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## **Terminology and the Internet in the Context of Slovak Translation: How to Avoid Traps**

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### **Abstract**

The article presents terminology search and verification methods in the modern translator's work and identifies the caveats of using the internet as a source of information with regard to the absence of any revision by experts and its impact on the target language culture. Internet sources of terminology are further categorised into groups and discussed from the point view of their reliability and technical skills requirements. The author presents basic commands for using search engines as a practical tool for the translators and explains their usage and subsequently shows how Daniel Gile's Sequential Model of translation can be applied to verify terminology.

**Keywords:** translation; terminology search; information sources; internet; technical skills; term verification; sequential model of translation.

### **Introduction**

Every translator has to be able to find and verify terminology, consider the reliability of the sources they use as well as consult any unclear terms [3]. The process of creation of traditional paper dictionaries falls behind the development in the individual areas of human activity which inevitably results in the need to name the new phenomena, concepts or objects. Therefore, the most used terminology source today is, quite understandably, the internet. On one hand, from the translator's point of view, the internet is basically a vast information database devoid of geographical obstacles, accessible from anywhere and anytime. On the other hand, anyone can contribute to this galaxy of information, creating traps in the form of unverified information or even bona fide made up content often presented as facts. The internet challenges the translator's critical thinking in a completely new way. Uncodified terminology sources are not reviewed by the experts and may contain wrong information. It is rather easy for the translator to find some information, but the responsibility for verification of its correctness is on his shoulders. The aim of this article is to present methods of searching and verification of terms in the context of scientific and technical translation using the internet.

### **1 Briefly on English loanwords in the Slovak language**

Globalisation and the fact that the English language has become the new lingua franca significantly affect the way new terms enter the individual languages. In the era of internet "memes", there is no means of preventing other nations from picking up English lexis. In fact, it is not actually such an issue, as it is a natural phenomenon which has always been present; we hardly ever notice the words of foreign origin that entered our languages decades or even centuries ago. Yet, there is a borderline between acceptable and unacceptable. The problem with English language is that people tend to pick up the words for which they actually do have native equivalents, thus giving birth to barbarisms. According to the Ministry of Culture of the Slovak Republic, there are no legal objections against picking up internationalisms, in the light of the cultural and political changes which took place after 1989, however, it is important to balance out the impact of the Slovak-English language contacts [9]. The loanwords which name new concepts which have not

been previously present in the accepting culture can be considered functional, for example the term “meme” we mentioned above. Meme is usually a picture used in a certain context assigned to it by the internet community which is being used in the informal communication.



Figure 1: An example of a meme. Doge – a deliberately misspelled version of the English word “dog”. First time it was seen in the puppet show *Homerunner Show* in 2005. In 2010 the Shiba Inu dog picture in a funny pose appeared on the internet. Subsequently, the pictures of this dog with internal monologue text added began to trend on the Tumblr social network and the meme went by Doge<sup>\*†</sup>

This is an example of how “a non-standard word, expression or pronunciation as in a language, particularly one regarded as an error in morphology” known as barbarism enters a language. Another example is the so called “corporate English” used by the employees of supranational companies who often use English words for lexis related to their daily work such as “office”, “feedback” or “call” instead of using their native lexis. We believe it might be the result of language economisation, since the English is usually the working language in these companies and the employees are used to it, it comes to their mind quicker than the Slovak equivalent which they hardly ever use at work. Basically, it seems easier to just use English words than to mentally operate with bilingual terminology.

The social networks are a specific case, in Slovakia we all “like” and “share” despite the fact that the networks are actually localised into the Slovak language. The current young generation grew up with the internet encountering the English so often, they no longer perceive it as something strange or distracting. This phenomenon seems to be transposed into the language of advertisements. According to Janka Klincková who studied the language of advertisements, the selection of graphic verbal means is influenced not only by the topic and the communicative function, but also the target group [2]. The popularity of naming facilities, shops and clubs in English or using English in the advertisements is not a reaction to the immigration or a rising number of foreign tourists raiding Slovakia, the recipients of the messages are actually the Slovaks.

We believe that one of the responsibilities of professional translators is also to maintain the language culture of the nation, since the translators serve as a filter of language quality of the information coming from outside. Translated texts significantly influence what lexis and terminology enter the active vocabulary of the recipients. This is why the competence to work with terminology including the ability to verify its correctness is so important for the translator.

## **2 What is a term and where to find it**

Terminology as a discipline is important from the point of view of organisation of the knowledge and the normalisation of the terms, its practical aim being increasing the effectiveness

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\*The way memes are used in communication resembles to the way conceptual art works – either an object, concept or representation is taken out of the original contexts and transplanted into a different context. In the case of meme, it is usually used to express humour, absurdity or irony. Note: It is unknown how the word “Doge” should be pronounced.

† The word meme has never been codified in the Slovak language, yet its mutated version [me:m] became widely known and used by the young Slovak people.

of communication. The basic attributes of a term are motivation, systematism, stability, exactness and derivativeness [8]. From the translator's point of view, a term can be rather easily identified according to whether it is a part of a system of terminology in a given area and whether it is stable, clear and exact.

Official terminological data bases are a practical and reliable source of terms. Vlasta Křečková (2001) defines the terminological data base as a complex system of information on terms from a given topic area in one or more languages [6]. In comparison with dictionaries, data bases are easier to update, contain more information than dictionaries (e.g. on the sources and the authors of the terms) and are available on the internet [6]. In Slovakia, there are certain terminological data bases freely accessible for the translators; e.g. the Ludovít Stur Institute of Linguistics which offers several services greatly appreciated by the translator community, maintains also the Slovak Terminological Data Base or the data base of the Slovak Terminology Network.

The creation of terminological data bases is a task of research institutes, universities, professional organisations of translators and other workplaces

## 2 The strategies of searching terms

The ability to effectively work within the virtual space is closely related to the fast development of information and communication technologies. In the context of translation, it often results in certain revolutions. We no longer translate on a paper, nowadays we use text processors (e.g. Microsoft Word, OpenOffice). Computer assisted translation has become largely popular (CAT tools such as, e.g. Trados, MemoQ, Wordfast) machine translation is constantly improving (e.g. Google Translate), we use various quality assessment tools (e.g. Benchmark QA), cloud computing for data storage and cloud application for processing the documents. The labour market keeps increasing its demands on technical skills of the translator. Of course, an inseparable part of a translator's work is the internet. Internet is a technology and as such can be used on various levels of user skills which significantly correlates with the work speed and its effectiveness. The current task of the universities is to react to the need for new translator skills and to integrate them into the process of education.

### Internet search engines

According to The eBusiness Guide, Google is currently the most popular search engine [10]. It is a really effective tool, yet many translators cannot make the most of its potential as they are not acquainted with the commands for result filtering which causes them to waste their time on checking irrelevant search results. Here we would like to present the basic Google commands:

a) site:

Example: site: ff.umb.sk "the department of english and american studies"

The search engine will search only the faculty webpage and will not return the departments of English and American studies at other universities.

b) " "

Example: "the department of english and american studies"

The search engine will search the exact phrase instead of the individual words.

c) +

Example: +"the department of english and american studies" consult

The search engine will return only pages containing the exact phrase "the department of english and american studies" and optionally also the word "consult".

d) -

Example: university – private

The search engine will return only pages without the word "private".

e) ~

Example: ~university

The search engine will also search similar expressions\*(e.g. college, higher education).

f) ..

\*This particular function seems to be most helpful when searching in the English language.

Example: “entrance exams” 2014. 2015

The search engine will return pages within the given period of time.

g) filetype:

Príklad: filetype: pdf “Lexicology”

The search engine will return documents in with the .pdf extension.

h) intitle:

Example: intitle: translation The search engine will return pages with the given expression in the title.

i) author:\*

Example: author: Ingrid Kurz

The search engine will return documents written by Ingrid Kurz.

j) define:

Example: define: linguistics

The search engine will return a brief definiton of the expression.

k) [unit x] to [unit y]

Example: 100 yards to km

The search engine will return a conversion of the given units [5].

Encyclopaediae: Wikipedia

Despite the scepticism of the academia which usually does not consider Wikipedia a reliable source, almost everyone uses it. The information on Wikipedia is reviewed, the rules of article creation are rather strict and the articles which do not fulfil the criteria are visibly marked. It is also compulsory to present the bibliographical information. If one is in doubt, the verification of the relevance of the information contained in the article is quick and easy. From the translator’s point of view, Wikipedia is a perfect aid, as it is not a dictionary of isolated terms, but a complex encyclopaedia which is quick and easy to use, and what is the most important, Wikipedia is multilingual and the translator can switch the languages. However, the Slovak mutation of Wikipedia is not as large as other mutations and it is not always helpful. In such case, the translator can use different languages to eventually come across what s/he was searching<sup>†</sup>.

Official glossaries of individual organisations

These are usually internally compiled data bases which have been made public by the organisations. Usually, such glossaries do not meet the criteria of terminological work, but if there are no other sources, such a glossary can be of great help, especially if the translator works for the given organisation. If the translator uses terms commonly used by the organisation, the probability that the communication will be successful rises.

Professional fora

There are various specialised translator fora on the internet where the translator can consult with their peers. They can be individual websites (Proz.com [12]), professional organisation fora (The Slovak Association of Translators and Interpreters, SAPT[13]) or groups and pages on social networks. Many of them even offer glossaries available freely or under registration. One of the benefits of being a member of a professional organisation is the access to information and the opportunity to ask with senior colleagues.

### **Multilingual reviewed translation data bases**

E.g.Linguee, Glosbe or EurLex. These tools offer the opportunity to compare multilingual versions of the identical documents. In comparison with dictionaries, here the translator works with various contexts within which they can search rather than with isolated expressions. Despite the fact that these data bases are reviewed, often there are more versions of a single term. From the

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\* Google search engine has several functions and it can be switched to search particular types of documents, for example pictures or scientific articles. For using the author: command, Google has to be switched to the GoogleScholar function (<http://scholar.google.sk>).

†For example, the language combination of English and Russian is very practical when working with Wikipedia, as these two language mutations of Wikipedia are in general of high quality and extent.

point of view of terminology, it is an error in the system, but the translator is merely a user in this case and if all other sources fail, they simply have to choose one of the versions. The translator gets to decide whether to choose a term according to its occurrence in the corpus or a term he is acquainted with.

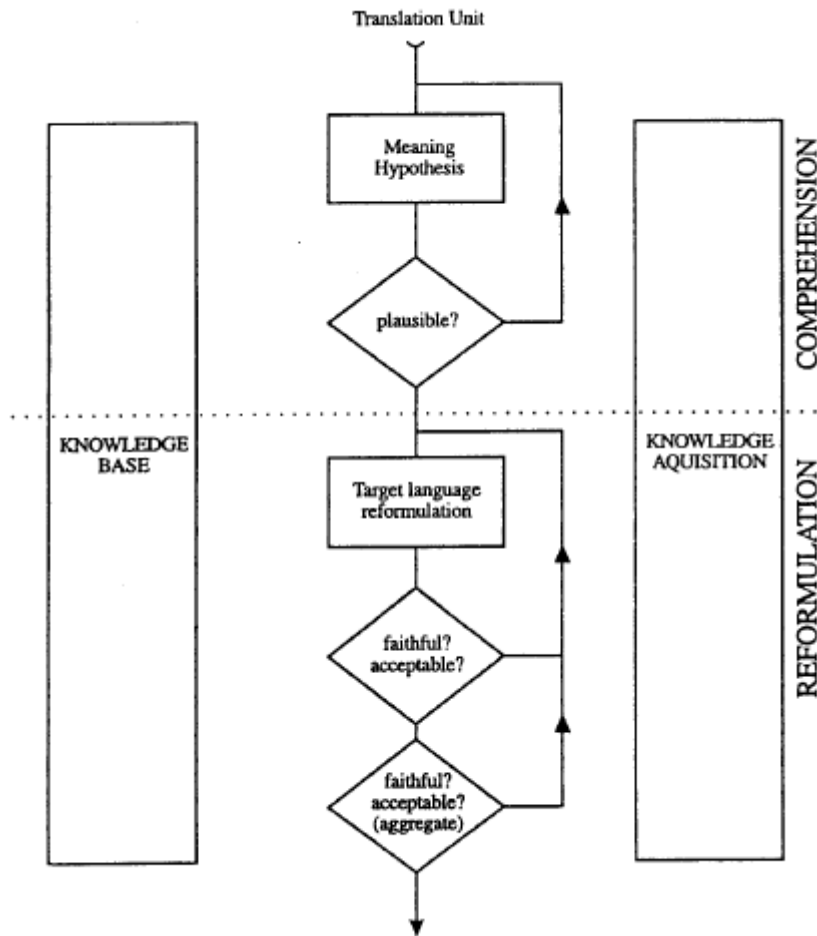
**Consulting experts**

Another way to find a term is to consult an expert in the given field. However, the experts are not linguists and they often do not distinguish between professionalisms, jargon and actual terms and there is a chance the translator will not be given right information. The professionals can explain the concept or tell the translator how they are used to call the particular phenomenon, but for the sake of terminological exactness, the translator should compare it against different sources. They are of greatest help when it comes to explaining concepts and the relations within the field with which they are acquainted better than the translator.

There are several ways of making contact with the professionals. As we live in the internet era, it is easy to simply visit a professional forum and ask a question or search for a particular expert and contact them. Often, the clients themselves are willing to consult. It is beneficial if the translator has a lot of acquaintances who work in different professional areas, they are often willing to help. Whether the consultation will be free or the expert will be offered a reward from the translator is a matter of individual agreement.

