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CONTENTS

SECTION 1. PSYCHOLOGY

Mariana Avetisyan, Shushanna Grigoryan

PSYCHOLOGICAL CHARACTERISTICS OF CONSUMER BEHAVIOR.....6

Narine Stepanyan, Ani Nazaryan

PSYCHOLOGICAL VIEWS OF STEPANOS LEHATSY.....12

Gor Yesayan

THE FOUNDATION AND DEVELOPMENT OF ARMENIAN PSYCHOLOGICAL THOUGHT (THE
POSSIBILITIES FOR CREATING AN ARMENIAN PSYCHOLOGICAL DIRECTION)19

Narine Stepanyan, Mariana Avetisyan, Ani Nazaryan

PECULIARITIES OF EMOTIONAL OF CHILDREN IN PROCESS OF DIVORCE
PARENTS.....30

Armen Avetisyan

CREATION AS A MEANING OF PERSONAL PSYCHOLOGY.....37

Hakob Gevorgyan

PSYCHOLOGICAL FACTORS DETERMINING THE EFFECTIVENESS OF MILITARY
SERVICE.....45

Vardanyan Kamo

THE DECISIVE ROLE OF PRIMARY PSYCHOLOGICAL SERVICES IN DETECTION AND
PREVENTION OF STUDENT AUTO-DESTRUCTIVE BEHAVIOR.....52

SECTION 2. PEDAGOGY (EDUCATIONAL SCIENCES)

Aida Topuzyan, Narine Markosyan

PEDAGOGICAL QUALIMETRY AS A MEANS OF MEASURING THE QUALITY OF THE
ACTIVITIES OF THE MAIN SUBJECTS OF THE PEDAGOGICAL PROCESS.....60

Knarik Hovhannisyan, Samvel Misakyan, Vahan Sargsyan, Rima Muradyan

THE INTEGRATION OF CHESS AND MATHEMATICS AS A PREREQUISITE FOR
ENHANCING THE QUALITY OF EDUCATION.....74

Hovhannes Hovakimyan

GENERAL OBSERVATIONS ON THE PECULIARITIES OF V. SIRADEGYAN'S PROSE
LANGUAGE AND VISUALIZATION TOOLS.....82

Nana Grigoryan, Yeranuhi Harutyunyan, Zara Grigoryan

ON THE METHOD FOR ASSESSING THE QUALITY OF E-LEARNING RESOURCES.....90

Lalik Khachatryan

REDUPLICATION IN OLD ARMENIAN (according to the Armenian translated books of the
Bible).....99

GOLDEN PAGES.....111

NOTES TO POTENTIAL CONTRIBUTORS.....112

SECTION 1.

PSYCHOLOGY



Psychology

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PSYCHOLOGICAL CHARACTERISTICS OF CONSUMER BEHAVIOR

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ABSTRACT

This article presents the analyses of the theoretical foundations of the study of consumer behavior: reference was made to the economic, marketing and psychological approaches. The essence of consumer behavior, psychological features and mechanisms are discussed. The psychological causality of consumer preference and choice is revealed, particularly, the study of positions, motives and needs is of significant importance. In the psychological analysis of the consumer behavior the influence of both psychological and socio-cultural factors is highly important.

Today consumers are quite well-informed and they know well what they want. Therefore, marketers should be very careful and prudent when developing a marketing strategy and presenting their brand to the consumers. It can be said that the creation of the best brand depends on to what extent the marketer is familiar with the psychology of consumers. The marketing tricks, such as advertisements, posters, billboards, celebrity endorsements, display, which are used by marketers to present their new products to a wide range of consumers, to attract consumers and buyers, are almost the same and they are used by numerous organizations, manufacturers and marketers. However, successful are those, who can be more informed about the consumers' psychology and the psychological mechanisms of consumer choice.

Keywords: *consumer, consumer behavior, choice, perception, needs, motive, position.*

INTRODUCTION

Nowadays the world economy is experiencing unprecedented development, which

leads to an intensification of competition between organizations and enterprises. Hence, it can be noticed that those organizations and entrepreneurs succeed in the market, in whose activities the emphasis is put on satisfying the consumer's personality, the latter's wishes and needs.

Currently consumer-producer relationships are constructed in such a way that the consumer is in the center of the producer's interests, he/she is considered to be the producer's main goal and the object of targeted impact. That's why it is important for the producer to study the consumer from a psychological, economic, sociological and cultural point of view.

The modern marketing concept is built on creating an effective interaction with the consumer. Accordingly, the importance of studying consumer behavior both around the world and in the Republic of Armenia is becoming more significant and more actual, especially with the mass transfer of consumers to the virtual environment, where access to a variety of services is growing.

Consumer behavior as an object of study is currently considered to be interdisciplinary, combining economic, marketing, sociological and psychological knowledge. From an economic point of view, consumption is the use of a product in the process of meeting the needs. In economics consumption is identified with the acquisition of goods or services and it is made possible by considering the receipt of income or the expenditure of savings. Some researchers in the field of psychology (O.S. Deineka, V.I. Verkhovyna, O.S. Posipanova) distinguishes one type of behavior - economic behavior, by which they understand the behavior caused by economic impulses and the activity of the economic entity. In the works of the mentioned authors economic behavior is considered as an object of study of economic psychology, a modern branch of psychological science, which is aimed at the study of preferences, choices, decision-making and the factors influencing them. O.S. Deineka views economic behavior from three aspects of its manifestation (components): cognitive (cognitive component), affective (emotional component), and connotative (practical-dynamic component) (Pokul V.,2018).

It can be concluded that consumer behavior is considered to be a private form of economic behavior, and the main subjects of economic behavior are the companies and the buyers.

American marketer and economist F. Kotler describes consumers' behavior as "the process of choosing, acquiring, using and eliminating products, services, ideas or impressions by individual buyers, groups and organizations to satisfy their own needs

and desires." The model of consumer behavior was developed by F. Kotler. F. Kotler's model shows that consumer behavior is not defined by the primary formula of behavior proposed by behaviorism - "S - R" ("Signal" - "Reaction"). Marketing or other stimuli (signals) do not directly lead to the selection process, let alone the purchase decision. Between these two blocks is the central one: the person, consumer behavior as an object of interdisciplinary research, the consumer with his/her psychological features, cultural, social, personal characteristics. (Pokul V.,2018)

In the case of theoretical analysis of consumer behavior, the following structure can be conditionally distinguished: components of consumer behavior, directions of study and factors of influence. In consumer behavior, whether it is purchasing or utilizing, three components are considered which are typical of economic and social behaviors. The emotional component of consumer behavior includes emotions, feelings and emotional evaluations of products and services. The cognitive component is made up of opinions, judgments, comparisons and rational evaluations of products and services. The motivational- volitional component is the desire and striving for buying or using the product/service.

The term "consumer behavior" is considered to be a scientific abstraction (conventionality), that is, in fact there is simply human behavior, it becomes "consumer", when only those actions are separated from the whole complex of human behavior which relate to the consumer. The studies of consumer behavior began to be carried out back in the late 1950s and early 1960s, and it was during this period when the scientific discipline "Consumer Behavior" was formed. All the scientific research of the second half of the last century, in one way or another, referred to the analysis of the consumer's mental processes. Motives and needs that determine consumer behavior, as well as different types of consumer behavior are studied. (Blackwell R.,2014)

The concepts of S. Freud and A. Maslow were the basis for the study of the motives and needs of consumer choice. Freudianism had a significant impact on the practical studies of consumer behavior: the potential role of unconscious motives was important in the process of consumers' choice and purchase.

Needs and satisfaction of needs have a decisive influence on the formation of consumer's preference. What is a need? According to the dictionary definition, the need is the necessity of any phenomenon and value necessary for normal life and mental activity. (Nalchajyan A.,1984)

The need is an internal condition of the subject's activity, but it does not determine his/her direction. In order to understand the direction of the activity, it is necessary to

analyze the materialized need, the motive. The consumer always strives to meet his/her needs. The main means of satisfying the needs are the motives that encourage the person to take action. The motives are strong and weak, permanent and temporary, positive and negative. In the case of aesthetic motives, special attention is paid to the appearance of the product, the color, the attractiveness of its shape, the bright packaging, the harmonious combination with other objects, etc. The motives of reputation are expressed only in a certain social group (in particular, the referent): For some products the person can spend a huge amount of money only because it can emphasize his/her status, social status, raise the status in the society. As a rule, such motives emerge with the growth of material well-being. To express the motives of the tradition, as a rule, the color nuances specific to the national traditions, symbols (pomegranate, apricot) and the flag are used, thus arousing positive emotions towards the given type of the product. The motives for the achievement are very close to the motives of the reputation, in which the manufacturer of the given product tries to involve a reputable person in the process. (Yukhnevich I.,2003)

From the above-mentioned we can state that the motives of the activity carry the real substantive description of the needs and condition the style of consumer behavior (conservatism, reputation, business, etc.).

The business-process of market segmentation identifies groups of consumers who are similar to each other in one way or another, and then develops marketing strategies that correspond to the needs of one or more such groups. According to the segmentation, one of the most common means of distributing consumers is related to such demographic aspects as:

- *age*. People belonging to the same age group, as a rule, share a number of values and a common cultural experience, which they maintain throughout all their life.

- *gender factor*. Numerous products have a gender feature, and consumers often associate them with this or that gender. Marketers, as a rule, create a product that is attractive to this or that sex, based on the psychological characteristics of each sex.

- *geography*. The place of residence has an influence on the preferences in many product categories, ranging from entertainment to favorite cars, furnishing style or leisure. For example, studies have shown that drivers in France value their BMW cars for reliability and comfort, while drivers in Austria are more interested in BMW brand status.

Social class, income, racial affiliation and marital status are also highly significant, but despite the fact that these aspects of segmentation are very important, consumers may have the same demographic characteristics, but anyway they can be completely different people. Therefore, the consumer's personality, his/her individual characteristics

have a great influence on the product selection process. (Michael R.,2005)

Consumers first of all perceive those signals that correspond to their needs, interests and motivational sphere. The given aspect of perception is especially important for the development of a complex marketing strategy: the perception of price, product, promotion and marketing ways is directly connected with the selective nature of perception based on social experience gained in a particular cultural context.

Perception depends on the following factors:

- Characteristics of the main stimuli: brightness, contrast, color, size, volume, repeatability, etc.
- Influence of various stimuli
- emotional state
- needs, motives, stereotypes, interests, expectations and the attitude of the individual.

The person's expectations and preferences play a big role in the process of signal perception and response. It is possible to present the same object differently and react to it in different ways. It is assumed that individuals give their preference to the products that best suit their personality, their ideas about the person, "the self-image". For that reason, the main task of organizations and advertising agencies is to present the brand as an active component of the subject's vital activity. Thus, we can say that the world outlook, schemes of behavioral reactions, activity style, socio-psychological characteristics have a significant impact on the choice of the product. The stability of personal traits allows us to predetermine consumer behavior, as far as the decision to buy a product of a certain brand depends on the perception and peculiarities of the perception of the given product by the consumer. This is the reason why special attention is paid to this psychological mechanism when developing a strategy for determining the position and visibility of the product in the market.

In modern analyses of the psychology of consumer behavior consumption is considered as a social and cultural process (G. Taradi, G. Blumer). The model of consumer behavior is based on social perceptions of an acceptable lifestyle, which are reflected at the level of the desired "self-image". With the development of society, the object of consumption of goods turns into a symbol, by the consumption of which a person not so much satisfies his basic needs, but tries to show others his actual resources and existence with the help of the goods he has acquired. (A vivid example of this is the great desire to buy world-renowned expensive smartphones, especially among young people, regardless of their financial means). For both the consumer and its evaluator,

consumption becomes a way to introduce oneself to others and to communicate with them. "You are what you eat, what you wear, what you drive, where and how you rest, you are what you consume." Thus, consumption becomes the consumption of symbols (trademarks, brands) with the help of which social communication is carried out. (Statt, 1997)

CONCLUSION

Summarizing the results of the theoretical analysis, we can say that in the psychological analysis of consumer behavior, both needs and motives, as well as positions, social perceptions, value system, cultural and symbolic aspects of consumption are important. Accordingly, the study of the influence of socio-cultural factors, socio-psychological characteristics, personal qualities of an individual, cognitive-emotional processes on consumer behavior allows us to conclude that the emphasis of the development of organized sales should be placed on the compliance of the product features and individual psychological characteristics of consumers.

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PSYCHOLOGICAL VIEWS OF STEPANOS LEHATSY

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ABSTRACT

Stepanos Lehatsy is one of Armenia's greatest thinkers of the 17th century. He is the author of many translations of philosophical works of worldwide significance, among which the most important are "Metaphysics" and "On the Soul" of Aristotle, together with the translator's comments, four famous works of Dionysius the Areopagite, "Jewish War" of Flavius Josephus, also Ecclesiasticus ("The Book of Sirach"), "The Quran" and other translations. Of his own philosophical works, "Banq imastasirakanq ev astvatsabanakanq hamarotabar ibr sahmanoren artadrealq ev havaqealq yst aybubeni" ("Philosophical-theological words, which are written in summary, that is, separated, grouped in alphabetical order", in Old Armenian (Grabar)) is a great value volume dictionary, in which apart from the philosophical, theological, ethical and aesthetic issues also psychological problems are discussed.

From a psychological point of view, the most interesting is the theory of knowledge of Stepanos Lehatsy. Understandings on the human soul and will are also given in his psychological views.

Keywords: *conscience, sensitivity, memory, thinking, imagination, sensory knowledge, intelligent knowledge, experience*

INTRODUCTION

We see the first mention of the life and action of Stepanos Lehatsy in his contemporary Arakel Davrizhetsy (Ar. Davis Etsy, 1988). To the S. Lehatsy activity also referred Leo (Leo, 1946), E. Martikyan (E. Martikyan, 1969), G. Apresyan (G. Apresyan, 1973), V. Chaloyan

(Chaloyan V., 1975), G. Grigoryan (Grigoryan G., 1975), H. Mirzoyan (Mirzoyan H., 1983), Yu. Tarverdyan (Tarverdyan Yu., 1979) and others. All these authors highly appreciated the contribution of Stepanos Lehatsy in the development of Armenian philosophical thought.

Stepanos Lehatsy was born in Poland's town Lviv. After receiving higher education there, he went to Etchmiadzin in the first half of the 17th century, became a member of the Etchmiadzin unity, and stayed there until the end of his life. S. Lehatsy started his philosophical and translational activities after mastering the Armenian language in Armenia. He translated the works of a number of famous authors such as Aristotle, Dionysius Arispag, Josephus Plavios, etc.

Stepanos Lehatsy is also known for his work "Philosophical-theological words, which are written in summary, that is, separated, grouped in alphabetical order", where he addresses to the psychological issues such as cognitive processes (senses, memory, thinking, imagination), consciousness, will, the formation of life experience, the essence of the human soul (psyche).

S. Lehatsy's ideas about the human soul correspond to the idealistic views of medieval Armenian philosophers. According to S. Lehatsy, not only nature but also the human soul is the result of God's creation. "The rational soul does not arise from the power of matter, but is created by one God. Creating and pouring are entirely from the soul" (Institute of Ancient Manuscripts named after Mesrop Mashtots, manuscript No. 1756, p. 96 b.).

The soul of man created by God joins the body, because the soul which is not united with the body is deprived of essence which is the basic feature of soul. According to S. Lehatsy, "the soul has four degrees and five potencies which are vegetal, removable, sensual, lustful and cognitive" (Institute of Ancient Manuscripts named after Mesrop Mashtots, manuscript No. 1756, p. 97 b.).

S. Lehatsy also sees God as a soul, so the first-degree soul is God, the second is the human soul, the third is the animal soul, and the fourth is the plant soul. He separates six types of the soul's existence. They are the air or the wind, bodies of the blessed, the souls of the saints, the imaginary power, the mind and God. The main function of the human soul is that it develops ideas about external things and phenomena and man is able to know the world as God created it. According to S. Lehatsy, man can know only nature and himself, but God is known so as he relates to nature and humans.

Stepanos Lehatsy thinks that nature, as a subject of knowledge, has no dependence on the human soul. The world of things exists in us regardless of senses and

consciousness. God created man with the ability to know, and man's cognition of the outside world can be realized only under the influence of the things of the outside world. That is, the only source of knowledge is the influence of external objects on our senses, through which the rational soul recognizes not only external objects, but also itself.

According to Lehasy, Consciousness is conditioned by the cognitive capacity of the human rational soul. The difference between the consciousness of God and man is that our knowledge is the result of a process of learning, and God knows everything from the beginning. Besides that, the main function of our soul is to know the world, and the function of God's consciousness is to create the world. That is, God's purpose is creation, and man's purpose is to know the truth.

The truth is the exact reflection of reality in our consciousness; therefore, the lie is the inaccurate reflection of reality. Stepanos Lehasy states that all things in nature are true irrespective of our consciousness. "It is said that rational things really exist, and they get the form according to the forms in the mind of God" (Institute of Ancient Manuscripts named after Mesrop Mashtots, manuscript No. 3844, p. 188a).

The process of cognition takes place in sensuous-logical stages. The type of cognition that is directly related to the senses and their effects is called sensuous cognition or the sensuous degree of cognition. If at the emotional level of cognition we form an opinion that an object exists outside of us, then logical knowledge allows us to understand what that object is.

While discussing the levels of knowledge, Stepanos Lehasy singles out the concepts of "touch", "feeling", "imagination", "memory", "opinion" and "thought".

Touch is one of the basic conditions for the existence and action of everybody, the basis of all our senses. The centers of touch are spread all over the body, and although everyone gets tactile senses, they do not feel it in the same way. Stepanos Lehasy also sees a certain connection between the "touch" and "cognition". "If man has better senses, he/she also has better knowledge" (Institute of Ancient Manuscripts named after Mesrop Mashtots, manuscript No. 1756, p. 132 b.).

According to Stepanos Lehasy, the nature of feelings is conditioned by external things. Different things cause different feelings. External sensual things/objects cause appropriate senses in us, at first according to their color, to the size and form, and then according to any feature. This is due to the fact that one of our senses comes into contact with a property of the object. Some foreign objects are in direct contact with humans, causing senses of taste, smell, heat and cold. In fact, external objects evoke senses without coming into direct contact with a person. Stepanos Lehasy distinguishes between

contact and distance senses. Some foreign objects do not cause senses and stay inaccessible to our five senses. Thus, there can be no sense of contact without the subject and object. That is, the senses of visual, hearing, olfactory, taste, and touch arise from the contact between the object and the senses.

The senses recognize the unique features of the object, and the intellect recognizes the overall. When discussing the primacy of the senses and the intellect, Stepanos Lehatsy says that both the senses and the intellect are interrelated, but at the same time they are partially opposite. According to Lehatsy, the senses motivate a person to physical pleasures, while the intellect to the spiritual pleasures.

According to Stepanos Lehatsy **Imagination** is the stage of sensual cognition, which was preceded by the senses and imagination. The image of an external object appears not in the senses, but in the imagination, and the cause of the image in the imagination is the senses. "In contrast with sense, imagination figures nominate an object or subject according to certain types (Institute of Ancient Manuscripts named after Mesrop Mashtots, manuscript No. 1756, p. 54a.).

The **image** of an object can never be outlined in our imagination if that object has not previously been in contact with our senses with its various properties. That is why Lehatsy thinks that a born blind person cannot create the image of any object in his imagination. Finally, the emotional stage of knowledge, is a chain like external objects and phenomena- their contact with the senses-sense-image-imagination.

Memory is the link between the sensuous and logical types of knowledge in the process of cognition. He distinguishes between two types of memory: sensuous and intellectual. The sensuous part of memory refers to the external image of an object, and the intellectual part refers to the concept of what we have about that object.

Sensuous memory restores the image of any object in our imagination, and intellectual memory allows us to revive our previously acquired knowledge of that object.

According to Stepanos Lehatsy, experience is accumulated through memory, which is the basis for the knowledge acquisition, so in addition to humans, animals that have memory can learn like dogs, horses and other animals. But unlike human, who is able to connect with different memories and acquire appropriate experience, animals are deprived of it:

Opinion also plays a role in the process of knowledge. Created opinion about the object in our memory is a result of the initial cognitive process, which takes place, while forming the opinion about an object or event.

Speaking of **thought**, Lehatsy says that "the primary capacity of the soul is the

ability to think, and to notice incorporeals, which is only given to humans and humans exceed other animals." (Institute of Ancient Manuscripts named after Mesrop Mashtots, manuscript No. 1756, p. 113b.). According to him, the mind perceives the essence of things, their type-gender certainty. As already mentioned, the process of cognition takes place in emotional and logical stages. The first stage of logical knowledge is the concept. According to Lehasy, concepts arise in two ways - in a natural way, when logical knowledge follows sensuous knowledge - in a direct way, when the concept of a subject is created without material influence on the senses. In his opinion, there can be no judgment without concepts, and judgments are for the birth of new concepts in us, when the concept of an object is created without material effect on the senses.

Judgments, according to Lehasy, can be positive or negative. Positive judgments reveal how one subject resembles the other subjects, while negative judgments show how one subject differs from others.

Comparison refers to the logical stage of the cognitive process, according to which, when we have the image of an external object in our consciousness, we compare it with the other objects and we finally get some idea of it. Comparison is the interconnection of identity and difference, and in the process of knowledge it acts as a circle of passage from the emotional to the logical senses.

Stepanos Lehasy also gives a special place to the experience in the process of learning. According to him, experience is the most effective way to get to the truth, to dispel our doubts about what we know. We turn to experience when we want to know something or have doubts about what we know.

Lehasy sees experience not only as a sensuous perception, but also as a means of reaching the truth. According to him, in order to be sure of something, humans must definitely apply to experience. He distinguishes five types of experience: "by word", "by deed", "by interpretation", "openly" and "covertly". To try by "speak", according to Lehasy, means to find out through interrogation whether a certain person was present in that incident or not. To try by "deed" means to be practically convinced of something, to try by "interpretation" means to come to a certain conclusion through analysis. To try "obviously" means to practice the subject or phenomenon in practice, or, for example, to take an exam from someone to see if he or she has mastered the subject. To try by "openly" experience means practically to try someone or something in order to find out if he/she has mastered the subject. To try someone by "covertly" experience means purposefully pursuing someone in order to uncover any act of suspicion.

