION

Verbal communication is one of the common ways of communication between people. However, there are gender features in languages, study considers the features of the Russian language. The study of gender aspects in the use of the Russian language in verbal communication between men and women is important because it helps to understand how linguistic expressions and gender-related stereotypes affect communication and their relationships. The study of gender communication patterns helps to identify and combat gender-based stereotypes. Stereotypes are preconceived notions that apply to people of a certain category, in this case, gender (Hilton, 1996). In communication between men and women, stereotypes can lead to misunderstanding and limited opportunities. The study of linguistic differences between genders can contribute to understanding whether there are differences or not and how this affects communication. This study examines the issue of the difference in communication between genders in Russian in terms of verbal communication.

Research question: what are the key differences between male and female use of Russian language in terms of verbal communication patterns?

Subsidiary question: How do men and women differ in their use of verbal communication patterns, such as sentence structure, and vocabulary.

## LITERATURE REVIEW

Communication is one of the basic needs according to Maslow's pyramid (McLeod, 2007). Communication is responsible for the stage of socialization, undoubtedly, communication is important at every level of the pyramid. Thus, it confirms the relevance of this topic in research, because only through communication and openness can one build healthy harmonious relationships. It is very important how information is conveyed, and how knowledge or the ability to express emotions is transferred. Communication is important not only for building various kinds of relationships but also for how to behave and what to talk about at the intercultural level. Many researchers such as Tannen (1994), Lakoff (1975), Holmes (2007), and others decided to study this topic, thus, revealing that there is a difference between genders in communication. In this section of the literature review, the aim is to review the study differences between the use of language in terms of verbal communication patterns between male and female.

Common research often incorporates the works of Deborah Tannen as a reference point (1994). She argued that men build and follow hierarchies and that women are more inclined to build relationships and try to strengthen ties. In addition, women use soft, non-assertive language when asking and clarifying, as well as using tag questions and hedge language. Also, Tannen argues that the opposite men speak clearly and to the point. Speaking

of “women’s language”, they tend to use a larger vocabulary, based on emotions and feelings, and to share experiences from life. Since the relationship between linguistic features and gender interests has been fixed, more communication and the use of words are used. If we talk about «male» interests, then in the «male» language they talk a lot about sports, politics, or work. Going back to the topic of her research above and talking about the desire of men to dominate her work confirmed that men tend to interrupt women, perhaps as a way to control the conversation. And women tend to be politer in communication and send more non-verbal signals.

Lakoff (1975), like Tannen (1994), argues that there is a difference between female and male in use of language in communication. She identified several items that characterize “women’ language”, such as the tag questions, for instance, «it’s nice weather, isn’t it?» or a hedge language that doesn’t give a precise definition like «probably; sort of». This lack of confidence in language is rooted in a patriarchal culture that has been around for a very long time and has been affected by the way women speak. However, after all, there are different individuals, not all of them correspond to the foundations of society, and criticism has not bypassed this work. Is it true that there is an exact difference of use language between genders? However, despite all this, her work is a valuable source.

Janet Holmes (2007) in her study wrote that cultural and social factors are of significant importance and influence the language. In what context to use one of the types of register, but also how rich is the speech of different genders, and what vocabulary is used despite the situation? What grammatical structure is typical for both sexes or what is the difference? How to develop in a professional environment if the language and formulations are different. She argues that in work there is a difference between genders and is not a neutral environment. As the author notes,

when a female speaks it is equated to low because of the length of the sentences and the hedge of the language, and the softer intention. This is related to Pragmatics; hence women are more likely to use vocabulary to maintain social relationships. At work, this is perceived as a lower rank, but it still requires assertiveness in the work area to move up the career ladder.

Coates (2015), like the previous authors, believes that there are differences in communication, but she also noted that the environment influences, that is, the difference is not innate. Cameron (2007), also, believes that it is not innate in his writing «women are from Venus, men are from Mars» men and women do not fundamentally burn in a particular gender language. She approaches the study of this topic more subtly, thereby getting rid of biases, and stereotypes.

In conclusion, it is possible to say that there are differences in communication between genders, but cultural and social conditions and equally important individual differences should be taken into account. Therefore, in the future, research on this topic should be continued, exploring different contexts and reducing gender biases and stereotypes. After reading several articles, I agree with the opinion that men and women manifest themselves differently in communication, but I believe that not everything is so different. I think that some women, on the contrary, are more assertive than men. And also men, may not be accurate in the wording, gradually approaching the topic.

## METHODOLOGY

The purpose of this study is to study in depth whether there are any features and differences between male and female in use of Russian language. Namely, how men and women convey information, what meaning they put into their sentences and through what content; how male and female build relationships with each other and with the opposite sex, and separately find out the

features of languages during negotiations.

A qualitative method was chosen to study social phenomena such as the difference between genders in communication. Using this method, I can easily collect language features, communication styles verbal cues that men and women use in different contexts (Payne, 2007). In addition, the qualitative method has a flexible approach to collecting information to understand the complex structures of human communication. Through a semi-structured interview that includes this method, based on the experience of people in communication

### **SAMPLING**

Participants were chosen randomly, age over 18 years of age, any nationality or ethnicity, or socioeconomic status is not considered in this study.

There are 6 participants: 3 males and 3 females

The main criteria that will be included in the interview are: the participants position themselves as male and female. Another important piece of information is that the first thing the participant will be familiar with is the consent form for participation and further provision of information. The participant has the right to stop the interview and leave the participation.

The research occurred in both face-to-face settings and through internet platforms, including WhatsApp and Instagram, via video call. The face-to-face interview took place on the territory of the university, in a quiet environment so that the participant did not tense up and answered calmly. There was no interference in the form of noise. In addition, some interviews will be conducted through online platforms via video call and on Instagram and telegrams for those participants who are not students of KAZGUU or are located far away. Online platforms make it convenient for those with a busy schedule and interviews can be

scheduled.

### **DATA COLLECTION**

The interviews are semi-structured, i.e. there is a certain list of questions, but in the course of the conversation, clarifying questions were asked in order to obtain accurate and in-depth information. These interviews were conducted in a private location, where participants could share data on gender differences in communication. Interviews were recorded on a Dictaphone, then transcribed to ensure accurate interpretation based on responses. Questions in the interview are be open-ended in order to gain deeper knowledge through this flexibility.

Questions include topics such as experiences in communication, then specifying genders, what is their perception of gender and its role in communication, and whether they adapt communication style in different contexts.

### **DATA ANALYSIS**

Data was collected and transcribed, then key themes were identified that would answer the main questions and sub-questions. Once the topics have been categorized, each topic accompanied by quotes from interviews for confirmation.

### **ETHICAL CONSIDERATIONS**

First of all, anonymity was ensured, all names were replaced with pseudonyms, and all information in a folder with a password. Also, participation is voluntary, and the participant must confirm their consent before the interview. When asking questions, the researcher should make sure that there is no psychological harm to the participant. Interview format official language.

### **LIMITATIONS**

There are limitations in gathering information

through online platforms, such as internet connection or interview interruption. To solve the problem, inform the participants in advance to ensure good internet and prepare a quiet environment so that nothing interferes.

## FINDINGS AND DISCUSSION

From the answers to the question about the difference in communication between men and women in verbal communication in Russian, the following findings can be distinguished:

- General difference:

Based on how they answered, the following conclusions can be drawn: the difference in intonation, tonality, and volume of the voice of men and women; guys tend to speak in a calmer intonation, while girls, on the contrary, express their emotions more vividly, with greater intonation and tonality, however, when guys, communicating with guys, tend to show emotionality, which was not described in previous studies. An example from an interview:

“...girls often talk more emotionally than guys. Also, guys say something more calmly...” (girl’s answer)

“... men are more expressive. When happy, they can beat each other in a friendly way. Yes, and hit each other lightly, it’s quite normal for guys” (guy’s answer)

- Conversation Topics:

Based on the interview responses, it seems that there are no stereotypical topics that guys and girls talk about. The conversation topics can range from getting to know each other better, recent life situations, and even something as futuristic as space travel to Mars. The variety of topics discussed ultimately depends on the individual’s sociability and openness toward the person they are conversing with. These findings

refute the speculations made by Tannen (1994) regarding stereotypical topics in conversations, for example, men talk about sports and cars. In response to a question about the topics of conversation, it was said: “About everything interesting or uninteresting.”

- Sentence structure:

Women, according to half of the respondents, speak more clearly and tend to comply with the standards of the language. Also, during interviews, girls tend to describe events and situations in more detail and in detail, which leads to longer conversations and sentences. However, this is not a strict rule and depends on the individual and the situation. Based on how male participants respond and what they say, it can be said that they tend to be specific on the topic, reporting only the facts, which can lead to shorter conversations and sentences.

From the interview answers, we can conclude that, in general, there is a difference in the length of conversations between men and women. Here is an example of a girl’s response:

“I very rarely swear myself, perhaps when I tell some stories and quote someone, in other cases never. But from my circle of friends, guys are inclined, but it was my friends from school, from male friends from the university that I heard a couple of times...”

The guy’s answer: “With friends, I can swear more often when I’m joking”

- Vocabulary:

Based on the interview responses regarding the use of hedge language, it appears that both men and women use hedge language, but women tend to use it more frequently, which is in line with Lakoff’s (1975) observations.

— Both guys and girls use words such as “um” “like” and “you know”, but the specific

words they use tend to differ. Guys tend to use “supposedly”, which says guys tend to use words that mean specifics. While girls tend to use “well» and “kind of.” Also, guys were silent when they thought and the girls used such phrases as “well...”, and “generally...”. There have been studies before, and I lean more towards the studies of Coates (2015) and Cameron (2007) that in general there is not such a significant difference in the conversation.

One more finding about the difference in vocabulary: Guys tend to use slang terms such as “bro”, which are used both with close friends and acquaintances. Girls, on the other hand, tend not to use these terms. For example, the guy’s answer:

“What’s up, bro, how are you?”

— Swearing is more common among guys than girls, with guys using more profanity in their speech, which was noticed when participants were talking about their experiences. However, this can also vary depending on the person and the context of the conversation. But, all participants mentioned that males are more like to use swear words.

“But from my environment, guys tend to swear...”

Thus, we can conclude and answer the question that there are some differences in communication between men and women in the Russian language. Some of them relate to patterns such as the degree of clarity and adherence to language standards, most often it speaks of formal communication or ordinary communication without abbreviations. That is, women speak in full sentences, thereby speaking more than guys.

The general impression is that guys tend to speak in a calmer intonation, while girls express their emotions more vividly, with more intonation and tonality. But when guys talk to guys, they also show their emotionality. It was noted that there are no

stereotypical topics that are spoken only by men or only by women. It was also noted that men are more likely to use slang terms and swear words, which was not previously mentioned in studies. In general, the study showed that although there are differences in verbal communication between men and women. The nature of conversation topics is not straightforward and varies based on individual characteristics and specific contextual factors. This observation aligns with the research conducted by Cameron (2007) and Coates (2015), which also highlights similar patterns.

## CONCLUSION

Overall, it possible to say about the differences in the speech communication of men and women in Russian that allow us to identify several key points. First, there are general differences in emotional expression, sentence lengths, and vocabulary use. Men tend to speak with a calmer intonation, while women express their emotions more vividly, with more intonation and tonality. However, it has also been observed that when men interact with other men, they also show emotionality that has not previously been considered in studies. In terms of topics of conversation, research shows that there are no stereotyped topics specific to a particular gender. The range of topics for conversation is very diverse: from personal interests and recent life situations.

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PART 02

KAZGUU LIBERAL ARTS DIGEST  
**LITERATURE  
REVIEWS**





# TRANSLATION STRATEGIES OF HUMOR IN SUBTITLING

RAKHIMZHANOVA SABINA

**Abstract:** This paper presents the analysis of scientific articles on the strategies of humor translation in subtitles into Russian and identify how each strategy may be helpful in translation. The study is focused on subtitles and types of humor based on Alison Ross' classification.

In this study several animated comedies were analyzed to identify the techniques used by subtitling, using the types of strategies in subtitling presented by the author. The results of descriptive study of this concept in audiovisual translation will allow to analyze the target language and the source language in translation and to present the strategies most used by translators. The aim of this research study is to classify the types of humor in animation relying on Gottlieb's categorization of strategies in subtitling.