**3 Term verification**

A practical application of the Sequential Model of translation by Daniel Gile can be very helpful even in verification of terms.



(Giles, Basic Concepts and Models for Interpreter and Translator Training, 2009, p. 102).

The first step for the translator is to formulate a meaning hypothesis about the translation unit, in this case the translator relies on their own knowledge of the source language as well as their

general knowledge about the world which are both a part of their knowledge base. In case of terms, the knowledge base of the translator often does not suffice. The next step is therefore the knowledge acquisition which can be carried out as mentioned above (see 2 The strategies of searching terms). If the translator finds a suitable term, they analyse the meaning hypothesis for plausibility, compares the information against the context and checks whether it is contradictory. If the hypothesis is not plausible, the translator repeats step two, the knowledge acquisition. In other words, they repeat the analysis until the meaning hypothesis is plausible and the term correct. Only then they proceed to step three, the target language reformulation after which they again analyse the result. If the translation is not faithful and/or acceptable, the translator reformulates it again. The step is repeated until the translation is faithful and acceptable. The last step is the analysis of the faithfulness and the acceptability of the whole aggregate in the context. The final translation has to be logical, cohesive, devoid of contradictions and the terms have to be used consistently [1].

### Conclusion

A recent study carried out by Djovčoš has shown that 62 % of Slovak translators specialise in other than literary translation [4]. The ability to work with terminology on a professional level has always been a competence a real translator had to have, but the era of dynamic changes we are living in, the development in technologies and rising requirements for skills and technical competence of translators bring brand new challenges. Critical thinking is necessary not only in the process of translation, but also in searching the in the vast amounts of information on the internet. The increasing amount of information and the speed of its processing together with the rising demands of the clients pose continually increasing cognitive load on the translator. The apparent availability of terminology can be a deceitful. For the sake of quality of our work, we should consider how much we can increase the information processing speed without negatively affecting the quality of the translation.

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## The Experience of Time and Space in *Hard Times* by Charles Dickens\*

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### Abstract

The paper is the attempt to present the analysis of the novel *Hard Times* by Charles Dickens in terms of time and space relations, according to the theory of Mikhail Bakhtin. The author of the article distinguishes different types of chronotope that constitute the construction of the novel. This distinction is based on the oppositions: town versus circus, where town represents the materialistic unchangeable world and the circus stands for spiritual life and symbol of freedom. The town represents a typical nineteenth – century industrial area, where life concentrates only on work and the inhabitants move like machines in the same directions every day; the circus, on the other hand, is the embodiment of human freedom, where people move in different dimensions (up and down, left and right, forwards and backwards). The movement in both places has a metaphorical meaning: it refers either to the limitations imposed on humans (factories and school in the town) or to the pursuit for happiness (circus). By using such contrasts Dickens wanted to achieve the effect of realism in depicting Victorian world.

**Keywords:** chronotope; time; space; Victorianism; industrialization; spatial dimension.

### Introduction

The analysis of a particular literary work can be realized on different levels. One of the most in-depth ways of analysing a book is following the factors of a chronotope presented in it. There exists a crucial idea underlined by Mike Crang and Nigel Thrift [1] that writing itself constitutes a particular spatial construction. Examining the context of a novel in contemporary study of poetics of literary works more and more frequently concentrates on the analysis of time and space. These elements are essential to full understanding of the idea of a given literary work. Victorian novel seems to be an ideal area to observe and present spatial relations due to its range and typicality.

Following the way of analysing poetics of a novel by Oksana Weretiuk [2]<sup>†</sup> it is worth using the category of time – space relation perceived (after Minkowski, Bakhtin and Barthes) as combining spatial and temporal indications in a reasonable and precise whole, i.e. as *four dimensional space, the fourth dimension of which is time* [2]. As Michał Głowiński states [3], it is space that constitutes the main constructional element of every work and is the basis to analyse its other parts. George Hughes is of the same opinion [4]; he claims that the idea of a chronotope is a fundamental part of a literary work, it is its inner world.

*Hard Times* is a typical novel by Dickens that does not differ much from his other works as far as the topics and techniques are concerned. However, it is very interesting in terms of the idea of a chronotope. One can easily distinguish in the novel several extensive time – space circles, and inside them – several minor ones.

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\* The article is an extended version of a subchapter in the book: Buda, A. (2014). *Powieść wiktoriańska i jej dwudziestowieczne życie*. Radom: Wydawnictwo Uniwersytetu Technologiczno-Humanistycznego.

<sup>†</sup> Check Oksana Weretiuk. *Wizja Ukrainy we współczesnej powieści polskiej i ukraińskiej*, Warszawa 1998: 297.

### **The time – space relation as the background of the whole work**

The whole construction of a chronotope is based here on extreme contrasts; in the area of Coketown Dickens presents various contrasts, starting from the level of a territorial space, through the contrasts of the spaces of particular places and buildings, and finally finishing with two different depictions of the figures' characters. The whole creates so called social space, which, as Henri Lefebvre states [5], is unusually complex, it does not constitute one object, which can be compared to another. In the limits of this chronotope, the processes of penetrating through many other levels simultaneously take place.

### **The industrial space of a town**

The chronotope of the town, which predominates over smaller elements of the presented world, constitutes the background of the whole in the novel by Dickens\*. And although the name of the place – Coketown is fictional†, its description seems to resemble a typical nineteenth-century industrial urban space. As Alina Szala states [7], giving fictional names to places can mean the attempt to impose on the place a metaphorical meaning. According to Dobrzycka [8], there is a clear similarity between Coketown and Preston or Manchester at that time. There exists also the analogy between the parts of the town's name: coke (carbon fuel produced by distillation of coal) and town, and the character of this industrialized place. Throughout the whole novel, the cloud of smoke and ash raises over the town. Although it was built of red brick, as the narrator informs the reader, ubiquitous ash makes it impossible to distinguish vivid colours. It is a misty space, *out of which interminable serpents of smoke trailed themselves for ever and ever* [9] (Dickens [1854] 2000: 18). It is an unchangeable chronotope; in the whole novel the town looks the same, as if time came to a standstill. At the very beginning the town is described as the area with similar streets and districts, full of contrasts between the poor and the rich, where life is unchanged and schematic:

It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next (...).

The jail might have been the infirmary, the infirmary might have been the jail, the town-hall might have been either, or both, or anything else, for anything that appeared to the contrary in the graces of their construction [9] (Dickens [1854] 2000: 18-19).

The town's chronotope is restricted to the patterns repeated every day. The chronotope of a group, referring to the inhabitants' lifestyle is a clear analogy to the big space of the town itself. These patterns are presented by the narrator through frequent repetitions: the usage of the expression *the same* makes the reader experience a realistic vision of the town. What is more, using past tense to describe town's monotony, deepens experiencing this dark, unfriendly and unchangeable chronotope. Past tense can suggest the lack of development, changes and progress. Past tense describes something that was created a long time ago and at that moment it stopped at its initial level. Using present tense could possibly make this gloomy industrial space more lively, that is why the narrator's voice is so crucial here – he presents the existing town which seems to keep its image from the time it was built‡.

While the plot in the novel develops, Coketown stays in its unchangeable state. It is still the town full of smoke and chimneys which because of the smoke were *built in an immense variety of stunted and crooked shapes* [9] (Dickens [1854] 2000: 50). For Coketown then, time came to a

\* It is worth paying attention to a spacial definition of a town proposed by Lefebvre [6]. A town is not only a population, geographical place or the group of buildings. Town is a place that consists of those elements which constitute a society.

† In Polish translation of *Hard Times* from 1866 by Apollo Korzeniowski, there is no Polish equivalent of the name Coketown. Korzeniowski translated the names and surnames into Polish, but he resigned from translating geographical terms.

‡ The question of time in the original and in the Polish translation is worth analysing here. The difference in using Polish past tense and Past Simple in the English version is essential here: Past Simple refers here to the past situations that in fact have nothing in common with present time. It is also used to describe people or events existing in distant past. There is no doubt then that the description of Coketown in English shows the depth of the unchangeable space. The described town cannot be seen as a place full of life and open to changes.

standstill\*. Smoke is compared by one of the characters to people's daily bread [9] (Dickens [1854] 2000: 99). In this gloomy chronotope people can feel secure due to stability. Being aware of this state they are not afraid of surprises. There is no unpredicted situation that can be a danger, as the cloud full of soot and fumes from the factory chimneys do not let the sun go through. The space of the town is static then. Its lack of movement is also underlined by the choice of words in the town's description. These are: *was, would have been, had, might have been*. Rare use of the verbs of movement emphasises stagnation, in which Coketown permanently existed. At the end of the novel the town looks exactly the same as at the beginning: the ubiquitous soot and the chimneys *puffing out their poisonous volumes* [9] (Dickens [1854] 2000: 130) cover the landscape.

Such a description of the nineteenth-century English town in the age of Industrial Revolution seems to be exaggerated by the narrator who presents to the reader only negative sides of Coketown's image. The setting of the novel is the nineteenth century and it constitutes a historical space; Bakhtin distinguishes this kind of space as the space presenting the life of a nation, country or human race [10]. There is only one temporal mention about the time of the novel containing the information about *eighteen hundred and odd years after our Master* [9] (Dickens [1854] 2000: 73). The reader is aware then of a precise time of the plot. Taking into account the years of the writer's life and the time the novel was written, it can be concluded that the action takes place in the fifties of the nineteenth century. This time is the background for the events in the characters' lives, especially factory workers, whose fate constitutes the chronotope of a group. The plot connected with creating trade unions in British factories is also widely presented in the group chronotope, and constitutes the element of a historical space. The plot also frequently goes beyond the central space of the novel which is Coketown, and shows other realistic places that resemble existing cities. One of them is the capital of England in which Mrs. Sparsit, following her employer, Mr. Bounderby, finds him on St. James's Street. London does not play as important role in the novel as Liverpool. This is the city where Tom – Gradgrind's son – is going to escape in order to avoid responsibility. In comparison to closed and limited Coketown, Liverpool seems to be a total opposition and it represents an open space and freedom. This is Liverpool *whence he could be swiftly despatched to any part of the world* [9] (Dickens [1854] 2000: 218). Tom's attempt to leave for this place means human attempt to escape the parochialism of such places as Coketown. What is more, the crime Tom committed can be viewed as the consequence of influence of bad social conditions and wrong bringing-up. It is the perspective of a wide space of Liverpool that influences Tom's behaviour. He is sorry for his father and he regrets his deed.

### Factories

In the borders of a central space of Coketown there exist minor spaces being the oppositions one to another. One of the most important contrasts is the contrast between the formal institutions (factories and school) and places of entertainment (circus and its inhabitants). The picture of industrialisation blends into the town's landscape while circus definitely stands out from it. The first striking difference between a standardized life in factories (and in Mr. Gradgrind's house) and life in the circus is noticeable in the very appearance of these institutions. The space of the factory is full of the state-of-the-art machinery. There is no place for people and their worries. The technologically developed equipment is so essential there that they even dominate in the circumterrestrial space. When they become silent after a whole day of work, then *the great wheel of earth seemed to revolve without the shocks and noises of another time* [9] (Dickens [1854] 2000: 207). The space of the factory is artificial and soulless. Machines are here the characters, they make the town alive. The levels of machinery work mark the parts of every day. People, mainly workers, injured during dangerous work, covered with dust and oil, can be noticed among the machines. As Dobrzycka claims [8], Dickens wanted to show the misery of workers, that is why he travelled to the industrial centres of England.

### School

School also belongs to the same category of space as the factory. The classroom resembles rather barren space than a place friendly for students. Its vault was *plain, bare, monotonous* [9]

\* This bland presentation of the town, hero or world in an unchangeable space was defined by M. Bakhtin as hiatus not related to time, empty time which does not bring any progress [10].

(Dickens [1854] 2000: 3). There was no life in it. What in factory stood for its soul - i.e. machinery - in the classroom was a square space, full of angular desks and flat unornamented walls. While describing both the factory and the school the narrator concentrates on the objects rather than people. Both at school and in the factory the most important were not the participants of the production or educational process but the dreary equipment. The school space dominated students' behaviour, making them mechanisms rather than people. The school space is also limited; the walls and the teacher believing only in facts are the border. When children leave the school, they see the open space, they run and laugh, which is impossible inside the school building. There exists harmony between the teacher and the classroom: his forehead is square like the classroom's wall and the rest of his body is similar: *square coat, square legs, square shoulders* [9] (Dickens [1854] 2000: 3). This space is rather angular than streamlined. It means that a person unaware of this fact can be easily harmed while approaching this space. The school is presented with the help of regular and predictable facts: nothing is surprising here since everything has its clear, definite and measurable shape.

The teacher shows his limited space – he looks *as if his head had scarcely warehouse-room for the hard facts stored inside* [9] (Dickens [1854] 2000: 3). The students then seem not to be totally pervaded with the theory of fact yet. This theory was strongly supported by the teacher: only things that could be observed and measured were important – there was no place for feelings. The narrator compares children to small dishes which are waiting, or, rather are being prepared to *have imperial gallons of facts poured into them until they were full to the brim* [9] (Dickens [1854] 2000: 3). There are two images of a geometrical space: one of them is the space of a teacher's square skull – shaped throughout the years of understanding facts. The skull does not accept anything what is abstract and is not a fact. It is already full and it is impossible to pour any more information in it. The other is the space of young students who are being already shaped and are capable of acquiring certain load of knowledge. Students' heads, like open dishes, have some free space and have not been finally shaped, they are more rounded like bowls and pots and able to accept some knowledge.