Thus, whatever the experience, it has one purpose: to confirm or deny anything that

is in doubt, that is, to reach a conclusion. Stepanos Lehatsy believes that the process of learning should not be limited by experience. According to him, exclusively experimental knowledge should also be theoretically generalized.

CONCLUSION

In his psychological views, famous Armenian thinker of the 17th century Stepanos Lehatsy brings together achievements of Armenian psychological thought since the 5th century, referring to such important issues of psychology as cognitive processes.

1. The process of cognition takes place in sensuous-logical stages. Emotional stage is a chain of external objects and phenomena, their contact with the senses, sense-perception-imagination. At the logical stage of cognition appear concept, judgment and comparison.

2. Levels of knowledge process are "touch", "feeling", "imagination", "memory", "opinion" and "thought". According to Stepanos Lehatsy the "touch" is the base of all our senses. That is, the senses of visual, hearing, olfactory, taste, and touch arise from the contact between the object and the senses. Stepanos Lehatsy also speaks about contact and distance senses.

Memory is the link between the sensuous and logical types of knowledge in the process of cognition. He distinguishes between two types of memory: sensuous I and intellectual.

3. Consciousness, according to Lehatsy, is conditioned by the cognitive capacity of the human rational soul.

4. Stepanos Lehatsy also gives a special place to the experience in the process of learning. According to him, experience is the most effective way to get to the truth, to dispel our doubts about what we know. He distinguishes five types of experience: "by word", "by deed", "by interpretation", "openly" and "covertly".

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THE FOUNDATION AND DEVELOPMENT OF ARMENIAN PSYCHOLOGICAL THOUGHT (THE POSSIBILITIES FOR CREATING AN ARMENIAN PSYCHOLOGICAL DIRECTION)

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ABSTRACT

In this paper discussed the works of Armenian philosophers about human psyche in chronological order. It also referred to the works of Armenian psychologists and their possible role in the creation of an Armenian psychological direction.

The last part of the article introduces the Armenian psychologist A. I. Mirakyan's scientific concept, which is known as "Transcendental Psychology". The work also presents the role of transcendental psychology in the new solution of the current problems facing psychology.

***Keywords:** science, Armenian philosophers, Armenian psychologists, Armenian psychological direction.*

INTRODUCTION

The urgency of the work is due to discovery of the psychological approaches of Armenian thinkers (since 5th century) and showing their importance for modern psychology, in the context of the history of psychology.

The object of the research is research of the works of Armenian psychologists.

The subject of the research is a study of the approaches of Armenian psychologists and the outline of the creation of the Armenian psychological school in the context of the history of psychology.

The purpose of the work is to discover important approaches to psychology in the works of Armenian thinkers (since 5th century), which will allow to make a contribution to the history of psychology. Also, outline the creation of an Armenian psychological school.

The problems of the research are to study the works of Armenian thinkers in terms of revealing psychological approaches. In the context of the establishment of the

Armenian Psychological School, research the works of Armenian psychologists.

Theoretical significance. can provide additional knowledge in the subject of 'History of Psychology'.

The history of science shows that its formation and development is a dynamic process and it goes from the general to the specific. After various scientific disciplines had been formed (physics, chemistry, mathematics, biology), they started being separated into different branches (physics: electromagnetics, thermodynamics, quantum mechanics, etc.; chemistry: agrochemistry, inorganic chemistry, medical chemistry, etc.; mathematics: arithmetic, algebra, geometry, etc.; biology: botany, zoology, anatomy etc.).

This general-to-specific vector had a fundamental role in the science formation process: thus, issues discussed within the framework of philosophy were specified, specific emphasis was made and they were included into another analytic field which later emerged as a science. As shown above, this tendency (from the general to the specific) did not stop even after the formation of the science, it began branching within itself, allowing to delve deeper into the essence of the issues under discussion.

Thus, the science, from the very beginning of its formation, made use of the rich materials collected within the scope of philosophy, discussing issues meeting the requirements of different sciences. However, the science has not ever been isolated from philosophy and even after its creation, in cases when it was not possible to solve the problems facing the science within its framework only, philosophy was ready to help again. Thus, Newton introduced mechanics into physics, Einstein introduced theory of relativity and quantum physics into physics, Lobachevsky proposed a completely new approach to geometry and so on. And philosophy remained a kind of repository for the science that could make new discoveries using rich materials of philosophy whenever needed.

Psychology was formed and developed like these sciences too. In 1879, when it became a separate discipline, philosophers had already collected a great number of materials referring to psychology which were later used by this discipline. Thus, thoughts and interpretations of different philosophers collected since ancient times, especially works of such Greek philosophers and thinkers as Socrates, Sophocles, Homer, Epicurus, Plato, Aristotle and others became very precious for psychology. This circumstance (mostly the acquaintance with the works of Greek philosophers and thinkers) was mainly conditioned by the fact that the Greek language, culture and literature were widely spread as a result of Alexander the Great's conquests.

The works of these philosophers and not only have had a great impact on modern

psychology, for example 'The Theban plays' of Sophocles can be considered as a basis for Freud's 'Oedipus complex' (Kun A.N., 1979) and in Schopenhauer's 'The World as will and representation' it is possible to find Freud's ideas about pansexualism (Schopenhauer A, 2005). Plato's *Phaedo* contains ideas related to unconscious mind (Plato, 1993), Aristotle dedicated a huge work to the human psyche (Aristotle, 1976) and so on.

Important issues related to psychology have been discussed also in the works of Armenian philosophers very appreciated not only for their multifaceted analysis but also for their discussions about Armenian people, issues related to the Armenian society and psychological features of the Armenian gene's bearers. And besides all this, if we take into consideration the circumstance that to date, there is no Armenian psychological direction, despite the fact that a lot of work has been done by Armenian psychologists (which we will see in the next part of the work), studying Armenian philosophers' approaches regarding human psyche is becoming more and more important and urgent.

In this part we will briefly present works of Armenian philosophers on psychology which will allow us to have a general idea of their approaches and do a thorough analysis of their works in case of necessity.

The Armenian psychological thought has been forming and developing since 5th century, since the creation of Armenian letters (404-405). Before that, of course, there were no writings in Armenian language and thus, it was difficult and impossible to follow the process of formation of Armenian psychological thought (Nalchajyan A, 1997).

After the creation of the Armenian alphabet, along with the translations of many famous books, Aristotle's, Plato's and other famous philosophers' works were translated. These translations were mainly done by Armenian thinkers who were well acquainted with Greek literature and language.

Agathangelos, Eznik of Kolb, Faustus of Byzantium, Ghazar Parpetsi and Yeghishe are the most famous thinkers of that period. Their works, that have been preserved to this day, contain various issues related to psychology.

'History' of Agathangelos (IVth or Vth century) also known as 'Teaching of St. Gregory' (translated into a number of languages) (Topchyan A, 2005) is one of the unique works that have reached us. This book acquaints the reader not only with the remarkable events of Armenian history but also speaks about the new religion adopted in Armenia and people's attitude towards Christianity, which is very precious from the point of view of psychology.

Eznik of Kolb (ca. 380-450) in his 'Refutation of Sects', devoted again to matters

of faith, refutes sects and tries to prove his theory doing psychological and philosophical analyses. This was a book of significant importance for that period of time (Sargsyan R.G, 1970).

Very precious information from the point of view of psychology can be found in the book called 'History of Armenia'. The author is Faustus of Byzantium (IVth or Vth century) who included in his book the dialogue between Armenian Commander Vassak and Shapur II, Shah of Persia, and in this dialogue are reflected those psychological features with which Armenian people were endowing their leaders. (Martirosyan A, 1976).

The next Armenian thinker and historian of great importance is Ghazar Parpetsi (from 442 to the beginning of the VIth century) with his 'Armenian History' and 'Letter to Vahan Mamikonian'. In the second book the author speaks about some psychological peculiarities like envy, betrayal, ambition, loyalty and so on (Yuzbashyan K.N, 1983).

'History of Vardan' written by Yeghishe (400-480) has an important value from the point of view of psychology too. In his work he puts forward the ideology of national liberation struggle (Nalbandyan V.S, 1987) and, in our opinion, this is a unique work which hasn't lost its relevance and can serve as a guide for forming a national ideological strategy (Minasyan E, 1943).

One of the most important thinkers of the Middle Ages who had a great impact on the development of Armenian psychological thought is David the Invincible (from the Vth to the VIth centuries, the dates of birth and death are unknown). His 'Definitions of Philosophy', 'Analysis of Porphyry's Introduction' and 'Commentary on Aristotle's Analytics' have reached our days and in his 'Definitions of Philosophy' we can find very interesting information for psychology. In this work he speaks about the structure of the soul, which consists of three parts: reason, anger and desire. He also singles out four spiritual virtues: courage, fairness, wisdom and sagacity (Arevshatian S, 1980, p. 79). In his works David the Invincible also discusses issues regarding death, senses, emotions and will (Nalchajyan A, Takushyan H, 1997).

The most renowned medieval Armenian philosophers and thinkers are Anania Shirakatsi (around 610 - 685), Grigor Narekatsi (951 - 1003), Grigor Magistros Pahlavuni (990 - 1058), Hovhannes Sarkavag (1047 - 1129) and Hovhannes Erznkatsi (1230 - 1293). The latter thought that "... the human soul does not have innate knowledge and a moral character. The mind is like an uncultivated soil, whatever one sows, that will be reaped" (Ambartsumian V,1987). The works of scientist, doctor and founder of Armenian classical medicine Mkhitar Heratsi (1120 - 1200) deserve special attention. While studying the human psyche, he paid close attention to the physiological state of a human, trying to

draw parallels between the psyche and the brain. According to him, for overcoming various mental problems music and the physician's influential speech can be of great importance (Ktsoyan A.S, 1968).

Among the famous thinkers of 14-18 centuries are Hovhannes Vorotnetsi (1315-1386), Grigor Tatevatsi (1346-1409), Arakel Syunetsi (1350-1425), Simeon Jughayetsi (1595-1657) and Khachatur Erzurumtsi (1666-1740), who tried to interpret and discover in their works a number of issues concerning the origin and nature of the soul (Ambartsumian V, 1987).

Psychology changed greatly at the end of the 19th century, when W. Wundt founded the first psychological laboratory (1879) and psychology became a separate discipline. Of course, Armenia was influenced by these changes too. But before speaking about this, it is important to speak about two well-known Armenian scientists, whose works had a significant impact on the development of Armenian psychological thought. The first was Stepanos Nazaryants (1812-1879), who was a lecturer at Kazan University and in 1851 he published his book 'Speech on Experimental Psychology', which can be considered one of the first works on psychology in the Armenian language (Tutunjyan H.M, 1988, p. 130). In this book S. Nazaryants speaks mainly about basics of psychology, pathological issues, pedagogical psychology, etc. Speaking about the boundaries of the applicability of psychology, he emphasized the importance of psychological knowledge not only for teachers but also for lawyers, physicians and those who cannot organize their activities without that knowledge (Nalchajyan A, Takushyan H, 1997).

The next scientist is Mikael Nalbandyan (1826-1866). He was mainly interested in issues related to philosophical foundations of psychology, cognitive psychology and speech, personality psychology, ethnic psychology and art psychology (Simonyan Sh, 1969). Despite his young age, M. Nalbandyan left a rather rich heritage for psychology.

This was the overall image of Armenian psychological thought when in 1879 psychology became a separate discipline. At that time, many scientists from all over the world went to study and receive training at Wundt's laboratory. One of these scientists was our compatriot G. Edilyan (1885-1942). After the training he returned to Armenia and in 1921 he founded the Department of Psychology and Pedagogy and the Laboratory of Experimental Psychology at YSU (Sahakyan L.A, 1968).

G. Edilyan's works were mainly aimed at interpreting the phenomenon of perception. According to him, perception is a mental process that differs from other mental processes, and when we are able to differentiate between these phenomena, we will understand their peculiarities. G. Edilyan's thoughts were, of course, greatly influenced

by Wundt, who thought that in order to better understand different mental phenomena it is necessary to divide them into subsets (structuralist approach). G. Edilyan was convinced that perception is one of the manifestations of objective reality, and that object perception is conditioned by someone's direct perception, which has nothing to do with the space where that object is located: every perception process is always specific, that is, it refers to a certain object that exists in nature (Hayrapetyan D.R, 2010).

Many of G. Edilyan's works are dedicated to making Armenian letters more readable. From 1933 to 1935 five manuals were published in Armenia, where we can find the results of his experiments. Some of these manuals are 'Script Legibility' (1933), 'Line Legibility Issues' (1933), 'Book Formation Issues' (1933), 'Legibility of Printed Letters' (1935), etc. (Hayrapetyan D.R, 2010).

In 1946 a new department of psychology was founded also at Armenian State Pedagogical Institute after Khachatur Abovyan. G.T. Hovsepyan, whose professional activities were mainly devoted to child observation issues (Hovsepyan G.T, 1939), was appointed as the head of this department (Hakobyan A.H, 1975).

During the Soviet era (1920-1991) G. Edilyan somehow managed to avoid the influence of Marxist ideology (Nalchajyan A, Takushyan H, 1997), but the works of many psychologists of this period should be considered within the framework of materialist ideology. Despite these limitations, a huge work has been done by Armenian psychologists in the fields of general psychology, history of psychology, child psychology, pedagogical psychology, medical psychology, work and engineering psychology, sports psychology and social psychology (Nalchajyan A, Takushyan H, 1997), (Tutunjyan H.M, 1988), (Hakobyan A.H, 1975) in particular.

The first complete textbook on psychology in the Armenian language was published in 1934 and its author was M. Mazmanyanyan (1910-1977) (Hakobyan A.H, 1975, p. 5). After that various university textbooks on psychology were published. Some of them were called 'Outlines of Psychology', 'Sensory Insights' (Mazmanyanyan M.A, 1951) and 'Lectures on Psychology' (Mazmanyanyan M.A, 1959).

Much valuable work on history of psychology has been done by H. Tutunjian (1918-1994), who wanted to overcome the one-sidedness in studying the history of science and proposed to study the history of psychology in comparison with philosophical directions on the one hand and with all the historical influences and specific scientific achievements on the other hand (Katunyan A.S, 2013).

The most famous researchers in the field of child psychology are M.S. Yeritsyan, I.M. Geodakyan, G.R. Kanetsyan and E.A. Alexandryan (Tutunjyan H.M, 1988). Their

works are mainly dedicated to children's emotional development (Alexandryan E.A, 1972).

A.H. Hakobyan, G.H. Hovhannisyan, L.S. Vardanyan and some other psychologists stood out in the field of pedagogical psychology. Significant work has been done on students' thinking problems by K.V. Voskanyan (1930-1996) (Voskanyan K.V, 1966) and N.S. Kocharyan (Kocharyan N.S, 1973).

A.A. Mehrabyan's (1904-1986) and L.A. Hovhannisyan's (1885-1970) works were of significant importance in the field of medical psychology. A. Mehrabyan's works were mainly dedicated to the clinical manifestations of 'depersonalization' in mental illnesses (Mehrabyan A.A, 1962), as well as to a number of general and pathological psychological problems (Mehrabyan A.A, 1984). In his works L.A. Hovhannisyan spoke about the relationship between somatic and psychological problems (Hovsepyan L.A, 1961).

In the field of legal psychology, it is important to emphasize S.J. Arzumanyan's role (1941-2009), who developed the theory of social psychological attitudes (Arzumanyan S. J, 2000).

E.M. Mileryan's works (1913-1986) were dedicated to the issues of work psychology and vocational education (Mileryan E.A, 1973). A.A. Lalayan (1925-1983) and A.H. Kostanyan (1927-1996) are known for their contribution to sports psychology. A.A. Lalayan spoke mainly about physical education, sports and other issues (Lalayan A.A, 1966). A. Kostanyan's research was mainly dedicated to the psychology of sports and physical education, as well as the issues of psychophysiology, age, pedagogy and special psychology (Avanesyan H.M, 2010).

It is worth mentioning that during the Soviet era a number of well-known Armenian psychologists contributed to the development of psychology and worked outside of Armenia. Among them are B.G. Ananyev (1907-1972, Leningrad, now St. Petersburg), T.T. Djangarov (1921-1980, Leningrad, now St. Petersburg), A.I. Mirakyan (1929-1995, Moscow) and others. The works of the first two have been included in different textbooks and manuals (Ananiev B.G, 1996), (Dzhamgarov T.T, Pun A.C, 1979) but the same cannot be told about Mirakyan's works. His works haven't been included in any textbook on general psychology or on psychological reflection (neither in Armenian nor in Russian) despite the fact that his approach to psychological reflection was significantly different from other approaches and was in line with the scientific logic. The reason was not that A.I. Mirakyan's contribution was of less importance or he has less to say, but the main reason was that on the one hand, his analysis and interpretations did not fit the requirements of materialism, Marxist ideology (Mirakian A.I, 1990), (Naghdyan R.M, 2015)

and on the other hand, in order to understand this concept, it was necessary to go beyond the limits of mechanical, physical thinking and to manifest 'aphysical' thinking, which was not an easy task.

A.I. Mirakyan's concept of psychological reflection which was called transcendental psychology of perception by the author, allowed not only to see the phenomenon of perception in a new light but also to look at the underlying principles and patterns of mental processes from another perspective and interpret them differently (Yesayan G.S, 2016).

A.I. Mirakyan's concept of transcendental psychology of perception has been later developed by his followers. This concept entered also into other fields of psychology with the name 'the concept of transcendental psychology' (Yesayan G.S, 2016), (Naghdyan R.M, 2018), (Panov V.I, 2014), (Shukova G.V, 2013).

It wouldn't be possible to discuss issues related to other fields of psychology (psychology methodology, eco-psychology, psychotherapy, education) within the framework of transcendental psychology, if Mirakyan didn't begin to build his concept upon a new picture of the world, which should have allowed him to answer many questions facing psychology (Mirakian A.I, 1995). Such a need arose as a result of taking a phenomenological (product) approach in psychology and this became possible due to Mirakyan's analysis of various philosophers' works, which served as the basis for developing methodology in psychology.

Nevertheless, transcendental psychology, unlike many other psychological concepts, introduced a completely new methodology (non-productive) and used a new 'building material' to construct the concept - another picture of the world, that would meet the demands of psychology and would answer many questions facing this discipline.

Summing up my paper, I would like to mention that the heritage left by Armenian philosophers and psychologists is invaluable and it is necessary to study and analyze it thoroughly. In that case the creation of an Armenian psychological direction, reflecting the Armenian 'soul' and peculiarities, will be inevitable.

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PECULIARITIES OF EMOTIONAL OF CHILDREN IN PROCESS OF DIVORCE PARENTS

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ABSTRACT

A significant place in the scientific literature is occupied by the study of the problem of the emotional state of children whose parents are in the process of divorce. The number of divorces has increased significantly in the last decade, which has a devastating effect on the mental inner world of children. Families that are in a difficult situation (divorce) feel lonely in the process of overcoming insurmountable problems.

The article discusses the features of the emotional state of children in the process of divorce of parents, due to different age stages.

They cannot realize the bad impact of the divorce process on the child. And the solution of one important problem remains unfinished: it is the restoration and preservation of the subtle inner world of the child in a chaotic situation. In this process, the child does not receive psychological support, protection, which leads to the fact that he is isolated from society, and considers himself the reason for the divorce of his parents.

Intolerance and conflict between spouses are common features that exist in most divorces. Lack of mutual understanding, conflicts are often observed in the divorce process, which leads to the need for its implementation in court. Divorce of parents disrupts the process of further socio-psychological development of children.

Keywords: *Emotional state, psycho-traumatic effect, conflict, behavioral changes, guilt, nervous manifestations, depressive background.*

INTRODUCTION

Divorce negatively affects not only the inner world of the child, but also the reality in which he lived before. This reality had a structure, content, kinship, stability, confidence in the future - the most important thing is that his parents love him. The divorce of parents affects the mental state of the child, the rhythm of the child's life is disrupted, since he no longer lives with both parents. The child spends most of the time with one of the parents, as a result of which an emotional connection is formed only with the latter (Karabanova, O. A., 2006).

J. Kelly and Yu. Wallerstein, who studied the mental state of children in the process of parental divorce, noted that they have strong emotional anxiety. However, after some time, adaptation was observed in some of the subjects, while others experienced a depressive background (Safuanov F. S., 2011).

Studies conducted with preschool children in the process of parental divorce have shown that divorce causes a psycho-traumatic situation.

- Emotional changes (crying, anxiety, guilt, longing for father or mother).
- Changes in behavior (aggressive behavior towards peers, stubbornness, demonstrative behavior, increase or decrease in activity)
- In the sphere of interpersonal relationships, there is isolation from peers, withdrawal into oneself, non-participation in games.
- Nervous disorders such as sleep disorders, appetite, fears, nocturnal enuresis (Aristova, M. N., 2018).

A. I. Zakharova, studying the manifestations of neurotic symptoms in preschool children of incomplete families, notes that hysteria, stubbornness and negativity are observed in the behavior of boys, and stuttering in girls (Zakharov A. I., 2007).

Russian psychologist S. K. Nartova-Bochaver mentions that parents' divorce is always traumatic for the child, even years later he is remembered as the most painful reality of life. Depressive background, negativity, as well as demonstrative disagreement with the parents' opinion prevail in the child's mental feelings. S. Klimova notes that the child's perceptions of family, love and fidelity in connection with the divorce of their parents change dramatically (Nartova–Bochvar S. K., 2008).

The Austrian psychoanalyst H. Figdor emphasizes maintaining a stable positive relationship with both parents as a guarantee of harmonious mental development. The point is not so much in the frequency of meetings with a parent who does not live with a child, but in their trusting relationship.

The attitude of parents to each other plays a big role in the free and easy communication of the child. The emotional reaction of the child to the divorce of the parents can be manifested.

In the form of anger

The child's anger is often caused by a feeling of helplessness when the situation gets out of control and he is unable to reconcile the parents. The child can not come to terms with the fact that the parents' own interests are more important than his own. Identification processes play a big role in expressing anger.

Discussing the example of two sisters, H. Fidgor mentions that one of the girls identified with her father accused her mother of divorce, and the other girl, identified with her mother, did not forgive the woman for whom her father left home (Figdor, G.1995).

H. Fidgor notes that by expressing anger, the child is trying to get rid of the guilt associated with the divorce of his parents.

The child may for many years maintain in the inner world the illusion that he is important to the parents.

And at the same time, the child retains a sense of guilt towards the parent (Figdor, G. 1995).