**Keywords:** Animation, audiovisual translation, subtitling, translation strategy, humor.

## INTRODUCTION

The new era of advanced technologies has altered the humanities relation to the surround world (Manik S.A, Krasnova.A.V, 2021). Such changes proves that audiovisual translation does have its importance today. Audiovisual products bring foreign languages and various cultures together. Due to the large access to the global television and materials that are translated into several languages, an audiovisual translation has become the most relevant and famous type of translations (Cintas, 2003). An audiovisual translation and products started to attract people's attention due to various technologies that appears today and its categories such as subtitling, dubbing and voice-overing Díaz-Cintas. J & Remael.A (2008 b). According to Diaz-Cintas and Remael (2007) subtitling is considered to be a type of translation, that flim industries use and usually show the text track on the down part of the screen.

Subtitling is not always about translation, it can also be related to primarily track of music and other sounds (Diaz-Cintas& Remael, 2007). Subtitling enables people to watch films to see the translation and to hear the original version of the dialogue between characters. (Diaz-Cintas& Remael, 2007). This analyzed articles will discuss about the previous studies that was done by various authors on strategies of humor translation in subtitling and the influence on subtitling quality.

## LITERATURE REVIEW

### SUBTITLING

Subtitling is a crucial aspect of translation studies, which involves displaying written text on the screen in either the same language as the audio-visual work or in a different language. This method of translation is different from dubbing, as it doesn't involve oral translation through the



acoustic channel, but rather written text superimposed onto the screen. Subtitling involves the transfer of audio-visual media from the source language to the target language while keeping the original message synchronized with the audio-visual content. The challenging task in subtitling is also to preserve the source text without any limitations, specifically in animations. According to (Karamitroglou,1998) subtitling has a particular criterion that first started in Europe, this criteria implies the text track or a line with 35 characters per line in order to save enough area for every text that is translated. The main purpose of that criteria is to eliminate the loss of the original text. The only case when the line can reach up to 40 characters per line is when it is impossible to compress the text (Karamitroglou, 1998).

## HUMOR

Having a sense of humor means having the intellectual capacity to recognize and appreciate the amusing or comical aspects of events or situations. This ability is closely linked to one's capacity to identify inconsistencies or paradoxes in the world around them. (Zhumabekkyzy.G,Lyan.V, 2018). Humor is a complex concept that can be appreciated in different ways, and its perception can be influenced by various factors. In some cases, the intended humorous effect may not be fully realized or may be lost due to these factors (Abaeva.E.S, 2015). Ross.A (1949) described the humor as something that will make person happy or amuse, she states that humor does not connect with laughter. On the other side Ross.A (1949) thinks that people may laugh on things that are not humorous at all. The reason Ross.A (1949) considers misconnection of laughter and humor, is that people may laugh because of being scared or confused. An important aspect of successful humor is the reaction. Reaction may show the real emotions of people, why they laughed at a particular moment. Philosopher like Kant proved the theory of Ross.A (1949). He said that usually people in communication tries to predict the

reaction of another person and sometimes depending on situation the successful dialogue between people may lead to laughter (Korostenskienė; Pakrosnytė, 2017: 157). Ross.A (1949) also pointed out that finding the definition of humor is not challenging, whether Gottlieb considers the humorous concept difficult, according to Gottlieb (1992) there is no exact definition of humor.

## TRANSLATION OF HUMOR

The translation of humor is a challenging process, translator should consider many concepts to make the translation understandable. Ross.A (1998) suggests several types of humor to facilitate this process. She considers that these types will enable to make the translation more correctly. Types of humor: ambiguity, incongruous and wordplay: phonology, graphology, morphology, lexis and syntax) allusions and intertextuality. These include the sounds used in the language (phonology), the way the language appears in written form (graphology), the structure of individual words (morphology), the specific words used in the language (lexis), and the structure of sentences (syntax). In order not to lose the quality and essence of the humor translation, authors like Gottlieb, Delabastita, Chiaro and Attardo proposed their strategies in translating humor. Delabastita (1996) and Chiaro (1992) both highlighted the significance of having an equivalence of any word, because it may help to preserve the humorous effect of the original expression in the translated version. Attardo (1994) and Chiaro (1992) both suggest that in order to have a similar humorous effect in the target language the humor can be translated through puns and wordplays. Gottlieb's (1992) ten strategies for subtitling, which include expansion, paraphrase, transfer, imitation, transcription, dislocation, condensation, decimation, deletion, and resignation, have been used by many other researchers in their own work. These strategies are defined by Gottlieb and have been discussed by

other scholars such as Lomheim (1999) and others.. They conducted a study that where she identified the frequency of strategies used by subtitlers: «transfer» (39.33%), followed by «paraphrase» around 29% and «condensation» around 10%. Other strategies such as «expansion», «imitation», «transcription», «dislocation», «decimation», «deletion», and «resignation» were used less often.

## EXPANSION

According to Gottlieb (1992) expansion strategy is utilized in case when subtitler faces difficulties with the meaning of the source language and needs to make more research. (Gottlieb,1992). Cultural references may in somehow help to translate the humor of another culture, however sometimes it may cause a difficulty. There is a risk that the target text may be misunderstandable for the audience and expansion in this way helps to add additional information and is more used in texts Gottlieb (1992). The challenging task in subtitling is also to preserve the source text without any limitations, specifically in animations.

Table 1.

Expansion translation strategy

Original text	Russian translation
Fry: I don't have good depth perception. I once tried to jump a motorcycle over a tank and wound up jumping into the tank.	Фрай: У меня жуткое пространственное восприятие. Как-то раз я попытался перепрыгнуть через танк на мотоцикле, но вместо этого запрыгнул в танк.

In the example provided from the “Futurama” animated comedy, subtitler decides to use this strategy “expansion” in order to translate a joke about depth perception.

The reason for the expansion strategy is to provide additional information and extend the length of the story. This is done because the original English version is shorter and contains fewer details. By adding more information to the story, the Russian version becomes longer and more detailed.

## PARAPHRASE

Paraphrasing strategy is applicable in case if the target language requires not to preserve the structure syntactically, in that way the sentence can be reformulated. This frequently happens in translation between English and Russian. The main purpose is to make viewers feel impressed both in target and source language. Paraphrasing means to express the main meaning of the text rather than translating every word in direct meaning. Translators use this rule in subtitling in order to preserve the same meaning in both languages, but express them by using synonyms or other words. Most of humor are subtitled by paraphrase strategy.

Table 2.

Paraphrase translation strategy

Original Texts	Russian subtitles
Rick: «Wubba lubba dub dub!»	Рик: Вубба-любба-даб-даб. Я стрессую, помогите мне!
Rick: I am the Rickiest Rick there is!	Рик: Я самый крутой из всех Риков.

Table 2 demonstrates the example of the “paraphrase” transferring strategy that is taken from “Rick and Morty” animation. Rick declares «Wubba lubba dub dub!» as his catchphrase. In the Russian version, this line was translated as «Я в депрессии, помогите мне!» which means «He is in stress and need a help!» This is a transfer strategy that adapts the joke to the cultural

context of the target language, as the original catchphrase would not have the same meaning to Russian viewers. The sentence has been reconstructed to accommodate the Russian language syntactically. In the second example where Rick and Morty visit an alien planet, Rick introduces himself by saying «I'm the Rickiest Rick there is!». In Russian version uses a similar construction to convey the same meaning.

## TRANSFER

Transfer strategy is needed when the original text translated in fully manner. (Gottlieb, 1992). The main purpose of the transfer is minimizing the loss of the humor translation. Gottlieb admits that due to this strategy the meaning of the text can be translated.

According to Gottlieb, a translation strategy must precisely and fully convey the original text with the appropriate equivalent of the same or similar expression in the target language. This approach is usually utilized in cognate languages, such as translating from English to European languages that belong to the same language family.

Table 3.

Transfer translation strategy

Original Texts	Russian subtitles
Mr.Krabs: I'll be checking on you every 15 minutes, like a nervous mother hen.	Мр.Крабс: Я буду проверять тебя каждые 15 минут, как наседка.

Generally, this strategy involves transferring humor from one culture to another without modifying it, often using puns. For example, Mr. Krabs says «I'll be checking on you every 15 minutes, like a nervous mother hen,» which is a play on the English idiom «mother hen.» The humor in this joke comes from the use of the idiom, which may not be found in the same form in other languages, but can be translated to a similar expression

in the target language."Mother hen" means the image of a hen caring for her chicks and keeping them close is often used to convey this sense of overprotectiveness. Therefore the phrase of Mr.Krabs means that he will be as much protective as mothers usually do. By that phrase Mr Krabs wanted to say that he needs to control the process, he is worrying and needs to be 100% assured if it is all right.

## IMITATION

This type of strategy means translating proper names, more relying on cultural concepts. However, it is essential to preserve the same meaning in the target language.

It is not limited to literal translation, and sometimes it requires a deeper reflection on cultural concepts (Gottlieb, 1992). For instance, Bart Simpson says «Ay, caramba!» as an exclamation, the Russian version of the show translates this as «Хэй, карамба!» which is an imitation of the original line and preserves the humor of the original joke.

Table 4.

Imitation translation strategy

Original Texts	Russian subtitles
Bart Simpons: «Ay, caramba!»	Барт Симпсон: Хэй, Карамба!
Marge Simpsons: «I just think they're neat.»	Мардж Симпсон: Как по мне, они очень порядочные люди.

The character of the "Simpsons" Marge Simpsons in one of the episode was watching TV with her husband and said her opinion about this show. In original text it was. "I think they're neat". The translation of this phrase is: Как по мне, они очень порядочные люди». This translation precisely preserves the meaning of the target text.

## TRANSCRIPTION

This type of strategy is need in case

when a particular phrase in the source language has no meaning, like words in another languages, names of people and pets or some interpretations. It is less commonly used in subtitling but is still an effective strategy. The method directly mimics the proper names, places and common abbreviations in the original text, without having to rewrite them into word combinations that don't make sense in the target language. This method is helpful when the translator have meaningless words in the source tex. Gottlieb (1992).

Table 5.

## Transcription translation strategy

Original Texts	Russian Subtitles
Jake: «I'm not even wearing a tie	Джейк: Я даже не причесывалась
Jake: «I don't know what it is, but it smells like innocent.»	Джейк: Я не знаю, что это такое, но пахнет невинностью.»

Table 5 demonstrates example from "Adventure Time" animation. In the first example Jake is upset about not being invited to a party, he says «I'm not even wearing a tie!» In the Russian version of the show, this line is translated as «Я даже не причесывалась» (which means «I haven't even combed my hair!»), which is a transcription of the original line and captures the humor of Jake's exaggerated response.

In the second example, where Finn and Jake are discussing a strange creature they've encountered, Jake says «I don't know what it is, but it smells like innocent.» In the Russian version of the show, this line is translated as «Я не знаю что это, но пахнет невинностью», which is a transcription of the original line and maintains the humor of the word play.

**DISLOCATION**

This type of strategy is utilized for making an accent for translation of the special effects like unusual songs, that appears on the screen rather than translating the text (Gottlieb, 1992). This strategy pays more attention on expressions rather than on the content of the text. Subtitler should know the target language, the culture. Gottlieb recommend this approach only for translating songs, poems, translating more the rhythm of the songs, rather than its meaning. It is not just translating the word into another language, but to preserve this artistic impact. For instance, when subtitle translates some songs to the Kazakhstani viewer, it is important to adapt to this culture.

Gottlieb defined the dislocation method for subtitling lyrical, poetic, and musical texts. This method emphasizes the impact of expressions like repetition, rhythm, and stress, in addition to the content of the text. When translating these types of texts, the subtitle should use this method to improve the voice and rhythm of the translated text for the target audience. For example, adapting a song or poem to the Russian viewer using this method can make it sound better and more relatable to the Kazakhstani audience by improving the voice and rhythm of the text.

Table 6.

## Dislocation translation strategy

Original Texts	Russian Subtitles
Brooke: You, You, you make me happy! You keep me laughing! You make my world a better place.	Ты, ты, ты делаешь меня счастливой! Ты заставляешь меня смеяться! Ты делаешь мой мир лучше...

Table 6 provides an illustration of the technique called «dislocation» transfer strategy, which is an approach used in the animated movie «Ice Age: Collision Course» (2016) to transfer humor and meaning from one language to another. Other types

like condensation, decimation, deletion, and resignation are the less effective in translation of subtitling, however they are used.

### CONDENSATION

Condensation strategy cuts out the original text but tries to save the meaning. Subtitlers tries to eliminate unnecessary information. However, important information is not deleted, and non-verbal elements, like various sounds, music remains to make the text understandable. It is essential to know that the average reading speed for viewers is between 150-180 words per minute, meaning that subtitles with 14-16 words should appear on screen fast, but not too much, something in the gold middle for no more than 5 1/2 seconds. The opposite of condensing, or decimation, is not a common strategy in subtitling.