The limitation of the capacity of the teacher's mind, which is analogous to the limitation of the space he works in, means being closed to any mental innovations and individuality. Thomas Gradgrind is not able to understand anything that does not match his theory of fact:

You might hope to get some other nonsensical belief into the head of George Gradgrind, or Augustus Gradgrind, or John Gradgrind, or Joseph Gradgrind (all suppositious, non-existent persons), but into the head of Thomas Gradgrind - no, sir! [9] (Dickens [1854] 2000: 4).

The students' space, on the other hand, is a collective space similar to the space of workers in the factory. There is no place for individualism and thinking. Every student is the embodiment of a number in a row. When the teacher asks one of the students a question, he names the girl by the number:

'Girl number twenty,' said Mr Gradgrind, squarely pointing with his square forefinger, 'I don't know that girl. Who is that girl?' 'Sissy Jupe, sir,' explained number twenty (...) [9] (Dickens [1854] 2000: 4).

Although the school space is unchangeable and predictable, students show sometimes tendency to utter their thoughts. They are, unfortunately, suppressed in order not to let the individual student's space widen too much. To achieve this aim, the teacher follows clear rules:

'Ay, ay, ay! But you mustn't fancy (...), You are never to fancy.' (...)

'You must discard the word Fancy altogether. (...) You are not to have, in any object of use or ornament, what would be a contradiction in fact' [9] (Dickens [1854] 2000: 7).

This is the way a person is "shaped" at Mr. Gradgrind's school. The students are "produced" like the goods in the factories: the space is closed and well-known; only time goes forward just to reinforce educational processes. The analogy between the school space and the factory space can be easily noticed in the figure of Mr. M'Choakumchild\*, who becomes the embodiment of a person "produced" by a school machine. The narrator, presenting this figure to the reader, uses ironic allusions:

\* The author of a Polish translation correctly notices that the surname M'Choakumchild means in Polish Dławibachor [9] (Dickens [1866] 2001: 9).

[Mr. M'Choakumchild] and some one hundred and forty other schoolmasters had been lately turned at the same time, in the same factory, on the same principles, like so many pianoforte legs [9] (Dickens [1854] 2000: 8).

The narrator is also afraid that erudition of Mr. M'Choakumchild can be quite harmful for those dishes that constitute not filled students' minds. They have one distinctive feature: imagination called *the robber* by the narrator [9] (Dickens [1854] 2000: 8), whom M'Choakumchild can kill with the amount of his knowledge. Comparing the educational scheme to the kitchen – chemical processes influences the reader's image of destroying individual space and creativity, as well as making it predictable, tendentious and artificial.

### **The Stone Lodge**

In the area of Coketown there is also another significant example of a closed, gloomy and destructive space. It is in the house of Mr. Gradgrind. It is quite similar to the space of school he works in. The Stone Lodge is a name accurate and appropriate to the house's character. The building was located *on a moor within a mile or two of a great town – called Coketown in the present faithful guide-book* [9] (Dickens [1854] 2000: 9). The narrator compares the house to *the lecturing castle* and its owner to *a monster* [9] (Dickens [1854] 2000: 9); this combination suggests a particular chronotope; time passing in this dim place seems to be archaic and unrealistic. Nothing changed here over the years. This is the place where Mr. Gradgrind shapes his children's own space that becomes a collective space at the same time. Filling their heads with facts Gradgrind makes his children the elements of faceless crowd. The educational process which takes place in a Stone Lodge is suspended in time, it does not accept any external factors which can be perceived as possible threat to the process. The awareness of different kinds of entertainment in the town could possibly destroy the assumptions of Mr. Gradgrind's ways of teaching. Everything in a Stone Lodge can be controlled and foreseen. The area is unchangeable and monotonous, every day it looks the same. Mr. Gradgrind's house is the embodiment of a static life:

A great square house, with a heavy portico darkening the principal windows (...). A calculated, cast up, balanced, and proved house. Six windows on this side of the door, six on that side; a total of twelve in this wing, a total of twelve in the other wing; four-and-twenty carried over to the back wings. A lawn and garden and an infant avenue, all ruled straight like a botanical account- book. Gas and ventilation, drainage and water-service (...). Iron clamps and girders, fire-proof from top to bottom; mechanical lifts for the housemaids (...) [9] (Dickens [1854] 2000: 9).

The house's description emphasises its similarity to the factory; there are no natural elements of life, but what is tangible like length, height and width, can be measured. These dimensions make it possible to define the volume of the house's space and to distinguish its symmetry. The symmetry can be noticed for instance in the even number of windows. It creates the image of the house as very austere and lifeless. The most important room in the house – Mr. Gradgrind's study – reflected his work and the space of the whole place. It is similar to the school and factory- everything is in a perfect order, there are mainly books and teaching aids. In this gloomy space, together with Mr. Gradgrind and his wife, there lived their children. The lifestyle of the Stone Lodge's inhabitants appears to be the example of a destruction of an idyllic space mentioned by Bakhtin. Bakhtin points out that this destruction is very typical for the nineteenth-century English novel [10]\*. An honest conversation between Louisa and Tom is the most accurate example of such a destruction:

'Because, Tom, (...) as I get older, and nearer growing up, I often sit wondering here, and think how unfortunate it is for me that I can't reconcile you to home better than I am able to do. I don't know what other girls know. I can't play to you, or sing to you. I can't talk to you so as to enlighten your mind, for I never see any amusing sights or read any amusing books that it would be a pleasure or a relief to you to talk about, when you are tired.' Well, no more do I. I am as bad as you in that respect; and I am a Mule too, which you're not. If father was determined to make me either a Prig or a Mule, and I am not a Prig, why, it stands to reason, I must be a Mule. And so

\* Among the elements of a destruction of idyllic space Bakhtin distinguishes, among others, the failure of idealism in the capitalist metropolis, as well as degeneration of moral rules and family relationships under the influence of materialism [10].

I am,' said Tom, desperately (...).'Tom. It's very unfortunate for both of us.' [9] (Dickens [1854] 2000: 40-41).

This is how Dickens concludes the situation in which the siblings realised that their childhood was subjected to the destructive space of the house. Children at school as well as workers in the factories were also experiencing similar processes. As Dyboski claims [11], by showing these processes Dickens criticises human view on the world, far from the realistic one and created from the perspective of the industrialized country. Nevertheless, this sad and depressing landscape stays in the opposition to the chronotope of a circus.

### **The circus**

Mr. Sleary's circus is a specific space, unknown to people living in the space of factories and school. That is why Mr. Gradgrind, who wanted to find Sissy Jupe – the girl living with other circus performers – has no idea how to reach the place which is quite mysterious and exciting at the same time. The bend of the road leads him from the space of work to the space of entertainment. The passage from the stiff and flat space is deformed then; it becomes twisted; that can mean dealing with a totally different environment. People working in this area move in every possible dimension: they dance on the barrels, jump, move up with the lines, so their movement is mainly directed upwards. This spatial dimension has a metaphorical meaning: a human being, moving upwards, has a different perspective of perceiving reality: he sees more and looks wider than a person who is down-to-earth. That is why a difference between Mr. Gradgrind and the people from the circus is so crucial here. The teacher has a limited point of view, as he moves along a straight line in a flat space; that is why he does not notice anything that is beyond his field of vision, he does not accept the facts that go beyond his flat surface of moving. On the other hand, the people from the circus represent human freedom; they are able to explore six dimensions: they move up and down, left and right, forwards and backwards. This widens their perspective and gives them a broad view of reality. It influences their humanity, as they experience various situations in their lives\*. Dickens describes them in an accurate way:

Yet there was a remarkable gentleness and childishness about these people, a special inaptitude for any kind of sharp practice, and an untiring readiness to help and pity one another, deserving often of as much respect, and always of as much generous construction, as the every-day virtues of any class of people in the world [9] (Dickens [1854] 2000: 29).

The chronotope of the circus is then the reflection of kindness, tolerance and humanity, while the space of school and Mr. Gradgrind's house are metaphors of evil, oppression and limitations. The people working in the circus live in a tavern that is also dominated by the space of freedom. In Sissy's room there was the image of Pegasus, which is named by the narrator one of *the idealities* [9] (Dickens [1854] 2000: 23). This symbolic creature is indirectly the reflection of human desire of freedom, as well as possessing abilities inaccessible for an ordinary mortal. This attempt to explore the height of the space was typical of the people of circus who were simple and honest. Teachers, bank clerks and factory owners were not familiar with this dimension. Any sign of trying to explore it (student's own opinion, attempt to create trade unions) was treated as heresy.

Changes are typical feature of the circus. Contrary to the unchangeable world of factories and school, in the circus constant changes take place and the progress is visible. Mr. Sleary tells Sissy the story of the circus's development during her absence. The changes mainly referred to the personal life of the circus people: young men got married, young girls found good husbands and bore children. Happiness on the family level is a materialistic representation of the circus space: the artists went up and up in their performances and finally they achieved their success. What constituted the destruction of an idyllic chronotope in Mr. Gradgrind's house, in the circus became the full realisation of family happiness. Sissy's relationship with her father is the best example of love and support. Sissy tells Louisa about her father's care that cannot be achieved through strict rules but through the mutual respect.

\* Both Stanisław Jaworski [12] and Juan Eduardo Cirlot [13] perceive space in the categories of distance and direction. They distinguish the oppositions: up/down, near/far, open/close etc., as well as the image of a three-dimensional spatial cross, whose arms refer to all six dimensions, being the metaphorical representations of different values; for instance, up means good, down refers to evil etc. This perception of a chronotope is also shared by Janusz Sławiński [14].

### **Opposition as the main feature of the spaces**

Both the spatial vision of factory/ school and the circus can be perceived as the collective spaces. Nevertheless, one may distinguish in their structure the individual spaces\*. In the factory one can notice personal space of a worker named Stephen; he is a representative of a group of workers and the inhabitant of a working colony. The space of school contains the life of Sissy who as a child is closely connected with the circus.

Between the two groups of spaces (factory/school – circus/tavern) there exist extreme oppositions, for instance the idea of movement. Static factory and school stay in opposition to the dynamic circus. Mr. Gradgrind's walk from the safe and static space of the school towards the dynamic space of the circus results in undermining the teacher's own chronotope. He gets lost while approaching the circus since he has not been conditioned to understand and accept entertainment; his whole life was filled with studying the theory of facts.

Another opposition between the two worlds is predictability of factory and school processes versus mysteriousness of the circus. In factory and in the classroom everything is planned and unchangeable while in the circus everything that is located in human minds is unpredictable due to being natural. If one isolates the workers from the space of the factory and treats them as the representatives of a group oppressed by global technology, he finds in them the element of mysteriousness being in opposition to the place they work in:

So many hundred Hands in this Mill; so many hundred horse Steam Power. It is known, to the force of a single pound weight, what the engine will do; but, not all the calculators of the National Debt can tell me the capacity for good or evil, for love or hatred, for patriotism or discontent, for the decomposition of virtue into vice, or the reverse, at any single moment in the soul of one of these its quiet servants (...). There is no mystery in it; there is an unfathomable mystery in the meanest of them, for ever [9] (Dickens [1854] 2000: 54).

The strictness of factory and school rules are in opposition to a certain freedom of behaviour in the circus. Strict written rules aimed at the workers and students become the limited space because they prevent people from free thinking and acting. The unwritten symbolic rules of respect and love among the circus inhabitants become for them the open space. Teachers and factory owners have to create the norms of behaviour which are artificial (they can be applied to work of machines rather than to humans) while circus people understand one another and behave correctly despite the lack of definite rules. This results from the fact that nothing is imposed on the circus people; imagination and individualism are cultivated. Sissy intuitively understands why her father had to leave the circus, because they had a good contact. But the girl is not capable of uttering a short definition expected from her by the teacher. This is the example of the difference between the two spaces, it is the opposition of the fact to spirituality. It is also the opposition of superficiality of the factory and school to the spontaneity of the circus. The factory and the classroom are presented by Dickens through the analysis of their appearance – everything that can be directly observed: machinery, rotary wheel, desks, walls, doors. The circus, on the other hand, is mainly presented from its internal side: warm relationships among the inhabitants are analysed. In the factory and school everything is well-organized and even. The image of the circus then, is far from any visible order; one may even notice some negligence. But it is only a surface disorder, as the main thing emphasised is the people's imagination. Even the shape of these two spaces resembles the character of their opposite meanings: angular factory and school stays in opposition to the circus. You can be physically harmed in the circus but it is still the best place for your mental health. At school and in the factory spirituality is limited and overwhelmed; in the circus it flourishes.

Irrespective of extreme differences between these two spaces there exists some kind of a link between them. Although Mr. Gradgrind is not aware of this dependence, the owner of the circus, Mr. Sleary, fully realises it:

People mutht be amuthed. They can't be alwayth a learning, nor yet they can't be alwayth a working, they an't made for it. You mutht have uth, Thquire. Do the withe thing and the kind thing too, and make the bethth of uth; not the wurtht! [9] (Dickens [1854] 2000: 230).

\* Bakhtin defines such a layout of the space the internal aspect of time.