In the form of fear

The departure of a parent from home causes fear in the child. The coincidence of fantasy and reality, for example, when he wanted his father to disappear, and this came true, the child is frightened. He is afraid of his own power, he thinks that he will lose his mother. The child is tormented by a number of domestic issues. Will he see his father, or who will make the money? What will he say to his peers if they ask about his parents? These questions take a lot of strength from the child, as a result of which he may develop hysterical fearfulness. Fidgor notes that the child's emotional experiences - sadness, anger, guilt - are the means by which he or she adapts to the situation. Anger is an expression of disappointment, a form of struggle, and also an impulse for adults to restore trust in each other. If parents find the strength and courage in themselves and explain to the child that he is not to blame for their divorce, the child's feelings of guilt will decrease significantly. On the other hand, returning to the identification process, H. Fidgor notes that children who are in the active phase of identification with their parents lose their essence when the parent leaves the family (Figdor, G. 1995).

After divorce, it is difficult for parents to adapt to their new marital status, each of them is busy restoring peace of mind and rearranging their personal life. All this leads to the fact that the child is relegated to the background, we find that it is doubly difficult for

the child to adapt to the new scenario of life. The parents' obsession with solving their own problems creates a gap between the child and the parent, which is the basis for the child to begin to think that he is not loved and that he is a burden for the parents. He feels misunderstood, alone in this world. During this period, the child needs double attention and care. And the priority task of the state is to protect the interests of children with different legal status, to help stabilize the emotional state, strengthen the child's self-esteem, socialization, prevention of social isolation, correction of negative attitudes towards adults and peers, enhancing the ability to cope with stress.

In divorced families, children of different age groups have different manifestations of the emotional sphere.

Preschool (3–5)

Between the ages of 3 and 5, children are developing more of an understanding of the abstract. They're asking lots of questions and figuring out how they fit into the world around them. That doesn't mean they understand the concept of divorce. In fact, they're likely relying heavily on the security and stability of their parents' presence as they branch out into new and unknown experiences and feelings. But if the parents are fighting, children this age may feel strongly that their world is being rocked in scary ways. A sense that all isn't OK with their parents may lead your child to react with crying, fear, and innocent insistence that you just stop fighting and go back to the "way you were "(Timothy J. Legg, PhD, PsyD2020).

Elementary school age (6–12)

This is arguably the toughest age for children to deal with the separation or divorce of their parents. That's because they're old enough to remember the good times (or good feelings) from when they were a united family. They're also old enough to understand more complex feelings around conflict and fault, though not fully.

- You may hear questions like:
- If you love me, why can't you stay together?
- What did I do?
- Is this because I don't always do what I'm told?
- I promise I'll be a good kid.
- Does Dad/Mom not love me anymore? Is that why they want to leave?

Notice the pattern: These questions all revolve around the child themselves. They're wondering about their role in the divorce and tend to make it more about them than about what could be going on between two adults.

These feelings can lead to depression in your kid — short- or long-term. And the

effects of what happens during these years can impact future emotional well-being. Your child may become withdrawn, uncommunicative, and anxious. Alternatively, they may lash out in anger at you or their other parent or play one of you off the other. This is where you may hear stereotypical phrases like “I want to live with Dad!” or “Mom let me do [fill-in-the-blank]!” Your child’s teachers may comment about your child’s relationships with peers or adults. So, what does help? As with younger kids, it’s important that you and your soon-to-be-ex try to be amiable in front of your elementary-school-aged child. Try to minimize conflict and work out divorce or separation details behind closed doors or with the help of a mediator or divorce counselor. Of course, the best-case scenario is that both parents remain actively involved in the child’s life as loving supporters. This isn’t always possible or advised, though. If you’re in a situation of abuse or domestic violence, the best thing for your child may indeed be the absence of one parent. Children of this age will often come to terms with even a traumatic divorce in hindsight as they grow in maturity. Getting counseling through a professional therapist and emotional support through family and friends can be a huge help during and after the divorce (Timothy J. Legg, PhD, PsyD 2020).

Teenagers

By the time your kids are teenagers, they’re much more likely to understand the underlying feelings that lead to divorce or separation.

In fact, if home life is in turmoil, they may even see the final split as a relief and gain a sense of resolution. They’re also less likely to feel like they’re at fault for the divorce or that togetherness at any cost is best. Teenagers are often self-centered, but unlike elementary age kids, their world more typically revolves around their life outside home. So they don’t question their parents’ love for them as much as they just want to get on with their lives. They may worry about how the divorce will affect their social situation (e.g., whether they’ll have to move away from their friends) and may idealize the past. But they can recognize divorce as having the potential to make things better. In general, acceptance comes more readily. But remember that your teenager — especially your younger teen — is still a child who hasn’t fully matured in their thinking. Be sure you have the tools in place to help them cope with a new reality. You may want to let their teachers know about the transition. Talk honestly with your teen about their thoughts and feelings. Listen. Ask them if they want to talk with a counselor (Timothy J. Legg, PhD, PsyD 2020).

CONCLUSION

▪ Discrediting each other in the presence of the child during the divorce process is a reason for the child to recognize that the discredit is directed at himself, he is the bearer of these bad qualities.

▪ According to the parents, through defamation, the child better understands which parent is right and has positive aspects. With this step, the parents force the child to make a very difficult choice. He has to make a choice between two parents ", to avoid all this the child is locked in his inner world, becomes indifferent, isolated from society.

▪ In many cases, the child does not want to live with any parent, because he is tired of being in the center of constant quarrels. He wants to be where there is harmony, stability, and peace.

▪ The emotional experiences of a child of a divorced couple - fear, anger, guilt - contribute to the process of adapting the child to a new situation.

▪ The main reason for the conflict of spouses in the divorce process is related to the similarity of third parties, which can lead to psychological problems in their child when choosing a spouse in the future.

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CREATION AS A MEANING OF PERSONAL PSYCHOLOGY

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ABSTRACT

The aim of this study is to clearly define creativity as a means of reflecting a person's psyche, linking it to creation from the perspective of different researchers.

Literature review as a research method has been used for theoretical analyses of the existing literature reflecting the personality and creativity. This paper discusses literature review as a methodology for conducting research and offers an overview of different researchers on the topic of the study.

The analysis of the research results made it possible to compile understanding of creation or creativity as a meaning of personal psychology from the perspective of different authors. Results of the study indicate that creativity itself is quite complicated and it applies on in each component of the personality and still the reflection is different and ideology behind various from different perspectives. Still, there is no any unique understanding of creativity or creation while talking about personal psychology.

Keywords: *creation, creativity, psychology, person, personal psychology, individual, personality.*

INTRODUCTION

Creativity and personality and their interconnection have been studied by different specialists for many decades. In the main recognized connections of creativity and personality are widely discussed through important and descriptive studies. At the same time, diverse conceptions of creativity both theoretical and practical are describe by different researchers. The current study justifies the issues of definition of creation and creativity in a personal psychology by examining the content and results of the conducted research and existing literature.

The process of creation and productivity plays a special role in the life of every person, because its manifestations are multi-layered, it is a means of reflecting the psyche of the person. By creating, a person shows his abilities, expresses unique thoughts, ideas, emotions, feelings, expressing his individuality. The work is nothing but a state of mind, so the artist expresses his inner world with color, and images, and the stronger his

emotional state at the time of creation, the more he will talk about himself through the work. The creativity of a person is the soul that is put into his work, and the work inspires, through which human souls are created and reflected.

REVIEW OF THE LITERATURE

Personality development denotes to the process by which the organized thought, emotions and behavior outlines that make up a person's exceptional nature emerge over time. Different circumstances and aspects influence the personality: genetics, parenting, education, social and physical environment, and many other common variables (Bhoite & Shinde, 2019). In general, it is stated that the personality is a dynamic and organized set of characteristics possessed by an individual that uniquely influences their environment, cognition, emotions, motivations, and behaviors in numerous states. It is very interesting to refer to the origin of the word which comes from the Latin persona, which means "mask" (Friedman & Schustack, 2016).

Personality development considered to be in a strong relationship with the creativity. Creativity in personal development combines a person's exceptional experience with the external evidence they gather. Consequently, it gives rise to a unique, independent individual in all levels of person's development. Creativity is a psychological phenomenon that manifests itself on an individual, group, collective, national and global levels. The creative idea has been the basis of both progress deviant and marginal situations at all stages of the development of human civilization. The positive or negative characteristics of the creator are revealed in the work, so it can be considered as a means of reflecting the personality of the person.

Creativity is a multifaceted concept that is theorized and measured in various ways. According to Vernon (1989) "Creativity is the ability of a person to propose new, original ideas, to make discoveries, to create artistic objects, which experts accept as valuable elements in the field of science, technology or art". Based on the above mentioned, within the scope of current research paper, it was decided to conduct literature review and make theoretical analyses to clearly define creativity as a means of reflecting a person's psyche, linking it to creativity from the perspective of different researchers.

Creativity is a feature of the implementation of complex mental-complete processes, as a result of which a person is created in a narrow sense - unique ideas, and in a broad sense - national-universal values. The mental processes that characterize a person's creativity are studied in the field of cognitive psychology, using cognitive activities performed by the creative person, such as imagination, insight, inspiration and worldview.

Prominent in this respect are the theories of Wallas (1926) and Mumford (1991, 1997). Wallas' version of model has three levels of proximity to consciousness (nonconsciousness; fringe consciousness; consciousness) and five stages (Preparation; Incubation; Intimation; Illumination; Verification) which is presented as a general conceptual architecture within which relevant concepts and theories from more recent creativity research, including neuroscience and intuition, are positioned and from which a number of implications are drawn (Sadler-Smith, 2015).

In the case of Mumford (1997) researcher consider how peoples' creative problem-solving efforts are influenced by characteristics of the organizations in which they work. Authors examine the situations which call for creative problem solving at work and then consider the kinds of processes people must apply to solve these problems. Additionally, it was described certain organizational variables that might help or hinder effective application of these processes (Mumford, Whetzel & Reiter-Palmon, 1997). Almost two decades later Mumford talks about creative achievements which, according to him, act as the basis for progress in our world (Mumford, Medeiros & Partlow, 2012). Though creative achievement is influenced by many variables, the basis for creativity is held to lie in the generation of high-quality, original, and sophisticated solutions to complex, novel, ill-defined problems. In the present effort, we examine the cognitive capacities that make creative problem-solving possible. Authors argue in their research paper that creative problem-solving depends on the effective execution of a set of complex cognitive processes. Effective execution of these processes is, in turn, held to depend on the strategies employed in process execution and the knowledge being used in problem-solving. The implications of these observations for improving creative thinking are discussed (Mumford, Medeiros & Partlow, 2012).

The product of a person's creativity is creation, that is, the product that is perceived as a work of art, a scientific discovery or a technological invention. In general, the creative product is unique and original, it combines perspective, novelty, complexity, beauty, truthfulness and eternity (Runco, 2003; 1996). Still, it is very important to understand that creativity should not only be seen or considered as an art connected pattern. Yes, the individual needs to be creative to create a piece of art, but in other life areas creativity also needed and act as a prerequisite for development indifferent fields.

Judging by the opinion of the famous researcher Rooney, it is possible to state that creativity is understood as a personal characteristic, or a research trait. But the opinion of another twentieth-century scholar, Barron (1969) that creativity is an individual ability, and in some cases a gift or talent must be taken into account as well when reflecting to

the creativity as a personal development factor.

Still, before going ahead, it is very important to go to the routes of personality models suggested by Freud, who suggested a framework for how overall personality is structured. According to Freud, the basic driving force of personality and behavior is known as the libido. These libidinal energy energies the three basic components that make up personality: the id, the ego, and the superego (Lapsley & Ste, 2012). It is important to highlight that the id is the aspect of personality present at birth. It is the most primal part of the personality and drives people to fulfill their most basic needs and urges; the ego is the aspect of personality charged with controlling the urges of the id and forcing it to behave in realistic ways, while the superego is the final aspect of personality to develop and contains all of the ideals, morals, and values imbued by family, parents and culture (Kupfersmid, 2019).

According to Freud, these three elements of personality work together to create complex human behaviors. The superego attempts to make the ego behave according to these ideals. The ego must then moderate between the primal needs of the id, the idealistic standards of the superego, and reality.

Freud's concept of the id, ego, and superego has gained prominence in popular culture, despite a lack of upkeep and considerable skepticism from many researchers (Kupfersmid, 2019). Reflecting to the issue of creation and creativity within this scope, it is obvious that these patterns exist and should exist in each component of the personality. What do creativity for? Here, while initiating the personality components on different levels, creativity is recognized not as about creating, making new things. Creativity has more deep roots, it acts as the foundation for problem-solving in person's life. It is quite difficult to solve many problems by using existing frameworks and rules only. In its place, creativity requires space to develop on its own formulas and other mechanical solutions.

One of the objects of study of differential psychology is creativity. While studying it, different researchers have discovered many features that are in line with the creativity of creative people. In modern times, a person's creativity is perceived as a powerful stimulus for creative behavior (Feist & Barron, 2003) and is a requirement for personal development in many aspects of the life. However, creativity of great extent is special and exceptionally rare, it comes in many different forms, shades, and types (Feist, 2010).

It is obvious that creativity is a means of reflecting a person's mental structure, because creativity, which is manifested during creation, includes almost all mental processes typical of a person. Therefore, it can be said that not only the work but also the creator is defined by the reactions to the work. Therefore, in the case of such an approach,

the work can be considered “greatness”, which characterizes the level of creativity of a person.

The first is worldly creativity, which presupposes the emergence of daily individual creative behavior, with the result of which the application of the result helps to solve our daily problems. Richards considers this level of creativity to be a part of human nature that serves itself or its immediate environment, but which is not of significant value to the general public and is not widely recognized (Richards, 2007).

At the same time, in his paper, Cropley believes that a person who is at the first level of creativity exhibits the most research-intensive abilities at work (Cropley, 2011). The second level of a person's creativity is related to prominent individuals in this or that field and their works, science, art figures who show high performance, talent, transforming the world and objective reality, such as da Vinci, Rembrandt, Rafael, Mone, Dali, Malevich, Saryan, Minas, Mozart, Bethoven, Tigranyan, Komitas, Khachaturyan and others.

The definition of these two levels of creativity, however, has led to a two-pronged classification, with some limitations on the reflection of the creator's mentality. Therefore, in view of this, Beghetto and Kaufman (2009) propose to include two new categories: Mini-c and Pro-c (Beghetto & Kaufman, 2009).

According to the authors, the Mini-c level is the most subjective. It refers directly to the individual, to the new knowledge he has acquired, to the reflection of his psyche through creation, through the expression of personal experience. The Pro-c level represents a level of creative development and an effort starting with Little-c and, corresponding to the creativity in a particular professional field, but not all experienced professionals reach this level of creativity.

In order to reach Pro-c level, a person needs to prepare a cocktail, which will combine all his mental processes and reflect his mental structure. Cohen (2011) suggests the “continuation of adaptive creative behavior” to visualize the nature of a person's creativity, its complex psychological nature. When analyzing a person's creativity in terms of adaptability, he considers the interaction between the person and the “environment” to be essential. The continuity and movement of this interaction, according to the author, varies from the creativity of young children to famous, brilliant, talented adults. Moreover, the creative person, at different stages of life, reflects in his creation his psyche, which in turn contains various influential variables, many elements that contribute to the level of human creativity (Cohen, 2011).

Still Friedman and Schustack (2016) has discussed the personality as a dynamic and organized set of characteristics possessed by an individual that uniquely influences

their environment, cognition, emotions, motivations, and behaviors in numerous states.

RESULT AND DISCUSSION

Different authors describe the creativity and personal ability to produce creation differently, and below are some definitions and statements proving the wide range of approaches, thoughts and understandings of the creation or creativity in a personal psychology (Feist, 2010; Feist & Barron, 2003; Bhoite & Shinde, 2019; Kupfersmid, 2019; Runco, 2003; 1996). Below in the table are presented general results of the theoretical analyses with the clearly defined creativity as a means of reflecting a person's psyche, linking it to creativity from the perspective of different researchers (Table 1).

Creation and creativity play very important role in personality development from childhood till adolescence. The environmental implication and role is vital for formulation of creation and creativity, as well as productivity abilities of the person. All these is very important and plays a special role in the life of every person.

Table 1.

Creation or creativity in a personal psychology.

Creativity is crucial to what it is to be human.
...personally created products
The creative process carried out by the person himself.
The behavior of the person displayed in the process of different activities.
Creativity is the foundation for art, science, philosophy, and technology.
...an individual's beliefs, attitudes, imaginations, insights, inspirations, potentials, abilities, and talents.
Creativity is the foundation for problem-solving.
Personality traits present in highly creative individuals.
Creativity combines person's individual experience with the information he collects from the outside.

Creativity makes life to be worth to be lived, sense of being alive.

Effects of creative potential in personality development.

Events during development can impact personality development and creativity maturation.

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PSYCHOLOGICAL FACTORS DETERMINING THE EFFECTIVENESS OF MILITARY SERVICE

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ABSTRACT

The article discusses the effectiveness of the junior officer's service activity according to the described characteristics. It is well known that to achieve military success requires not only modern armaments and military equipment, but also mentally and physically trained personnel with the necessary professional knowledge, skills, certain characteristics at all levels of management. Therefore, from the point of view of maintaining combat readiness and continuously raising its level in the Armed Forces, it may be important and valuable to identify the psychological mechanisms for assessing the Effectiveness of Military Service (EMS), in the Armed Forces which will contribute to effective human resource management in the Armed Forces.

Keywords: *military, officer, psychological mechanisms, human resource, management*

INTRODUCTION

It is noteworthy that the effectiveness of military service is determined by finding rational ways to achieve the goal in a specific period of time, creating possible conditions, and finding worthy solutions through public resonance (in the context of public virtue). Apparently, effectiveness is determined by many factors, which are primarily related to the goals of providing physical and psychological security at the time (increasing combat effectiveness, activating the moral and psychological components, building and strengthening stable interpersonal relationships in military units). Therefore, it is necessary to study the effectiveness of the junior officer's service activities according to the described characteristics.

Under intense working conditions, a serviceman performing his duties may experience mental disorders, psychophysiological changes, and other changes that directly affect the efficiency of the serviceman's work.

The analysis of the scientific literature shows that there is no unified systemic approach to the essence, interpretation and evaluation of the "efficiency" concept (Loqyan A. B. 2015). This issue has not been clearly formulated yet, so it has not been discussed.

By identifying the psychological factors of military service efficiency, it will be possible to determine the criteria for ensuring the effectiveness of military service. Service in the Armed Forces (hereinafter referred to as AF) of RA is directly related to the combat effectiveness of the army. The servicemen, being in different situations every day, make lawful decisions in the context of the tasks set by the superior commanders. In usual situations, people's daily reactions are usually automatic, without much tension, but in combat situations, emergency solutions are required, unusual efforts are necessary to overcome the threat or challenge, loss or damage (Aghuzumtsyan R., Petrosyan L., Poghosyan S., Khachatryan A., 2015). Therefore, the comprehensive research is a purposeful attempt to develop accurate, effective methods of service during military service.

Thus, the issues raised in this research, which relate to the combat readiness, mobility and morale of the army, are always urgent issue. At present, the policy of the Armed Forces is aimed at increasing the share of contract service (hereinafter referred to as contract service) and improving its work. Therefore, this study is really relevant and timely, as the results obtained will have practical application. They can be used to make recommendations for overcoming extreme situations. If successful, they will be adapted not only for junior officers, but also for other categories of servicemen. The importance of work becomes clear not only for the military unit, but for the country as a whole, because, first of all, the army is one of the main social institutions of the leading elements of the state, where the Armed Forces performs its most important function - satisfies the need for security and discipline (Green E., 2002).

The relevance of the research topic is conditioned by the fact that the Republic of Armenia is located in a region that is a strategically important crossroad and is considered a country in conflict. And in order to successfully perform any strategic issue or situation with honor, it is necessary to have a stable level of moral and psychological support (Rubinstein S. L. 2002). And since for any soldier the officer staff sets a personal example and becomes the object of imitation, it is important to identify the effects of factors affecting the activities of the officer staff, to develop ways, which we plan to do in the future.

The issue of training the officers has always been relevant, but it has become more urgent recently, as the demand for training personnel who can carry out counter-terrorism

operations and perform combat missions in the area of military conflict has increased (Suvorova G.A. 2003).

The discovery of the psychological mechanisms of EMS in the Armed Forces will provide an opportunity to assess the effectiveness of the professional activities of servicemen, the quality of performance of duties, as well as to determine his professional knowledge, abilities and skills. That is a unique process that contributes to the increase of the efficiency of personnel training, military education, operative and combat training of servicemen. The introduction of assessment of servicemen's EMS in the Armed Forces will provide an opportunity effectively to organize and implement the issues related to their progress.

Service in the Armed Forces is directly related to the combat effectiveness of the army. It is important to discover the psychological mechanisms for assessing the effectiveness of military service in the Armed Forces from the point of view of maintaining combat effectiveness in the Armed Forces and continuously raising its level.

We assume that the discovery of a certain combination of personal characteristics underlying the development of different levels of service efficiency of the RA Armed Forces junior officers' can serve as a basis for the development of clear mechanisms for performance evaluation - implementation / persistence, organization, perseverance, patience, high level of intelligence, self-control, expression of general emotionality and its individual components in the norm /.