Table 7.

Condensation strategy

Original Texts	Russian Subtitles
Flash: «I’popped the weasel!	Флэш: Я сделал решительный шаг, я рискнул.
Sloth: “Oh, for wool’s sake!”	Слот: “ За Луну”
Sloth: “Hey, Flash. wanna hear a joke?”	Слот:”Хей, Флэш,- хочешь расскажу одну шутку?”

Table 7 demonstrates three jokes from “Zootopia” animation. In the first example, character Flash says: I popped the weasel! which is a pun on the phrase “popped the question” (meaning to propose marriage). In the Russian version, the line is translated to “Я сделал решительный шаг, я рискнул”, which is similar to he pun on the phrase “take the leap”.

In the second example a character says” Oh, for wool’s sake! As subtitle for “Oh, for God’s sake!. In the Russian version, the line is translated to “ За Луну” which means

“for wool!” but sounds similar to “for God’s sake!”.

Third example is about the joke that is misunderstandable for character. Sloth says” Hey, Flash, wanna hear a joke? and the sloth responds “Sure”. The character then proceeds to tell a very long joke, but the Sloth only understands the punchline. In Russian version, the joke is considered to one line and the Sloth understands it immediately, making the punchline much funnier.

### DECIMATION

Decimation strategy is a risky type of one. Because this type of translation may remove the basic, important information.

Decimation is a translation strategy that is even more extreme than condensation. This is when the text is shortened to an extent that important elements are erased, usually due to the fast speech speed of the source language. This method is typically used when translating long and wordy subtitles that contain too many words. However, this approach runs the risk of removing critical information from the source text, which can at the end loss of the intended meaning or humor of the joke.

Table 8

Decimation translation strategy

Original Texts
Matilda: Chuck, share your story wih Red
Chuck: Me? I am the last guy who should be here. A simple speeding ticket. The judge tells me I was going to too fast. So I say, “Your Honor, to be honest, I was. “ You caught me “ I am not angry. I am honest. So shouldn’t I be in an honestly management class? Cause we gotta manage my honesty.

Russian Subtitles
Матильда: Чак, поделись своей историей с Редом.
Я? Я последний парень, который должен быть здесь. Простой штраф за превышение скорости. Судья говорит мне, что я ехал слишком быстро. Поэтому я говорю: “Ваша честно говоря, я был. “Ты поймал меня”- я не сержусь”. Я честен. Так разве я не должен посещать занятия по управлению честностью? Потому что мы должны справиться с моей честностью.

Table 8 illustrates the «decimation» transfer strategy used in «The Angry Birds» animation (2016). This strategy involves reducing the statement due to time limitations in the subtitles. The character in the scene speaks quickly, and the subtitler had to shorten the text as much as possible. However, they made an effort to remove only the less essential words that were unlikely to affect the story.

### DELETION

This strategy is ineffective, because the word deletion itself means to eliminate something, in this case the main part, exactly original version of the text. The main advantage is simplicity, it is recommended not to use this strategy or rarely do it, however its simplicity makes the text to be freer spaced. Although it is rarely used, there is an example of this strategy, as it can result in the loss of important information.

Although deletion can be combined with condensation and decimation, it is a more extreme method that is not frequently used in subtitling animated films because conversations and dialogues in such films are often simple and brief. Decimation is typically preferred over deletion. As deletion is a more forceful approach, it is used sparingly in subtitling animated films.

Table 9.

Deletion translation strategy

Original Texts	Russian Subtitles
The Wolf: What kind of candles are those?	Волк: Что это за свечи?
Twitchy: Dee-na-mee-tay. Must be Italian.	Твитчи: Дина-митей.
The Wolf: Ah! Lose the Candle	Волк: Ах! Потеряй свечу

Table 9 displays a case of the «deletion» transfer strategy used in the «Hoodwinked» animation (2005). In this specific scene, Twitchy discovers a box with candles and then Twitchy started to read the name «Deen-a-mee-tay.» It was an Italian phrase, because of that Twitchy said that “he might be an Italian”.

The translator decided not to include the section with Italian, but just translated it. In this specific situation deletion strategy didn't have any effect on humor, that is why it can be not used.

### RESIGNATION

The «resignation» strategy of translation is utilized when a translator is faced with a communication aspect that is difficult to translate, resulting in the loss of meaning. This method has the same functions as in the deletion strategy, this method enables subtitler to remove certain elements of the source text. Nevertheless, subtitlers are advised against using the resignation strategy, as it can lead to a loss of meaning for the audience. To preserve the original text, subtitlers avoid using the strategies of deletion, decimation, and resignation when subtitling animated content. This is because the target audience may require more information and explanation to fully comprehend the animation. Table 10

displays an instance of the resignation translation strategy used in the movie “Norm of the North” (2016).

Table 10.

Resignation translation strategy

Original Texts	Russian subtitles
Vera: Mr. Greene, you can't sell the homes yet. We don't have approval from the Council. It's illegal	Вера: Мистер Грин, вы пока не можете продавать дома. У нас нет одобрения Совета. Это незаконно.
Mr. Greene: Aw, I'm wittle Vee-wa I'm scared of po-weece	Мистер Грин: Я напуган.

The Russian subtitler was unable to find a suitable translation for the line “Aw, I'm wittle Vee-wa I'm scared of po-weece” and to change to a simple phrase “I'm scared.” Resignation strategy has caused the humor of the scene to be lost on the target audience, resulting in a less enjoyable experience.

## CONCLUSION

In conclusion, it is important to note that, translating humor is a complex issue that involves both linguistic and cultural considerations, and considering this purpose, strategies are needed. There are lots of strategies, that authors may recommend, however every translator choose a specific strategy for themselves. Therefore, the strategies that are recommended above can as effective and ineffective, but they are most popular. This classification system considers cultural differences, including idioms and utilize local references, as well as nonverbal communication. When translating humor in audiovisual texts, it is important to take these factors into account to ensure that the humor is appropriately conveyed to the whole public.

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PART 03

KAZGUU LIBERAL ARTS DIGEST  
**ESSAYS**



# EVALUATE THE ADVANTAGES AND DISADVANTAGES OF INNOVATIVE TEACHING AND LEARNING METHODOLOGIES IN HIGHER EDUCATION INSTITUTIONS AND ANALYZE WHICH ARE THE MOST EFFECTIVE

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The use of innovative teaching and learning in higher education institutions has become very popular recently. However, implementation of innovative teaching and learning methodologies obviously has disadvantages as well as advantages. This essay agrees that implementing innovative technologies into an educational process benefits students and teachers. But this essay will discuss both points of view.

There are many teaching and learning methodologies that prove that an innovative approach is very effective and useful. Let's discuss some of them. One of the most effective innovative methods that allows students to gain hands-on experience and develop critical thinking skills. Mergendoller et al. (2006) found that project-based learning positively affected students' engagement and motivation in a study of 14 learning groups. Krajcik et al. (1998) also found that a project-based learning approach improved students' performance in science.

Flipped classrooms represent another innovative teaching methodology that has gained popularity in recent years. Bergmann and Sams (2012) described this methodology as a model in which students watch recorded lectures before classes, while the class time is entirely dedicated to discussions. Tucker (2012) also found that flipped classroom methods improved students' engagement and achievement in a study of 48 teachers.

Cooperative learning is a teaching methodology that also represents an advantage of innovative teaching and learning methodologies. It involves small groups of students working together to complete tasks and assignments. Johnson and Johnson (1989) found that cooperative learning increased students' achievements and social skills in this study. Johnson and Johnson (2009) also proved that cooperative learning improved academic achievements and interpersonal relationships in their research.

Another innovative teaching methodology that proves the effectiveness of this approach is conducting online quizzes and assignments. This method can be used to engage students and provide immediate feedback. Kibble (2007) found that online quizzes improved students' performance. Borup et al. (2014) also found that student-constructed digital stories increased student engagement and storytelling skills.

However, there are some studies that disagree that innovative teaching and learning methodologies are effective and positively affect students' engagement and achievement.

A research conducted by Kay and LeSage (2009) showed that there are significant variations in the effectiveness of innovative teaching and learning methodologies for different groups of students. These scholars found that project-based learning

was less effective for students with low prior achievement than for students with high prior achievement. Similarly, a study by Sana et al. (2011) agreed that the effectiveness of multimedia learning varied depending on the students' prior knowledge of the subject matter.

Another research has shown that time constraints are a significant barrier to the implementation of innovative teaching and learning methodologies. In a study conducted by Barbour and Reeves (2009) teachers agreed and reported that a lack of time was a significant barrier to their implementation of online and blended learning. Furthermore, in a survey of higher education instructors So and Brush (2008) discussed that a lack of time was a significant barrier to the adoption of innovative learning and teaching methods. Teachers cannot ensure a total and active presence and satisfaction for all students in a blended learning enrollment environment. Thus it proves that there are some critical factors that cannot be avoided when implementing innovative teaching and learning methodologies. Moreover, implementation of these strategies can be time consuming for educators. Making presentations, searching for modern tools for an implementation during online classes deprives teachers of time.

Another disadvantage of using innovative teaching and learning methodologies is that not all students may benefit equally from these methods. For instance, some students may struggle with technology which can prevent them from participation in online lectures, discussions or quizzes. Moreover, there are students that do not have access to innovative teaching and learning approaches due to the fact that they may have limited access towards the Internet or laptops because of lack of money. So, the material possibilities of students can deprive them of access to innovative learning.

Furthermore, not all students are as

comfortable with group work as others, which can limit their ability to participate fully in cooperative learning activities or project-based assignments. Some students can have problems in sharing responsibilities with their group mates or may lack social and soft skills to productively cooperate with group members while working on a group assignment.

In conclusion I would like to say that while the implementation of innovative teaching and learning methodologies has some disadvantages. It allows students to get access to more sources of information and can positively influence the development of soft skills, cooperative and collaborative abilities of students. These methodologies prove the educational benefits for students and teachers as long as they are implemented wisely, based on the subject, prior knowledge of students and their access to all means of innovative learning and teaching approaches.

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# UNT AS THE MAIN REASON TO COMMIT SUICIDE AMONG ADOLESCENTS IN KAZAKHSTAN; WAYS TO PREVENT IT

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Among the most popular fatality reasons as cancer, cardiovascular diseases, and suicide taking third place on the list, which makes the problem significant and relevant today (Abil et al., 2016). Abramova (2011) claims that 20% of the world's suicides are committed by teenagers, as cited in (Abil et al., 2016). Considering this issue in Kazakhstan, yearly, 12 teenagers decide to end their lives. Furthermore, thoughts about abnormal death are valid for every second adolescent, approximately (Li et.al., 2019, p. 117). Suicides in Kazakhstan are treated as brutal crimes and examined as criminal proceedings by prosecutors (Yeskendir et al., 2023, p. 135). Looking at the reasons for self-murder, the process of UNT examination plays a large role for juveniles after graduation, who can also be easily affected by their failure and commit self-murdering because of not knowing about the alternative solutions.

Family has an important role in the life of Kazakhstani society; the traditions and customs are handed down from one generation to another, which may be expressed in established beliefs and stereotypes in the heads of the young generation. The attitude of family members towards teenagers affects their perception of themselves and their further decisions. On the example of suicidal behavior, after committing non-fatal suicide, the survivors often reject any involvement of relatives as they are scared of their reaction in a

form of repudiation. The family, in turn, considers the attempt of self-murdering as a coincidence for fear of shame (Haarr, n.d., p. 6). Parents may influence on the level of importance of such events as The Unified National Test (UNT) for their kids, as well. For most graduates, UNT is a "golden ticket" to a happy life since getting a degree is associated with better job positions and higher social rank (Uulu & Smagulov, 2016, p. 3177). Most parents endorse this way of thinking, not suggesting alternatives. With such mindset, failing the examination can become a final straw for committing suicide as the only solution.

In some studies, it was noted that suicide rates in rural areas are more frequent, rather than in urban ones, which might be associated with social exclusion and lower availability of medical care and education (Krug et al., 2002, p. 196). In addition, in Kazakhstan, the UNT results in the countryside are generally lower at 6.8% than in the cities (Uulu & Smagulov, 2016, p. 3182). Consequently, high rates of suicides and lower indicators of the examination results might be connected. It is important to note that not only is there a deficiency of specialists in the area of mental health in the country, but this small number is unequally distributed among rural and urban areas, which influences the timely detection of mental disorders among the populace (Yeskendir et al., 2023, p. 138).