### Constructional chronotope of the novel

While analysing a number of spaces in the novel, one may easily distinguish a global constructional space of the whole work. Looking at the book as at the complete whole, one can notice its spatial structural elements. The time of the plot stays in the accordance with the agricultural cycle and corresponds to the particular phases of work on the field. First of all, there is SOWING that refers to shaping young minds at school; next there appears REAPING which is the effect of what the educational doctrine worked out. A farmer is not always successful in his work, similarly a teacher fails sometimes and does not achieve planned effects. Finally, GARNERING being usually the indicator of a farmer's work is not always satisfactory\*. Tom Gradgrind escaping from the punishment for a theft, Louisa leaving her rich husband and rejecting her father's strict rules appear to be such unsuccessful harvest. It seems then that the final effect of what was sown at the beginning, is depressing. Nevertheless, the changes that took place in the figures' lives appear to be the blessing for both Tom and Louisa. They are some kind of a rebellion against the order existing in Coketown. Although the characters fail, in a metaphorical sense they win; they are aware that they lived in apathy so far and are brave enough to escape from it.

### Conclusion

Realism in the chronotope presented by Dickens is mainly the realism of historical times which become the background for historical events [15]<sup>†</sup>. The social and industrial spaces are faithfully described as well. The human being becomes the centre of each space, as he constitutes the measure of every chronotope, as Yi- Fu Tuan [17] notices. The spaces are anthropomorphic then. All the constructional elements of the novel are realized in a particular time – space relation, what underlines the novel's cohesion [18]. The writer sometimes exaggerates while presenting the world, like for instance in the description of the town full of dust making it impossible for the sun to go through. Nevertheless, such a presentation emphasises negative aspects of a depicted life. The writer's aim was to achieve the effect of realistic depiction of a Victorian world. To make it possible, Dickens based his novel construction on the presentation of the extreme opposites: the two totally different worlds, being the direct and indirect references to the nineteenth – century lifestyle. Presenting the town the author shows difficult life conditions of the workers and soulless attitude towards education of the young. By showing the circus Dickens wants to emphasize what is important in human life and what cannot be found in such places as Coketown: freedom, entertainment, individuality and creativity. Those two oppositions constitute a characteristic picture of Victorian England; it is a developing country in which people are like machines and machines seems to replace people.

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\* Sowing, reaping and garnering are the terms Dickens uses to construct the novel. They are the titles of the three parts of the work referring to the three phases in the plot development.

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## **Ukrainian Human Rights Organization (1971–1972)**

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### **Abstract**

The author examined the peculiarities of creation of the first Ukrainian organization of human rights, which was created at the beginning of 1970-s – Public protection Committee Nina Strokata, on the basis of different materials and documents, which are kept in The State Archives Security Service of Ukraine. There was found out the reasons and the peculiarities of creation, the aim and the task of the program and the first human rights measures of the Committee.

**Keywords:** Committee; human rights; organization; resistance movement; society.

### **Introduction**

In the process of idea direction and group growth of the Ukrainian resistance movement at the beginning of 1970-s appeared the need of creation of human rights organization, which would watch the abidance oh human rights in the subdued Ukraine. The arrest of one of the famous members of resistance movement Nina Strokata led to the creation of the first human rights association – Public protection Committee Nina Strokata. The history of the Committee creation and the attempt to develop its activities is still unfamiliar and not fully investigated question. It is briefly discussed among other questions in the investigations which were dedicated to the examination of the activities of the Ukrainian resistance movement in 1960 – 80-s.

The investigation of the peculiarities of the first human rights organization creation in Ukraine at the beginning of 1970-s is urgent and important as for history and as for society, concerning that this topic is not deeply and diversely investigated. That's why in the very article the premises, the reasons and the time of creation are discussed, the program aim and task are analyzed, the prepared documents are provided and the first human rights actions of the members of the Committee are carried out. The importance of this work is that it will attract attention of the scientific community to this topic, and allow to broaden the knowledge about it and foster its further scientific study.

### **Materials and methods**

The main source for writing this article are archival materials stored in the State Archives Security Service of Ukraine. Valuable information was discovered in the collected works of V. Chornovil and several scientific papers and periodicals.

The important methodological function in the investigation is dedicated to general scientific principle of the objectivity of the scientific research. The systematic approach is used during the studying of the very material with the aim to avoid biased selection of facts and its biased interpretation. The vital importance is given to the principal of history, which demands empirical materials in the analysis taking into account a certain historical situation. The researched materials are also worked up in the light of critical principal. The subject of the investigation is worked up with the help of problematic-chronological, comparative-historical, logical and retrospective methods.

### **Discussion**

At the beginning of 1970-s the situation of those who were trying to get the right for free development of personality and national community in the USSR, the government strengthened

punitive actions. The amount of people who were taking part in public events gradually was decreasing, huge petition campaigns turned into the business of one person. Many people lost the faith in expediency of that activity which did not bring fast results. The letters and appeals to authorities about breaking human rights were left, as a rule, without any answers, instead people who had wrote them were victimized. The last big petition campaign of that time, the active organizer of which was V. Chornovil, provoked damnation of V. Moroz, even though mobilized many people to the open speech against commanding self-will but did not changed the fate of V. Moroz.

The present circumstances forced to seek new forms of struggle. According to Chornovil, the relevant idea of creation of the organizational structure of human rights would carry out the activity to defend human rights. Similar ideas were taking place in other republics, in particular at the beginning of 1970-s the Lithuanian Catholic Human Rights Movement was formed [1, 63].

V. Chornovil, in particular, was imbued with this project when in Moscow in 1969 was created the Initiative human rights defense group in the USSR, and in 1970 A. Sakharov, A. Tverdokhlebov and V. Chelidzhe created the Human Rights Committee in the USSR, which became a branch of International League for Human Rights in June, 1971. The fact of their existence clarified that the people's applications which were united in the organizational structure with the declared aims was more effective than piles of collective applications or appeals from individual person with the same problem [1, 150]. The community from both sides of "the Iron Curtain" accepted stated members of organization as authorized representatives of the human rights movement. So, people addressed them to jural advice and help. In virtue of disclosure of information on creation human rights organizations, the government did not dare apply victimization against them at once. Taking into account that such famous people as academician A. Sakharov, associate member of VN USSR I. Shafarevych, O. Solzhenitsyn and others were the members of Committee of the Human Rights in the USSR, so, its figures were not arrested till the middle of 1970-s. The liberal attitude of the government towards the formation of human rights structures was explained by the very fact of their accrual in the capital of the Soviet Union, where foreign correspondent centers and embassies of different countries were situated. In Ukraine, especially in Lviv, to create similar the human rights organization was extraordinary and dangerous affair at that time, because of the other level of the government attitude to oppositionists. In I. Dziuba's opinion, there were not in Ukraine "such people who could join the Committee and KGB would consider them" [8, 311].

V. Chornovil understood that on such conditions in Ukraine, those who would create the human rights structures would be arrested at once. That's why his plans on creating the human rights organization were well-considered and challenging for the government. With the help of this plan he was trying to get new amount of space for the activities of dissidents in Ukraine. V. Chornovil started to create the human rights organization after the arrest of one of the most active participants of the resistance movement N. Strokata from Odessa at the beginning of December of 1971, who was the wife of S. Karavanskiy, who was arrested for the first time for the participation in OUN, then for speeches against russification and political arrests of 1965, and for the third time still being in Volodymyr prison, for the preparing the article on the basis of collected testimonies of convicted participants in execution of Polish officers in Katyn. When they were sentencing S. karavansiy for the third time in April, 1971, the court adopted the decision-threat for his wife N. Strokata for her persistent defense of her husband. Soon she was dismissed from work and arrested.

V. Chornovil attracted Iryna Kaly nec for the organizational work in the creation of the human rights organization after preparing the documents for the program of association. Considering social-political reality in Ukraine, they decided to announce the creation of public organization which would defend the rights of N. Strokata and postponed the perspective idea of creating wide organization which would defend human rights in Ukraine. The created Public Committee on defense of Nina Strokata should have been self-governing Ukrainian organization but not a branch of the Moscow human rights organization, however it was foreseen to involve people from Lviv, Kyiv, Odessa and Moscow in its structure. The first two documents of the committee, as it turned out the only ones, were "Application form on creating Public Committee on defense of Nina Strokata" and certificate "Who is N.A. Strokata (Karavanska)". The documents were united under one name "Bulletin №1", and planning to issue new materials gained during the process of investigation in the next bulletins [15, p. 124].

December 21, 1971, which was stated in the bulletin, was considered as a date of creation of the Committee. This was claimed by Iryna Kalynech at the questioning of KGB: "Bulletin №1" I consider as an affirmation of such committee' [15, p. 122]. In "Bulletin №1", which was confiscated by the workers of KGB, was a presence of changing the date from the 21 into the 30 of December by pencil and the testimony by I. Kalynech that V. Chornovil should have sent the "Bulletin" to higher authorities at the beginning of January, 1972, which led to the thinking of Lviv famous historian Yu. Zaicev that "the creation of the Committee could be dated to the third decade of December, 1971". However, at the same time he writes that December 21, 1971 is considered to be the date of creation of the Committee, which is fixed in the foreign and home publications, and also in his own one [17, p. 34]. We can make a conclusion from the testimony by V. Chornovil at the questioning of KGB that after the adopting of positions of December 21, 1971 "Bulletin №1" and Committee appeared, and later he finished working on the documents of "Bulletin" and his final version appeared in January 8, 1972 [10, l. 244].

As a result from "Application form on creating Public Committee on defense of Nina Strokata", the members of the Committee started organized actions on defense of haunted citizens on political motifs, considering that the number of court haunting for free speech and defense of convictions increased. Such actions of the government had anti-constitutional character and followed by big amount of violations of current legislation and contradicted Universal Declaration of Human Rights and Pact of Social and Political Rights, which were adopted by UN General Assembly and ratified government of USSR [14, 925]. The members of the Committee started to defend N. Strokata considering that organized actions of society could bring a big contribution in moral conditions of Soviet society as her arrest, in their opinion, was very serious incident of human rights violation. Because the case was about an arrest of a person who was famous for defending of sound principals of social life and social justice and who did not give up her husband, who was a political prisoner despite big pressure but defending his interests.

To clarify the relevance of creation Public Committee on defense of Nina Strokata, in the application she was compared to black-American activist Angela Devis, who was arrested for trumped-up charges of transferring weapon to the prison in the USA. The Soviet mass media regularly informed about her and the activity of allowed by the American government Committee on defense of A. Devis. That's why the organizers of Public Committee on defense of Nina Strokata thought that it had a right to exist in the USSR, as its creation and activities did not contradict the Soviet legislation and it was coordinated with approvals of the Soviet Union Declaration of Human Rights and Pact of Social and Political Rights.

After the arrest of V. Chornovil, during the investigation he insisted on legal creating of the Committee and demanded to add to the materials of the investigation an application of Presidium of the Supreme Soviet of the USSR (because of absence of Supreme Constitutional Court) that the creation of such public committees contradicted USSR Constitution and the UN documents ratified by the Soviet Union: Declaration of Human Rights and Pact of Social and Political Rights; application on constant notifications to CPSU by "Pravda" newspaper about creation, existence and defendable action of numerous committees on defense of Angela Devis in the USA and in many other countries; application on that if the arrested members of the Committee of Human Rights in the USSR in Moscow, in that case he demanded an explanation why the Public Committee was acting at liberty for two years creating the precedent of legality and constitutionality of such actions [9, l. 332]. Chornovil did not get the reply to his petition.

The task of the created committee was to collect the facts, documents and materials which were connected with Nina Strokata and her criminal case; to acquaint its content with state and law institutions and representatives of society; to organize the petition campaign on the defense of N. Strokata; to collect money to help N. Strokata and her husband; to achieve legitimate rights and publicity of N. Strokata's trial, and in the case of sentencing to appeal it with arguments in the cassation and other institutions. There was stated in the application that during the case thewe could be used not mentioned defending measures for N. Strokata. If all legitimate measures did not give proper results the Committee would have to appeal to the Human Rights Committee UN. Then, when N. Strokata was set free the Committee would self-destruct.

In the application the society was called for active support of the Committee efforts. Those who wanted to appeal to the Committee with questions connected with the case of N. Karavanska,

and also provide the copies of appeals or objections, were asked to send all of this to one of the provided in the application addresses of Committee members.

There was planned that the members of the Committee would be: I. Kalynets and V. Chornovil from Lviv, I. Franko's granddaughter, Z. Franko and famous writer I. Dziuba from Kyiv, close friend of N. Strokata sailor of tugboat "Record" L.Tymchuk from Odessa and historian P. Yakir and famous human right activist L. Alieksieyeva from Moscow [7, l. 237; 9, l. 332].

M. Plakhotniuk took the documents of the Committee to Kyiv and held the talks with certain people on Committee membership. On the request of V. Chornovil Ya. Kendzior joined this case. Having acquainted with the application Z. Franko refused to take part in this activity considering it unreasonable to create the Committee for defense of only one person, and to her mind, the Committee should have been a branch of Moscow Committee led by A. Sakharov [6, l. 254-260]. I. Dziuba did not support the idea of creating the Committee stating that when he found it necessary he would write something in defense of N. Strokata. And he also negatively expressed his opinion concerning the idea of Z. Franko to create a branch of Moscow Committee in Ukraine, because to his mind, the practice showed that Sakharov Committee did not want to defend cases of Ukrainian political prisoners [8, l. 311]. Z. Franko also talked to M. Kotsiubynska, I. Svitlychniy, Ye. Sverstiuk, H. Kotsur, who also spoke negatively about Committee creation. I. Svitlychniy said that this idea was unacceptable and such committee would not help N. Strokata [8, l. 309-310]. Such refuses struck V. Chornovil, especially the refuse by Z. Franko, a granddaughter of I. Franko, hoping and considering that her last name would serve as a defense from repressions and as a link between Committee and society at home country and emigration [5, p. 493].