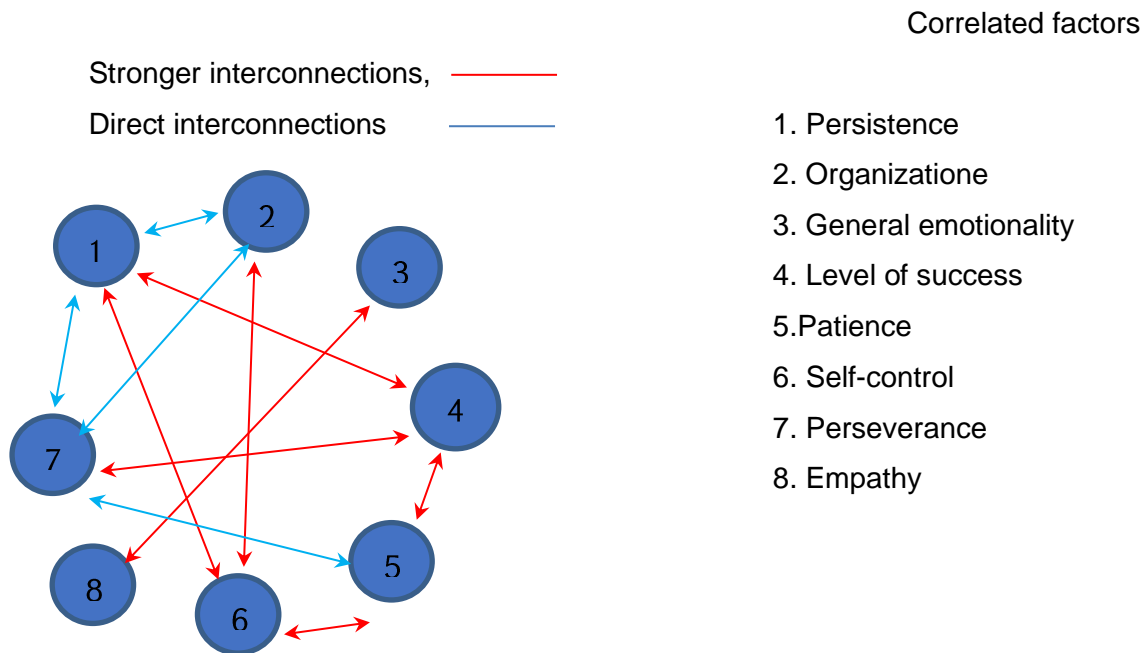
The study involved 10 junior officers and 200 compulsory conscripts (sergeant and ordinary soldier) servicemen (expert group). Officers serving in the frontline military units (subdivisions) - 50, conscripts (sergeants – ordinary soldier) - 1000, officers serving in the reserve military units (subdivisions) - 50, conscripts (sergeants – ordinary soldiers) - 1000.

The research was carried out by the methods of observation, scientific experiment and testing. For a more comprehensive study a number of standardized methods have been used:

1. A. Mehrabyan and N. Epstein's «Empathize Diagnosis Questionnaire»
2. N. M. Peysakhov "Methodology of self-control and self-regulation" (test SSU)
3. E. P. Ilyin "Organization Self-Assessment" test
4. E. P. Ilyin and E. K. Fishchenko "Persistence Self-Assessment Questionnaire"
5. E. P. Ilyin and E. K. Fishchenko "Patience Self-Assessment Questionnaire"
6. E. P. Ilyin and E. K. Fishchenko "Perseverance Self-Assessment Test"
7. T. Elers "Methodology for the Study of Success Motivation"

8. J. Raveni “Progressive Matrices” methodology

Diagram 1



The diagrams shows that there is a stronger interconnection between **persistence and self-control**, which can be explained by the fact that this voluntary feature contributes to the fact that a person with great efforts creates resources and conditions not to interrupt activities in difficult conditions, to wait, to change the process of action and to reach the desired results at all costs. This can only be expressed in the context of a high level of self-control. This way also the direct interconnection between **persistence and organization** is explained.

There is a direct interconnection between the **level of success and patience**. This is explained by the fact that in the most difficult emotional states the readiness to restrain the force of taking impulsive actions and making hasty decisions is one of the most important conditions for success.

One of the most important conditions for success is **perseverance**, which proves very strong interconnection between **the level of success and perseverance**. For a perseverant person, the motives' struggle does not last long. He has great power to overcome difficulties, he assesses difficulty, finds its overcome ways and quickly makes a discoing. A perseverant person can change his mind only when he is convinced that he

is doing the right thing, which can be considered a guarantee of success.

A stronger interconnection has emerged between **the voluntary qualities of patience and perseverance**. The willingness to persevere in situations of mental stress, to endure, to strive for victory, sometimes at the cost of incredible willpower is typical for patient people. This feature of willpower is the key to success.

The diagram shows that there is a stronger interconnection between **the level of success and persistence**. Persistence is the ability to persevere, not giving up because of difficulties, to move steadily towards the goal, so a high level of persistence is directly proportional to the level of success.

The direct interconnection between **persistence and perseverance** is explained by the fact that both of these willpower traits are characterized by a willingness to stay active in situations of mental stress, to persevere, to strive for victory, and sometimes to work at the cost of incredible effort. The diagram presents that there is a stronger interconnection **between the empathy and general emotionality**. This is clear because only people with high levels of emotionality can empathize.

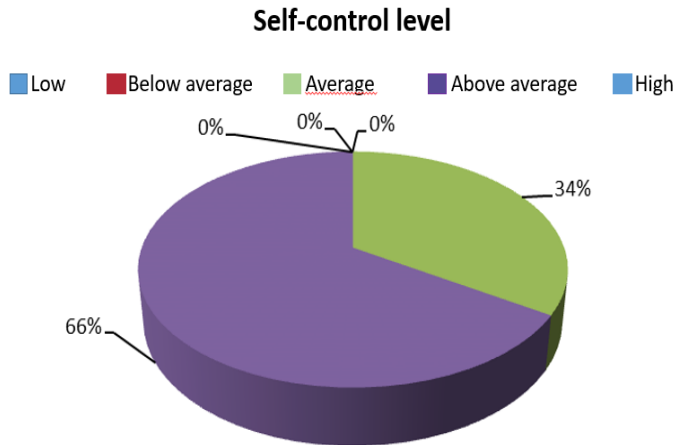
Methodology of Emotional diagnosis (V.M. Rusalov)

Emotionality diagnosis	Psychomotor	Intellectual	Communication al	General emotionality
Average indicators	33,72	34,14	34,34	102,2
Standard deviation	4,88	4,74	5,47	13,79

Analyzing the "Methodology of Emotional Diagnosis" (V.M. Rusalov), we found out that the general emotionality as well as its individual components fluctuates within the norm (0-71 points; general emotionality low level 72-102, general emotionality average level 103 and more in general emotionality high level, and in case of individual components 0 - 25 points for low emotionality, 26 - 34 for average, 35 and more for high).

It is clear from the diagrams that high / 56% / and very high levels / 40% / of empathy prevail in the military units of the Republic of Armenia.

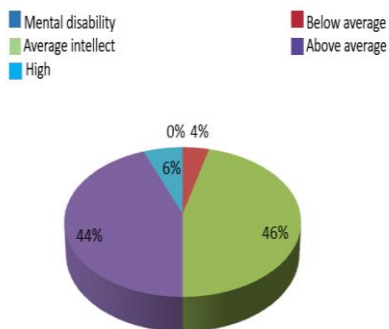
RA military units



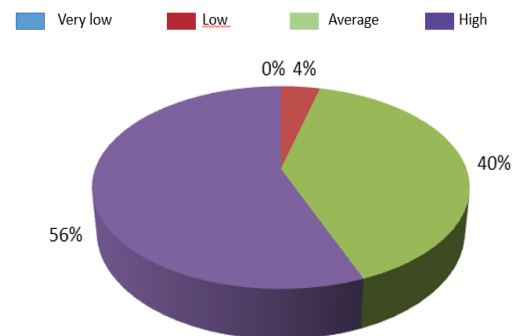
Thus, it can be concluded that in the military units of the Republic of Armenia prevails the average level of self-control (34%) and above average level / 66% /.

RA military units

Intellectual level assessment



Empathy



Above presented diagrams illustrate that in the military units of the Republic of Armenia prevail the average / 46% / and above average / 44% / level of intellect. The work is organized in such a way that more knowledgeable and experienced personnel are involved in the military units of the Republic of Armenia, as there is a need in terms of security.

CONCLUSION

Thus, summarizing the obtained large-scale indicators, we can state that the efficiency of military service activity is based on a unique selection of personal characteristics, a unique selection of personal structures which are persistence, organization, patience, empathy, high level of intellect and self-control, general

emotionality its individual components in the norm, which directly affects the level of success in the Armed Forces.

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THE DECISIVE ROLE OF PRIMARY PSYCHOLOGICAL SERVICES IN DETECTION AND PREVENTION OF STUDENT AUTO-DESTRUCTIVE BEHAVIOR

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ABSTRACT

The article deals with the suicides of adolescents and teenagers, in particular, psychological enlightenment, counseling, psychiatric diagnosis and psychotherapy by school psychologists to prevent suicides. Attempts are being made to supply primary psychologists with an idea of the keys to suicide, based on which it will be possible to identify the possible suicidal and prevent the tragedy. Interesting and educating school programs related to suicide prevention and crisis intervention are introduced, which are offered by other countries and it's obvious that their literate, scientifically substantiated localization will enable the effective solution of the given problem. The proposed conclusions are based on the research conducted by the author.

Keywords: *school psychological service, school psychologist, suicide, suicidal, teenager, adolescent, suicidal immunity, suicide keys.*

INTRODUCTION

The changes taking place in the modern world, the extremely hectic pace of life, the high social and psychological demands on people are not for everyone to overcome. Modern man is constantly subjected to various frustrating and stressful influences. Individuals whose psychological defense mechanisms are weaker or who have been under the psycho traumatic influence for a very long time often choose auto aggression as "adaptive" behavior. Nowadays types of autoaggressive actions are much more common than natural destruction. At present, people with pseudo-destructive addiction tend to rejuvenate. Suicide has become the third leading cause of death among teenagers and adolescents after accidents and murders. The primary, especially school psychological service, plays an important role in the diagnosis and rehabilitation of people

with such behavior.

The research of the given problem was carried out in four stages:

- Theoretical-searching- relevant literature was studied, research methodology and methods were determined, a work plan was drawn up.

- Experimental-the surveyed populations were selected by the relevant selection staff, research work was carried out, quantitative-qualitative accounting of the results was carried out and statistical analysis of the phenomenon was carried out and implemented.

- Outcome development- experimental data processing, analysis of their theoretical & causal relationships were implemented.

- Generalizing-appropriate conclusions were given according to obtained results, as well as prevention models were proposed.

Research tools:

Methods: anamnestic data study, psychological autopsy, retrospective analysis.

Questionnaires /quizzes/: sociological, self-aggression study.

Conversation: clinical, typical interview, individual interview.

View: open, with interruptions, monographic.

Content analysis.

The school psychologist faces various tasks, including psychological enlightenment, psychological prevention, psychological counseling, psychiatric diagnosis, and psychotherapy.

Psychological enlightenment is the emergence of a demand for similar psychological knowledge among parents, educators, and leaders in an educational circle. It is implemented through lectures, speeches, pedagogical readings-seminars, thematic exhibitions, talks, parent club activities, thematic programs, internships, psychological papers for parents, information stands, and other forms.

Psychological prevention is a purposeful systematic work to identify different age groups' potential autodestructive psychological problems and risk group children.

Psychological prevention work is carried out through screening examinations, where all school children are included, to identify children at risk and the need for further psychotherapy work. Psychopathic work assumes helping children during the period of adaptation to the conditions of the given level of education, prevention of psychological overload, which is related to unfavorable living conditions, with the creation of a favorable psychological atmosphere for education and upbringing, as well as effective means of communication.

Psychological diagnosis is the study of the individual characteristics of a student's

psychological level, which can be relied on during corrective work, to identify the causes of problems in development and education. Psychological diagnosis is performed both individually and with a group of students. Psychological correction is a systematic targeted work with children at risk, which provides special assistance to these children and is carried out as a result of cooperative psychological and pedagogical activities.

The notion that juvenile suicidals can not be held back from their decision is based on the misconception that a suicidal decision is insurmountable. However, as V.M. Bekhterev notes "The need for self-destruction that most people have is only a temporary phenomenon. Suicidal failure often restores the life instinct, the desire to live (Lavrin A., 1993). In American suicidologists, N. Farberow and E. Shneidman's works suicide is viewed as a call for unique help to those around us. And the demand for the participation of those around the suicidal in the solution of his/her problems, the readiness to accept the help given to him/her is the bases on which the prevention of suicide can be organized (Edwin S. Shneidman, 2001). In addition, it is very important to take into account the fact that the feelings of a suicidal person are often ambivalent: he/she both wants to live and does not want to: the person is discouraged, but at the same time longs for the hope of salvation. Often the suicidal's for and against desires are so balanced that well-organized prophylactic actions can shift the scales toward the choice of life, giving a positive tone to those afflictions of the soul.

There are several signs or keys to suicide that can be used to identify a potential suicidal and prevent a tragedy. Studies show that almost everyone who thinks about self-destruction informs somehow people around him/her, 70-75% of them reveal their aspirations, look for an opportunity to express themselves, and want to be heard. These aspirations can be expressed in different ways, such as "it is better to die than continue living like this", "I am tired of life", "I can not stand it anymore", etc. Often the judgments are not straightforward but masked and tangled, such as "you do not have to worry about me, I do not want to cause you problems", "I want to sleep and never wake up", "soon, very soon this pain will leave me "..., at first these threats can be an unconscious call for help, defense and intervention. Later, if there is no one who can help the person, the threats can turn into a decision and the latter into action. That is why, regardless of whether the expressions have a real basis or not, they should not be ridiculed. Even, sometimes suicidal signs can be non-verbal. As a rule, preparing for suicide is a "settlement" for one person, for another - the solution of problematic issues, in another case, suicidals can leave their close people valuable personal belongings, write farewell letters. Suicide preparation can sometimes be done very quickly, which is immediately

followed by the action, so the above-mentioned phenomena should not be ignored by school psychologists, teachers and students.

Depressive-anxiety states are also an indicator of the severity of the suicidal threat, as they result in physical and mental exhaustion, narrowing of the conscious field, loss of interests, values, feelings of unhappiness, despair, social isolation, alienation. The up-mentioned personal preconditions, in case of objectively unfavorable conditions, contribute to the formation of a suicidal mindset. The depressive, anxious state of mind is especially important, in which the person realizes his/her inability to resist oppressive feelings and ideas. Such an indicator is the adolescent's character's accent change.

The brightest sign of a possible suicide is a suicidal experience in the past. Often, some suicidal attempts are not taken seriously by the environment, such as when a person takes pills or makes safe cuts on the hands. The above-mentioned are manifestations of chronic auto aggression. However, any such suicidal attempt, no matter how safe, must be taken seriously. Because according to statistics, 12% of those who have done suicide attempts, will repeat it in the next two years. Many of them conclude a failed experiment, and next time perform the suicide attempt in a more organized way. The struggle against suicide is first and foremost a struggle against insecurity, a struggle for the meaning of life. Therefore, the content of preventive work should be the re-evaluation of life, the development of adequate attitudes towards life, the increase of tolerance for psychological effects, the elimination of psychopathological manifestations. These works are especially important in adolescence, as worldviews, enduring values and interests, moral awareness and legal awareness are formed in this age. In addition, destructive tendencies are also characteristic of adolescents. As a result of unfavorable conditions, the process of developing a person can go in the wrong direction and can have various consequences, from criminal behavior to suicide. In general, preventive work should include three stages:

1. Identifying the causes and motives of suicide, studying them.
2. Studying the individual psychological characteristics of potential suicidals.
3. Developing and implementing appropriate preventive measures and ways.

The programs offered by Zener and Lazarus related to suicide prevention and crisis intervention in Swedish schools are very interesting and instructive. It included a three-step procedure: prevention, intervention & monitoring. 330,000 schoolchildren were involved in the program. Teaching for adolescents was organized to develop their self-consciousness and communication skills, alternative conflict resolution skills, knowledge of overcoming stress and coping with group pressures. The youth curriculum was more

in-depth. In addition to the above, they were given knowledge about psychological defense mechanisms, such as where and how to get help for that purpose. This educational program was implemented only by professionals – psychologists and psychotherapists. In addition, crisis teams were formed in each school, which included social workers, psychologists, school social educators, and teachers. Guidelines were developed for the activity of these groups. It was intended to give students insights into suicidal behavior over the age of 15 (Wasserman, 2005). We believe that in the case of introducing foreign advanced experience in the Republic of Armenia in a localized and complex way, the results will also be effective. School psychological services also play an important role in preventing adolescent and teenager suicides as a result of destructive computer games in the country. Let's remember the fact of a teenager's suicide three years ago. A criminal case was initiated in the RA Investigation Committee in connection with the incident, according to Article 110, Part 1 of the RA Criminal Code (causing to commit suicide). There was a rumor that the reason for the boy's suicide was that he had participated in a similar online game. It's a game that's very similar to the popular синий кит (blue whale) game. During the game, the child follows the instructions for 50 days, which at first do not seem dangerous, at the same time the person talking to the child inspires the child to help him overcome his problems. Tasks include waking up early in the morning, drawing on hands signs, pictures and symbols, listening to strange music, and finally self-harm instructions. Adolescents usually refuse to participate in the game after self-harm instructions, but the program that the children entered to play allows them to determine the player's address, location, and as a result, if the child refuses to play, they start threatening him/her. The author of " Синий кит " (Blue whale) is a Russian, he was discovered when 5 teenagers committed suicide at the same day, at the same time in several cities of Russia in 2015.

The school psychologist should not only monitor the behavior of such adolescents and teenagers but also carry out enlightenment activities with parents who should be attentive, try to control the child-computer relationship, and move the field of interest to a healthy lifestyle. There are also Japanese games where different influence technologies are used by the game creators. In previous years, the “Emo” movement was widespread among adolescents in Armenia, which also caused depressive moods and led to suicide attempts. Schools, society, media, police fought against it and achieved a significant result.

Below we present the results of our research, which once again prove that as a result of purposeful, coordinated professional activity of school psychologists, parents,

psychiatrists, educators, the following destructive behaviors might not be manifested among adolescents.

As a teenager, Robert N. was addicted to gambling. His friends, parents and some teachers knew about it. After losing each bet, at first, he showed high aggression, hostility towards others, cursed his own luck, admitted that the cause of failure were his family members, relatives, friends, and then was overwhelmed with depression. At this stage, he stopped eating, lived in his inner world, started smoking fast, biting his nails, and sometimes made cuts in the inner part of the forearm, hit the wall with his head. This went on until one of the relatives paid off the debt. However, the process tended to be repeated periodically. In this case, there were symptoms of gambling, as a result of which suicide became a normal behavior.

The manipulative self-harm was of more interest, which was aimed at influencing those around them. The investigated Marine K. has always kept the family members in a tense situation from adolescence, when they did not fulfill Marine's wishes, she made cuts on the upper limbs with a blade. This behavior has continued for a long time. Marine's limbs were covered with numerous scars. Such simulated behavior was used by her in other situations as well, in a friendly environment, in their classroom, but it was not manifested in an unfamiliar environment. It turned out that until she was 10 years old, Marine lived in her maternal grandmother's house, she was deprived of parental and foster care. She went to school from the age of 7. The parents appeared later and to atone for the sins, raised the child to be capricious and selfish. Later, when the parents wanted to correct their mistakes and behave strictly, Marine resisted and performed manipulative behavior. She was stubborn, selfish, and had difficulty navigating various forms of communication.

We found imitation self-harms. The investigated Hayk B., imitating his elder brother, made cuts in the upper part of his hand. Moreover, he considered enduring the pain to be outside of manliness. To the question that there are more effective ways of expressing masculinity, Hayk answered, "that such behavior is accepted and justified by the authorities".

Superstitious, religious auto-destruction is a special kind of self-harm. Superstition is the belief in the existence of spirits, signs, destiny. This is an expression of uncertainty. In separate cases, a person secures his life activities in various difficult situations by believing in certain signs. The investigated Anahit H. has attended church with her mother from an early age. According to her religious knowledge, mother inspired Anahit that in case of committing any sin, torturing her own body was a justified step to atone for

her sins. The mother's "message" was not in vain, after each such incident, she punctured her own body with needles. And lately, besides torture, she has stopped eating. There were cases when Anahit did not eat for a week. Classmates tried to take Anahit to the doctor several times but in vain. Such fanatics have clear orientations, their own approaches to the world and different aspects of social developments, the symbols that represent them. They are intolerant of other beliefs and convictions.

However, if there is a person with suicidal tendencies in the school, then he/she should be given much attention and professional care. One should never forget how a suicidal person can carry out his/her thoughts of suicide.

The famous Shakespearean dilemma, "To be or not to be", has existed in all historical periods, gaining more and more dimensions, deeper content. This is a universal problem that cannot be eliminated, but it can be prevented (Vardanyan K.Y., 2003).

CONCLUSION

The main goal of the school psychological service is to promote the creation of such psychological and pedagogical emotional conditions which will ensure the students' thorough mental development, mental health maintenance, promoting the acquisition of necessary knowledge about self-harm and suicide among students and teachers, as well as the usage of justified prevention programs at school, the development of suicidal immunity, and, if there are suicidal students, referring them to suicide centers, relevant professional clinics.

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SECTION 2.

PEDAGOGY

(EDUCATIONAL SCIENCES)



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PEDAGOGICAL QUALIMETRY AS A MEANS OF MEASURING THE QUALITY OF THE ACTIVITIES OF THE MAIN SUBJECTS OF THE PEDAGOGICAL PROCESS

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ABSTRACT

The article is devoted to grounding of the need to measure the quality of the activities of the main subjects of the pedagogical process, that is, the pedagogue and the student, to the interpretation of the concept of pedagogical qualimetry, as well as contemporary forms of its application in the modern pedagogical process. The article presents a variant of the application of pedagogical qualimetry developed by us.

Key words. *qualimetry, pedagogical qualimetry, pedagogical process, quantitative and qualitative measurement, assessment, pedagogue, student.*

INTRODUCTION

In all developed countries of the world, much attention is paid to the problems and final results of improving the quality of any work. This applies to all spheres of human activity: industry, agriculture, construction, trade, environment protection, transport, healthcare, education, etc. Specifying education in this list does not mean that we consider education as a service, business or a source of profit. Not at all. Education, upbringing, knowledge are priorities and most important values for us. However, this does not prevent us from understanding that through the implementation and expansion of additional educational programs, it is possible to invest in education for the sake of ensuring the perfection of the sphere and improve the quality of education.

Today there is a need to create a new scientific field of measuring the quality of the final result of work, which will define its content, methods and means. This refers to qualimetry. Qualimetry (Latin: qualis / quality / and Greek: metron / size /) is an

interdisciplinary concept that studies indicators and methods for quantifying the quality of a product or processes (Polonsky V.M., 2004):

Qualimetry, being an interdisciplinary concept, was also introduced into the field of pedagogy, aiming to evaluate the pedagogical process and to measure it from a quantitative and qualitative perspective.

Before referring to the concept of "Pedagogical qualimetry", first let's talk about the assessment or measurement of the pedagogical process in general. In general, we can say that measurement, in general, is the expression of a phenomenon in conditional numbers based on specific criteria. The pedagogical process can be measured and expressed in conditional numbers as well. For example, in the pedagogical process, it is possible to measure the activity of a teacher, the activity of a student, the effectiveness of the pedagogue's teaching, certain personal qualities of the pedagogue or student, etc. It should be noted that technologized pedagogical processes are measured more accurately.