Remarkably, the students who commit self-murdering are often the ones who did not get the grant, but not those who did not pass the requirements, according to President of the Psychological Association Zubayda Kenenbayeva (Bagaeva, 2012, p. 18). For instance, a girl named Saltanat from the city of Uralsk killed herself in 2010; her parents are sure the reason lay in the examination results. Saltanat did not reach four points for a grant and a few days later, committed suicide. A more recent occasion took place in Aktobe in 2015; Leila ended her life and left a letter in which it was mentioned that the girl did not want to be a financial burden to her parents if she could not pass successfully to study for free (“Samye gromkiye samoubiystva iz-za YENT v Kazakhstane”, 2017).

One of the solutions may be receiving paid higher education. Even those who have not reached the threshold of 50 points can study on a commercial basis, provided that they retake exams while studying at the university. Commercialization of higher education has become a reason for increasing the number of universities and becoming one of the industries in business (Uulu & Smagulov, 2016, p. 3177). Moreover, some institutions promote the opportunity of studying without the UNT and make it their feature, as in the example of KAZGUU. It is beneficial for both sides because, with the help of this money, institutions have an opportunity to provide students with good studying conditions and hire more experienced professors while advertising the university.

Nevertheless, this solution has some controversial points. First of all, for entrants, who did not fulfill the requirements for university admission, it will be challenging to deal with the studying program. Moreover, they will be inefficient for economic growth. It follows that affordability has increased the unemployment rate of people with diplomas (Uulu & Smagulov, 2016, p. 3178). Consequently, this solution will apply only to those who did reach the requirements, but the medium score of graduates does not

outstrip 60% (Uulu & Smagulov, 2016), this is a low indicator, which signals a low level of relevance of this resolving.

The more efficient solution might be taking a gap year. A gap year is a break between graduating from school and entering the university, taken by adolescents. Meaningful time spending differentiates a gap year from a simple break (Coetzee & Bester, n.d., p. 608), such as working, volunteering, self-studying, and acquiring new skills. A year off from studying in an institution - is beneficial: for a student and society. One has a chance to earn money for further studying, gain real-life experience, and become more mature and independent. Their contribution to society lies in volunteering. Institutions note the value and necessity of volunteers for the enterprises in which they operate. Jones (2004) explains an example of volunteering in practice “VSO’s ‘Youth for Development’ scheme sends young people on structured and supported placements overseas where upon return they are required to undertake educational projects in schools or with disabled people on overseas development (VSO 2004)” (p. 56-57).

Summing up, the problem of suicides from the UNT examination has become significant for Kazakhstan in recent years, as most of the graduates could not reach the requirements and do not get support from their families. Unsatisfying results might trigger some teenagers to commit self-murder, which can be prevented by alternative solutions, from which the most advantageous is taking a gap year and therefore give benefit to the ones who took it and to society through volunteering.

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# PREVENTING SUICIDE IN KAZAKHSTAN: MEASURES AND FACTS

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Suicide is defined as an attempt to cease one's existence by oneself to avoid the trials and tribulations of life (WHO, 2002, p. 185). Kazakhstan has a leading position in young suicide rates among Central Asian countries. One of the main trials for nearly all Kazakh adolescents is Unified National Testing (hereinafter UNT) which encourages suicidal thoughts in the case of a failure.

Teen suicides have always been a significant health concern, and the problem is still increasing every year (Horesh, 2001). According to the Centers for Disease Control and Prevention (CDC, 2010), suicide is the third leading cause of death among high schoolers after accidents and homicides. Since both the process of learning and preparing for final exams or mid-tests consumes a huge amount of students' energy and motivation, it often depletes them. Some children start preparing for "the most important test" in their lives two or even three years before the examination itself. Therefore, young people become vulnerable to emotional diseases (such as suicide and depression) due to the pressure and stress of the school curriculum. It is insufficient to solve this problem within strict cognitive boundaries of children by their parents or school; instead, it could be fixed by anonymous support services, teacher education, and family awareness.

According to the World Health Organization (hereinafter WHO) (2018) in "Preventing suicide: a resource for establishing a crisis line," help from friends, family members, or support services in person is often not sought by many potential suicide victims.

There are cases when someone has never discussed their suicidal thoughts mostly out of fear of being misunderstood, despite receiving professional mental health care (p. 2). An excellent alternative to personal help services are hotlines specialized in the provision of free assistance services and the preservation of confidentiality for those who have asked for help. In Kazakhstan, one of the biggest examples of such services that can provide help to the young generation is "JANYM".

"JANYM" is a social project intended to provide free psychological assistance to children and parents of the Republic of Kazakhstan concerning their adolescent children. An online platform has been organized by the service through social networks such as TikTok, Telegram and Instagram, where teenagers can share their experiences and emotions (JANYM, n.d.). Pursuant to a study by Tyson et al. (2016) about help lines' sufficiency in preventing suicide, the "hotline" method is successful at diminishing suicidal ideations.

These kinds of anonymous services carried out by crisis lines can address the stigma rising around mental health problems that might prevent someone from requesting assistance otherwise. As a result, hotlines often reach out to people who are not being helped with their suicidal ideas and they being rescued. (WHO, 2018, p. 2)

Concerning another external suicide factor, which is the school surrounding, Shaffer (1987) states: "The most common prevention strategies developed for teenagers and young people are school-based case finding



and educational programs» (p. 612). Due to the fact that children spend more than half a day in an educational institution, it would be more effective to influence them and work with their mental state at schools.

Moreover, in compliance with Szumilas & Kutcher (2008), the perennial issue can only be addressed through preventative and solution-oriented strategy such as “gatekeeper training”. This approach is based on training educators, who work with teenagers on how to detect depression and suicidal motives, and to help youth receive medical treatment. Hence, teachers would know how to deal with students who are in the process of preparing for exams and how to react to any suicidal symptom that could indicate severe suicidal tendencies. To complement this method, Shaffer (1987) mentions that the development of certain behavioral abilities among educators and peers to manage confidence in suicide and to introduce the correct communication patterns could foster trust and the revelation of potential suicides (p. 612). In other words, normalizing the discussion in schools about dealing with obsessive thoughts about giving up on life could prevent some students from killing themselves. To conclude, when a student is or seems to be suicidal, active school intervention is always necessary as teachers are needed to be aware of suicidal signs and take active action where warranted since they have a huge influence on children (Range, 1993, p. 146).

As communication at school, it is important to identify the needs of teens in a healthy cooperative relationship with their families. Rustemova et al (2022) made the research on suicide prevention among adolescents based on work with parents, and by asking questions aiming to evaluate the causes of suicide in adolescents; it was revealed that family has the strongest position above all other answers such as loneliness and psychological problems. According to the study, inner family relations should be subject to regulation (p. 2170). In brief, to prevent any bad thoughts caused by the

UNT, family members should be aware of basic suicidal symptoms such as changes in sleeping and eating habits, neglect of personal appearance, withdrawal from favourite activities, family or friends, and so on. Furthermore, the study offers to set up family counselling centres which are easily accessible to every family (p. 2170). As a result, a healthy family setting significantly reduces the risk of youth suicide in any case.

This perennial issue of suicide is requiring immediate action now or the level of death due to the UNT in Kazakhstan will continue to grow insidiously. Support services, educating teachers, and raising awareness among families are great options to decrease the suicide rate in the country; however, it is essential to emphasize that suicide prevention is a convoluted matter and that no strategy will execute well for everyone. Nonetheless, Kazakhstan can act towards the angle of incidence of suicide and encourage those who can be fighting against psychological problems by embracing a holistic approach that takes into account social and individual factors.

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# HOW TO PREVENT VIOLENCE AGAINST WOMEN

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Violence in any form harms a person's physical, mental, and sexual health. Moreover, it was indicated by UN News that almost a quarter of women who are only fifteen to nineteen years old are already subjected to violence from males. This is the exact age when the concept of a healthy relationship starts to form (Endemic Violence against Women' Cannot Be Stopped with a Vaccine' – WHO Chief | (UN News, 2021), and it is highly horrifying and disturbing that violence against women is pervasive in our country. In addition, most cases when women experience violence were not reported, which is a big issue. Consequently, by counting unknown cases, the valid number is more likely to be higher. Experiencing violence not only devastate woman, but it also impacts their health and mental condition; it often might end with an unplanned pregnancy or physical illnesses. Even if a long time passes after a terrible situation, it leaves long-term mental health consequences, including heavy trauma and violence. Women's autonomy and potential for individuality are undermined when they are violated or physically assaulted, and their status as equal members of society is undermined.

It is a terrifying fact that the most pervasive form of violence is domestic; it remains one of the leading acute problems in Kazakhstan. According to inform burro news, from January to July 2022, nearly 520 criminal offenses were registered, and 70 of those cases ended with the death of the victims

(2022). This research demonstrates what kind of significant danger women's life in Kazakhstan. Unfortunately, in our country, their own house does not mean a safe place for women. The principal reasons for not doing so are social disapproval, financial dependence on the abuser, familiar child and family rejection, and most victims might not even understand they are being abused by being under manipulation. Conforming to Human Rights Watch, domestic violence is a severe problem in Kazakhstan, so HRW called on our government to criminalize domestic violence as a stand-alone offense («Kazakhstan Should Criminalize Domestic Violence as Part of Reforms,» 2022). Severe flaws in our law, lack of adequate legislation enforcement, and judicial interventions to issues often leave women without any defense or protection. Hence, one of the solutions to prevent violence and protect women will be to revise the law, also toughen the penalties and punishment for domestic violence. A place called «home» must feel safe rather than dangerous.

Conversations about violence, sexual harassment, or rape are not discussed enough. In our society, revealing or sharing harassment stories is considered shameful or forbidden. Therefore, understanding the problem and its related factors barely receives any attention. A big obstacle to addressing the issue of violence is the dominance of patriarchal beliefs and values in our society. It is true because adults raise girls to be submissive and obedient from an

early age.

In some cases, women endured violence and abuse throughout their marriage but did not report their husbands «for fear of being shamed and rejected by other people.» Most women have no idea how to act or where to seek help because if they do, they are more likely to be judged and shamed than helped. In this sense, due to a lack of precise information and a proper quantity of cases, it is almost impossible to establish accurate statistics on violence against women in Kazakhstan. By Seftaoui (2009), gathering accurate information on the prevalence and extent of violence against women, its factors, and its consequences is the first step to developing an accurate and targeted intervention (p. 27). Therefore, safe spaces for women must be created. It is necessary to increase the number of places women can trust and seek help. Also, information and the stories of people who experienced violence should be shared, distributed, and heard as much as possible. If revealing traumas and experiences of violence are normalized, awareness of this problem will be raised without a doubt. Victims must report abusers and will no longer endure the violence.

The health care system, along with police and social services, plays an essential role in this situation. However, unfortunately, in our country, there is an insufficient quantity of shelters for battered women. A shelter is a safe place for women to escape danger and abuse; in many cases, victims who have no place to go can stay and live in this place for a temporary period. The government does not show any proper support for victims, so non-commercial organizations and public funds try to assist women. The solution to this problem will be to increase the number of specialists and health workers and train them to deal with various situations. Research and exploration of these problems should be done, and guidelines for health workers and specialists must be developed. The main task of health workers would be to identify the victims of violence and provide

them with aid. Improving the quality of work and increasing the number of specialists would help many women avoid ending up in miserable and sad circumstances. Nevertheless, one must admit that these shelters cannot be sponsored permanently by businesspeople and projects, so the government's commission will either settle the problems with violence or allocate funds.

Along with all problems, the consequences of violence also need to be discussed. The effects of violence can be destructive to women's health and other aspects of their lives. Women are at an increased risk of unintended and unwanted pregnancy, infections or illnesses transmitted by abusers, and other behavioral and psychological issues as a result of violence, including sexual dysfunction, relationship problems, low self-esteem, and depression («Ending Violence Against Women Population Reports Series L, No. 11, 1999,» 2000, p.13). In most cases, abusers will not provide aid and leave if the victim gets pregnant. Subsequently, victims attempt to do an abortion but face judgment from the people they are surrounded by. When it comes to abortion, everyone in our country has various opinions about it; primarily, people consider abortion as something negative. According to the survey, «51.9% of the youth did not believe abortion was ever justified. Only 13.4% and 4.3% respectively stated that abortion could be allowed 'sometimes' and 'always.'» (Sharipova & Beimenbetov, 2021, p. 36). However, these same people never consider why women do it or whether they could or would want to keep and raise an offender's child on their own. This is another problem in our local society; there are not enough discussions in the country about the right of women to have a legal abortion. It should be understood that a woman's body belongs only to her.