V. Stus, unlike top sixties in Kyiv, threw off the cautions and agreed to become a member of the Committee as a representative from Kyiv. Explaining his action he stated that "he was considering it his moral duty to help a person somehow being in trouble and deprived of any help... I personally said to contact officials with a request for compliance with the law during the investigation and possible trial... I would consider myself a scoundrel if I were utterly indifferent to the fate of lonely outcast woman who was in misery" [15, p. 204]. A 67-year-old Kyiv citizen O. Meshko expressed her desire to join the Committee, whose surname was included in one of the options of the Committee application. But considering her age and a threat to be arrested she was refused to join the Committee [15, p. 96].

S. Hulyk went to discuss the entry of Muscovites to the Committee at the request of V. Chornovil. In Moscow they treated the Ukrainian request restrained considering that something similar could be initiated only by Moscow [17, p. 34]. Figures of the Human Rights Committee in the USSR did not support the activity of the Ukrainian Committee, and L. Alieksieyeva refused to join it [12, p. 288]. But P. Yakir and V. Krasin agreed to become members of Public Committee on defense of Nina Strokata. They agreed to spread the "Bulletin" and to give the information about creation of the Committee to foreign mass media after having instructions from Ukraine [7, l. 237].

L. Tymchuk from Odessa agreed to join the Committee, who delegated the right to put his signature on any necessary documents on his behalf. Thus, after a short preparatory period Public Committee on defense of Nina Strokata was created, which consisted of seven people. But the Committee could not start the planned activity because of large-scale arrests of opposition figures in January of 1972. All the members of the Committee lost their freedom but L. Tymchuk. V. Chornovil, I. Kaly nec and V. Stus were arrested in January 12, and shortly after that P. Yakir and V. Krasin were arrested too. L. Tymchuk was not in their shoes because the materials of the Committee were not found in his apartment, and from his oral consent to their signature he flatly refused at the questioning [3, p. 217]. He was arrested later when he was detained for distributing self-publications and destruction of a bug in room installed by KGB. In December 1975 he was sentenced to one year of corrective labor [12, p. 18].

From a large number of measures announced by the Committee only in January 10, 1972 V. Chornovil could send a letter with the Committee documents to district attorney of Odessa. In his letter, V. Chornovil informed the district attorney about the creation of the Committee, which would monitor the compliance of legal proceeding of N. Strokata. He informed that the Committee materials would be send not only to the prosecuting magistracy of Odessa region but to all-union and republican authorities [11].

The letter by V. Chornovil was resent from the prosecuting magistracy of Odessa region in January 17, 1972 to KGB department in Odessa region with the formulation that there were no

reasons for attachments to the case of accusation of N. Strokata, so this letter had to be sent to KGB department in Lviv region [4, p. 71].

S. Hulyk, who was participating in the creating of the Committee and who was not arrested, could find a lawyer Poltoratskiy from Odessa for N. Strokata. He responsibly held the defense of the defendant but the sentence had been set beforehand and that's why N. Strokata got four years of labor camp of higher security. The lawyer could only assert her right for the flat. For proper performance of his professional duties the attorney experienced the harassment by authorities and lost the right to protect defendants, which is charged with Article 62 of the Criminal Code of the USSR [12, p. 300]. S. Hulyk and her husband were also under repression.

All the arrested members of the Committee were sentenced to different terms of imprisonment and exile. In the sentence for V. Chornovil in April 12, 1973 was stated that "at the end of 1971 he was an initiator to create the Committee on defense of N. Strokata ... he also wrote a document on creating this "Committee" together with other authors and the certificate on the personality of Strokata ... in these documents the slander was uttered about the activity of Soviet justice, Soviet democracy and Soviet reality" [13, p. 82; 16]. Only about in twenty years Procuracy of the USSR appealed this verdict resolving that "review of "Application on creating Public Committee on defense of Nina Strokata" showed that there was nothing slanderous about the government of the Soviet Union and Soviet reality" [2, p. 842].

### Conclusion

This way, at the beginning of 1970-s there was an attempt to create human rights organization in Ukraine. To develop its activities was a failure because of the imprisonment of its organizers. Because of the same reason the fact of its creation is still little known. However, the creation of the Committee became an evidence of the organized strengthening of the Ukrainian resistance movement and commitment of its leaders to the cause for which they fought. So, it showed that they were ready to hold structured and coordinated activity on defense of personality and national community in the conditions of Soviet reality. The initiative of creating Public Committee on defense of Nina Strokata found its continuation in the formed Ukrainian Helsinki in 1976, which defended the principals announced by the Committee.

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## **Grigory Rasputin in the Mirror of Western Screen**

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### **Abstract**

The article argues the approaches to the analysis of Western screen stereotypes of Grigory Rasputin as a kind of a metaphor of Russia's image in Western interpretation. Thus, as a result of the analysis it can be concluded that the Western film interpretations using Grigory Rasputin's image construct an extremely simplistic image of the country. Consequently, a barbaric, unpredictable, rebellious, mystical, and most importantly – a strange, not compatible with the normal US-European way of life, image of Russia is created.

**Keywords:** screen; film; USA; France; Europe; Russia; Rasputin; media education; media literacy; media competence; analysis; stereotype.

### **Introduction**

I have already observed that Russian classical literature, with its deep "intimate glimpse", is not enough for Western media culture. The West needs its own image of Russia, corresponding to the stereotypical representation of mass mentality about "a mysterious Russian soul" [Fedorov, 2012]. While an ideal adaptation of the positive image of Russia for Western audience was the novel by Jule Verne "Mikhail Strogov" (1875), which takes place in the epoch of Alexander the Second reign, the image of barbarian, unpredictable, mystic, rebellious Russia was on a large scale featured on the screen in numerous versions of Western biopics of Rasputin (1869-1916). Grigory Rasputin, who was called a spiritual advisor, "a holy man", as it's known, had a big influence on Tzar's family and was assassinated on the 16th of December 1916 as a result of a plot by Duke F.Yusupov and other nobility, eager to change the course of Russian history.

I have to say that it is most unrewarding in this case to try and look for the historical truth in Western films about Rasputin. It does not make much sense to point out numerous absurdities and incongruities in them.

Western cinema first addressed the story of Rasputin in 1917, then, again and again (totally, about 30 times) they created a television/feature film image with a certain agenda. Certainly, the commercial success was important. However, the intention to reinforce a stereotypical interpretation of the riotous nature of "the Russian soul" in the Western society, was much more important. The Western screen needed not a historical portrait, but an image of G. Rasputin as a kind of a metaphor for a dangerous and disturbing image of Russia.

It seems that the analysis of this phenomenon of G.Rasputin as an image of barbaric Russia, adapted to a mass audience of the West, will be very useful for students of many branches of study – future historians, political scientists, culture, art historians, and teachers.

### **Materials and Methods**

Applying methodology, developed by Umberto Eco [Eco, 2005, p. 209], Art Siverblatt [Silverblatt, 2001, p. 80-81], Len Mastermann [Masterman, 1985; 1997], Cary Bazalgette [Bazalgette, 1995], in my analysis of films dedicated to life and death of Grigory Pasputin, I will draw upon such key aspects in media literacy as media agencies, media categories, media technologies, media languages, media representations and media audiences, since all these aspects



should be considered when analyzing the values, ideology, market, structure and contents of a media text.

Let me note that the methodologies of U.Eko [Eko, 2005, p.209] and A. Silverblatt [Silverblatt, 2001, p. 80-81] are fully consistent with the basic approaches of the hermeneutic analysis of audiovisual, spatial and temporal structure of media texts. Let us remember that the hermeneutical analysis of the cultural context (Hermeneutic Analysis of Cultural Context) is a study of the process of interpretation of a media text, cultural and historical factors influencing the viewpoint of the agency / author of the work and the point of view of the audience. The hermeneutical analysis suggests the comprehension of a media text through comparison with the cultural tradition and reality; penetration into the logic of the work; relationship of artistic images in the historical and cultural context. Thus, the object of analysis is the media system and its operation in society, human interaction, language, and use of media.

*The ideology of authors in the social and cultural contexts, market conditions which contributed to the concept, process of production and success of a media text (dominant aspects: media agency, media category, media technologies, media representations, media audience).*

Europe was in the state of the World War I for four years (1914-1918). In 1916–1917 protracted military actions had already lost its popularity in Russia. The murder of G.Rasputin, the overthrow of the monarchy and the rise to power of the Interim Government could not overcome a total crisis in society, which led first to the Bolshevik revolution, and later to a civil war. Naturally, with this state of affairs the Russian authorities in 1917 did not care much about cinema art. Cinemas showed dozens of commercial pictures of extremely poor artistic quality. For example, in 1917 the Russian short-lived films were overflowing the screens, the films which constructed unfavorable images of G.Rasputin and the royal family ("The drama of the life of Grigory Rasputin," "Washed in blood", "Dark forces – Grigory Rasputin and his associates "Holy demon – Rasputin is in hell", "People of sin and blood – Tsarskoe Selo sinners", "Love affairs of Grishka Rasputin", "Rasputin Funeral", "Mysterious murder in St. Petersburg on December 16, "The royal guardsmen "and others.).

Since Western press had already paved the way for "Rasputin film series", the same year of 1917 almost simultaneously the U.S.A. and Germany featured films picturing Rasputin as a demonic image of Russia, mysterious and hostile to Western civilization.

Media interest in G.Rasputin did not vanish in the 1920s–1930s: firstly, one could quite easily explain to the "masses" on both sides of the Atlantic the main reason for the fall of the Romanov dynasty and the Bolsheviks' rise to power by Rasputin intrigues; secondly, the legends of the mystical and sexual rites of Rasputin allowed Western filmmakers use them for media influence; thirdly, for Russian immigrants who worked in the Western film industry, it was a great opportunity to prove themselves as "experts on Russian history and Russian soul."

It is worth noting that the insatiable passion of filmmakers for the subject matter sometimes brought them not only profits, but also losses. For example, after the release of the American film "Rasputin and the Empress» (the USA, 1932) Princess I. Yusupova, who was in emigration then, demanded from Metro-Goldwyn-Mayer to compensate her moral damage (as she was outraged by a slanderous interpretation of her image as a raped mistress of "the holy man"), and after a lawsuit, she received 750 thousand dollars of compensation from the studio.

The Second World War ousted Rasputin theme for a while, however, since the 1950s the interest in this kind of metaphoric image of Russia once again captured the imagination of foreign studios and authors who were non-indifferent to Russia.

Among the "Rasputin series" of the 1950s – 1960s there was a spot of historic credibility – Robert Hossein film "J'ai tué Raspoutine" (France, 1967). "I Killed Rasputin" was based on the memoirs of Prince Felix Yusupov. But on the whole, the storyline and character traits of the protagonist were correlated with the established tradition: wildly rolling eyes, a giant with a beard fascinates the royal family and beautiful women, heals the young prince, drinks gallons of vodka, prophecies and desperately fights for his life in the final scene of his murder.

In 1970s-1980s similar things happened to Rasputin character on the Western screen. Sometimes ("Nicholas and Alexandra", the USA, 1971) the authors strained for some minimal likelihood. Sometimes they placed their stake on sexual accents ("Rasputin - Orgien am Zarenhof", Germany, 1984). On the whole, there was a well-adjusted conveyor of commercial interest.

Curiously enough, this tendency has not changed after the collapse of the USSR. Western films of the 1990s and the beginning of the XXI century, even with famous Russian actors starring ("Raspoutine", France, 2011), in my opinion, are made in a similar vein.

By the way, in the last 20-25 years previously banned in the USSR, Western movies about Rasputin became quite available to the Russian public, however, unlike in the West, they have not caused mass interest. Even such an ambitious project as French "Raspoutine" (France, 2011) starring Gerard Depardieu failed the box office in most film theatres, and was soon released on DVD and broadcast on television. Most likely, the reason for Russian mass audience's rejection of the Western "Rasputin stories" is simple: even not evaluating the artistic features of films, the Russian audience does not accept them as a "raspberry" degree of approximation (i.e. unlikelihood) to Russian realities and characters.

However, released in 1985 Soviet film distribution (previously banned for a dozen years) "Agony" by E.Klimov featuring G.Rasputin character, attracted 18 million viewers only for the first year of screening. In "Agony" the Russian crisis of 1916 was shown with the intrinsic E.Klimov's synthesis of irony and psychological depth. Farcical, eccentric scenes alternated terrible naturalistic visions. In the center of the picture is a figure of Grigory Rasputin, powerfully performed by Alexei Petrenko, who managed to achieve amazing results, switching between volcanic temperament, animal fear, superhuman strength, humiliated weakness, corruption and religiosity. It was a very challenging task, but the actor was able to embody the ambiguous character.

*Structure and techniques of storytelling in a media text (key aspects: media categories, media technologies, media language, media representation).*

During the group discussion the students come to conclusion that on the whole Western cinema "Rasputin series" is based on simple dichotomies: 1) barbarian world of G.Rasputin vs. somewhat European world of the Tzar family and nobility of the Russian Empire; 2) good characters (royal family, noble beauties, Prince Yusupov and his friends) vs. "crazy monk" Rasputin; 3) intention to protect Russia from Rasputin's harmful influence (Yusupov and his friends) vs. Rasputin's boundless lust for power.