The most frequently used tool for measuring one or another aspect of the pedagogical process are various tests. However, other tools are also applicable, such as a teacher's or student's portfolio, rubrics, "Case study", oral surveys, etc. However, not everything can be subjected to accurate measurements in the pedagogical process. It is connected with the human factor underlying the pedagogical process. After all, the pedagogical process is a process of creative, pedagogue-student cooperation, interaction, mutual understanding, where not everything will be measured. In general, the main purpose of evaluating or measuring the pedagogical process is to obtain and present objective information about the real level, nature, direction, development trends, and possible challenges.

The effectiveness of assessing the quality of the pedagogical process largely depends on the accuracy of the selected evaluation criteria, the choice of evaluation tools and their objective application. The objectivity of the information will make it possible to identify the shortcomings, difficulties and risks of the pedagogical process, find ways to correct them and ensure the effectiveness of further work. Improving the quality of education largely depends on how well the right decisions are made in each case in accordance with the situation, how adequate the methods chosen and applied for their implementation are, to what extent they contribute to the qualification of pedagogues.

Thus, the main task or difficulty of assessing the pedagogical process is to develop the methodological foundations of pedagogical measurements, improve the accuracy of these measurements, create methods for decoding measurement results and improve

methods for scaling acquired data (Tretyakova T. V., 2013).

Now let's turn to the concept of pedagogical qualimetry. Pedagogical qualimetry has been talked about since the 70s of the 20th centuries. Pedagogical qualimetry is defined as a scientific field that studies the methodology and tasks of quantitative assessment of pedagogical innovations, and the quality of the pedagogical process in general (Naumchik V. N. et al., 2006).

As we can see, here the quantitative assessment of the pedagogical process is emphasized, meanwhile, both quantitative and qualitative indicators are important when evaluating the pedagogical process in our opinion. Only quantitative indicators cannot provide objective information and express the real level of the pedagogical process. For an objective assessment of the pedagogical process, it is necessary to combine quantitative measurements with qualitative measurements. This will make it possible to see the essence of the pedagogical process, the inner side, identify cause-and-effect relationships and make objective predictions.

Pedagogical qualimetry is a direction of pedagogical research, the main content of which is the measurement and evaluation of the pedagogical process, as well as the diagnosis of pedagogical abilities. A number of pedagogues observed the problem of pedagogical qualimetry, in particular, M. Minasyan, A. Amonashvili, E. S., A. Yakunina and others. The theoretical foundations of the modern theory of pedagogical qualimetry are the main tenets of the theories of measurement, modeling and mathematics. Meanwhile, its practical application is mainly in the field of monitoring the educational process and evaluating the results of educational and cognitive activity of students (Khvedchenya L. V., 2011).

Nowadays pedagogical qualimetry is the basis of various pedagogical certifications. With the help of pedagogical qualimetry, we diagnose and measure the professionalism of the pedagogue. It is necessary to take into account the fact that the effectiveness of pedagogical qualimetry is largely conditioned by the maintenance of a number of principles. Particularly:

- **The principle of objectivity.** This principle is aimed at minimizing the subjective influence of the evaluator in the process of evaluating pedagogical measurements and the pedagogical process, as well as increasing the role of evaluation rules, selected criteria and tools that are used.
- **The principle of unity of quantitative and qualitative assessment.** This principle suggests that when evaluating one or another aspect of the pedagogical process, it is necessary to rely not only on quantitative, but also qualitative assessment data, thereby

making the assessment more complete, informative and in-depth:

- **The principle of fairness and transparency.** The existence of a unified system of criteria, requirements, tools for evaluating the pedagogical process, the exclusion of special rights and privileges, and transparency and control of the entire evaluation process

- **Principle of systematicity.** This principle suggests that the assessment of the pedagogical process should not be of a one-time nature, but periodic and pre-planned. The evaluation system is important for obtaining more objective information about the course of the pedagogical process and the current state.

- **Principle of comprehensiveness.** This principle obliges to fully and objectively evaluate all the nuances and aspects of the pedagogical process.

- **The principle of scientificness and efficiency.** This principle assumes that the evaluation of the pedagogical process should be grounded on science-based criteria, requirements and evaluation tools. Moreover, the selected criteria and tools should be so effective, that will allow to achieve higher results using fewer resources:

There are different approaches to pedagogical qualimetry:

The components of the traditional approach are (Podlasy I. P., 2011):

1. the scientific-theoretical preparedness of the pedagogue,
2. methods of teaching the subject of the pedagogue,
3. psychological and pedagogical culture of the pedagogue,
4. the general culture of the pedagogue.

As we can see, all the components relate only to the teacher and his activities, in the traditional approach and no reference is made to the student. Whereas, the student is an important subject of the pedagogical process as well, and the evaluation of the pedagogical process cannot be effective and complete without evaluating the student's activities and studying the mutual harmony between them and existence of feedback.

Recently, more specific characteristics of pedagogical qualimetry have been used:

Let's present one of them /N.Portnov 's approach/ (Podlasy I.P., 2011).

1. the quality of knowledge and the level of upbringing of students within the framework of the subject that is taught,
2. the existence of actual knowledge of students within the framework of the taught subject,
3. the ability to apply students' knowledge in practice / to write competently, solve problems, etc./,
4. Comprehending the nature and essence of different phenomena and processes in society,

5. the degree of independence of students and the ability to acquire knowledge independently,
6. the degree of practical preparedness of students for life,
7. students' attitude to work, behavior at school and out of school, social activity, the existence of aesthetic and physical education.

As we can see, the distinctive characteristics of pedagogical qualimetry suggested by N. Portnov fully relate to students. There is no component concerning the teacher himself and his activities as well. Furthermore, N. Portnov's approach does not take into account creativity, initiative, critical thinking of students, the ability to make independent decisions and to have their own opinions, etc.:

Some additional components are (Podlasy I.P., 2011)

- the qualifications and trainings of the pedagogue,
- the quality of the organization of classes and extracurricular activities of the pedagogue,
- the attractiveness and emotionality of educational work,
- the pedagogue's individual approach to students,
- pedagogical support to the family, etc.:

In our opinion, qualitative and quantitative assessment of the pedagogical process will be more objective and effective if the traditional approach to pedagogical qualimetry is combined with modern approaches, that is, the activities of two important subjects of the pedagogical process will be evaluated simultaneously.

This will allow

- to measure the quality of pedagogue's work,
- to evaluate the quality of students' work,
- to evaluate students from the level of teachers' work,
- to evaluate the pedagogue from the level of students' work.

Particularly, we propose to include the following components in pedagogical qualimetry: / see the table /

Components and assessment tools of pedagogical qualimetry

KNOWLEDGE, ABILITY			
PEDAGOGUE		STUDENT	
COMPONENT	ASSESSMENT TOOL	COMPONENT	ASSESSMENT TOOL

<p>Scientific-theoretical training within the framework of the taught subject</p>	<ol style="list-style-type: none"> 1. listening to another teacher's lesson (open lesson), organizing inter-listening lessons and discussion 2. tests 3. questionnaires for testing knowledge 4. oral inquiries 5. preparation of article 	<p>Existence of factual knowledge within the subject</p>	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. tests 3. questionnaires for testing knowledge 4. oral inquiries 5. residual knowledge review with question-answer method 6. organizing competitions / Olympiad, quiz / 7. projects 8. portfolio
<p>Knowledge of related sciences or ensuring interdisciplinary connection</p>	<ol style="list-style-type: none"> 1. listening to another teacher's lesson, organizing inter-listening lessons and discussion / for revealing interdisciplinary connections / 2. tests 3. questionnaires for testing knowledge 4. oral inquiries 	<p>Understanding the essence and interconnectedness of various phenomena, processes in nature and society and applying the knowledge gained in practice.</p>	<ol style="list-style-type: none"> 1. listening 2. tests 3. questionnaires for testing knowledge 4. oral, written inquiries 5. debates 6. research work 7. review of residual knowledge

<p>Knowledge of the methodology of teaching the subject</p>	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. interactive discussion and justification of the methods used 3. «Case study» 4. research of the individual portfolio of the teacher 5. interview 	<p>Identification of the quality and range of knowledge and skills within the subject</p>	<ol style="list-style-type: none"> 1. written requests 2. oral requests 3. projects 4. debate 5. round table debates
<p>Taking into account the age and individual characteristics of students and ensuring the pedagogical requirements for the class</p>	<ol style="list-style-type: none"> 1. listening to lessons, analysis of the methods used and practical tasks, analysis of homework: 2. The correspondence of the time spent on their implementation to the age of the children 2. tests 3. questionnaires for testing knowledge 4. oral requests 5. solutions to pedagogical situations 	<p>The application of the principles of a healthy lifestyle, the ability to recognize the strengths and weaknesses of your own body, prevent diseases, properly allocate time</p>	<ol style="list-style-type: none"> 1. oral inquiries 2. scenarios 3. making up the daily routine 4. compilation of the weekly ration table, 5. debates 6. research work 7. methods of self-knowledge 8. Self-analysis
<p>Qualification and retraining</p>	<ol style="list-style-type: none"> 1. Study of documents 	<p>The presence of self-improvement,</p>	<ol style="list-style-type: none"> 1. listening to another teacher's

	<p>confirming qualification and retraining</p> <p>2. An oral inquiry to verify the knowledge gained from retraining:</p> <p>3. Debate within the framework of new knowledge, formed new abilities and skills.</p>	<p>self-awareness, consciousness of self-improvement and practical abilities</p>	<p>lesson</p> <p>2. pedagogical situations</p> <p>3. testing knowledge on the roads to gain independent knowledge</p> <p>4. practical work</p> <p>5. research work</p> <p>6. role-playing game,</p> <p>7. debate</p>
Pedagogical innovations	<p>1. listening to another teacher's lesson</p> <p>2. interactive discussion and justification of the innovations used</p> <p>3. analysis of the individual teacher development plan</p> <p>4. individual portfolio research</p> <p>5. "Case study"</p> <p>6. interview</p>	<p>Equal opportunities and conditions for students and participation of children in the regulation of school life.</p>	<p>1. study of the learning environment</p> <p>2. listening to another teacher's lesson</p> <p>3. conversation with students</p> <p>4. conversation with parents</p> <p>5. analysis of class traditions</p> <p>6. revealing real class leaders</p>
Application of modern ICT, media technologies in the learning process	<p>1. listening to another teacher's lesson-discussion</p> <p>2. Analysis of ICT and media technologies used in the learning process</p> <p>3. identification of</p>	<p>Application of modern ICT, media technologies in the learning process.</p>	<p>1. listening to another teacher's lesson</p> <p>2. research work with the use of ICT,</p> <p>3. doing homework using media technologies,</p>

	their goals, determination of the appropriateness of use in terms of compliance with the goals		4. search for information, verification of its reliability and application in the learning process
Ability to make non-standard decisions	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. «Case study» 3. oral requests 4. tests 5. analysis of pedagogical situations 	Ability to make non-standard decisions	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. pedagogical cases 3. scenarios
Communicative and collaborative abilities	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. inquires within students 3. observation of the teacher-teacher relationship 4. implementation of joint projects, developments 5. organization of events 	Communicative and collaborative abilities	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. pedagogical situations 3. group work 4. group projects 5. debate 6. round table debates 7. role-plays, 8. competition of sermons, presentations
Ability to self-educate	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. research of the individual portfolio 	The possibility of acquiring knowledge and necessary information	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. pedagogical cases

	<p>of the teacher</p> <ol style="list-style-type: none"> 3. oral requests 4. participation in various retraining programs 	independently.	<ol style="list-style-type: none"> 3. research work 4. preparation of reports, PP presentations, ability to make presentations
Ability to motivate students	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. creating success situations 3. surveys among students 4. analysis of the availability of a favorable educational environment 5. Having common teacher-student goals 	The ability to set the right goals, predict your future.	<ol style="list-style-type: none"> 1. pedagogical situations 2. projects 3. conversations to justify the choice of profession, 4. debates, debates 5. identification of opportunities for the development of imagination
Ability to self-educate	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. research of an individual portfolio of a pedagogue 3. oral inquiries 	The possibility of acquiring independent knowledge and necessary information	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. pedagogical cases 3. research work
The manifestation of pedagogical tact and the culture of the word	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. conversation with students 3. observation of the teacher-teacher 	Availability of pedagogical compatibility	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. pedagogical cases 3. identification of the teacher's authority and analysis of its

	relationship		foundations 4. analysis of the methods of cooperation used
Pedagogical support to the family	<ol style="list-style-type: none"> 1. monitoring the pedagogue-family relationship 2. oral inquiries among parents 3. Analysis of parent meeting topics 4. Availability of parents's education methods 	Identification of methods and principles of family upbringing u analysis	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. pedagogical cases 3. research work 4. scenarios 5. holding joint meetings of children-parents 6. analysis of the classroom teacher's hours
ATTITUDE, VALUES			
PEDAGOGUE		STUDENT	
ASSESSMENT TOOL	COMPONENT	ASSESSMENT TOOL	COMPONENT
Awareness of the high value of the child, childhood	<ol style="list-style-type: none"> 1. interview, 2. self-analysis 3. analysis and evaluation of pedagogical situations 4. discussion 5. availability of conditions and opportunities for preserving the originality of the child and awareness of the exclusivity of 	Awareness of the need to combine law and responsibility	<ol style="list-style-type: none"> 1, interviews, 2. Debate 3. Self-analysis 4. role-playing games 5. game-trial 6. Mutual descriptions 7. Self-description

	childhood		
Critical thinking	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. analysis of pedagogical situations and drawing conclusions 3 debates, debate 4. sermon contest 	Critical thinking: <ol style="list-style-type: none"> generalizing, finding differences, drawing conclusions, analyzing, clarifying any information, checking consistency 	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. pedagogical cases 3. Preparation of sermons 4. Role play 5. Debate 6. Text analysis, comparison and elaboration of conclusions
Humanism	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. monitoring the pedagogue-family relationship 3. pedagogical cases 	Humanism	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. pedagogical cases 3. scenarios 4. Debate
Tolerance	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. monitoring the pedagogue- student relationship 3. pedagogical cases 4. Debate 	Tolerance	<ol style="list-style-type: none"> 1. listening to another teacher's lesson 2. pedagogical cases 3. monitoring the pedagogue- student, student-student relationship 4. Debate 5. Role play 6. Discussion of different opinions (even opposite ones) and evaluation

Love of the profession	1. listening to another teacher's lesson 2. monitoring the pedagogue- student relationship 3. pedagogical cases	Attitude towards education and school	1. pedagogical cases 2. scenarios 3. debates
Assessment of student achievement	1. listening to another teacher's lesson 2. monitoring the pedagogue-student relationship 3. pedagogical cases	Having one's own opinion, making decisions in different situations, making choices	1. listening to another teacher's lesson 2. pedagogical cases 3. debates, thematic discussions
Existence of national mentality and preservation of national values	1. listening to another teacher's lesson 2. study and analysis of extracurricular activities 3. pedagogical situations 4. debates	Existence of national mentality and being a bearer of national values	1. listening to another teacher's lesson 2. pedagogical cases 3. debates, thematic discussions 4. Sermon contest 5. Round table debates

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THE INTEGRATION OF CHESS AND MATHEMATICS AS A PREREQUISITE FOR ENHANCING THE QUALITY OF EDUCATION

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ABSTRACT

Numerous studies have proven that chess indicates a player's mental skills and ability to think. The goal of our study is to explore the process of learning chess in elementary school in the context of the integration of mathematics and chess, as well as to develop and offer methodological suggestions that will improve the efficiency of understanding mathematics. By solving non-standard "chess" problems in math classes and extracurricular math lessons, the link between chess and the development of spatial thinking can help to foster the development of a unique capacity to operate in the mind.

Key words: Chess, mathematics, interdisciplinary connection, integration, thinking, analysis, attention, self-organization.

The problem of the research. Mathematics and chess are two subjects that provide issues and problem-solving scenarios that enable children's mental activity to grow and activate, resulting in the development of intelligence, attention, logic, focus,

responsibility, balance, and diligence.

This phenomenon is a one-of-a-kind result of the integration of chess and mathematics and determines the urgency of the research of the topic we have chosen.

In the new state standards of general education, a great deal of attention is paid to interdisciplinary relations, including chess. In particular, "mathematics is presented in grades 1-6 with one integrated subject, in grades 7-9 and grades 10-12 with separate mathematical subjects, as well as in grades 2-4 with mathematical thinking, critical thinking, making predictions in a separate subject that develops skills by teaching the game of chess." Many research on chess' educational usefulness focus on the improvement of pupils' mathematical ability through chess. A lot of studies have been conducted to investigate the relationship between chess and mathematics. Despite the fact that chess has been taught as a compulsory subject in the Republic of Armenia elementary schools for over a decade, professionals have yet to thoroughly examine these issues. Furthermore, despite the fact that the newly developed general education standards explicitly mention integrated mathematics and chess teaching, there is still a lack of methodological materials that will allow this process to be carried out in a systematic manner.

In the process of playing chess, the use of children's thinking, combination, development of analytical skills, types of thinking in the subject of mathematics and thus increase the efficiency of mastering mathematics in elementary school. Philip Rifner in his research project called "**Problem-Solving Skills in Students with Average and Above Average Intelligence**", stated that, the inter-domain transfer of chess skills can be achieved if teaching for transfer is an instructional goal (Philip Rifner, 1992).

Analyzing the interconnections of chess knowledge with the indicators of progress in mathematics and native language in primary schools **Sargsyan V. ZH., Manukyan S. A., Sargsyan T. A., Gevorgyan L.L.** to the question "*What are the connections and interactions between chess, native language and mathematics grades and chess achievement indicators*", stated that based on the available data, the semi-annual grades of "chess", native language and mathematics subjects express similar tendencies. Referring to the connections between the grades of the native language and mathematics subjects and the indicators of chess achievements, it has been revealed that along with the increase of semester grade of the native language, the increase of the grade of the chess test begins to be expressed (Sargsyan V. ZH., Manukyan S. A., Sargsyan T. A., Gevorgyan L.L., 2021). Authors also provide clear evidence that "in parallel with the increase in the semester grades in mathematics, the grades in the chess test are

increasing”

Analyzing the effect of substituting a weekly mathematics lesson in primary school grades 1 ± 3 with a lesson in mathematics based on chess instruction. In the City of Aarhus in Denmark, combining test score data with a comprehensive data set obtained from administrative registers. Authors found positive effects, indicating that knowledge acquired through chess play can be transferred to the domain of mathematics. The results suggest that chess may be an important and effective tool for improving mathematical capacity in young students (Rosholm, M., Mikkelsen, M. B., & Gumede, K., 2017).

The aim of the research is to discuss the process of studying chess in elementary school in the context of the integration of mathematics and chess, to develop and present methodological guidelines that will increase the efficiency of mastering the subject of mathematics.

The connection with chess and the development of spatial thinking can contribute to the development of a unique ability to think in math lessons and extracurricular math classes by solving non-standard "chess" problems.

Integrated teaching in modern pedagogy is presented with new observations. It is evolving in nature, multi-component in content, which includes both students with disabilities, the use of interdisciplinary connections, and processes in multidisciplinary classrooms. Ideas on integrated teaching were once expressed by a number of pedagogues: J. A. Comenius, J. H. Pestalozzi, V. Sukhomlynsky, I. P. Podlasin. As mentioned by E. A. Yekzhanova, "Integrated teaching, based on the principles of special and general education, should have a developing, educating profile, which implies the development of students' moral ideas, adequate forms of behavior, including all participants in the educational process. (Ekzhanova E. A. Reznikova E. V., 2008)

Organizing the lesson process through integrated learning enables the educator to carry out purposeful work, motivating learners to perform logically related activities: comparison, generalization, association, combination, classification, analysis. These activities provide a full and multi-layered understanding of the material being conveyed, deepening and broadening the learners' perceptions of the subject, making the learning process more interesting. And the emergence of interest in the learning process itself contributes to the formation and development of learners' learning motivations, which is the problem of the modern education system. In other words, the pedagogue is able to solve the important problem of didactics through the implementation of integrated teaching, the development of students' cognitive qualities, giving the teaching process a creative nature.

When evaluating the importance of education, we must consider that education may help to promote public thinking, spiritual-moral, and cultural values. Integrated learning, by ensuring the combination of knowledge of different subjects, contributes to the formation of research skills, creative abilities and their sustainable development based on them. According to N. N. Marphinine, sustainable development is a way of organizing life, from the solution of problems to the prediction of conflicts, the planning of actions aimed at overcoming or weakening them (Marfenin N. N., 2011). This will be the primary guarantee for boosting educational quality and establishing a new society.

Integration of sciences and the quest of a more accurate representation of the overall picture of the world are urgently needed at the moment. These ideas are reflected in the perspective of modern school education. But it is impossible to solve such a problem within one subject. Therefore, interdisciplinary generalizations are used in teaching theory and practice.

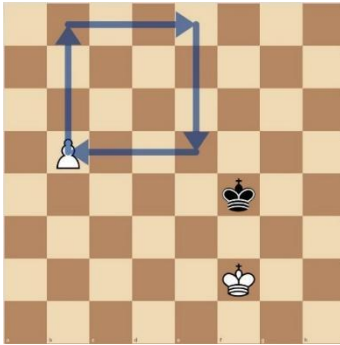
Interdisciplinary connections play an important role in the development of systemic thinking and the construction of general educational abilities in students, as they reflect the interconnections of phenomena and processes in the surrounding environment: they enable the transfer of abilities and skills formed as a result of teaching a subject to the field of other subjects.

Thus, while it is simple to create a final and a number of intermediate goals in chess, it is very hard to provide a clear prescription for reaching them. The decision-making process in a chess game that takes into consideration the conditions and the capacity to combine and assess diverse situations, producing varied conclusions. Undoubtedly, chess and mathematics are directly related to each other, as the above is also typical of mathematics. Thinking about the next step, the chess player and the problem-solving mathematician make their own brain do a tremendous job. There is a chain of logical reasoning, a work of the subconscious, and a back-up memory application that develops visual associations. The variety of mathematical tricks allows you to facilitate the chess player's judgments.