Only a few years ago, the young generation began to organize anti-violence movements. Several organizations, collectives, and meetings are being planned, and hundreds

of women from all over Kazakhstan have started movements to raise awareness and normalize standing up for themselves as a woman. As reported in the article, in our region, such movements as «Ne Molchi», «SVET» foundation, and other organizations are actively helping victims of abuse (Борьба с насилием в отношении женщин в Центральной Азии, 2021). Moreover, on Instagram, platform media or communities extensively distribute information and spread knowledge about women's rights, feminism, etc. One of them is «Batyr Zhamal» which calls itself a 'safe space for girls, or «Fem Tendik» which arranges events and support projects.

Sadly, even in the 21st century, women are still not treated equally to men and are subjected to physical, mental, and even sexual violence. This is an enormous and unacceptable problem that must be addressed and solved. If people keep neglecting these problems, the current situation of victims and women, in general, will not change; it might even get worse. The solutions above should be implemented; otherwise, the consequences will be frightful, as an increase in crimes in our country might be inevitable. Violence and abuse will raise suspicion and mistrust between people, thus leading to the collapse of families. Families are the basic unit of society; therefore, the collapse of the family might be followed by the collapse of the economy. Every movement against violence and women's rights, in general, must keep going until necessary measures are taken, and complete safety for women is achieved.

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Bor'ba s nasiliem v otnoshenii zhenshchin v Tsentral'noy Azii: novyye zakony, staryye praktiki

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V 2022 godu v Kazakhstane 70 sluchayev domashnego nasiliya zavershilis' ubiystvami

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## FAKE NEWS - FALSE INFORMATION PASSED OFF AS FACTUAL - IS AN EFFECTIVE WEAPON IN THE INFORMATION AGE

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Throughout history, an unwavering fierce battle for control and domination has existed. One of the management tools was and remains information because it is not in vain that they say who owns the information owns the whole world. Even when we have survived, conflicts do not stop but increase. The vector of development has turned towards technology and the Internet. «Sample (2019). «In The Cyber Defense Review, it is described the term ‘fake news’ (FN) was officially ushered into the lexicon when the Oxford Dictionary added the term in 2017” (pp. 171). A new battlefield has appeared for communicative and information battles wars, where users can give their mite of truth. However, in such a coma of «one’s own truth,» it is easy to lose the thread of absolute truth and fiction, but what does the use of all this fake content entail?

Vasu, (2018). In Fake News: National Security In The Post-Truth Era highlights disinformation, misinformation, entertainment, and distribution as the categories of fake news. It means that, they can be described as falsehoods and rumors propagated as part of a political agenda or without a broad political aim, for satire, seemingly humorous pieces and for financial gain (pp. 5). Within the framework of global norms. Any information, whether true or false, can be used for good or malicious purposes. Cerase & Santoro, (2018). “Therefore, such exploratory research aims

at investigating qualitative conditions under which fake news concerning racial issue can turn in a (social) media hype” (pp. 336). Such an issue applies not only to racial ones but in general; it has its influence at all levels, from the state and government to the home and office. Based on how often this or that case becomes resonant, it is possible to supervise this because these acts are characteristic of this area. Imagine now that only a specific group has access to this information; how much power do they have to control the minds of consumers who will receive the filtered ‘truth’ from their perspective? Allcott & Gentzkow, (2017). “Social media platforms such Facebook have a dramatically different structure than previous media technologies” (pp. 211-235). The policy of companies and media giants has long been working for their interests rather than for the interests of users because they know how they monopolized certain parts of the market. Here, the question arises not only about the quality of general information but also about the competence, honesty, and professional ethics of these organizations. Yerlikaya & Aslan, (2020). “In the contrast to limited and supervised participation in traditional media, digital media enables individuals so express themselves in an uncontrolled manner and provide a relatively free environment” (pp. 178). Suppose no one can guarantee to provide correct information. In that case, it is easy to scrape everything into one trash

and toxicity bin that people will accept and make their system. This environment will spread out, absorbing more and more other parts of other industries and communities, and there will be no place for control and qualified information sharing.

Hacıyakupoglu, (2018). “Technology companies have also taken pains to emphasize their efforts in counting fake news. For example, Twitter announced on 26 October 2017 – prior to the US Congressional hearings – its decision to ban Russian news outlets such as Russia Today (RT) from advertising on its platform”. There are cases of providing not only fake information but also censored information, which can also be described as untrue. Crain & Nadler, (2019) In Journal of Information Policy “While the digital tactics of manipulation campaigns can be used by anyone, the most sophisticated campaigns will likely be backed by actors able to devote considerable resources to these efforts” (pp. 370-410). When you have power and control over the consumer, it is very easy to go into the mainstream of propaganda and promote your positions towards others. A company whose revenues are already in the six-figure zero are less demanding to check or self-knowledge about what they publish or sell because they know well how their consumers depend on them or there are no alternatives in the market. Based on this, they can easily hide behind other sources or try on the masks of different concepts and advertise their «parts», trying to reach as large a group of people as possible. What if you have competitors? Block their paths or destroy them financially, reputationally, legally, or illegally. As they say, in war, all is fair.

What percentage of people not only try to filter their sources of information but also acknowledge the falsehood of the information already available? Schiffrin, (2017). “It didn’t seem plausible that people would be so susceptible to lies on the Internet and that they would resist reasoned attempts to explain facts, that truth would

seem not no matter” (pp. 118). «Here, the problem arises as people try to change reality because of their opposing opinions, leading to a lack of recognition and acceptance of others’ perspectives. Prier, (2017). “The adaptation of social media as a tool of modern warfare should not be surprising” (pp. 51). Since no one can guarantee to provide accurate information, it is easy for people to accept and integrate everything into their beliefs and values, regardless of the veracity of the information. Based on how the information will be submitted and how it will be distributed. Society dictates its norms and influences the smaller ones, but it is under the gun of change, looking at how cohesive the position of a certain group is and how it defends it, then how it easily ignores influence from outside. In the case of the formation of a permanent position, it will be extremely, but still, the impossibility of changing it.

Jensen, (2018). «Intentionally unreliable information sources would normally seem unbelievable, which should undermine their use» (pp. 116). Depending on the choice, the consumer can protect himself from falsehood and improve his field of perception if he creates the right conditions to consume information. Fake news is a powerful tool in the right hands, but you can also use a shield by studying everything. Becoming independent of one strip of the information field is possible, but that is only the question of choice.

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# THE DEVELOPMENT OF A “VIRTUAL AUTISM” AMONG CHILDREN: PROBLEMS AND SOLUTIONS

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## ABSTRACT

The term virtual autism was invented only a decade ago, when the technologies have rapidly started to influence our lives. Now, this condition is more recognized among children rather than adults, since children are more likely to have screen exposure because of not developed self-control. This essay focuses on identifying the problems which can be caused by early screen exposure, which has a high possibility to lead to autistic like symptoms, and gives working solutions of how to prevent the development of virtual autism. The most common issues which virtual autism causes were identified as speech impairment, poor social skills development and high level of hyperactivity, while the solutions which were recommended in the essay are screen time elimination and physical activities.

Keywords: virtual autism, early screen exposure, speech development, hyperactivity.

Early screen exposure is a global issue which has increasingly developed with the role of technologies in society. Children tend to spend more of their leisure time playing video games, watching cartoons and using social media platforms. Although the usage of technologies can have some benefits such as the development of problem solving

skills and cognitive abilities, excessive early screen exposure will most likely lead to ASD symptoms, which is known as “virtual autism” (Harlé, 2019, p. 4). This essay seeks to identify three significant problems of “virtual autism” such as: speech delay, lack of social interaction and hyperactivity, and also offers some viable solutions.

The speech disorder is clearly one of the key issues that the development of “virtual autism” causes. Language skills at the early childhood must be developed through the communication with parents and caretakers who give the child the opportunity to learn the basis of the language (Karani et al., 2022, p. 5). However, often televisions and screen media are used as “help” which keep children entertained and interested, while parents can do their own job. Unfortunately, mostly this period of time exceeds the limit of the norms. Consequently, it leads to the lack of communication of children with real human beings, which stops the development of speaking skills. Van den Heuvel et al. (2019) stated that “the toddlers who were exposed to more handheld screen time were more likely to have delayed expressive language skills . It was also found that for every 30-minute increase in daily handheld screen time, there was a 49% increased risk of expressive language delay” (p. 101). Therefore, it proves that “virtual autism” has a huge negative influence on early language acquisition.

The other possible issue which can be caused by “virtual autism” is the lack of social interaction. As a rule, the screens are so appealing that it is difficult for the child to come back to reality. He/she becomes distracted by the screen and dependent on it. Brown (2019) says that toddlers who watch television or use devices like tablets excessively appear to be isolated from human interactions and have underdeveloped social skills (p. 2). Also, the noise and light on the screens can generate painful emotions that the child can not cope with (Bălan, 2018, p. 327). As a consequence, these feelings can lead to violent and aggressive behavior in the child, so it will not be possible to socialize with the surrounding normally.

Hyperactivity is also one of the significant causes which “virtual autism” has. Mostly, the content which is orientated to children contains extremely strong brightness, loud sound and fast movements, which can lead to disturbance of the nervous system. Obviously, if children watch this kind of media on a daily basis there is a high possibility that the child may become overactive. Wu et al. (2022) argue that “children aged 3–5 years who spent more than two hours per day in front of a screen had a 7.7 times higher risk of developing hyperactive behaviors than those who spent less than half hour a day in front of a screen” (p. 5). It shows that “visual autism” can lead to the serious damage of the nervous system and constant overactive behavior.

Establishing rules for the use of the TV, tablet, computer, in order to eliminate screen time is one of the most effective solutions in preventing the development of “virtual autism”. For instance, parents can make a daily schedule to follow with the child, with only one hour of screen time a day as it is recommended (World Health Organization [WHO], 2019). It may seem initially hard to implement, since children may not agree to follow the schedule and restrictions. However, there is a high possibility that offering rewards when

children respect the schedule will motivate them to use technologies less often. The other effective solution to this issue is to maintain a healthy lifestyle, do more physical activities and sport. Doing physical exercises on a daily basis is one of the key factors of emotional, physical and mental development of the child, which will most likely prevent the effects of “virtual autism” (Kohl & Cook, 2013, p. 132). Moreover, children who indulge in sports will not have enough time and energy to consume the content on the internet, since doing sports already takes a lot of energy and strength. So, the implementation of these solutions would help children not to face the effects of “virtual autism”.

In conclusion, there are some major issues associated with “virtual autism” such as speech disabilities, the lack of social development and overactivity. Nevertheless, there are some workable solutions like following the right schedule and doing more physical activities. If these solutions are implemented, then this would lead to the significant decrease in the number of children who have “virtual autism”.

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# DEEFAKE AS A DISINFORMATION TOOL IN 21ST CENTURY

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In the modern time – in information era – we live in information flow. Each person can easily drown to this flow, where it is not easy to distinguish factual information from false. One of the supporting tools for making misleading information alike actual information is fake news, which is identified as “false stories, appeared as news, which are propagated through media and the internet with the goal of affecting people’s political views” (Cambridge Dictionary, n.d.). However, there is another notion known as “disinformation”, when “false information is deliberately propagated for affecting public opinion” (Merriam-Webster, n.d.); this notion is more accurate for describing today’s tendency on the information field. Helmus (2022) noted that “fake news, as false stories and sites, is an already vestigial disinformation tool” (p. 1), and statistics made in December 2020 about the percentage of common fake news types that appeared online in the U.S. proves it: “fakes news sites” are the second-lowest type of fake news with approximately 12% of frequency, which is followed by “parody” content with 3% respectively (Watson, 2022). Helmus (2022) also noted that “the more convincing and modern disinformation tool these days is deepfake” (p. 1), and his words are also proved by the same statistics: the highest percentage of frequency belongs to the “manipulated content” with nearly 27%, which explains as photos/videos that are handled, including deepfake; the second

most common type of fake news belongs to “wrong context” with 25% of frequency (Watson, 2022).

To begin with, one of the most highly potential disinformation tool of modern time is “deepfake”. Deepfake is “a counterfeit visual and audio modification of a subject with the goal of fooling: made with the advanced artificial intelligence [AI] technologies, machine and deep learning” (BasuMallick, 2022).