*Schematically, a structure, a plot, representation, ethics, peculiarities of genre modification, iconography, and characters in Western film texts about Rasputin can be presented in the following way:*

**Historical period, location:** Russia in 1905-1916 (most often, 1916, the year of Rasputin's assassination). Sometimes as a postscript there is a scene of the royal family assassination in 1918, too.

**Environment, everyday objects:** luxury palace chambers of St. Petersburg and noble mansions, modest life of the poor, Russian open fields, forests and rivers. Household items correspond to the social status of the characters, although many look too "western" (which, incidentally, is not surprising, because until the 1990s, foreign films about Rasputin due to ideological reasons, could not be filmed on the Russian territory).

**Techniques of depicting reality:** positive with respect to the positive characters, grotesque (sometimes even comedian, as in the British film "Rasputin: The Mad Monk" (the United Kingdom, 1966) regarding "demonic" G.Rasputin.

**Characters,** their values, ideas, clothes, physique, vocabulary, facial expressions, gestures:

The royal family, noble elite (including young pretty ladies), united by monarchy values and patriotic ideas.

Wildly rolling eyes, a bearded giant G.Rasputin is a religious messiah, the hypnotist, the fortuneteller who gains the trust of the royal family and the beautiful women, heals the young prince, drinks gallons of vodka and has excellent appetite.

The royal court is dressed with corresponding luxury, military men wear beautiful uniform. Characters of noble descent are endowed with graceful physique – especially women. Their vocabulary is exquisite. Facial expressions and gestures are emotional. Naturally, the tone of voice of "good" characters (in sound films) is pleasant and smooth.

Rasputin is dressed in a rural merchant-folk style, always with an Orthodox cross. He is characterized by powerful physique, simplicity and "simple folks" language, facial expressions and gestures are big, he speaks in bass voice, and inspires awe with his sententious intonations.

**A significant change in the lives of the characters:** 1905. "A holy man" appears at the Russian royal court – G. Rasputin, which wins the hearts of the imperial couple and beautiful

noblewomen with his mystical prophecies, healings and charisma (alternatively, a film begins in the 1910s, when Rasputin had already become an influential figure at the royal court, or even in 1916).

**A problem:** patriotic nobles, led by Prince F.Yusupov, become aware of Rasputin's negative impact on the royal family and the fate of Russia.

**The search for solution:** Prince Yusupov and his friends plot a scheme to murder G.Rasputin.

**Solution:** Yusupov manages to lure Rasputin into a trap and kill him.

### **Conclusions**

Thus, as a result of the analysis it can be concluded that the Western film interpretations using G.Rasputin's image construct an extremely simplistic image of the country. Consequently, a barbaric, unpredictable, rebellious, mystical, and most importantly – a strange, not compatible with the normal US-European way of life, image of Russia is created.

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## A Few Notes on the Nature of English Chat Communication

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### Abstract

The chat communication provides once unimaginable possibilities of connection between people who are distant thousands of miles from each other. The objective of the paper is to describe, analyze, and explain the nature of this new form of communication by pointing out to its crucial features which make it hybrid of both spoken discourse and written texts.

**Keywords:** chat; spoken and written discourse.

### Introduction

Modern technologies of the present enable us to communicate effectively by means of electronic gadgets, such as personal computers, mobile phones, tablets, ipads, etc. The Internet provides profound ways to communicate by means of e-mail messages, creating your own webpages, blogging, or using existing chatrooms of various kinds. Chat is a service which enables dynamic *written* and/or *visual/audio-visual* communication of two or more participants (interlocutors, users) via electronic social network(s). Users of a particular chatroom must have an access to the Internet and must be properly registered and logged in using a nick(name) which is generally considered a great advantage as it provides a high scale of anonymity. Other users are also hidden behind their nick(name)s. This approach makes communication among users all around the globe possible. Our research is focused on the analysis of the nature of the three selected chats (www.icq.com, www.quakenet.org, and www.yahoo.com) which are said to be the most popular chats nowadays.

### Classification of chat

There are many linguists investigating a brand-new branch of linguistics as the Internet communication is, e.g. Crystal (2001, 2004, 2010, 2011), Demiščáková (2001), Herring (2001), Kulánková and Čamek (2010), Mahdi (2012), Shea (2004), or Štulajterová (2014) just to name a few. Chats are viewed and classified from various aspects depending on the pre-selected criteria. D. Crystal as one of the first linguists describing this new phenomenon distinguishes *asynchronous* from *synchronous* chats. Synchronous communication takes place simultaneously in a real time ('here and now') between two or more interlocutors. This kind of communication is based on a turn-taking. Asynchronous communication is an option to react anytime (e.g. after a month or even later) due to the fact that it is used in long-time debates, in discussion forums, feedbacks, etc. when their users can react anytime they want to. Another criterion is based on an axis *private – public* depending on the number of users seen by others (private chats occurs between two users and others cannot see nor share their communication, while public chat is available for all registered and logged users).

### Research objective

Our research is focused on synchronous chats open to the effective communication among enormous number of users. The aim is to find out whether chat shares more features with written

or spoken discourse and how are these expressed in particular. The question is what the difference is between discourse and text (if any) or whether the terms may be used synonymously. Discourse is usually understood in terms of context-dependent communicative events, while text is often viewed as the written record of a communicative event conveying a complete message. Certainly texts may comprise a single word, sentences, paragraphs, chapters, or the whole publications [1]. However, the essential difference between written and spoken discourse may be expressed by means of binary oppositions, such as written (text/discourse) versus oral discourse, formal vs. informal, public vs. private, prepared/arranged vs. spontaneous, monologue vs. dialogue. Written texts are perceived in terms of their visual orthographic form and logical structure of clauses, sentences, paragraphs, chapters, etc. as those create the formal part of a text. Orthoepic (phonetic) form is neglected excluding, e.g. dramatic reading or poetry. Thus chatter cannot primarily use pronunciation, intonation, tempo or accent significant in spoken discourse. However, the change of written form can substitute this handicap, e.g. by using initials, italics, emoticons, interjections, dots, question/exclamation marks or other punctuation marks, changing the font size, etc. – these are important as they create and modify the whole context of electronic communication. E.g. the following sentence ‘You’re a genius.’ must be understood literally without any further context. However, ‘You’re a *genius*.’ turns its literal meaning into irony (opposite meaning). However, the main feature of a written text is its preparedness/arrangement from the formal and semantic viewpoints. Public texts are usually all formal and official, however, chat does not confirm this premise. On contrary, this communication is not well-arranged (at least it is not expected to be), intentional or unintentional misspellings, informal lexis, short sentences, unfinished thoughts, etc. are often present – it is very often stylistically marked. One can assert that chat has more features of informal private oral communication than ‘typical’ written texts. Certainly, written texts may be private and highly informal, however, not in public space. Written texts have been considered monologous until emerge of the Internet and chatrooms based primarily on dialogues. Discourse in general may be described by attributes, such as oral, private, spontaneous/not arranged, and dialogue which is true for chat communication as well.

**Research theoretical background**

The nature of the Internet communication becomes a specific phenomenon typical for combining features of written and spoken discourse. Those features seem to co-operate and/or be in a conflict from time to time. Authors comparing written texts to spoken discourse are usually focusing on differences between these two language forms (e.g. Carter and Nunan, Crystal and Davy, Findra, Halliday, Mistrík, Pavlík, or Štulajterová). It is obvious that written texts are more than just a kind of talk written down [1]. According to M.A.K. Halliday writing appeared in human society as a result of changes which created new communicative needs and those needs could not be fulfilled by the spoken language anymore [2], especially in times when there was a need for permanent records of trade, goods, numbers, etc. Functions and contexts of new form of language were different from the spoken medium. Nowadays in the information (computer, digital) age written language is no longer used for storing information only – written language becomes the comfortable means of communication between people who live in other settlements, countries or continents. At the present the differences between the two forms of language (i.e. betw. spoken and written) are not exact – this may result in the fact that some written texts resemble more spoken discourse and some cases of spoken language may look like written texts [1].

R. Pavlík asserts essential features typical of spoken and written discourse as presented below [3]:

Table: Spoken discourse vs written texts

<b>Spoken discourse (SD)</b>	<b>Written texts (WT)</b>
realized in sounds	realized in letters
usu. takes place in real time	graphic record of past, present, or future events
has no generally recognizable sentence-delimiting marks	the sentence is the fundamental structural unit
heavily context-dependent	is relatively independent of context

is usually very interactive	their interactivity is limited
the feedback is immediate	the feedback is delayed or none
little revising and editing	extensive revising and editing
is usu. syntactically and lexically simple	is usu. syntactically and lexically complex
often employs non-standard or informal language means	often employs standard language means
often exhibits dysfluency and error	usu. free of dysfluency and error
represents a series of processes and actions	usu. describe states and objects
is flowing, processlike, oriented towards events – with meanings related serially	is dense, structured, crystalline oriented towards things, productlike – with meanings related as components

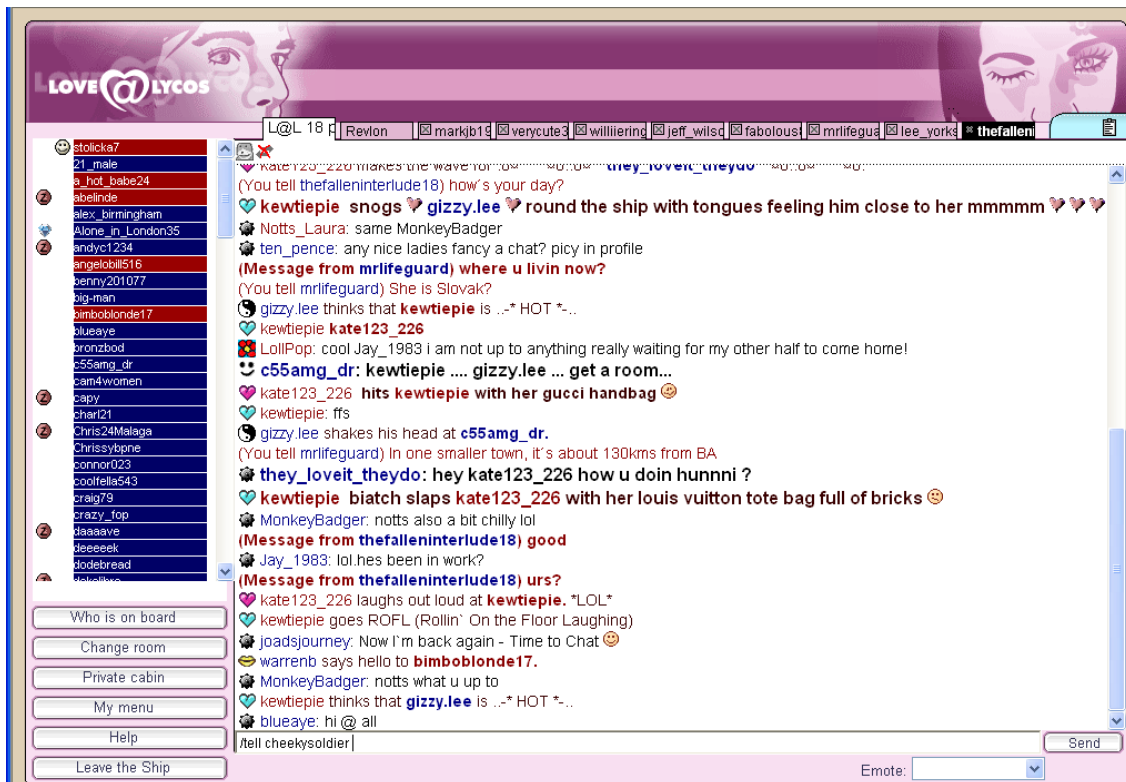
### Research analysis

However, one can see that features typical of what is traditionally called spoken discourse and written text may be easily challenged from the point of view of electronic communication, especially chat communication provided on various social networks. We have observed the chat communication on the most popular servers, such as [www.icq.com](http://www.icq.com), [www.quakenet.org](http://www.quakenet.org), and [www.yahoo.com](http://www.yahoo.com) from April to December 2014. The research corpus covers approximately a hundred norm pages downloaded from various *chatrooms* (e.g. 50 Something, Looking for Love, or Teens). It has been noticed that the aforementioned features of spoken and written language (see the table above) are mixed in the Internet communication provided by various chat services (see Picture 1 and 2):

- it is a kind of dynamic virtual (not face-to-face) communication (with the exception of Skype for instance);
- the communication between interlocutors (see Picture 1) is realized in letters and other signs (e.g. capitalization, italics, punctuation, emoticons and other symbols);
- the communication between chat users/interlocutors is both time-bound and space-bound, i. e. it occurs in real time (it is usually synchronous as opposed to the e-mail communication which is usually asynchronous);
- dialogue-based point of chat (referring to free and/or open discussion);
- the previous feature results in almost immediate feedback, however, a sort of time-lag between production and reception may vary according many aspects that users cannot influence, e. g. the Internet connection;
- interactivity is also present by means of hypertext links which are traditionally recognized and presented in blue underlined text and help users to move from one web page to another [4];
- interlocutors are distant from each other (the addressee is distant from the addressed);
- the use of sentence as the basic unit, or other structures, for instance paragraphs, but also repetition and comment clauses [5];
- in general lack of any visual contact between users with the exceptions, e. g. Skype;
- the mixture of standard and non-standard language means, e.g. familiar expressions or vulgar lexis;
- errors (e.g. misspellings), one typed, can be deleted, but errors once sent cannot be corrected anymore;
- novel, non-traditional, creative and playful qualities brought to language means (neologic abbreviations, and clips and blends as well as various hybrid expressions are being introduced);
- economy of expression in usage of various abbreviated forms, such as initialisms (e.g. CU meaning *see you* or JK *just kidding*), acronyms (e.g. BTW – *by the way*, LOL – *laughing out loud* or *lots of love*) and their hybrids usually combined with numerals (e.g. F9 meaning *fine*), blends (e.g. *blog*), and clips (e.g. *the net*, *the web*) – the economy covers morphemes, words, expressions (e.g. BOT – *back on topic*, nvm – *Never mind.*), and even the whole sentences, usually those with the highest frequency of repetition (e.g. cul8r/CUL8R stands for *See you later*. DIKU means *Do I know you?*, ruf2t means *Are you free to talk?*);