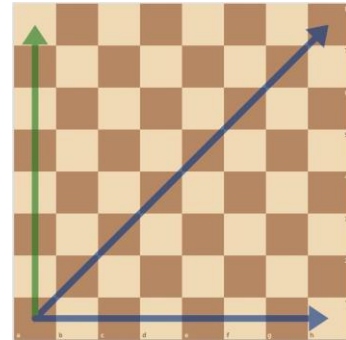
Thus, we can prove that there is a connection between chess topics and mathematics, which can be briefly presented as follows:

1. Familiarity with the concepts of **square, angle, line and radius, polygon, and circle** when learning chess board and solving tasks (see Activity 1-3).

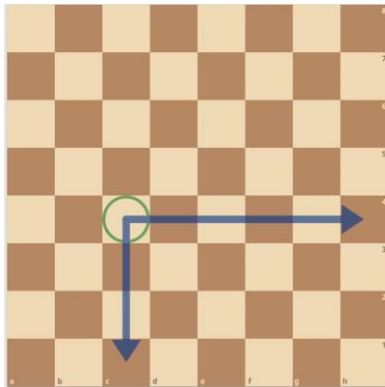
Activity 1



Activity 2



Activity 3



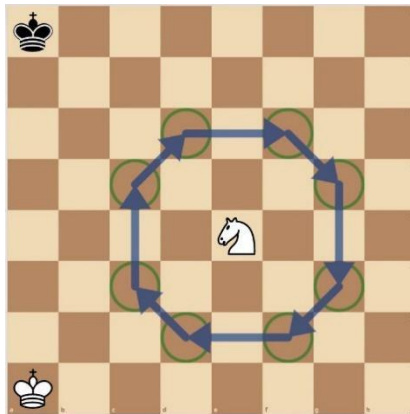
Comparative analysis of the stages of solving mathematical and chess problems aimed at divergent thinking of primary school learners V. Karapetyan, Samvel Misakyan, Shushanna Sargsyan

When solving a chess problem, additional skills are required by the learner.

- Imagining the given position in the mind,
- Calculating the approximate values of the pieces.
- Moving them in the mind without touching the pieces,
- Imagining each new position in mind,
- Discussing and calculating possible steps in the new positions,
- Seeing the intersections of the traces of the pieces
- Creating checkmate positions for the opponent's king.

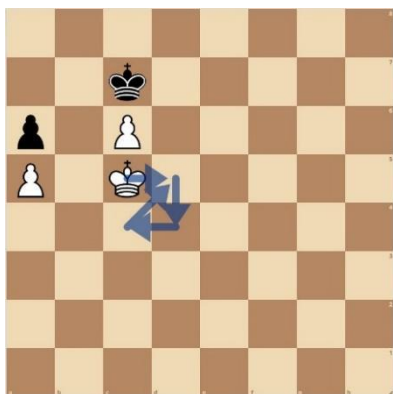
2. Memorizing the names of the chessboard fields is equivalent to learning the position of a point on a surface, which is equivalent to identifying the coordinates of a point on a surface (see Activity 4).

Activity 4



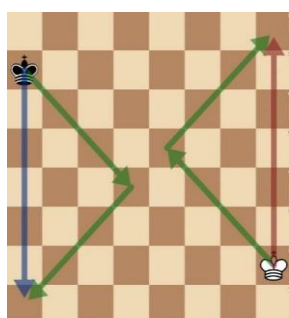
1. When calculating the approximate values of chess pieces, learners use the addition and comparison of one-digit numbers.
2. Teaching the step "pawn's en passant" provides a basis for imagining the typical position of that step in the mind (see Activity 5).

Activity 5



3. Learning to mentally calculate steps when solving problems and tasks is the foundation for solving mathematical calculation problems.
4. Solve chess problems using geometric shapes such as squares, **dashed lines** (πετυλωλ qhδ), and triangles (see Activity 6-8).

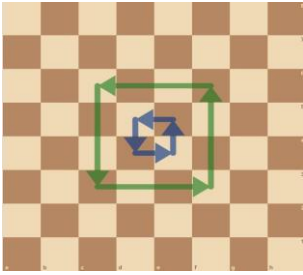
Activity 6



Activity 7



Activity 8



CONCLUSION

We can draw the following conclusions by studying the interdisciplinary connections between mathematics and chess in the context of integrated learning and developing and presenting methodological guidelines that will aid in the formation of unique ability and spatial thinking in elementary school students by solving non-standard "chess" problems.

1. Chess and mathematics, as we have seen, are theoretically and practically shown to be closely linked. The chess player and the problem-solving mathematician both require their minds to work extremely hard when thinking of the next move.

2. We may claim that the relationship between chess topics and mathematics can be expressed in a variety of ways, among which we can identify a number of topics that will help to solve the problem of chess and mathematics integration in elementary school.

- Familiarity with the concepts of square, rectangle, angle, line and radius when learning chess board and solving tasks.
- Learning the names of the fields on a chessboard is the same as learning the position of a point on a surface, which means determining the coordinates of a point on a surface.
- When calculating the approximate values of chess pieces, learners use the addition and comparison of one-digit numbers.
- Teaching the step "pawn en passant" provides a basis for imagining the typical position of that step in the mind.
- Learning to solve issues and activities with calculation processes in mind gives a foundation for tackling mathematical calculation problems.
- Solving chess problems with geometric shapes like squares and triangles.

Thus, including issues and exercises with chess pieces and the use of a chessboard into the educational process has a large potential for the development of cognitive, logical

actions, spatial thinking, and the capacity to act in the mind of elementary school students. The inclusion of the tasks developed by us in the educational process will also contribute to the formation of positive motivation for elementary school students to learn chess and mathematics.

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GENERAL OBSERVATIONS ON THE PECULIARITIES OF V. SIRADEGHYAN'S PROSE LANGUAGE AND VISUALIZATION TOOLS

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ABSTRACT

The work analyzes the peculiarities of Vano Siradeghyan, who is one of the most outstanding prose writers of modern Armenian literature. This analysis utilizes the viewpoint of stylistic vocabulary. In addition, the opinions from other scholars are considered regarding the author.

Furthermore, the author's use of lexicon and grammar, multilayered language are also discussed in this analysis. Lastly, a detailed study of Vano Siradeghyan's prose is considered, the means of illustration used by him, the various methods by which the author received the literary text, the use of certain grammar and literary structure, and also the author's sophisticated word choices.

Key words: *Vano Siradeghyan, modern Armenian literature, vocabulary, lexicon, prose, visualization tools, literary structure.*

INTRODUCTION

Siradeghyan's entry as a writer into the field of Armenian literature was long-awaited, as the readers were already familiar with him from his stories published in the literary press of the 70s - magazines "Spring", "Literary Gazette", "Soviet Literature". His first book, the collection "Sunday", was published in 1983 and aroused great interest among the readers. The reaction of literary critics was also interesting, which, it seems, had already become accustomed to the use of a simple, as well as experimental literary language after Hrant Matevosyan's entry in the field. In fact, there was no appeal to the prose language of Vano Siradeghyan. The language problems had already been discussed around Matevosyan's prose, and everyone had realized that literature was already moving in a different direction both in terms of content and language. Of course, very little was said about the language of his work in those few literary articles and it was

all very careless and superficial.

Siradeghyan's second book was published only in 1987, bearing the title "Heavy light" and containing twenty-seven stories: These stories definitively outlined the prose writer Vano Siradegyan, his special place in Armenian literature with his peculiar style, thematic and content preferences and his ability to present all this: "Heavy Light" already forced to take a closer look, and made it possible for both the ordinary reader and thinkers around literature to reflect more deeply. And this is the reason why Siradeghyan's next small collection "A fair blessing" had two prefaces written by Hrant Matevosyan, in which the great novelist expressed his admiration for Siradeghyan:

«The behavior of Siradeghyan's characters' efforts towards the morality of being distinguishes a blind, restless, instinctive, one could say not approximate, but purely bodily, almost unbearable effort, as if they do not yet exist and want to shape themselves, as if they have not yet been created and strive to create themselves. In this stubborn, blind, endless striving, they fail and throw themselves into new activities under new names, in order to be beaten again and keep striving from nothingness to existence, from cattle to man» (Siradeghyan V., 1993):

Years later, Vano Siradegyan's third book was published - the collection "Take off your hand from the pain", which, one might say, was a collection of Siradegyan's prose, consisting of thirty-six short stories (the collection included the stories of all previous books, making up a collection of the general work). The preface was again Hrant Matevosyan, where the great novelist was referring to the preface of Siradegyan's previous book written by him, but this time with more tangible and more accurate comments. In this little speech of Matevosyan, there is a lot of regret, sadness, a sense of unforgiveness towards himself:

«In 1988, the pen was laid down some kind of tickle and an unmistakable hand, what an imperious face of true despair departed from literature, with what a look of grief he broke away from our crowd of children and animals, old people and youngsters, women and men, that we, as loving and forgiving as we are, in such an understanding look, no matter how much we lose ourselves, no matter how much we beg and distort, we will never be published as a crowd, because we are mothers - his mother, brothers - his brother, we are the kids - his childhood, the Motherland - the only place for his life, residence, peace. And how on point was the political thought twelve years ago, choosing from the hundreds and thousands of our past someone who can overthrow falsification, whether it is a weighting reality or a literary reality capable of not rocking itself with an inexhaustible condition in literary reality («Դեբանս Է՝ զրոնցումենք էլի») and not with the

convincing presence of the reality of life («Դեկանը է՝ ենթարկվում ենք, էլի»), but also keeps itself in a long march between repression and reality. » (Siradeghyan V., 2000).

From these words of Matevosyan, we can understand how popular Siradeghyan's stories are and how close they are to the people, that if "we are mothers - his mother, brothers - his brother, younger ones - his childhood, homeland - the only place for his life, affirmation, peace. "All this, of course, says something. If these stories are truly so close and relatable to the people, if they really describe the life of this period, then they simply have to be rich in demographic words, stylistics and structures inherent in the people's dialect. We will come back to this later.

In another article, Hrant Matevosyan also touched a little on the language of Vano Siradeghyan, his phrases and, so to speak, caution and parsimony of words.

«A boy came into the land of prose, and told truthful stories more precisely than all his predecessors, had no approximate words, as if he wanted to put them on quartzine, was stingy and critical, did not have a single wrong word, his words and objects found each other at the same moment. The superficial, instantaneous, elusive, and unnamed turned out to have already found his word, already having obtained an image and a name.... And these images and characters delighted and pleased everyone with their liveliness and multitude, and so did their creator with his choice of the only one among many. He was the right writer, and it was true prose» (Matosyan H., 2012, February 4).

Summarizing this introductory part of the work, we can state that Siradeghyan left quite a big mark in the history of Armenian literature of the last century, consolidating his place and role, the importance of his works, which is due to their popularity, wide dissemination and manifestation of love on the part of the reader. If we try to understand why, we will notice the following: One common feature clearly outlined in Siradeghyan's stories is the perception of the psychology of a rural person, the reformation of this psychology in urban reality, the creation of a literature of memory. And if we take into account that it was in the nineties of the last century that Yerevan was significantly settled by young people from villages, then it will also become clear why these stories enjoyed love and touched the reader's heart. After all, the reader's love becomes accessible to the reader, when their emotions and related topics are involved.

Visualization tools are the most important components of the stylization of a work of art. Even by just checking the term, we can understand that these are tools for creating images with which the author styles and types both scenes and characters. Thanks to figurative and expressive means, the author gets the opportunity to better present his work to the reader, kindle the reader's imagination with different images, characterizing

these images and phenomena in figurative and non-figurative senses, emotional and objective views.

In this regard, Vano Siradeghyan used almost all kinds of visualization tools - epithets, comparisons, metaphors, etc. This is also explained by Siradeghyan's thematic preferences, since the characters who find themselves in the folk and rural space are largely aimed at exaggerations and metaphors. And if we take into account that the language of Siradeghyan's narratives is quite poetic and expresses the feelings and sensuality of the writer, then it can be considered logical and natural.

Epithet is likely the most used way of illustration by Vano Siradeghyan. Siradeghyan brought the use of epithets to another level. Their diversity, and flexibility of being expressed in different parts of speech further contributed to the Siradeghyan's stylistic specificity. Thanks to these epithets, Siradeghyan's word acquired a figurative character, made it possible to express sensitivity and emotionality.

While the most remarkable epithets in the Armenian literature are expressed in an adjective, Siradeghyan's epithets are expressed in all the existing parts of speech and in such an order that the author reaches the peak of defining the image and the subject, and it seems impossible to give a better characterization.

We are well aware of the use of epithets in fiction, and every knowledgeable reader can give such examples. To characterize any subject, the writers used one or two epithets, but in Siradeghyan's edition we find bundles consisting of up to three or four epithets, which we consider an incredible phenomenon both in the last century and in Armenian literature as a whole. The use of these epithets is also interesting in the sense that for a long time their inscription is along the lines, which from Siradeghyan's side resembles a hint that they are the same characteristics of the subject as, say, «The cold appearance of a beautiful woman lies in the fact that at any time when she wants, she has no problems with reflection, she will always find luxurious unpretentious and sycophantic glass, but she will also remain a mirror loving crookedness, loyal to the dressing table, the bag, the sleeve, which is looked at only at night by the soul and eclipsed with a light breath when wanted, wiped from breathing when wanted, but still left in the dark».

In this one sentence only you can find several examples of epithets: You can even ignore the epithet "cold appearance", because Siradeghyan is so generous and accurate in the use of epithets that a single-word one should not distract us from more interesting structures. Just look at how the word "glass" is characterized in a peculiar way: **“luxuriously-unpretentious-sycophantic”**.

Let's touch on another kind of stylistic and linguistic implementation that has found a place in this sentence: «**loyal to the dressing table, the bag, stored in the sleeve, loving crookedness**», all these characteristics refer to the mirror: This characteristic is seasoned with another way of illustration-repetition, which is expressed by the word "loyal".

It was with such generosity that Siradeghyan took advantage of the many opportunities provided by the Armenian language, showing that our language is capable of being more flexible and imaginative than we think. Through these epithets, metaphors, repetitions and comparisons, Siradeghyan's fine art has reached a height to which the Armenian reader has not yet become accustomed.

Let us give examples of other uses of epithets as well: «I was late to realize that **living-giving birth-working** people are neither surprised by their coming to the world, nor do they attribute terrible meaning to death ...» (270), «He was sure that a person's fate was their will, and even his life, **lived-failed** by his limited will did not teach him anything» (274), «And if I were to fail, he would not be comforted by me sharing his fate, but would become a doubly **stricken-invincible** fighter against a huge injustice ...» (278), «May I take from life **the late-darkening-quickly-glowing** days» (261), «In the blink of an eye, they would have been smeared like a **drop smeared-thrown** on a front glass» (137), «It slowly collapses after the sunset, and around midnight, **newly-made-childlike voices** are born from hellish deafness...» (131), «The husband looks at the Gohar with a **forgiving-mocking-encouraging face** like a drunkard looks at a young man drinking his first cup» (123), «The day Sona entered the building, the unfamiliar local **shameless-prying** looks were what terrified her» (105), «In these whispers and susurrations, in the **skeptically-zealously-respected looks**, she had to behave as if she neither saw nor heard it all, and did not even want to...» (111), «In the alleys, **a walking crowd**, a sea of **white-foam outfits**, a silvery path of musical instruments in the light of **weak lanterns**, a **dignified march** of chariots on an autumn street stretching on the **white lanes** of winter, the opening-closing of front doors around **slippery smokes** of silence, and men in **immaculate white jackets**, wands inverted around elbows, friendly and polite, flirting without waiting, knowing how to kiss **pale fingers**, and sending flowers together with notes to their beloved women (244), etc.».

Such an application of epithets can be found in almost all of Siradeghyan's stories, since such implementations of language have become an integral part of his literary style, image-building, and literary techniques.

Now let us turn to another way of illustration – comparison. Going through epithets

we have already met comparisons, but it must be stated that there are many examples of both epithets and comparisons in Siradeghyan's stories: This contributed to the generalization of the picture, the improvement of descriptions, thanks to which Siradeghyan characterized and emphasized both the nature and mentality of different characters, created images, combining them with various phenomena and things that are put in comparison: «They came back from the war **like lunatics**» (263), «His life now seems to be a **burden given for a moment** that he must conscientiously bring to the end, and the path being short or long does not matter.» (263), «Have you never passed running around a cripple, eaten an ice-cream in the presence of a child with a bandaged throat, run into the room of a patient **like a racehorse?** ...» (247), «Now then, the one bringing those two together, that close nature is a virtuous mother, and at the same time a knowledgeable procuress who took the blame on herself, she was filled, and **discharged like a cloud**» (246), «An enamored, an inexperienced traveler is different **like a patient**» (208), «There was some kind of rarity on the street, which made the soul ache like **a pain in the lungs**» (192), «The naive voice of the typist reached the ear **like a slap**» (188), «...You will wander until you find the second one's handle and you will enter like a **sheep opening the paddock's door with its head**" (188), etc. These comparisons contributed to a more accurate definition of actions and characters.

The metaphors used by Siradeghyan which are also visualization tools are interesting too. The author has used metaphors in interesting stylizations as well. Those metaphorical structures are again distinguished by an inscription characteristic of the author, which does not obey any spelling, but belongs to the author's style: «If I have the strength to not regret the past, not abandon the life I have lived, if I can admit that it is not death that is **absurd-unjust-cruel**, but it is my birth that is an accidental happiness - if I have so much strength, I will die magnanimously» (266), «He lived with impulses, and the attitude to the smallest excitement was **childishly direct**» (267), «He walked towards this experience as if through a shoulder with a slide, and his smile was **white, bitter and humble**» (277), «If I succeeded in something, firstly, the talent of our tribe was proved, therefore, he remained an immaculate victim of injustice and ate his bread **suffocating gradually-stubbornly-demonstratively**" (278), etc.

With the help of these examples, we can see how specific Siradeghyan's vocabulary is even when using metaphors: These structures resemble the epithets used and created by the author, but they now characterize not the subject, but the action, often taking on the position of a predicative. This proves only one thing. No matter which line Siradeghyan dealt with, the writer's style is so original that the words found their own role and position

in this speech that is as imaginative as it gets.

It can be stated that this peculiar application and the author's inscriptions contributed to the shortest and most accurate word. In the last example given, "bread was eaten **gradually-stubbornly-demonstratively**", any other writer would try to connect the words characterizing the eating process with different primitive words or choose another line that would affect the sound of speech, accuracy and compression: But as a result of the language experiment, Siradeghyan found a possible method and a way to make the speech more concise, but at the same time very imaginative. This is what makes Vano Siradeghyan stand out in Armenian literature, his originality, precise choice of words, precision of thought.

Siradeghyan's prose is very apt and imaginative. To substantiate this statement of ours once again and for the last time, let's give an example of one sentence in which you can find all the figurative and expressive means: «Then the woman stood up like grass shaken off by the rain, stretched out like a waking tree, turned over like a heifer that forgot her love partner at once, soon found her way to the village and for the first time that day she heard that the forest was full of chickens, saw that the trees were rotting upwards, the branches were growing obliquely, felt that the forest was not just a mass of trees, but that all species had their name, and as she stepped next to each tree, stood on each grass, bypassed each flower, the names shouted out to their owners from within» (246): This sentence alone contains both an epithet (**grass shaken off by a gust of rain**) and a comparison (**like grass shaken off by the rain, like a waking tree, a heifer forgetting the love partner right away**), or a character (**names shouted out to their owners**), or an exaggeration (**the forest is full of chickens**), or a metaphor (**a gust of rain**), and even an unattractive reduction to prose (**as she stepped, stood, bypassed**): We can say this with confidence: it is difficult to find such a feature of the word, originality, imagery in Armenian prose (if, of course, there ever was such a thing) (Yezekyan L. K., 1990).

At the beginning of the work, we mentioned the story "Անանձրև հուլիս", to some extent highlighting this story in Siradeghyan's work: Now we would like to touch this story and explain why we consider it as a separate unit. The story «Անանձրև հուլիս» can be considered a work that includes both linguistic, and meaningful, and emotional, and stylistic nuances of all other stories. This is a sample of compressed emotions and images, which is extremely interesting from both the linguistic and literary viewpoints.

In this story there are dialect structures that have become the subject of our research (... may the spoon not **make a noise** off of a cup, they day goes by like **a donkey's burden**), folk speech (**half-asleep half-awake**, will drink whatever it is **լ. lay waste to**

everything), epithets (**slandering from idleness, vulgarizing from idleness, lewd atmosphere from idleness**), comparisons (getting shattered **like an ox**) and any other linguistic reality: This story is a set of means of illustration, and is seasoned with some manifestations of the poetic rhythm characteristic of Siradeghyan's prose, smooth structures, various classical components and the implementation of various phrases.

CONCLUSION

Completing the work, we want to recall the tasks set before us, the goals of the analysis: The purpose of the work was to study the peculiarities of illustration of one of the most outstanding prose writers of the last generation of modern Armenian literature - Vano Siradeghyan, going through various methods of word stylization, the use of illustration tools.

As a result of the research, we found that Siradeghyan used these means in order to make his speech more figurative and expressive, more descriptive and emotional, which, we state, was received very well.

It is interesting that Siradeghyan seems to have violated the classical use of visualization tools, bringing into action such linguistic possibilities that are rarely found in Armenian literature. It can be stated that Siradeghyan raised fine art to a higher level with a new application of language structures and a peculiar approach to them:

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ON THE METHOD FOR ASSESSING THE QUALITY OF E-LEARNING RESOURCES

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ABSTRACT

Without the introduction of modern e-learning resources, it is hard to imagine a quality, understandable education that meets modern trends and standards. Under the current circumstances, one of the most important issues facing the world educational community is the problem of searching e-learning resources quality assessment methods. Assessment is a multi-criteria issue that is very relevant in the current trends of ICT-oriented education and requires the use of multi-criteria decision-making methods.

The purpose of this article is to introduce an interesting approach for evaluating the quality of e-learning resources, based on the method of analysis of hierarchy.

The presented method is not hard to apply; it is oriented for pedagogical purposes and can also be used in the decision-making process for any multi-criteria problem within the field of education.

Keywords: *e-learning resources, analytic hierarchy process, multi-criteria decision-making, assessment, skills, learning process.*

INTRODUCTION

E-learning resources (ELRs) became one of the main hotly debated issues in the world's educational community in recent years (Beljaev, M.I., Vymjatnin V.M., Grigor'ev S.G. I Dr., 2002), (Grigor'ev S.G., Grinshkun V.V., Koloshein A.P., 2012), (Pervezenceva,

Je.A., 2013), (Condruz-Bacescu M., 2014). One can find different formulations of the concept of "e-learning resources". Thus, the authors of the article "Technology of using e-learning resources in the university", when referring to the wording of "e-learning resources" mean "a unified program-method complexes that integrate various computer and information-communication technology" (Grigor'ev S.G., Grinshkun V.V., Koloshein A.P., 2012).