The term “deepfake” comes from the field of AI, namely deep learning, with the usage of machine-learning techniques. “There are some classification of AI-based disinformation tools such as deepfake videos, images, and audios (or voice cloning)” (Helmus, 2022, pp. 3-5). “There is a specific deep learning algorithm, helping to generate sham materials, known as generative adversarial network [GAN], which is comprised of two essential components: a Generator algorithm and a Discriminator algorithm respectively, where the former is an algorithm which creates sham material and the latter tries to identify the forgery” (Byman et al., 2023, pp. 3-4). “The goal of GAN is to blur the line between the real image and the fake image, making last extremely realistic. To achieve this realism, the process of converting is repeatedly replicated until the fake will not differ from the original” (discoverdatascience, n.d.). GANs were developed by Ian Goodfellow, “The

GAN-Father”, in 2014 with his colleagues (Giles, 2018); “the initial goal of GAN was to embed to AI “imagination”, allowing it to teach itself” (everything47, n.d.). Nowadays, GANs are being used for empowering the naturalism of deepfakes.

Considering the innocuous direction of using deepfakes, Great Learning Team (2022) highlights “entertainment is an overwhelming application of deepfake technology”. For instance, there are some famous people these days, and one of the most deepfaked person among them is Tom Cruise, an American actor. Moreover, there is an TikTok account name as [@deptomcruise], which was created in 2021. To generate a video, developers needed a great deal of time, footage, and money. As a result, for April 2022, such TikTok video with deepfaked Tom Cruise had above 16 million views (Helmus, 2022, p. 3).

However, in spite of harmless purposes, deepfakes are still vulnerable for the subjects and can be used in scams: “the process and act of fraud” (Merriam-Webster, n.d.). To illustrate, “the first evidence of using deepfake AI generated synthetic voice was in 2019. The CEO of one energy firm, based in the UK, has been scammed by a fraudster, who was using and talking with the victim, using AI technology and pretending the CEO’s chief executive. As a result, the victim sent the fraudster €220,000 (or nearly \$243,000)” (Damiani, 2019). The main reason of such situation was naturalism of the CEO’s boss’s voice, or technically — AI voice technology, which had been accurately imitated, including even the “slight German accent of the chief” (Damiani, 2019).

Besides, deepfakes are also being used for non-ethical reasons and moral injury for the subject, or in other words: pornography. To illustrate, in 2017 one user of Reddit (an American online forum, discussion website, and online community of interests) created “subreddit” (or theme/category) named as “/rdeepfakes”. “/rdeepfakes” comprised

sexual content, where faces of many women were switched. Meanwhile, this subreddit was then banned due to the violation of Reddit content privacy, specifically “against pornography” (Don, 2017). Unfortunately, using deepfakes in pornography is still a common practice these days.

Also, deepfakes are being used in political objectives such as discrediting politicians. For instance, “in 2020 on Facebook one post with Nancy Pelosi, American House Speaker, was published”. In the video Pelosi was presented as she was drunk, but in fact this short clip had been picked up the pieces from conference of the same year (Reuters Staff, 2020). Furthermore, there is another evidence of deepfake technology application in political campaigns. “In 2018, one Belgian political party, namely the Flemish Socialist Party, had generated a deepfake video with Donald Trump in order to raise the problem of climate change, using provocative words spoken by fake Donald Trump” (Burchard, 2018).

Considering the solutions, first and foremost, in order not to be manipulated by deepfakes, it is essential to raise awareness among society about such technology. People should know about the existence of deepfakes and should encourage their self to understand how it works and be acquainted of this AI-based disinformation tool. Also, in the modern information age, when there is a flood of information, it is pivotal to think critically and be able to recognize the manipulation, thereby people should aim to get the hang of deepfakes, without expecting a third person represented by government or someone else that they should educate people. Nevertheless, there is already a program for citizenships of Europe Union named as “Media Literacy” developed by EAVI — the European Association for Viewers Interests, based in Brussels, Belgium — which goal is “to elucidate the power of all types of media, including empowering critical thinking through filtering the information” (eavi, n.d.).

Another possible solution for decreasing the harm of deepfakes in technical terms is to advance deepfake detection methods. However, in the short-term it is still achievable, but in the long term it will tend to “cat-and-mouse game”, when “a new method of detecting deepfake is replaced by a more potent Generator algorithm in order to avoid detection” (Byman et al., 2023, p. 5). This, again, intensifies the importance of people’s own ability to defend themselves from manipulation made with the deepfakes and the importance of awareness of deepfakes’ structure.

Although it seems that there is no ultimate solution to the problem of deepfakes, governments of countries can cooperate with one another to collectively make an effort to raise an issue concerning the question of deepfakes. Therefore, Byman et al. (2023) noted that “governments, including the United States, should institute a Deepfakes Equities Process, recognizing the fact that deepfakes impact the political, military, and diplomatic areas of the courses of each country” (p. 11). “This model can be set on the basis of already existed The Vulnerabilities Equities Process (VEP), developed by the U.S. government, for reviewing and analysing weakness in the field of cybersecurity” (Byman et al., 2023, p. 11).

To sum up, AI-based disinformation technology — deepfake — can be used both for inoffensive and detrimental purposes, but with a large margin to the latter. Today, deepfakes pose a threat to the business, individuals, and society, putting all in one vulnerable position. Deepfake are being used mostly for spreading disinformation with the unpleasant and terrible consequences, and only imagination will be the border of how and for which purposes deepfakes will be used. The threat of deepfakes as an effective weapon of disinformation will grow with the time, so that society and government of each country around the world should confront the fact that this is and will be a problem in the nearest future,

but this problem will not be perennial. Only with the solutions mentioned above such as heightening of media literacy and cooperating governments for underlining the question of deepfakes on the global scale, people will be able to recognize the manipulation made with the deepfakes and not be caught on the hook by those, who are interested in it. In addition, there is a Latin expression known as “*praemonitus, praemunitus*”, which means “if you are aware of something, you are already prepared to it”.

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# WHAT MEASURES COULD BE TAKEN TO PREVENT FAKE NEWS DISSEMINATION?

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The 2016 US presidential elections amplified the position of conspiracy theories and their dissemination throughout the nation. One of the distinctive exemplars of widespread disinformation is provided by Jaster and Lanius (2021), who analysed the case of the Pizzagate scandal. In other words, Hillary Clinton, one of the presidential candidates during the 2016 US election, was implicated in child pornography filming in a pizzeria basement. Eventually, an armed citizen entered the pizzeria with the intent of investigating the case as a consequence of rapid diffusion fuelled by Russian media outlets. However, no children and no basement were found in the pizza joint (p. 21). Unquestionably, the extent of exposure to disinformation must have contributed to the extreme implications, especially since 62% of US citizens browse news on social platforms and are inclined to presume most fake news to be true (Shearer, 2021; Silverman & Singer-Vine, 2016). The Pizzagate case illustrates the consequences of fake news spread and its potential influence on people's viewpoints and behaviour. Thus, the issue must be tackled; and media literacy, as well as fact-checking, are the possible solutions to the matter.

Propaganda has leverage on people's minds, manipulating them into actions advantageous for one and deleterious for others. Faris et al. (2017) provide a critical framework for the 2016 US presidential

election (p. 130) that is underpinned by Vasu et al. (2018), revealing that disinformation was designed to transform the attitude of the target audience and shape their views (p. 6). One of the methods employed to achieve wide dissemination of fake news was constructing websites that contain fabricated news articles only (Allcott & Gentzkow, 2017, p. 217). As a rule, the names of the spurious websites intentionally approximate the names of credible news outlets, like in the case of the denverguardian.com website. Consequently, an inexperienced web user might misidentify the site as a legitimate British media organization and become a victim of disinformation. In the 2016 election alone, more than one deceptive article was read by American adults (Allcott & Gentzkow, 2017, p. 227). A similar point regarding fake news spread can be made about the COVID-19 period. It was almost live-streamed on media platforms and discoursed on a global basis (Ratzan et al., 2020, p. 5). Aforesaid increased emphasis did not get by without any consequences, undoubtedly. Misinformation and conspiracy theories underpinned by visual images and videos diffused over social media, attracting attention of a wider audience. There is some research evidence that shows that it increased people's hesitancy to get vaccinated and led to an increase in the death rate (Moro et al., 2021, p. 15; Ghayoomi, 2022, p. 1). In this case, conspiracy theories were presented



with false photo and video evidence, disseminating them and establishing their position throughout the world. Sundar et al. (2021), along with Brennen et al. (2021), emphasize the importance of video (p. 312) and photo evidence (p. 18) that can easily manipulate and induce people into believing fake news. For instance, the wide diffusion of pseudo-therapeutic properties of methanol against COVID-19 resulted in 700 deceased people in Tehran (AP news, 2020). From the above formulation follows that fake news extensively spread and brings about devastating, sometimes even fatal, consequences.

To begin with, developing critical thinking can diminish people's vulnerability to fake news manipulation. For this purpose, Grizzle et al. (2021) have proposed the imposition of a curriculum called Media Literacy that is designed to build the necessary skills to reduce society's vulnerability to computational propaganda (p. 4). Fake news and conspiracy theories cannot be erased from the internet; however, it is possible to instruct a judicious use of the social platform. Hence, the curriculum is aimed to teach people to methodically scrutinize new pieces of information, evaluate the given evidence and draw a conclusion regarding its credibility and own biases (Sperry, 2012, p. 57). The urgency of imposing Media Literacy was pointed out by Wineburg (2016), probing into people's abilities to distinguish fake news from credible ones. Results of the research revealed that more than 80% of students perceived the native advertisement as a veracious story, some of them even referring to its sponsorship as credibility. Furthermore, students were asked to comment on a fabricated article supported by a photo taken out of context. Almost 40% of students believed the story because of a compelling image (p. 10). The research demonstrated people's inability to weigh the credibility of given proofs and a lack of critical thinking skills. Thus, besides UNESCO, another organization called The National Association for Media Literacy Education (hereinafter NAMLE)

is confronting the issue. The organization has 6,500 highly qualified members who promote media literacy education. The association is aimed to teach information literacy to people of all ages; therefore, it is possible to find a considerable number of free lessons and articles along with a Journal of Media Literacy Education on the official website. Moreover, the organization holds annual conferences and U.S. Media Literacy week to raise awareness among people (NAMLE, n.d.). According to Media Literacy Now (2020), 14 states in the USA have a related curriculum, with two states, Ohio and Florida, holding a firm stance and contributing to media literacy in the nation. In the near future, the program is planned to be firmly established in other states likewise (p. 6). Finally, the educational program, supported by UNESCO and NAMLE, expands, teaching more people to think critically and distinguish fake news.

Another potential solution to the issue is fact-checking. The process is usually completed by journalists, who check every given statement in the article and add references (Borel, 2022, p. 36). That is, the content of articles is validated to be authentic; therefore, readers are protected from propaganda and misinformation. During the Crimea crisis in 2014, the fact-checking website called StopFake was established and published only checked articles and confuted propagandistic information. In addition, there are other fact-checking websites, including Snopes, Media Bias/Fact Check, and RealOrSatire (Vasu, 2018, p. 18). However, fact-checking websites are scarcely targeted to a wider audience. Readers must be aware of the websites and more inclined to verify the information (Vasu, 2018, p. 19; Nyhan, 2020, p. 231). To expand the influence of the websites, Facebook has a partnership with 60 fact-checking organizations. Over the pandemic period, publications on Facebook were checked for disinformation and propaganda. If falsehood was detected, the publications were downranked and put a warning on it (Singh & Bagchi, 2020, p.

8). As a result, verified information reached a larger audience and minimized spurious information on Facebook. Notwithstanding this fact, some publications underwent fallacious takedowns, especially during COVID-19. The option to file an appeal was disabled, leaving no opportunity for Facebook users to correct fallacious takedowns (Singh & Bagchi, 2020, p. 6). Altogether, fact-checking websites can be a reliable source of information unaffected by propaganda. However, it cannot address the issue per se, inasmuch as it is highly limited in public outreach.

As a final point, fake news dissemination can be tackled by advancing people's critical thinking abilities insofar as people lack the capability to evaluate the credibility of given evidence. Whereas fact-checking websites cannot be represented as a standalone solution owing to their restricted public outreach; however, they can be employed as a propaganda-free source of information. Therefore, a media literacy curriculum should be imposed in schools on a global basis and instruct people to distinguish fake news. As Agadi (2022) said, "Misinformation is the side effect of being uninformed".