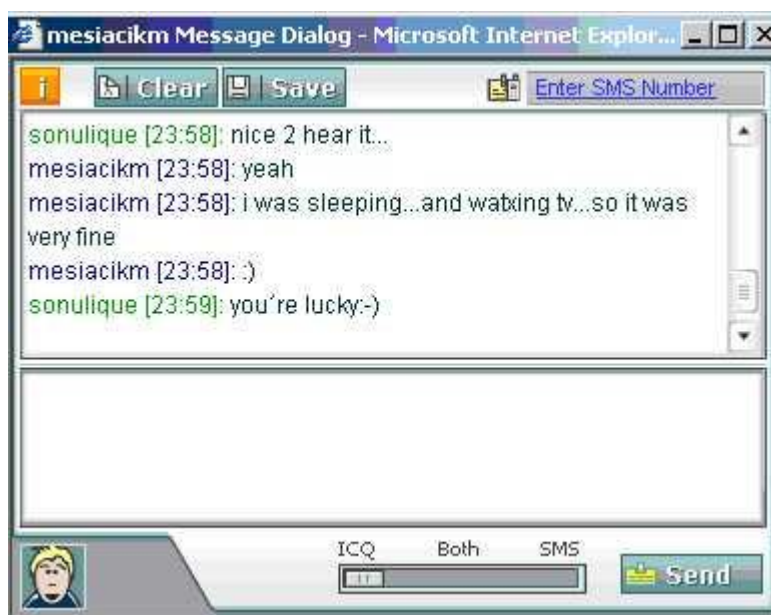
- chat communication occurs primarily among people in productive age, i.e. among the members of young and middle-age generation between 18 and 49 (nearly 94 per cent of all chat users if we are to believe statistical data from [www.bogtreff.com](http://www.bogtreff.com) about their users) and the average age of chat users is 30 [6];
- enormous popularity of chatrooms – in the course of our research observation there were thousands registered chat users – popularity has been growing onwards;
- presence of extralinguistic factors influencing communication (access to technology enabling the connection, distance betw. interlocutors, laugh, facial expressions, etc.);
- anonymity of interlocutors (see picture 1) on one hand and a kind of illusion of ‘close’ (nearly personal) contact on the other due to choice of the familiar (non-standard) language (e.g. usage of such expressions as if in a personal dialogue – *you see/know*, the use of ellipses, etc. [7]) and extra-linguistic means;
- in terms of the communicative situation, i.e. there is the tension between public (Picture 1) and private (Picture 2), spoken and written, monologue and dialogue [7] that one can observe;
- the language style is not homogenous in chats (it varies from publicistic to colloquial to various forms of invitations, applications or questionnaires using administrative style, etc. )
- from stylistic point of view one can observe the tension on the axis formal – informal, neutral – marked, positively expressive (familiar words) – negatively expressive (vulgar or obscene words);
- neutral language means prevail over stylistically marked ones – linguists agree on this (for instance Crystal or Findra), but this fact has been proved by our research as well (over 94 % of all language means have been classified as neutral, and the rest, 5,5 %, has turned out to be marked/coloured [5]);
- however, one of typical features of the language used in chat communication is its colloquial quality penetrating neutral forms of language [8];
- specific relation between the deep structure (contents) and surface structure (formal arrangement) of the particular communication on the chat.

Picture 1: Chat communication [6]



The chat communication may occur among unlimited number of interlocutors (see Picture 1 taken from yahoo) who are usually listed on the left part of the monitor marked, in this particular case, in accordance with their gender (red colour – females, blue refers to male chatters). Users can see only nicknames of other interlocutors who have been chatting with you. The line at the bottom provides the space for your message which is sent in the moment of click on 'enter' key or 'send' on the right. However, two interlocutors may conduct 'private' communication by sending messages to each other without awareness of other chatters (see Picture 2). They just click on the nick of a person they want to communicate this way and tick *private message*. The advantage is a particular illusion of privacy (there is no actual privacy on the Internet).

Picture 2: Private message window [6]



Some chats provide their users creation of *private chat room* (Picture 2) enabling access approved only by a creator of such a *room* (other users are excluded). However, if chatters write their messages in a public space (not private chat rooms), they never know who is on the other side (who the addressed one is). Thus an addressee becomes highly uncertain. The aforementioned confirms constant tension between public and private qualities of the chat. This tension results in ambivalent and rather 'free' style of expression (e.g. addressing users by their first names or nicknames, absence of titles and degrees, informal lexis, absence of polite hedges, etc.). This reacted in a need of keeping fixed rules communication and behaviour when in cyberspace, today known as the Internet etiquette or *Netiquette*. In her online book by the same name [9] Victoria Shea (2004) introduced ten core rules to be mandatorily kept when online (<http://www.albion.com/netiquette/corerules.html>). Although, majority of users are more or less aware of them, those become very often violated according to Crystal [10]. This may be caused by the fact that chat provides a kind of illusion of equality regardless social status, age, education or some other criteria considered relevant in face-to-face communication.

Although the expected feature of written texts is (pre-) arrangement, this is disputable in case of chat communication due to its high speed causing many errors in form of misspellings, ellipses, omissions and other defects (lexical, morphemic, and syntactic). This can be demonstrated on the following example: *raychael\_blue: hi im 18 female my pic is on profile if ne1 wnts to chat to me xxx* [6]. It is obvious that a user nicknamed *raychael\_blue* simplifies her message by violating basic grammatical rules (spelling, syntax, sentence punctuation, upper case) and uses creative clips (*pic, wnts*) in order to make her communication brief and clear and effective (i.e. she is very economical with her writing saving her time and energy). Certainly, texting is not a new



phenomenon restricted to the young generation only. Abbreviations (acronyms, initialisms, blends, clips, etc.) help more than hinder language standards [4, 11].

We can conclude that chat and written texts do not share many common features and qualities. On contrary, it is obvious that chat communication shares features typical of spoken discourse. Certainly, chat is not 'spoken' or 'oral' in a true meaning of speech, however, it attempts to imitate spoken form of language by using signs and symbols, such as emoticons (usually smilies, e.g. ☺) or others imitating smilies, e.g. :-). In general, spoken language has interactional function, while written form of language is considered to have transactional function [11]. However, from our analysis it is obvious that this does not work for chat communication. In other words, publically written texts are expected to be formal and highly official, however, the analysis of chat proved just the opposite tendency. Chat participants dislike formal language and prefer non-standard informal and familiar expressions. If they happen to 'say': '*Excuse me, Mr X Y, I'd like to inform you that I disagree, because I don't consider it appropriate*', one can be sure of irony of such message aiming to mock the addressee [6]. Another significant factor to be mentioned is the open and public quality of chat communication as users have not ever met in person. However, generalisations of this kind are disputable in individual cases.

Last but not least – chat is no monologue. Written text is expected to occur in a form of monologue which is not true either as this type of communication is typical for feedbacks of various kinds, thus imitating a face-to-face communication in person. Monologue thus remains only in a potential level. The speed and fluency of communication create a particular time pressure on individual interlocutors who tend to write back to all participants registered in their chat room. Dialogue (although only on a virtual level) is what is chatting about – chat is meant to be a dialogue between two users at least and the other participant may join them, e.g.:

*savetao5: i am having a problem i need to talk to some one*

*c.natalie: hello savetao5, whats the problm*

*savetao5: my boyfriend that is was woth for a year is cheating on me*

*vikkyzangel: i am sort of having the same problem [6].*

This makes us to come back to the question whether chat shares more features with spoken discourse or written text.

### Conclusion

To sum up, it can be asserted that chat shares more features with spoken than written language. It can be considered public and private depending on the individual wishes of chatters. However, it is highly interactive requiring dynamic (fast and effective) feedback(s) in form of a dialogue with other participants. All interlocutors are under time pressure and this fact effects style of communication as far as it causes high frequency of errors on all language levels. This makes messages look spontaneous (i.e. unprepared/unarranged), informal, even non-standard. In attempt to answer the question about the nature of chat, it can be asserted that chat has become a new communicative phenomenon of previous 15 years typical of its dynamic development and growing popularity among generation in productive age. The chatters seek effective and economical communication with other interlocutors and hybrid qualities of chat sharing features of both spoken and written language enable them to do so.

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## **Pragmatic Effects of First-Person Pronouns in Academic Discourse**

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### **Abstract**

The paper deals with the pragmatic effect of first-person pronouns in academic discourse. The paper argues that scholars use personal pronouns pursuing different communicative purposes. Empirical analysis of eight academic papers written in English and Russian has shown that the authors use personal pronouns to create specific pragmatic effects. The frequency of personal pronouns has shown the degree of explicit author presence in academic discourse.

**Keywords:** Pragmatics; pronouns; academic discourse; pragmatic effect.

### **Introduction**

Academic discourse deals not only with conveying scientific data, it also deals with expressing the writer's opinion, emphasizing the writer's personal contributions to the scientific field, and organizing the discourse. Most of these pragmatic functions are performed through the use of personal pronouns.

It is worth noting, however, that the use of 'I' and 'we' are often believed to be contrary to the conventions of academic discourse requiring academic texts to be impersonal and objective. However, some researchers [2; 4; 5; 7; 11] have shown that pronouns can help the writer organize the text and guide the reader through the argument, state arguments, and knowledge claims, recount research procedure and methodology. Personal pronouns make writers visible; help them present their viewpoints to the academic community, emphasize their personal contributions to the field, establish their relations with the academic community. They also help when the writer is describing a project she is working on as it is rather challenging to avoid first-person pronouns.

The present paper seeks to study the functional and pragmatic effects that writers create through the use of first-person pronouns. It reveals functions the personal pronouns have in academic discourse. The paper is also aimed at exploring the rhetorical preferences of scholars in the use of first-person pronouns in their papers. Findings are illustrated with extracts from eight journal papers.

### **Review of Literature**

The nature of personal pronouns has been analyzed and discussed by logicians, linguists, anthropologists and philosophers of language. Benveniste [1] placed personal pronouns at the heart of pragmatic theory by describing them as empty signs that only become full when used in actual discourse.

There have been a number of corpus-based studies of pronouns in academic writing and in political and legal discourse (e.g., Fortanet, 2004; Harwood, 2005, 2006; Hyland, 2001; Kuo, 1999; Tang & John, 1999).

For our research purposes, Tang and John [10] and Vladimirou [11] present interesting studies of personal reference in academic discourse. They proposed the taxonomies for the classification of first-person pronouns employed by writers.

Tang and Jones developed their framework relating to the functionality of first-person pronouns based on the concept of “creating identities”. They proposed a continuum of authorial ‘I’ and the degrees of power embedded in the use of first-person pronouns.

Vladimirou (2006) has modified Tang and John’s taxonomy and distinguished between four categories for first-person singular pronominal reference: ‘I’ as a researcher, ‘I’ indefinite, ‘I’ biographical, and ‘I’ in acknowledgements.

Another issue deemed disputable among linguists, which is relevant to the present study, is the status of the pronoun ‘we’. Taking into consideration the semantic references of ‘we’, most scholars have distinguished between an inclusive and an exclusive ‘we’. Inclusive and exclusive pronoun usage has been the subject of investigation by a number of contemporary researchers [3; 4; 5; 8; 9].

The vagueness of ‘we’ has led Mühlausler and Harre [8] to state that it is usually left to the addressee to infer who is included in the reference. Gragson and Selzer [3] note that some instances of ‘we’ clearly refer to the authors of the text. On the other hand, they note that other cases of ‘we’ are addressing the wider community. Inclusive pronouns like these allow writers to “cast their readers as equals, as colleagues”, they argue. Wales [12] points out that the interpretation of the discourse referents of ‘we’, which are seemingly limitless, depends upon “the particular context of use and the inferences to be drawn on the basis of the mutual knowledge of the speaker and interpreter”. Pennycook [9] argues that ‘we’ is “always simultaneously inclusive and exclusive, a pronoun of solidarity and of rejection.

Thus, there is no consensus among the researchers regarding the status of ‘we’-pronoun. But ‘we’ as well as ‘I’ are by far the efficient tools used by writers to create certain pragmatic effects.

Although previous studies on personal pronouns in academic discourse have examined in detail the pragmatic effects that personal pronouns have, there are still certain issues to be explored further.

**Method and Procedure**

The method applied for this study is based on qualitative and quantitative analysis of personal pronoun use. The qualitative approach aims to investigate the pragmatics of personal pronouns in academic discourse. The quantitative method is applied to find out the frequency of ‘I’ and ‘we’ use in academic papers.