It should be noted that numerous studies have been performed to determine students' learning effectiveness through the help of e-learning resources, which have proved both the productivity and convenience of e-learning resources during lessons.

The use of e-learning resources facilitates joint work, teacher-student interaction, and increases the level of student motivation. Due to the flexibility of the program, it is possible to adapt it to the learner's features. Students can speed up or slow down the learning process (Dey P., Tabucanon M., Ogunlana S., Gupta S., 2001).

Thus, it can be claimed that the use of e-learning resources in educational process

1. makes learning more effective, contributes to the increase students' interest to whole learning process,

2. creates an opportunity for a comprehensive study of educational material and it makes learning complete due to the fact that a systemic approach is used in the development of e-learning resources and to some extent content is coordinated,

3. Gives the opportunity to apply students' knowledge in practice and supervise achievements, allows them to work both with lecturers, as well as on their own.

The introduction of e-learning and e-textbooks within the learning process has become a priority in many countries around the world. The problems of e-learning resources development and application in the teaching process have been discussed in the works of many researchers (Beljaev, M.I., Vymjatnin V.M., Grigor'ev S.G. I Dr., 2002), (Gura V.V., 2007), (Vinnickij, Ju.A., 2006) and others).

In recent years, much attention has been paid to the regulation of e-learning resources in accordance with existing state standards in the field of education. These are the main issues when classifying e-learning resources: type of basic information, purpose, category of users is it for and so on? It is also possible to choose the distribution technology, i.e. whether e-learning resources is a local, networking or combined e-learning resource? It should be noted that e-learning resources are of particular interest, which have the opportunity for "multimedia" interaction. In order to determine the quality of these e-learning resources, it is necessary to consider the quality of the educational material, its adequacy, methodological elaboration /i.e. its content characteristics/. Type

of user interaction, degree of interaction, possibility and convenience of making necessary changes, the degree of multimedia are very important, too. Multimedia facilitates the process of memorization, makes the material more interesting and moving.

Many professionals develop a variety of e-learning resources and use them successfully in the learning process. Under the current circumstances, one of the most important issues facing the world educational community is the problem of searching for quality assessment methods of e-learning resources.

Assessment is a multi-criteria issue and requires the use of multi-criteria decision-making methods. The analysis of the normative documents of the works allowed to reveal the following methods of quality assessment: experimental, expert and complex quality assessment.

E-learning resources quality assessment requires a qualitatively new, multi-criteria approach (ie, an approach based on a modern theory of multi-criteria decision making). In our particular case, we will evaluate the e-learning resources quality not on the basis of an intuitive approach, but through precise mathematical calculations.

First of all, it should be noted that well-designed e-learning resources should meet the common evaluation criteria: the criteria should not be allowed to refer only to the technical side of the issue (level of interactivity, multimedia, its functionality). Attention should be paid to concepts such as the theory statement, examples, level of examination, exercises for processing the material and qualitative-quantitative characteristics of the tests.

Acceptance of decisions is one of the directions of applied mathematics. Developing decision-making methods requires consideration of mathematical, psychological, and computer issues.

There are various methods for making multi criteria decisions: ELECTRE (Elimination and Choice Translating Reality), TOPSIS (Technique for Order Preference by Similarity to Ideal Solution), method of analysis hierarchy, etc.

The above methods have common positive features. These methods consider the multi-criteria conditions, use criteria with an evaluation scale, help to make an individual decision. Let us now consider the issue of interaction between user and problem solving. All the presented methods, except for the method of analysis hierarchy, have certain difficulties in processing expert information. In the case of all methods, except ELECTRE, there is compliance with the intuition perception.

Let us focus on the Analytic Hierarchy Process (AHP) developed by Thomas L. By Saati. The method of analysis hierarchy easily allows to perform the algorithmization and

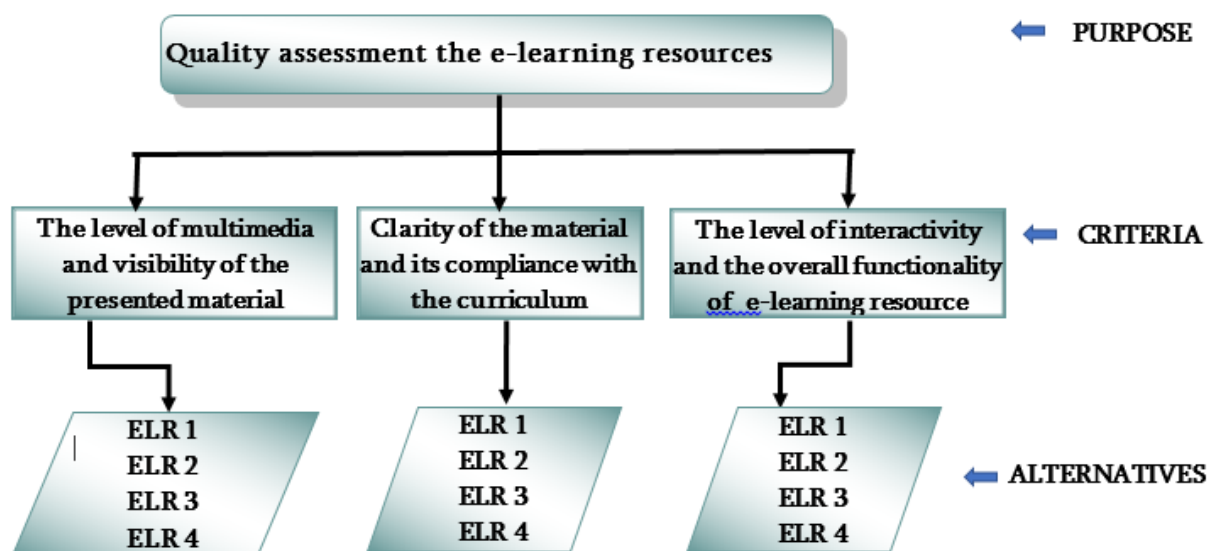
programming of the problem (Saati. T., 1993), (Saaty T.L., 1986). The method has been used successfully applied in various fields (Grigorjan N.D., 2007), (Dey P., Tabucanon M., Ogunlana S., Gupta S., 2001), (Figueira J., Greco S., Ehrgott M., 2005), (Hop N.V., Tabucanon M.T., 2001), (Saaty T., Sodenkamp M., 2008).

The hierarchy analysis method offers the following sequence of actions (Saati. T., 1993):

- solve the problem by presenting it in the form of a subordination with several levels: goals-criteria-alternatives;
- Compare the elements of each level in pairs.

Suppose ELR 1, ELR 2, ELR 3 and ELR 4 are e-learning resources that we want to evaluate. The problem of assessing the quality of an e-learning resource has presented in a hierarchy with several levels: goals-criteria-alternatives (Diagram 1).

Diagram 1. Goals-criteria-alternatives



Judgments are made by the expert (in our case, such expert will be teacher, who not only work in this field for many years, but are also specialists in the development of e-learning resources).

As criteria we will use:

- The level of multimedia and visibility of the presented material
- Clarity of the presentation of the material and its compliance with the curriculum
- The level of interactivity and the overall functionality of the e-learning resources

Undoubtedly, the main criterion is the objectivity of the methods of assessing the knowledge gained as a result of learning through the use of e-learning resources. However, we will not use this criterion at this stage because different modes of e-learning resources do exist.

- training without testing
- training, which is accompanied by a test and at the end of each chapter or paragraph the student is asked a few questions, the answers to which determine the degree of mastery of the material,
- a final test designed to summarize and evaluate.

And so, let us look at the whole evaluation process with the example of one expert. The expert answers, for example, the following question: "To what extent does ELR1 or ELR2 have a higher level of multimedia and visibility of the presented material?"

The results of the comparisons should be expressed in numbers with the help of a special table (Table 1), the upper limit of which is equal to 9 (the upper limit is justified (Scott, Dana:, 1964, pp 69-70).

Table 1. Saati comparison scale

Oral judgments	Numerical judgments
Equal value	1
Moderate predominance of one over the other	3
Significant or strong predominance	5
Significant predominance	7
Very strong dominance	9
Intermediate decisions between neighboring judgments	2, 4, 6, 8

Thus, the expert answers with one of the numbers for comparison. Conventionally, the comparison is always performed for the action or object in the left column in relation to for the action or object in the upper row.

Based on these numbers, we need to construct a matrix, the elements of which will be positive, and the matrix itself will be inversely symmetric (A matrix is called inversely symmetric if for any i and k the relation holds $a_{ki} = 1 / a_{ik}$).

If we compare the element with itself, we will see that it has equal power, so at the intersection of the ELR 1 and ELR 1 (ELR 1, ELR 1) we enter 1. Therefore, the main diagonal of the matrix must consist of 1. For inverse comparison, we enter the corresponding reciprocal values (Table 2).

Table 2. The results of the comparison of ELR according to the criterion "The level of multimedia and visibility of the presented material", given by the first expert

The level of multimedia and visibility of the presented material	ELR 1	ELR 2	ELR 3	ELR 4

ELR 1	1	0.5	0.5	3
ELR 2	2	1	1	5
ELR 3	2	1	1	5
ELR 4	0.33	0.2	0.2	1

The next step is to calculate the priority vector of the given matrix. Mathematically, this is the calculation of the main vector, which after normalization becomes the vector of priority. Let's use one of the methods of rough calculation of this vector. Divide the elements of each column by the sum of the elements of that column to get the matrix below (Table 2).

Table 3.

The level of multimedia and visibility of the presented material	ELR 1	ELR 2	ELR 3	ELR 4
ELR 1	0.19	0.19	0.19	0.21
ELR 2	0.38	0.37	0.37	0.36
ELR 3	0.38	0.37	0.37	0.36
ELR 4	0.06	0.07	0.07	0.07

Then we should sum the elements of each line and divide that sum by the number of elements in the line. As a result, we will get the vector-column of priorities (0.193, 0.368, 0.368, 0.071).

The above actions are performed by experts for each criterion. Quantitative quality index of each of the alternatives is calculated. Then the same approach should be applied and the evaluation criteria shall be compared in pairs.

The final priorities are determined by a linear function in which the relative priorities of the alternative are multiplied by the importance of the corresponding criteria and summed.

The e-learning resource that will have the highest overall priority will be recognized as the best educational resource and it can be introduced into the educational process as an e-learning resource on this discipline.

The hierarchy analysis method can be implemented both with the help of Microsoft Excel program and Expert Choice support system.

Various modifications of the hierarchy analysis method are used to make various multi-criteria decisions. For example, it is interesting using different variations of the hierarchy analysis method to assess students' knowledge (Grigorjan N.D., 2012).

A multiplicative method of hierarchy analysis and the simplified version of the hierarchy analysis method also have a great practical significance in making multi-criteria decisions.

The simplified version of the multi-criteria expert method of hierarchy analysis is much simpler both at the stage of matrix comparison and in the final calculation of the weight vector for as many objects as you want.

Using a simplified version of the hierarchy analysis method, the expert selects the main element for each criterion, after which he or she compares not all the elements in pairs, but only the main element with all the others. Fill in the line corresponding to the main element of the matrix. The remaining elements of the matrix are automatically calculated based on the fact that the matrix is coordinated, ie $a_{ij} = a_{ik} \cdot a_{kj}$, $i, j, k = 1, 2, \dots, n$.

When making decisions on e-learning resources quality assessment, a simplified version of the hierarchy analysis method can be used, when we need to evaluate the quality of a large number (more than 10) of e-learning resources.

CONCLUSIONS

Thus, the use of the various methods of hierarchy analysis for e-learning resources evaluation has a number of merits.

- allows you to really describe the problem, that is, to build the necessary hierarchy: setting a goal, setting the necessary criteria, separating the suitable alternatives
- allows combining quantitative and qualitative characteristics,
- assists in making decisions based on the opinions of a group of e-learning experts.

We would like to note that the hierarchy analysis method and its variations can be used both in the education system to solve many problems (for example, to determine the best graphic work, the best school, the best faculty, career choice, students' knowledge assessment (Grigorjan N.D., 2012), etc.), and in making multi-criteria decisions within other areas (economics, marketing, social media, etc.). The application of the method will allow you to make decisions based not on intuition, but on specific mathematical calculations. And this will allow you to identify the components of this problem and help you make the right decision.

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REDUPLICATION IN OLD ARMENIAN

(according to the Armenian translated books of the Bible)

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ABSTRACT

Reduplicative compounds form a unique group in the word-stock of Armenian translated books of Bible. The study of subject matter of originals reveals the following types of reduplication;

a) root-type – գուհազուհ (in troops, in regiment), դասարան (in classes), զանազան (different), մեծամեծ (very big), չարչարանք (torture), փողփողել (to wave),

b) vowel alternation-type and alternation-type - բարբառ (dialect), թթափել (to toss), կսկծելի (painful) բողբոջ (blossom), կարկամ (bent),

c) phonemic deletion-type - սասանել (to shake), պապանծի (to be silent), դադար (pause, break), բարախել (to beat, to throb), խախտլու (instable),

d) root-determinative-type – արհամարհել (to ignore), կոկորդ (throat), սասանակ (blackthorn), տրտուհ (lamentation), ճաճակ (ray),

e) prepositional-type - դեմ ընդ դեմ (face to face), խառն ի խռն (in random, confusedly), օր ըստ օր (day by day) և այլն:

These types of word-combinations are not completely isolated from each other indeed and any type of root reduplication may exhibit other types of word formation, although we have conditionally placed such words in one type, based on general word-formation patterns.

The synchronic investigation of word-stock of Bible first, reveals the word-formation opportunities of Old Armenian. On the other hand, the results of such investigation can become base for diachronic study of word-formation of reduplication.

Keywords: *word-formation, word-building type, reduplication, root-type, vowel alternation-type, alternation-type, phonemic deletion-type, root-determinative-type, prepositional-type.*

INTRODUCTION

Reduplication is one of the means of word-formation in languages. Since the old period of history of Armenian language considerable number of words are formed by means of reduplication. These words (nearly 500) (Acharyan Hr., 1957) with the word-stock of language are transferred to Old Armenian and have broad usage in the translated books of Bible and in the manuscript works of 5th century (“Astvatsashunch matean hin ev nor ktakaranac”, 1997).

Our investigation shows that the reduplicants used in the translated books of Bible can be classified according to certain word-building types. The word-building type is determined by some principles that form the reduplicative compounds. In accordance the following types of reduplicants can be distinguished; root, vowel-alternation, alternation, phonemic deletion, root determinative and prepositional.

1. **Root- type reduplication** – this kind of reduplicants are formed with simple reduplication of root. This type of reduplication is known as inheritance from proto-language. The roots of such words, while reduplicating, save their form and express semantic intensification. The reduplicants in Bible have two types – with a connecting vowel element, without a connecting vowel element.

A) *Reduplicants with a connecting vowel element* have stability of components which is conditioned by separate word stress; each component, while reduplicating, bears separate word stress (Tumanyan E., 1971);, e. g. *գէշագէշ* (*shred-shred, piece-piece*), *գոյնագոյն* (*colourful, coloured*), *գոլնդագոլնդ* (*in regiments, in troops*), *դասսանաս* (*in groups*), *զանազան* (*differently*), *մեծամեծ* (*very big*), *չարաչար* (*grievously, severely*), *կողակող* (*round-shouldered; ashamed, confused*).

The root-component of *գէշագէշ* is *գէշ*, which derives from Iranian source; zend *vaeša-* “rot, decay” (Acharyan Hr., 1971). The compound has the meaning “shred-shred, piece-piece.”. Comp. *Մանր մանր կոտորեալ, զայս թռչնոց գէշագէշ ջամբեցից* (Բ.Մակ. ԺԵ. 33): *He commanded also, that the tongue of the wicked Nicanor should be cut out, and given by pieces to birds, and the hand of the furious man to be hanged up over against the temple* (Machab. S., 15; 33).

The root component *մեծ* of reduplicant compound *մեծամեծ* etymologically derives from native Indo-European root **meg'a- meg'(h)* «large, big» (Acharyan Hr., 1977). Reduplicant compound *մեծամեծ* has the meaning “very big”, comp. *Եւ արար Աստուած զերկու լուսնաւորսն զմեծամեծս* (Ծնն., Ա.16): *And God made two great lights: a greater light to rule the day; and a lesser light to rule the night: and The stars* (Genes., 1;16). It also means “honoured men” in Bible, comp. *Եւ ժողովեցան ի փորովէ միւնչել*

ցտծամեծս, քանզի զարմացեալ էին նոքա յոյժ (Յուդիթ., ԺԳ. 15): And all ran to meet her from the least to the greatest: for they now had no hopes that she would come (Judith, 13; 15).

The root component of compound **կորակոր** etymologically derives from native Indo-European root *gor- *ger «twist, roll, rotate» (Jahukyan G., 1989). Reduplicant compound կորակոր has meanings “round-shouldered; ashamed, confused”. Comp. Երթայի զարտագորի կորակոր առաջի նոցա (Եզեկ. ԺԲ. 7): ...and I went forth in the dark, and was carried on men's shoulders in their sight. (Ezech., 12; 7).

B) *Reduplicants without a connecting vowel element* are synthetic compounds of root components, which can be expressed either as separate word-units or as derivative stems of compound. In the Armenian translation of Bible there are the following words of that structure; *այլայլել (change, alter), արծարծել (revive, stir up), խորխորել (stab, butcher), խորխորատ (abyss, precipice), ողողել (flood, overflow), չարչարանք (torment, torture), ջախջախ (smash-up), փայփայել (fondle, cherish), փոփոփոփել (wave, flutter):*

The root-components of these words do not have unequivocal interpretation. They can be divided into two groups; words the root-components of which are realized as independent word units, and words that shows semantic bleaching.

a. To the first group belong such reduplicants the root-components of which had

independent usage in Old Armenian and are realized by their root meaning. These reduplicants have also become word-building derivative stems for other units, like *այլայլել (to change), խորխորատ (abyss, gulf), ողողել (to inundate), չարչարանք (suffering), վաղվաղ (very soon).*

In the translated books of Bible the reduplicants in proper syntactic structure show intensification of root-meaning.

The root component **խոր** “deep, hole, deepening” of reduplicant խորխորատ derives from native indo-european root ***khoro-** *(**s**)**kerd** “cut” (Jahukyan G., 1989). The reduplicant with this component is a polysemantic word - “deep hole, precipice; grave, hell”. The form խորխորատ is testified with those meanings. Comp. Մինչեւ փորեցի խորխորատ մեղաւորի (Սաղ., ԴԳ. 13): *That thou mayst give him rest from the evil days: till a pit be dug for the wicked (Psalm., 93; 13).*

There are some *analytical combinations* among reduplicative compounds without a connecting vowel element in Bible, like, *արագ արագ (quick-quick), մանր մանր (little-little), դասս դասս (by class-by class).* Here are introduced the examples of those words in original usage.

The reduplicative compound **արագ արագ** has an analytical structure. The root component **արագ** derives from pahl. *rag, with presupplement root determinative a- or ye- (Acharyan Hr., 1971). It has meanings „in a short time, high-speed, quick-quick” in Old Armenian, which has active usage in Bible. The reduplicative compound **արագ արագ** is formed from prototype and has meanings “urgent, immediate, instantly”, comp. *Եւ սսէ ցիս Տէր, Կոչեա՛ զանուն նորա՝ արագ կապտեսցիր՝ եւ վաղվաղակի աւար հարկանիցիր* (Եսայ., Ը. 3): *And the Lord said to me: Call his name, hasten to take away the spoils: Make hast to take away the prey* (Prophecy of Isaias 8; 3).

b. To the second group belong such reduplicants the root- stems of which do not

have independant usage, they have appeared in reduplication as a whole unit (Acharyan Hr., 1957). They are either native words or borrowings, that during the time gained semantic bleaching and now are interpreted etymologically, comp.

The morpheme **արծ** in the word **արծարծել** relates to the stem of verb

արծնել- „to draw on the wood with hot iron” and derives from indo-european stem **arg** „white, bright, shining”, comp. *Արծնելն եւ նկարելն* (Բ.Մակ., Բ. 30): *... but he that taketh care to paint it...* (Machab., S., 2; 30). The reduplicative compound has meanings “inflame, blaze up, met. incite, irritate”, comp. *Արծարծել զշնորհսն Աստուծոյ* (Բ. Տիմո., Ա. 6): *For which cause I admonish thee, that thou stir up the grace of God which is in thee, by the imposition of my hands.* (Timo. B., 1; 6).

The dead root **ջախ** in the reduplication **ջախջախ** relates to the verb **ջախել** -“hit, beat”, derives from Hittite **zah(h)-** “beat” and Georg. **jah** “beat” or **jax** “to hammer” (Acharyan Hr.,1979). The reduplicant with meanings “crumbled, demolished” is used in Old Armenian, comp.

Յուսացեալ ես ի ցուպն եղեգնեայ ի ջախջախ՝ յեգիպտացին (Եսայ., ԼԶ. 6): *Lo thou trustest upon this broken staff of a reed, upon Egypt: upon which if a man lean, it will go into his hand, and pierce it...* (Isaias, 36; 6). There are combinations formed with this stem in Bible – “ջախջախանք, ջախջախել – smash, crush”.

The basic stem of the reduplicant **փայփայել** “to keep, to bring up in love and care” derives from unknown stem **փայ** (Jahukyan G., 1989). Comp. *Փայփայեցից զնսա որպէս փայփայէ հայր զորդի* (Մաղա., Գ. 17): *... and I will spare them, as a man spareth his son that serveth him* (Malach., 3; 17).

2. Vowel alternation and alternation type. in the process of word-building in the case of reduplication of stems different phonetic changes occur which include both

stem vowels (vowel alternation) and consonants (alternation). Those sound interchange realities have grammatical and word-building value.

Such type word-building reduplicants according to sound interchange in compound word's component are divided into two subtypes. To define the type of sound interchange it is necessary to find the components of reduplicants which do not have sound interchange form. This is hard to do because of some difficulties. That word-formation type is a diachronic process and refers to the ancient periods of language which makes the reconstruction of word-form difficult (Jahukyan G., 2010). The facts of related languages, methods of word-building etymology and reconstruction of ancient forms help to reveal these questions.

a. *Change in the first component of compound.* The compounds in the first component of which have occurred sound changes have some peculiarities. In the translated books of Bible, while investigating that type of words, it is necessary to show distinguishing approach.