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## EACH PRESIDENT SHOULD BE ELECTED ONLY ONCE

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In the 21st century most countries and their heads follow the democratic way of ruling the state and generally accepted rules of democracy. To support democracy and liberty inside the country, there is set of laws called «constitution» that regulates the most important legislations for citizens and government. However, not only can laws maintain order in a country, but people also play crucial role in governance. On this basis, there are many arguments about presidential term limit and its amendments, restrictions, and others.

Ergo, the presidential term is a time during which a head of the country is allowed to rule the state. The presidential term limit bounds the length of this term and quantity of times one person can run for office. The most widespread term limit is two; most countries experienced it during lots of decades and legislated this limit in the constitution. However, there are some countries which still keep one-term limit. On the one hand, a one-term limit seems to be good for a country because of stability, removability, further perspectives and development; there will not be stagnation and decline because of one person who governs the country several times for private benefits. On the other hand, some cases have demonstrated that a one-term limit causes many issues, such as instability, corruption, and tension, which happen less often in countries with two-term limit indeed.

During not so long history of independent Kazakhstan, constitutional law used to state that each person could run for office twice and for five years. However, In January 2022, the Republic of Kazakhstan faced significant tension inside the state: there were mass strikes in some cities, mainly in Almaty, where citizens claimed the government to exclude the first president of Kazakhstan, Nursultan Nazarbayev, from the political life of the country, and to reform constitutional laws concerning presidential rights. Eight months later, in the appeal to the people of the Republic of Kazakhstan, president Kassym-Jomart Tokaev said that he intends to hold snap presidential elections in the country and change the term-limits system and some Parliament powers in the Republic. The president of Kazakhstan decided to make one-term limit for each president and increase the term from 5 to 7 years to prevent instability and corruption, and start a new political age of Kazakhstan. «On the one hand, 7 years is a sufficient period to implement any ambitious program. On the other hand, limiting the presidential mandate to one term will ensure the maximum focus of the head of state the strategic tasks of national development» - Tokaev said (President Kassym-Jomart Tokaev's State of the Nation Address — Official Website of the President of the Republic of Kazakhstan, n.d.).

Otherwise, Kazakhstan is turning into a one-term limit country after more than 30 years

of being a two-term limit state. Although, many people consider that Kazakhstan was a de-facto one-term limit dictatorial country because of Nursultan Nazarbaev, who has been ruling the country from 1991 to 2019, and had an unlimited right to run for office whenever he wanted. This law, officially written in the constitution, affirms that the first President of Kazakhstan can run for office unlimited amount of times in spite of presidential term limits. In this regard, there cannot be any speech about removability and development perspectives. Despite the setting of new government program of vanishing the corruption and inflation descent in Kazakhstan by ex-president Nazarbaev, corruption rate in the republic was increasing year by year. Moreover, Nursultan Nazarbaev is suspected of profiteering with the state budget, money laundering, and creating illusions of struggling with corruption in Kazakhstan by several international non-governmental institutions (Corruption in Kazakhstan — Wikipedia, n.d.).

Houkpe (n.d.) writes that one-term limits do not work excellently due to many reasons. One-term limits do not lead to developments and improvements in the country; neoteric historic-political events have shown it. Countries which have two-term presidential limit have had fewer corruption rates and more popular (among the population) reforms. Despite this fact, it did not work in poor African countries such as Liberia, Benin, Sierra Leone, Cape Verde, and Senegal, where presidents had run for office twice.

However, a lack of re-elections might create seat of power in the country. Therefore, each country with two-term limit should possess preventive mechanisms that do not allow monopolization of power in the state and eliminate abusive governance. For example, an alike mechanism was set in the United States on 7 February 1951, when the U.S. Congress ratified the 22nd amendment to the constitution of the USA accepted on 21 March 1947

after President Franklin Roosevelt's death. Heretofore, U.S. constitution did not provide any presidential limitations; there was a longstanding tradition among presidents – refusing running for office for the 3rd time. However, after two Roosevelt's terms, the members of Democratic Party supported Roosevelt to take part in next elections, and he accomplished their wish. Eventually, Franklin Roosevelt won the elections in 1940 with a slight margin, and in 1944 won regular elections too. Thus, Franklin Roosevelt became the very first president in the USA who had been ruling the country 4 terms (Brokaw, n.d., Third term, n.d.).

Since then, U.S. has a permanent tool to bring removability of power to the country and set more plans for development. It means that more candidates have a chance to become president as far as previous presidents cannot always run for office. The USA faced a new period of stability and development; the country strengthened its military and industrial power and spread its considerable influence over lots of European countries (for example, creating and extension of NATO block); otherwise, capital was coming to America nonstop. The 22nd amendment is one of the factors which motivated the government to rule the country much more effectively; increasingly perspective projects of development were being offered to the government by new candidates for the presidency. Drawing a parallel, in the Soviet Union, where were no restrictions of being general secretary for authorities, that period of time (widely known as Brezhnev's stagnation) has shown that the absence of removability causes the same problems: economical standstill and no further renewed perspectives. As a result, it clearly demonstrated that on the example of two competing states in cold war, the USA rushed far away from the USSR in the level of development, owing to the governance system too.

To sum up, many well-developed countries in the world has the two-term limit system (in most cases) that gives stable development

and fair governance to a country. The removability of power let different politicians make own contribution to the country and its citizens. Unfortunately, the one-term limit often does not work as it should: it creates corruption, instability, and tension in a country. Corruption and inflation rates grow up, whereas the standard of living cardinally falls. Thereby, two-term limit provides absolute stability, removability, further perspectives, and development; auspiciously affects the governance.

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# VIOLENCE AGAINST WOMEN IN KAZAKHSTAN

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Since ancient times, a woman has been considered a weaker creature than a man. It was reflected in their position in society. Ladies all over the world face sexism in applying for a job, as men are much more wished to be accepted without taking into account their achievements. According to Abdimomynova et al. (2015), almost three-quarters of jobs in high positions are owned by men in state bodies at the local level in Kazakhstan (p. 371). All this cannot but leave a mark on the dependence of women on male earners, especially in a patriarchal society, of which Kazakhstan is also a representative. We can only imagine how many women in Kazakhstan are currently experiencing violence in their own homes. What does each of them experience facing a choice: to save the family and continue to endure violence from their husband, or get used to constant humiliation by society after a divorce? This problem is too acute, since society, especially our grandparents, and even some parents, do not see this as such a serious issue, or rather, the fact of a crime. However, the world is progressing, and the younger generation is already taking significant steps to solve this problem in Kazakhstan. So, considering the lack of education of society in this area and the patriarchal attitudes of society as the main causes of the existence of this problem, today's generation can solve this by promoting the severity of the issue in social media, as well as trying to adapt ancient

cultural traditions and beliefs to modern one by spreading the idea of gender equality.

History, culture, and mentality - these are what shape the behavior of society, including its attitude toward women. According to Flood & Pease (2009), thoughts about female partner violence are based on fundamental norms of gender and sexuality. They include the possibility of accepting beliefs about the legality of domestic violence against women since men are the head of the family and dominant in intimate relationships, and therefore, they have the right to assert their dominance through violence (p. 128). According to Shondybayeva (2021), gender inequality is directly related to various types of violence (p. 5). According to the UN, one-fifth of women in Kazakhstan have experienced violence primarily from their partners. The problems of the prevalence of men over women have deep roots that go back to history. Only after the global world wars, the current place of a woman in society did take root, destroying society's stereotypes about the primitive role of a woman. According to Goldin & Olivetti (2013), mobilization reduced the male labor force by more than eight million during the war, leaving women in the workplace by seven million more than before the wartime (p. 1). The suffragist movement has put a lot of effort into this, influencing modern realities. Now it is normal for us if a woman works in a factory or as a doctor in a hospital. However, the

placement of women in managerial positions is still an acute social issue. Men remain a more favorable option for employment due to the different preferences of employers. It may be the absence of the need for men to go on maternity leave or a less emotional temperament. For example, according to Christopher & Wojda (2008), the softness of a woman's character makes her more likely to be seen as a mother, rather than as a businesswoman (p. 65). It is illustrated by the significant wage gap between men and women employees (Ridgeway, 1997, p. 227). The problem of gender inequality continues to exist now, even though the women's employment has increased by 17 percent over the last thirty years of the previous century (Albanesi & Şahin, 2018, p. 48). According to Singh and Vinnicombe (2004), as a result of the analysis of The FTSE 100 of 2001, just under 40 percent of large companies in the United Kingdom were distinguished by the absolute absence of women in managerial jobs. In the United States, the situation fared slightly better, with almost 15 percent of workplaces held by women in Fortune 500 firms (p. 479). Considering that this problem exists in such developed Western countries as the USA and UK, it is certainly very acute in the more conservative society of Kazakhstan. Ancient Kazakh traditions say that women should stay at home and take care of children, which means a lack of growth and self-development, which the modern generation refuses to agree with. However, the cultural background makes itself felt, being embedded in our worldview, and thus explaining some discrimination towards female workers.

The problem of female violence in the home directly depends on the position of women in a society. The fact that society has too traditional views, forcing a woman to take care of the house, and not giving her the opportunity for development, which will undoubtedly lead to her independent position from a man, explains all the deplorable cases that occur in our country as well. Women are discriminated against

when they are hired, as they are given lower wages, as well as glass ceilings which are set up based on some stereotypes and further exacerbate the situation of gender inequality and domestic violence. According to Abdimomynova et al. (2015), the problem of the men's prevalence in the workplace is widespread precisely in the south of the country, where men consistently make up much more than half of the workforce: South Kazakhstan, Zhambyl, and Kyzylorda regions (p. 371). It is necessary to mention that this particular region of the country is distinguished by the traditional views, where a woman is not perceived on an equal footing with a man, especially in the villages. The worst thing is that this is considered the «norm» in our society. The older generation, on the contrary, blames women for what happened, which is fundamentally wrong. People should stand for universal education, career growth, and security in the house, next to their partner, knowing for sure that he will not be able to cross the border. Therefore, to eradicate this problem, our generation must promote ideas about equality between men and women, the progression of the world, modern trends in thinking, and the development of humankind. How can people change others' mindsets? Undoubtedly, it is not a quick process. It will affect society through the information they consume for a long period. Young people can post on social networks cases of beatings with horrific consequences, they can take anonymous interviews with victims, expressing their feelings, and showing all their backgrounds and relationships with a partner. Forcing such up-to-date information in the media, humanity is going to accept this new truth willy-nilly, then equality should finally become the norm for them. Concerning such a follow-up problem as gender discrimination in employment, some measures, whether by the state or private companies, should be taken. For instance, proof that women's rights are being violated is its worldwide recognition of the protection of their labor rights at the level of the law. The beginning of the 21st century was the moment when most countries of the world



signed the UN declaration. Thus, at the level of the law, gender equality was ensured, as well as the provision of paid leave for women in connection with pregnancy and childbirth, limiting the possibility of dismissal of women on maternity leave (Khamzina, 2016, p. 118).

There are still individual factors that shape the attitude of the individual to this problem, although the attitude to violence and gender inequality largely depends on and is shaped by society. This micro-sociological aspect must be considered as well. Firstly, the principles and beliefs towards violence are directly related to an individual's childhood. According to Flood & Pease (2009), the psyche and cognitive processes of a child concerning violence are very strongly influenced by the media (p. 135). They are very effective in building attitudes about gender stereotypes in children. Violence observed in the media sets up possible patterns and scenarios in the child for how to act in society, giving birth to aggressiveness (as cited in Flood & Pease, 2009, Huessman, 2007). Moreover, domestic violence observed at a young age leads to the fact that in the future such children will also show violence in their marital relations, gaining certain beliefs and stereotypes. According to Markowitz (2001), most often violators of domestic violence are subjected to violence in childhood, moreover, communicating this violence not to their offspring, but to an intimate partner (p. 211). Thompson et al. (2006) state that intimate violence against women is a very broad problem, given that approximately 25-55 percent of women in the study experienced violence as adults. A huge number of them were also abused in childhood (p. 447). So, it can be assumed that these women themselves, observing in childhood such a model of parental behavior, subconsciously choose a partner with the same attitudes. That is, they project their childhood onto adult life, experiencing a lot of suffering and not understanding how a family should be arranged. The second factor that makes up a person's attitude

to any type of offense, including violence, is the level of education of the individual. Individuals who have enrolled in higher education are more likely to be non-violent, with more progressive principles (as cited in Flood & Pease, 2009, ANOP Research Services, 1995; De Judicibus & McCabe, 2001; Foulis & McCabe, 1997; Nagel et al., 2005).