Thus, the second components of reduplicants *բարբառ* (dialect), *թօթափել* (to shake, to toss), *կսկծելի* (painful), *կարկամ* (*bent*) have independent word-value and the whole meaning of the reduplication depends on them.

The stem component *թափ* in the compound ***թօթափել*** derives from indo-european step- "column, rest, root, strengthen, take a step" and has independent usage in Old Armenian- "bottom, under, depth, case(holster), sweep, strength, rotation, robbery" (Jahukyan G., 1989). The initial form of compound is ***թաւ+թափել*** (according to dissimilation rule), then as a result of simplification of *աւ* diphthong in the first component there is vowel *o*; from this form derives compound *թօթափել* -"throw about, pull, to clean the dust". Comp. *Թօթափէին զքուրծն առաջի Տէառն* (Յուդիթ., Դ. 10): *Then Eliachim the high priest of the Lord went about all Israel and spoke to them* (Judith, 4; 10).

There are words in the second group of such reduplicants that do not have independent usage and their second component is not realized by its word-meaning. In Bible among that type of words are *զրզին* (*irritation*), *դանդաղ* (*slow*), *խարխաբ(փ)ել* (*grope along*), *ծանծաղ(ամիտ)* (*shallow*), *կարկուտ* (*hail*), *կասկածել* (*suspect, doubt*), *շօշափել* (*touch*), *սասսանձիլ* (*grow dumb*), *սոսափիլ* (*rustling*), *տրտում* (*sad, mournful*).

Here are those words introduced from the semantic and structural point of view;

Դանդաղ is a reduplicant with simple stem *դաղ*, which has its variants; *դիլ*, *դուլ* (comp. *անդուլ*), *դլալ* derives from Indo-European **dhar* "raise to one's feet, to bear" Acharyan Hr., (1971). *Դանդաղիլ* has the following meanings in Bible "to move not fastly,

linger, be lazy”. Comp. *հրրել հայեցաւ, ետես զգաւրսն, թէ դանդաղեցան անցանել ընդ հեղեղասն* (Ա. Մակ. ԺԶ. 6): *And he and his people pitched their camp over against them, and he saw that the people were afraid to go over the river* (Machab., F., 16; 6).

b. *Change in the second component.* The words of this subgroup also can be classified by the factor if their first components are realized as word-building derivative stems.

Thus, the first components of following reduplicants are realized by their word value; *կարկաւտել* (to mend, to repair), *սպառնապոռն* (entirely), *սարսուռն* (shudder) :

The component **կար** in the reduplication **կարկաւտել** has meanings “rope, cord, joint, junction, sewing”. Etymologically it derives from Indo-European stem ***goro-** ***ger-** “to gather, to unite”. The reduplicant **կարկաւտել**- “to repair, to adjoin, to connect” had active usage in Old Armenian. Comp. *Եւ որպէս զխեցի որ կարկաւտէ, այսպէս է՝ եւ որ ուսուցանէ զմորսն* (Սիրաք., ԻԲ. 7): *He that teacheth a fool, is like one that glueth a potsherd together* (Eccles., 22; 7).

The stem **սառն-** “ice, cold” in the reduplication **սարսուռն** derives from Indo-European ***k’ar-n-** ***k’er-** “get cold”. As a result of semantic broadening the reduplicant, which before meant “trembling from cold or fear”, has the meaning “trembling, horror, fear” and is testified in Bible. Comp. *Հարցէ զքեզ Տէր տարակուսանօք, եւ ջերմամբ, եւ սարսուռով, եւ երկիւղիւ* (Բ. Օրէնք, ԻԸ, 22): *May the Lord afflict thee with miserable want, with the fever and with cold, with burning and with heat.* (Deuter., 28; 22).

The first components of some reduplicants are not recognized by word-meaning; *բողբոջ* (blossom), *կարկամ* (bent), *հայհոյել* (to scold, abuse), *մարմաջել* (to itching), *մորմոքել* (to cause great regret), *սաղսաղ* (shining, bright), *սպառնապոռն* (entirely) .

Here are observed the semantic-structural peculiarities of these words.

The form **բողբոջ** (its ancient stem-բող) has the meaning of “plant, sprout” and derives from indo-european morpheme **bhol** with the same meaning. As a result of sound alternation of second component the reduplicant բողբոջ is formed. This form has semantic different developments “sprout, shoot; generation, kin; bubble”. It is used in Bible with the meanings “sprout, shoot”. Comp. *Թզենի արձակեաց զբողբոջ իւր* (Երգ., Բ. 13): *The fig tree putteth forth her green figs...* (Song, 2; 13).

The derivative stem of compound **մարմաջել** is **մարմաջ**, the main morpheme of which derives from indo-european ***mer-** “rub, massage” (Jahukyan G., 1989) with e>a vowel alternation. The reduplicant **մարմաջ** “itch” has infinitive form մարմաջել “itch, to sorrow, to ache, to burn”. Comp. *Ըստ իւրաքանչիւր ցանկութեանց կուտեսցեն իւրեանց վարդապետս, ըստ մարմաջելոյ լսելեաց իւրեանց* (Բ. Տիմո., Դ. 3): *...but,*

according to their own desires, they will heap to themselves teachers, having itching ears (Timo. B., 4; 3).

3. Root-determinative reduplicative compounds have root-determinative in their second component. The root-determinative is a formal index which distinguishes word-building components and has unique expression in the process of word-building. The root-determinative usually is added to the second component of reduplicant and causes either alternation of root-phoneme or root-extension (Akhmanova O. S., 1969). The following words are attested in the Bible, *արհամարհել* (to ignore), *աղջամուղջ* (twilight, dusk), *կոկորդ* (throat), *տատասու* (blackthorn), *տրտունջ* (lamentation, murmur), *ճաճակ* (ray).

These compounds are divided into two types; with a connecting vowel, without a connecting vowel.

a. The second component of reduplicants *with a connecting vowel* takes an appendix phonetic index, on the other hand the stem can remain the same or can have sound change (vowel alternation).

The main component of reduplicant *արհամարհել* is the morpheme *արհ* (< Iranian **ahr**) (Acharyan Hr., 1971), (Jahukyan G., (1989). The appendix index *մ* (**մարհ**) does not influence upon the wholeness of the form of the word.

The verb compound *արհամարհել* “revile, defame” is attested in Bible, comp. *Տէր ցրուէ զխորհուրդս հեթանոսաց, եւ արհամարհէ Տէր զխորհուրդս իշխանաց* (Սաղ., ԼԲ. 10): *The Lord bringeth to nought the counsels of nations; and he rejecteth the devices of people, and casteth away the counsels of princes* (Psalm., 32; 10). The stylistic pleonasm *արհամարհելով արհամարհել* is used in Bible for the purpose of semantic intensification. Comp. *Անձն եթէ ոք մեղիցէ, եւ արհամարհելով արհամարհիցէ զպատուիրանս Տէտռն* (Դեւտ., 2. 2): *...Whosoever shall sin, and despising the Lord shall deny to his neighbour the thing delivered to his keeping....* (Levetic., 6; 2).

b. In some compounds that are *without a connecting vowel* the second component takes root-determinative and the first component phonemic deletion.

Կոկորդ is a reduplicant the root-stem of which *կոր* is the variant of stem *կեր* “to eat” with vowel alternation. It derives from native Indo-European stem * g^uer- “bolt, gulp down” (Acharyan Hr., 1973). The root-stem of compound lost sonorous –ր and the second component took root-determinative –դ. The compound with the meaning “throat” has an active usage in Bible, comp. *Չի ունկն զբանս քննէ, եւ կոկորդ զկերակուրս ճաշակէ* (Յովբ., ԼԴ. 3): *For the ear trieth words, and the mouth discerneth meats by the taste*

(Job, 34; 3). The compound with metaphoric usage has the following meanings; 1. “palate”; *Զի ճշմարտութիւնս խոկասցէ կոկորդի իմ* (Առակ., Ը. 7): *My mouth shall meditate truth, and my lips shall hate wickedness* (Proverb., 8. 7); 2. “mouth” *Պսոռնդ նորա քաղցր է ի կոկորդի իմում* (Երգ., Բ. 3): *...and his fruit is was sweet to my taste.* (Song of Songs, 2; 3); 3. “mouth (of animal), gullet” *Որպէս գերեզման բաց են կոկորդիք նոցա* (Սաղ., Ե. 11): *Their throat is an open sepulchre* (Psalm., 5; 11).

4. During the process of formation of **phonemic-deletion type** compounds sound interchange occurs in one (or two) of the stems. This type *sound interchange* does not depend on change of the word- stress; here important role has the factor of interaction of same type sounds as a result of which one of them can appear out of word structure.

Phonemic-deletion type reduplicants can be divided into three subgroups;

a. Phonemic deletion in first syllable; in this type of reduplicants the complete root is the second component of compound, the first component appears as component with phonemic –deletion. In Bible are attested *սասանել* (to shake, shake loose), *սասանծիլ* (to be silent), *դադար* (pause, break), *բաբախել* (to beat, to throb), *խախտտ* (instable), *կակուղ* (soft, tender), *ճաճանչ* (ray), *սասանել* (to die of thirst), *սասանել* (to shake, to swing), *փոփոխել* (to change) .

Here are observed structural components and realizations of compounds in translational books of Bible.

The root component **սան** of reduplication **սասանել** derives from native Indo-European root ***kan** «to shake, to wave» (Jahukyan G., (1989). The compound **սանսան** as a result of root sound deletion took form **սասան**. The verbal compound **սասանել** is used in Bible in following meanings «to shake, to throw off; to move, to float; to displace», comp. *Լերիկք ի հիմանէ ջրովքս հանդերձ սասանեցան* (Յուդիթ., ԺԶ. 18): *The mountains shall be moved from the foundations with the waters...* (Judith, 16; 18). The compound is attested also in metaphoric meaning; «to tremble from fear, to dishearten», comp. *Աստուած ի մէջ նոցա, եւ նորա մի՛ սասանեցին, օգնեցէ նոցա Աստուած* (Սաղ., ԽԵ. 6): *God is in the midst thereof, it shall not be moved: God will help it in the morning early* (Psalm., 45; 6).

In reduplicant compound **սասանծիլ** the root component **սան** derives from native indo-european ***bandh-** with **η>ձ** alternation (Astvatsashunch matean hin ev nor ktakaranac”, 1997). The first component of compound has lost elements **-լծ** at the end of word: The root **սխն** «to bound» is one variant of conjunct forms **սանծ>սանի**. Consequently, verbal compound **սասանծիլ** means «to hold one’s tongue». The compound is attested in this meaning in Bible, comp. *Պասանծեցաւ եւ համարեցաւ, թէ*

իմաստունն իցէ (Առակ., ԺԷ. 28): *Even a fool, if he will hold his peace, shall be counted wise: and if he closes his lips, a man of understanding* (Proverb., 17; 28).

Ճաճանչ compound can be considered as reduplication. probably it is derived from Iranian source, but the original source is not certified (Jahukyan G., (1989). *Ճաճանչ* etymologically means «ray». It is used in Old Armenian in meanings «light, ray, flashes, brightness, lustre» which is attested in Bible, comp. *Քանզի ճաճանչ է Աստուծոյ զաւրուբեանն եւ ծագումն ճշմարիտ փառաց ամենակալիս* (Իմաս., Է. 25): *For she is a vapour of the power of God, and a certain pure emanation of the glory of the Almighty God* (Wisdom, 7; 25).

b. Sound deletion in second component. in this type reduplicants the whole root is the first component of compound. the second component displays as component with sound deletion. In Bible are attested *խաբէքա* (*liar*), *խաղաղ* (*quiet, ease*), *հեծեծել* (*to groan, to sob*), *հեղեղ* (*flood*), *յոպոպ* (*hoopoe*):

The root component of compound **խաղաղ** is the morpheme խաղ (probably it derives from indo-european root *khl with –աղ suffix) (Jahukyan G., 1989), which in second syllab has lost its first sound. The reduplicant *խաղաղ* has meanings «quiet, ease; calmly, moderately, softly» in Old Armenian. It is used in last meaning (as an adverb) in Bible. Comp. *Ոչ ախորժեաց ժողովուրդի այդ զջուրն Սելուվայ, որ գնայ խաղաղ* (Եսայ., Ը. 6): *Forasmuch as this people hath cast away the waters of Siloe, that go with silence...* (Isaias, 8; 6).

The derivative stem **հեծեծ** of compound *հեծեծել* is the reduplicant of simple stem *հեծ* «sigh, breath» with sound deletion of second compound (Acharyan Hr., 1977). It is used in Old Armenian with following meanings «to sigh from sorrow», comp. *Անձիւք տղայոց մեծամեծս հեծեծեցին* (Յովբ. ԻԴ, 12): *...they have made men to groan, and the soul of the wounded hath cried out* (Job, 24; 12).

The compound **հեղեղ** is reduplicated from stem *հեղ* which has not separate usage and derives from indo-european stem *pel «to pour, fill, to flow». The compound with meanings «strong stream of water» is used in Old Armenian and Bible, comp. *իմաստնոց գիտութիւնն որպէս հեղեղ յորդեցէ եւ որպէս բղխումնսաղբեր* (Սիրարք., ԻԱ. 16): *The knowledge of a wise man shall abound like a flood, and his counsel continueth like a fountain of life* (Eccles., 21; 16).

c. Sound deletion in first and second syllabs. in the process of reduplication sound deletion can occur either in the first or in the second component of compound. The following this type compounds are attested in Bible; *զանձ* (*vile, abject*), *խլխլել* (*to carry*), *ձգձգիլ* (*to drag, to pull*).

The root component of reduplication **խխլել** is basic morpheme *խուլ* - «dull, deaf». *խուլ* derives from native indo-european root ***khol-** *(s)k(h)el- «to bend, to incline, crooked» (Jahukyan G., (1989). During root-reduplication process vowel sound-change occurs in two components. *խխլել* means «to pretend deaf, to neglect» in Old Armenian. It is attested in Bible as «to pretend deaf», comp. *Զսէ՛ խխլեցէք զամսարշտուղիս, եւ զանօրէնութիւնս նորա գրգեցէք* (Ուսե., Ժ. 13): *You have ploughed wickedness, you have reaped iniquity ...* (Osee, 10; 13).

5. The components of **prepositional type** compounds are connected with prepositions or conjunctions. These words are analytical forms-reduplicants in contradiction to previous word-building type; *աջ ընդ աջսէ* (*from the left side*), *դէս ընդ դէս* (*face to face*), *խառն ի խառն* (*in random, confusedly*), *օր ըստ օրէ* (*daily, day by day*), *լու ի լու* (*audible, that hears*).

The juxtaposed compound **դէս ընդ դէս** is formed with reduplicative stem *դէս* and preposition *ընդ*. The stem *դէս* etymologically derives from the Persian source **dēm-** «look, form» (Acharyan Hr., 1971). The stem *դէս* is polysemantic word (often in non-singular usage). «Face, surface, side, person, eye, eye sight. to, towards (prep.)». It has meaning of place inside the juxtaposed compound «in front of, opposite, towards. face to face», and is used in the Bible, comp. *Ելանիցէք սերկք՝ միմեանց դէս ընդ դէս, եւ անկանիցիք ի լերիս Ռեսանայ* (Ամու. Դ. 3): *And you shall go out at the breaches one over against the other, and you shall be cast forth into Armon, saith the Lord* (Amos, 4; 3).

The reduplication **օր ըստ օրէ** is formed with the reduplication of main component *օր* and preposition *ըստ*. The component *օր* etymologically derives from native indo-european stem ***āmōr** «day» (Tumanyan E., 1971). It means «day and night, daytime, period of day, time, year, met. life» in Old Armenian. The prepositional combination *օր ըստ օրէ* means «1. day by day, by turn, 2. daily» and is used in Bible, comp. 1. *Օրհնեցէք զՏէր, ամենայն երկիր, պատմեցէք օր ըստ օրէ զփրկութիւն նորա* (Ա. Մա., ԺԶ. 23): *Sing ye to the Lord, all the earth: shew forth from day to day his salvation* (Paralip., 16; 23). 2. *Չհաց սեր յանսպազորոյ տո՛ղր սեգ զօրըստօրէս* (Դուկ., ԺԱ. 3): *Give us this day our daily bread.* (Lyke, 11; 3).

Root-reduplication word-building types form unique group in the frame of word formation semantics of word stock of Bible. The investigation of certain original text reveals the following word -building types of reduplication; *root, vowel alternation and alternation, sound deletion, root determinative and prepositional*.

Undoubtedly, these word building types are not isolated from each other. any type of reduplication can show another peculiarities of word formation, although such words

we put in one type, conditionally according to general standards of word-building.

The investigation of word stock of Bible reveals the word-formation opportunities of Old Armenian while forming reduplication types from the point of view of the synchronic stage of language investigation. On the other hand, the results of such investigation can become a basis for diachronic study of word-formation of reduplication. Moreover, diachronic study of word-building semantics can be done either between the different periods of Old Armenian or Old Armenian and Middle Armenian, Old Armenian and Modern Armenian.

ABBREVIATIONS OF BIBLE

Ամոս. - Amos - Prophecy of Amos

Առակ – Առակ - Proverb. - Book of Proverbs

Եզեկ.- Եզեկիէլ - Ezech. - Book of Ezechiel

Եզր. – Եզրաս Ա. - Esras - Book of Esras

Եսայ – Եսայի - Isaias - Prophecy of Isaias

Երգ – Երգ երգոց - Song - Song of Songs

Իմաս. – Իմաստութիւն Սողոմոնի - Wisd. - Book of Wisdom

Ծնն. – Ծնունդք - Genes. - Book of Genesis

Ղեւտ. – Ղեւտականք - Levetic. - Book of Leveticus

Ղուկ. – Ղուկաս - Luke - The Holy Gospel of Jesus Christ, According to St. Luke

Մակ. – Մակաբայեցւոց Ա, Բ. - Machab. F. S.- First Book of Machabees first,

second

Մաղ. – Մաղաքիա - Malach. - Prophecy of Malachias

Մնա . – Մնացորդաց Ա. - Paralip. - First Book of Paralipomenon

Յովբ. – Յովբ - Job - Book of Job

Յուդիթ – Յուդիթ - Judith - Book of Judith

Ովս. – Ովսէէ - Osee - Prophecy of Osee

Սիրաք. – Գիրք Սիրաքայ - Eccles. – Ecclesiasticus

Սաղ. – Գիրք Սաղմոսաց - Psalm. - Book of Psalms

Տիմո. – Տիմոթէոս Բ. – Timo. B. - The Second Epistle of St. Paul to Timothy

Օրէնք Բ. – Երկրորդումն Օրինաց - Deuter. - Book Deuteronomy

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GOLDEN PAGES

GURGEN EDILYAN



Many of the Armenian students who graduated from European universities in the early 20th century became the founders-scientists of the humanities, natural sciences and exact sciences in Armenia.

He was born on December 25, 1885 in Caravanserai (now Ijevan). He studied at the local diocesan school, and in 1896 graduated from the Nersisyan School in Tbilisi (Georgia). From 1896 to 1903 he studied at the Gevorgyan Seminary in Etchmiadzin. In 1904 he left for Europe, studied at the universities of Jena and Leipzig (Germany), then at the University of Bern (Switzerland).

He started teaching at the Gevorgyan Seminary, where he worked from 1909 to 1914, and until 1919 he worked at the Nersisyan School in Tbilisi.

In 1920 he was invited to Yerevan State University and appointed Dean of the Faculty of Pedagogy. In 1934-1937 he worked at the Armenian Pedagogical Institute .

Edilyan is the author of more than 100 scientific articles on psychology, pedagogy, published and unpublished works, textbooks and manuals.

In 1934, Gurgén Edilyan was awarded the title of professor, and three years later he became satisfied with Stalin's repression as an "enemy of the people" and was exiled to Siberia, where he died in 1942 and was posthumously acquitted. Ruben Zaryan will write in his memoirs later: "He trained for an hour during the last lecture and said, 'When are we going to meet?' I do not know. Will we meet, I do not know. If we do not meet, nothing.... He said and left... We never met again. Never... »

NOTES TO POTENTIAL CONTRIBUTORS

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- The manuscript should be submitted in line with the APA citation System. For instance: (Soros, 2001, p. 10) (Toulmin, 1958, pp. 56-57) (Hilbert & Bernays, 1934).

The Latin transliteration of all the non-Latin references should be included as well. For instance:

- Брутян, Г. А. (1992). Очерк теории аргументации. Ереван: Изд-во АН Армении.
- Brutian, G. A. (1992). *Ocherk teorii argumentatsii* (Outline of Argumentation Theory, in Russian). Yerevan: NAS RA Publication.

For a book by a single author:

Toulmin, S. E. (1958). *The Uses of Argument* (updated ed., 2003; reprint, 2006). New York: Cambridge University Press.

For a book by two or more authors:

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington: American Psychological Association.

For a book by an editor:

Ayer, A. J. (Ed.). (1959). *Logical Positivism*. Glencoe, Illinois: The Free Press.

For an article in a journal:

- Jacoby, W. G. (1994). Public attitudes toward government spending. *American Journal of Political Science*, XXXVIII (2), 336-361.
- Djidjian, R. Z. (2016). Paradoxes of Human Cognition. *Wisdom*, 7(2), 49-58.

For a book section:

O' Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues*

across the life cycle (pp. 107-123). New York: Springer.

If various works of the same author published in the same year are cited, it is necessary to apply to a letter differentiation method, i.e. a, b, c, etc. E.g., (Hovhannisyan, 2006a; Hovhannisyan, 2006b; Hovhannisyan, 2006c).

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See the example below:

Djidjian, R. Z. (2015). Understanding Capacity as the Principle Difficulty in Building Artificial Intellect. *Wisdom*, 4(1). Retrieved May 26, 2016, from <http://www.wisdomperiodical.com/index.php/wisdom/article/view/115>

Djidjian, R. Z. (2016). Paradoxes of Human Cognition. *Wisdom*, 7(2), 49-58.
doi:10.24234/Wisdom.v2i7.137

GRAPHS AND DIAGRAMS

If the manuscript contains nonalphabetic characters (e.g. logical formulae, diagrams), then:

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