Wishing to solve the problem of a person's attitude to violence, it is tedious to resolve such factors as women's awareness of the meaning of healthy relationships, their ability to change the situation, punish the offender, be protected and not humiliated by society after the disclosure of the problem, working out childhood traumas in psychological consultations, as well as educating a person generally. Hence, the main factor that can rid our society of violence is to improve the living standards of people and the quality of their education, which further leads to an increase in the socio-economic indicators of the country. Thus, even in villages and small towns, lectures on gender equality topics should be held, and the protection of women's rights who are subjected to violence (for example, emergency aid applications or social activists) must be ensured. Of course, the level of education itself should be raised to a high level, giving people the motivation to learn, develop and move with the times. Therefore, women will no longer be afraid of society's condemnation and stigmatization. On the contrary, they will be on an equal footing with men in any sphere of human relationships, excluding the possibility of intimate partner violence.

As a result, any type of violence against women can be caused by both macro-sociological and micro-sociological factors, which explains that the problem needs to be solved both at society's global level and at the level of individuals. Hence, the adaptation of ancient traditions, attitudes, and stereotypes to modern realities, as well as educating people in the field of gender equality and the offense of domestic

violence, raising their socio-economic standard of living, will help to eradicate the frequent cases of assaulting women in Kazakhstan. Society must understand that the world does not stand still and things that were normal before may contradict the elementary moral principles of humanity today.

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# THE UNT IS THE REASON FOR SUICIDE IN KAZAKHSTAN

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Suicide is a matter of considerable public concern, accounting for the deaths of more than 887 young in Kazakhstan this growing trend of suicide committed by young people started in 2019, aged from 16 to 29 is still increasing each year. It is critical to identify the proximal factor increasing the risk of suicide as passing the United national test (hereinafter the UNT), which is a leading cause of death among young. The principal objective of this essay is to discuss in more detail the main causes involved in this social issue and outline some potential solutions to decrease the growing phenomenon.

Kazakhstan is in the top three places among countries in terms of the number of suicides and the leading place among the countries of Central Asia (Titova, 2021), remaining the status of an “intractable problem” confronting every citizen in Kazakhstan. Apart from this higher overall statistic among developing and developed countries, the category of the young generation in Kazakhstan’s suicide rate needs to be taken into consideration. Psychotherapist Svetlana (2020) in an article on the causal motivational aspects of teenage suicide in Kazakhstan posits that in the first period, about 70 percent of teenagers have met a nightmarish thought about the demise in their way (p. 69). It is highly necessary to go into greater detail to identify the causes and factors behind this trend.

Suicide is too drastic and unnatural a step.

As a rule, in order to decide on such an act, there is a long period of unrest and worries, a struggle with motives, and a search for a way out of the current situation. On closer examination, it can be found that the root causes of this worrying trend are mainly related to social problems, mental disorders, and traumatic experiences. A classic example would be social factors, when increased risk is observed among the younger generation from socially disadvantaged sections of society, with limited opportunities in life in all factors. Numerous studies have shown a higher rate of suicide attempts among children who have witnessed parental conflicts (Haarr, p. 12). To be much more precise, adolescents who regularly see family conflicts, given domestic violence in Kazakhstan, are more likely to be able to cope with psychological trauma and pressure, reacting to stress more impulsively, which ultimately with manifestations of suicidal behavior. Another considerable cause can be related to stressful events and adverse life events. To be more specific, there was observed a high level of trauma suffered as a result of stress such as the death of someone or adverse circumstances amid adolescents and young people who attempted and committed suicide circumstances. However, one more variable key factor that can make a profound impact on suicide decisions in Kazakhstan is exam pressure, precisely, passing the UNT exam.

This argument has been forwarded by the expert, most notably by Dr. Bagaeva(2012), showing that many suicides in the republic are attributed to the UNT, the stress experienced after a long period of preparation and other factors, ultimately leads to a loss of interest in life among Kazakhstani boys and girls (p. 17). Getting pressure from the family side or teachers is the main reason which leads to the phenomenon mentioned above.

Parents nowadays put a huge burden on schoolchildren, adding more requirements to them. For example, parents often have a desire to see in their children what they could not realize in their lives, putting forward high expectations for the student. If you take the pressure from teachers, you can often hear teachers belittling the student, arguing that the child is not able to pass the test, and will not score a threshold score. This greatly affects the already weak psyche of the child. After hearing the statements, and exerting pressure from all sides, the process of overthinking begins. To be more precise, anxiety about a failed plan, without any further prospect, the feeling of own guilt as well as hopelessness are increasing in the daily life of school children, as a result, these all factors are directly connected with suicide.

The UNT is also defined as a reason why young talented people are choosing another country as a location of studying. However, the vulnerable side of society needs careful consideration, where the UNT is the only way to achieve success and get a higher education, where poverty will no longer be an issue for them. Having not scored a threshold score, or a coveted state grant, after a long and painful preparation, for them suicide is the only way out in this situation. Having identified the roots of the problem, it seems to be necessary to implement effective remedies to address suicide such as practical and psychological works, involving moral preparation for students, family support, alternative ways such as different study programs, and government involvement.

The possible methods addressed earlier require further education. It is obvious that in the current situation, there is no comprehensive and systematic approach to the problem in Kazakhstan, no clear understanding of the problem itself, and urgent adoption of fundamental measures. The involvement of the government in this issue is the most important course of action since the high state level plays a vital role in modern society. Teenagers spend too much time on the Internet, absorbing unnecessary information, which ultimately affects them drastically. In critical circumstances, teenagers usually spend time on their phones and social media in order to somehow hide from reality or get the missing public support through communication. Imagine, a person who does not have a stable relationship with both parents and has a lack of communication and a tendency to depression, through interactive interaction gets the opportunity to obtain help and support. As a result, the best solution would be to monitor suspicious content or inappropriate materials on the Internet, which only the government and its budget can do. In fact, this action was illustrated by Korean government to prevent the growing number of suicides in the country. According to Torotoeva (2021), a 100-member ad hoc monitoring group established in Korea, in which people from various categories such as mental health professionals, and the police department, monitor and monitor messages about suicide, and provide psychological support, if possible, by responding to them (p. 42).

Another alternative assistance is also related to possible actions by the government. The school psychological service in Kazakhstan operates rather poorly and according to standard opinion, not a single student will confide in a school psychologist about his problems. The reason for such a useless system lies in the inaction of the government, more precisely, the low wages of school psychologists and social pedagogues, and the catastrophic shortage of psychologists, due to which

other teachers of various subjects often replace the functions of psychologists. In the final statistics of Bagaeva (2012) about the quality of work and attendance of school psychologists, about 53 percent responded negatively and with zero attendance of a school psychologist due to his absence from school (p. 15). Teenagers, while preparing for important exams, cannot feel the support of their parents, so the only hope relies on the school psychologist. Therefore, the government should pay attention to increasing the monthly salary and the number of school psychologists.

Suicide due to UNT and financial problems also requires special consideration. After failing the Unified National Testing, there are many ways forward. A classic example, there is a so-called way of investing in the future, more precisely, a year of academic leave, where a student gains sufficient experience and knowledge, can earn extra money during the year, and try to retake this test in a year. Another way to solve this problem is through different educational programs at the university. For example, at Maqsut Narikbayev University, different categories of students are accepted for any situation. If the applicant did not score a passing score on the final test, then he enters with the condition that he retake the UNT within 4 years (M. Narikbayev Kazguu University). The next option, the so-called non-degree program, includes not only a low threshold score but also completely different subjects. To be more precise, this program also, as previously written, is about the importance of retaking the UNT within four academic years, but does not give a guarantee about the army.

In conclusion, above all of the above, it should be noted that suicide among young people remains an unresolved problem in Kazakhstan society, and if this problem is not solved at a high state level with the adoption of the state programs mentioned above with budgeting, then the level of the suicide of the younger generation can take on a much worse scale. The United National

Testing is the main cause of suicide, a new approach to testing and the education system is needed and other perspectives are considered. If any initiative methods presented in the previous paragraphs are not taken, the risk of exceeding the suicide rate, which remains unstable every year will worsen.

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# DOMESTIC VIOLENCE AGAINST WOMEN

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The urgent topic of violence against women occupies a special place these days and requires exceptional attention. The term violence has a negative character, directed at abuse against the females (Krantz, 2004). This includes “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life” (United Nations General Assembly, 1993). Sharma (2022) claims that the most common type of violence is domestic violence, especially during COVID-19, women were isolated from the whole world, sitting at home under four walls alone with a partner in danger. Due to the economic crisis, they had limited opportunities to escape from the offending husband and turn to a support group. Therefore, improving the quality of police work, sponsoring women’s organizations, as well as tightening laws are the best solutions to address abusive relationships between men and women.

Over six years, 160 cases in Asian families caused 226 deaths. Of those, 72 percent were adult homicide victims, 10 percent were children and 18 percent were suicides («Statistics on violence against API women», n.d.). According to Telikbayev (2022), there were 61,464 cases of domestic violence in Kazakhstan. Every year the figure grows and continues to grow. The patriarchal

system, where the man is the authority and the woman has to obey and do all the housework, bring up the children, and stay at home, is a complete injustice to the ladies. But if they do not comply with all of these imposed stereotypes, then society will begin to despise females, saying that it is a disgrace, in addition to this, they will also accuse them of violence. After all, the phrase «beating means love» is already normalized nowadays and because of these factors, women are afraid to talk about this problem, but if you keep silent, human rights violations will continue to occur, and there will never be a time to tackle this issue.

To begin with, any kind of violence against girls leads to deaths, numerous health problems, and psychological and emotional trauma, such as fear, distrust, panic attacks, and depression, which will haunt a lifetime. Consequently, the best remedy to find a safe place to protect yourself or people to help in an emergency is to go to the police department. From personal experience, there was an incident where the upstairs neighbors were arguing and making a loud noise, so the decision was to call the police, and the rescue service quickly responded and arrived. As a result, the police managed to save the woman from the aggressor, who almost started attacking. The State of Kazakhstan should be confident that the police work effectively in such situations and provide women with the opportunity to receive prompt and professional assistance

from other persons dealing with the problem of domestic violence (“Kazakhstan: Little Help for Domestic Violence Survivors”, 2019).

Funding for women’s rights organization can lead to improved outcomes for survivors, and will also leave a contribution to helping policies to stop violence («Push forward: 10 ways to end violence against women», 2022). Human Rights Watch has suggested that Kazakhstan develop its approach to supporting victims. Moreover, the country’s international partners urged Kazakhstani authorities to allow free speech for female advocacy organizations («Kazakhstan: Protect Women’s Rights», 2021). Khassanova (2000) argues that the sponsorship of women’s clubs is the main key to saving many lives because, after this, people began to understand the importance of overcoming gender stereotypes and a patriarchal society. The new generation offers active and fresh ideas, proving the necessity to stand up for ladies’ rights for the benefit of the development of Kazakhstan (p. 389). One of the proposed ideas is not only to financially support women’s community organizations but also to strengthen laws.

In 2017, the article on domestic violence had been excluded from the Criminal Code of the Republic of Kazakhstan. Beatings are not the cause of the crime. Fines or arrests for several days were issued for raising a hand to a woman. However, in 2020, the rules have changed and domestic violence is no longer covered by fines (Abzhanov, 2022). This means that the perpetrators do not face any punishment for what they have done. The state should tighten the laws and ensure their compliance, and violators should be jailed for life so that people know the seriousness of the problem. After all, when once they are released, there is a high probability that they will attack someone again and this will continue indefinitely. The more crimes, the more the number of victims will grow. In Spain, on February 9, the government signed a protocol according to which the police are obliged to inform

women about the abusive past of their partners («Batyr Jamal», 2023). Finally, taking Spain as an example, Kazakhstan should also have such a law, because this would be the first step in preventing domestic violence.

Perennial issues arise from the power of men over women. Getting a grip on it could be difficult; moreover, it seems insoluble. Nevertheless, finding certain measures is always possible. Better law enforcement will reduce crime and save as many families as possible from a tyrant. Victims of domestic violence would be able to turn not only to the police but also to the women’s mass movement, where protection and support would also be provided. The investment will allocate more opportunities to help those in need. Enforcing stronger laws can lead to a reduction in these perennial issues and investing in programs and resources can provide more opportunities to help those in need - these three ideas will accelerate the solution of domestic violence in Kazakhstan. The country is facing the worst-case scenario of growing victims if Kazakh citizens ignore family abuse.



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