The corpus used in this study consists of eight academic journal papers. The papers published for the last three years were selected at random from English language (EL) and Russian language (RL) journals. The length of the texts under investigation is about 7,000–10,000 words. No co-authored texts were included in the corpus. The authors of the papers have been identified as A1, A2, and so on where A stands for *Author*.

**Results**

The frequency with which the Russian writers used ‘I’ and ‘we’ is summarized in Table 1 which shows the profile of pronoun usage in the EL and RL corpus.

Table 1: Frequency of ‘I’ and ‘we’ in EL and RL Papers

Writer	Pronoun ‘I’ use		Pronoun ‘we’ use	
	<i>EL</i>	<i>RL</i>	<i>EL</i>	<i>RL</i>
A1	15	0	3	6
A2	0	0	13	0
A3	2	0	3	2
A4	8	0	9	5
Total	25	0	28	13

As can be inferred from Table 1, in the EL papers, the Russian scholars tend to make their personality more visible. The expression of a strong self can be explained by the wish to be seen in a text presenting the extent and importance of their contribution – for instance, “I examine”, “I analyzed”, “I consider”.

Nevertheless, not all the writers in their EL papers used 'I'. As presented in Table 1, two of four authors avoided the "egocentric" pronoun in their writing.

'We'-pronoun is used in both EL and RL prose, but the EL papers feature rather more instances of the first-person plural.

The results of the analysis show that in RL papers, the use of first-person pronouns does not seem to be a predominant feature of writing, while EL papers feature a number of first-person singular and plural pronouns.

The total number of EL papers which show instances of first-person plural pronouns is four (100%). Three of them show instances of 'I'. The total number of RL papers which show instances of first-person plural pronouns is four (80%). At the same time, none of them feature instances of first-person singular pronouns.

The authors used pronouns for different communicative purposes. Expert scholars use them more often than novices do. For instance, A1 being an experienced scholar, an author of more than 50 academic works, used I-pronoun 15 times in one paper. The use of self-mention appears to be the writer's intention to mediate the relationship between her arguments and her discourse communities:

(1) **I begin** by setting out ....

(2) **I then examine** .... Next, **I consider** ....

'I' is used to describe various steps of the study, to indicate that the research process is a decision made by the writer who assumes responsibility for the choices she made when conducting the study.

In examples below, A1 uses 'I' to express her personal views:

(3) As **I see** it, lying and deceiving represent two kinds of falsehood.

(4) **I** treat deception as a phenomenon belonging to the class of phenomena defined by the general notion of insincerity...

Personal attribution indicates that the statements are personal judgment and interpretation rather than facts.

A1 rarely uses 'we' in her paper. The paper shows only three instances of the first-person plural which is always used inclusively calling the readers to participate in the research:

(5) Here **we** can **see** the deceiver, Moll Flanders...

Thus, in her EL paper, A1 presents herself explicitly as the originator of ideas and contributions to the field performing the role of the researcher.

The RL paper by A1 shows no instances of 'я'(I)-pronoun, while the instances of 'мы' (we) is twice the amount of 'we' in her EL prose. In example (6), 'we' performs the function of the representative – she speaks on behalf of all people:

(6) Если **мы** считаем род несущественным, то русские могут удивляться тому, почему **мы** полагаем необходимым каждый раз указывать ... [If **we** consider the gender irrelevant, the Russians might be surprised why **we** think it is necessary to mark it each time]

The example below shows that A1 uses 'мы' (we) to refer to herself. It is an exclusive 'we' functioning as the opinion holder employed instead of 'I'.

(7) **Мы** полагаем, что подобный анализ ситуации является едва ли не единственно возможным. [**We** believe that such case study is the only one possible].

In addition, the RL paper shows two instances of an inclusive 'мы' (we) to draw the reader's attention to certain points of the paper:

(8) **Мы** опять видим, что ... [**We** see again that ...].

In the EL paper by A2, on the contrary, it has been found no instances of 'I'. The occurrences of 'we' are not too frequent. However, there are some interesting examples of 'we' use – the shifts between exclusive and inclusive 'we'. According to Harwood [4], it helps the author achieve a number of effects. Let us consider an extract from her paper:

(9) Further on, **we** would like to focus our attention on one more technology...

(10) So, as far as **we** can see the implicit assumption is becoming a necessary part of political discourse...

The first instance of 'we' is unambiguously exclusive. It expresses the writer's intention to draw readers' attention to a certain point. In example (10), 'we' is rather inclusive. The author includes readers in one tandem with her. This inclusive pronoun makes readers feel involved.

Thus, A2 avoids personal reference too much in her EL paper, varying personal constructions with impersonal ones. Those 13 ‘we’ uses in her paper aim 1) to signal the writer’s intentions, 2) to organize the discourse, 3) to present the writer’s claims, 4) to describe the research procedure used, 5) to express what the writer has gained.

In her RL paper, there are no instances of personal reference at all.

Let us now analyze the papers by A3. In her EL prose, there are two occurrences of ‘I’ used to mark the steps of the research:

(11) In this article, **I** would like to describe several cyber events that can be considered as an evolutionary line...

‘We’ occurs thrice in her prose to share her view on the cyberwar with the reader:

(12) **We** can suggest that this cyberwar was a turning point in changing the mentality.

The RL paper by A3 shows no instances of the first-person singular pronoun – a typical feature of the Russian academic discourse. Personal reference is realized by the use of first-person plural which she uses twice:

(13) В первую очередь **мы** говорим о полноценных сформировавшихся обществах... [First of all, we speak about healthy, developed societies].

It should be noted that A3 as well as A2 are novice scholars. Despite this fact, A3 does use ‘I’-pronoun. However, she uses it only to organize the discourse, and mainly in the Introduction. In her RL paper, personal reference is used twice in the form of ‘мы’(we)-pronoun.

Let us now turn to the papers by A4, an expert scholar having a doctorate degree and more than 60 published works in her field. Her EL paper has 17 occurrences of personal pronouns, among which the instances of ‘I’ are eight.

‘I’ is mainly used to draw the reader’s attention to certain points of the paper:

(14) **I should like to** note that in this scene ...

‘We’ is mainly used in the role of the researcher:

(15) **We** have to go back to the very first scene.

(16) Before **we** proceed, **I** should like to remind the reader that ...

In extract (16), we can see two pronouns – ‘I’ and ‘we’. ‘I’ features the intention of the author to restrict it to herself, while ‘we’ means the writer and her audience and is used to encourage the readers to maintain belief in the integrity of the text and its arguments, and by association, in the author herself.

In the RL paper by A4, there are only five instances of ‘мы’ (we), and there are not any occurrences of ‘я’ (I). So, A4 is prone to express a stronger “voice” in her EL papers, while in Russian writing, she prefers being less visible.

## Conclusion

The current study has explored the frequency of personal reference and different pragmatic functions first-person pronouns perform in EL and RL academic papers. The frequency of personal pronouns has shown the degree of explicit author presence in academic discourse.

We have seen that all the writers used first-person pronouns in a different way. Our analysis has shown that ‘we’ in academic discourse can be used to reflect different choices such as: 1) The author as a proxy of the academic community (exclusive ‘we’); 2) The author as the representative of all people (non-referential ‘we’); 3) The author and the readers (inclusive ‘we’); 4) The author him/herself (ego-identical ‘we’).

The first person-singular pronoun ‘I’ in academic writing performs the functions as follows: 1) To remind the audience that discourse comes from a necessarily subjective point of view; to invite readers into the individual world of the writer; 2) To make a dry subject seem more engaging, and a complicated argument seem less intimidating; 3) To develop writer’s voice or to claim his/her unique perspective or argument; 4) To emphasize writer’s agency (who is doing what) if she needs to point out how valuable his/her particular project is to an academic discipline; 5) To claim some kind of authority on the topic; 6) To describe a project the writer is working on.

It has been found that in EL papers, novice scholars underuse or avoid ‘I’-pronoun. Expert scholars use ‘I’-pronoun much in their EL papers. They use it not only to organize the discourse but to signal their intentions, give opinions, and express what they have personally gained. It has also been found that RL papers lack first-person singular pronouns.

Hence, the pronominal choice depends heavily on the conventions of the academic community. The writer's level of experience in research field appears to be one more factor determining the pronominal choice.

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## **Impact of Menstruation Cycle on Physical Activity of University's Students in Banská Bystrica**

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### **Abstract**

In the article the author was trying to find out opinions of university female students on executing a motion activity during periods. Throughout the analysis of gathered results she found out, that university female students don't execute a motion activity in a full range and the hours are being used ineffectively during periods.

**Keywords:** menstruation cycle; university female students; motion activity.

### **Introduction**

Life is an admirable gift of nature which we get from it. It depends only on every person what his life, its content and value will be. Sport and motion activity represent the specific area of human activity. Regular sports and recreational activity lead to the healthy way of life. Absence of the natural motion with the increasing age cause civilization diseases as the obesity, cardiovascular illness and diabetes are. Psychological resistance in everyday life goes down as well. Regular sports activities lead to an improvement of psycho-motoric function of the (a) human body and also to an aesthetic appearance of the female students who study at the university.

### **Problem**

Health is the value which contributes to better life quality including university students. We agree with Kompan (2003) about the general characteristics of the university students who are specific group of population aged from 18 to 25 years. It is important for this group of population to consolidate an obtained relation to the physical activity and also to enhance the theoretical knowledge in the use of leisure, sports and recreational activities. The most important characteristic features of university students are substantial changes in the life of an individual which are mostly connected with the changes in the ranking values of a person, in the lifestyle, gradual independence and in the way how to use their free time. During the studies in this group of inhabitants the amount of psychical and physical stress raises what contributes to increased fatigue. That is why students have opportunities to use the different forms of physical activities which provide the stability of mentation and eliminate adverse effect of nervous tension.

It is known from many researches that there is a strong correlation between the physical activities in the free time and academic success. People with higher education try to develop more effort to do sports activities in their free time. They are aware of the importance of physical activity for their health. Sports and recreational activities in their free time create kind of form of their lifestyle. Lower educated people have less interest in sports activities in their free time and in order to consolidate their health they make mistakes which begin in their (daily) regime and end with disinterest in physical activities.

Michaela Bimpi-Dresp (2007) states that during the period we can do any kind of sports, it depends only on us. Physical activity has a relaxing and calmative effect on many girls and women. During the period women take part in physical activities differently. There are some who train unlimited, but it is usually only a light training. Activities of endurance and strength are limited. In the case of younger athletes training is stopped for 1 or 2 days or the training is reduced only on warm-up, improvement of techniques etc. Most women try to solve this problem by themselves.



Many of them realize the less they train the less difficulties they have. During the Physical Education a teacher do not force girls or women to do physical activities, but he/she has no objection if they want to do them. It is just a question of social tact and aesthetics than the health hazard. Women who do not do any sports activities are in risk that causes functional defect, obesity, diseases of blood circulation and so doctors strongly recommend them to do physical activities regularly, during their whole life. Women should start with their physical activities at the primary school and in the higher grades they should confirm in it. Later they should increase the training intensity and capacity. If you train regularly, the period can not be a barrier for you. Maybe it will be necessary for you to change your training plan slightly. During the period women should care about their relaxation and should not train very hard.

Gynecologists recommend appropriate motion and light exercises. Hard sport performances or exhausting trainings are not recommended especially during the first days of period that are accompanied by spasms, stronger bleeding or unpleasant pain. A week before your period you maybe do not feel very well and you do not want to do any exercises, especially if you suffer from PMS. Do not worry and train. Do not give up physical activities because in these days training is so effective especially in burning fat. Train cardio, spinning or play tennis. A week after a period is also very positive. Certainly you feel new energy. This week is ideal for loosing your weight. Because of lower estrogen level in your body, you should mainly concentrate on relaxing exercises as for example yoga or callanetics. Higher level of tiredness is characteristic feature in the middle of the period therefore you should try to do exercises that make you “explosive” as dance, aerobics or combat sports. If you do not want to skip you should try pilates or yoga. Very important is to obey your body and its actual needs. Every period or every cycle is different.

Many factors as for example tiredness, stress, psychic and your daily menu can influence the period. (<http://www.prebaby.estranky.cz/clanky/menstruacia/menstruacia>)

Researches which have been made in this area (Baisová, 2009, Izáková, 2010 etc.) show long-lasting decline of an interest in physical activity of university female students.

The contribution is part of grant task VEGA 1/0757/12 „ Reactive and adaptation indicators of changes of athletes’ physical and psychical abilities with connectivity with biorythms with various lenght of period“.

**The aim**

The main aim of the work was to find out the impact of physical activity on the menstrual cycle of Matej Bel University female students in Banska Bystrica.

**Tasks (of research)**

**In order to fulfill our aim we provided the following tasks:**

1. Through the inquiry find out the attitudes and opinions of university female students towards the physical activity during their periods.
2. To analyze the students’ answers and provide conclusions (for practise) for university female students towards the physical activity during period.

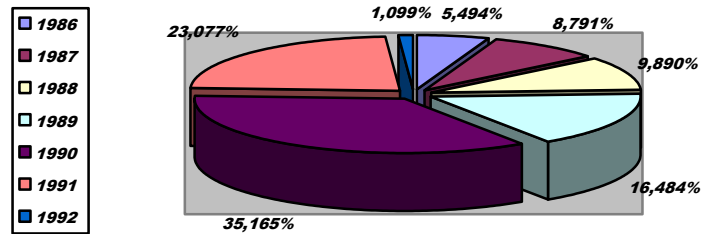
**Methodology**

The research sample consisted of 91 (100 %) university female students who have different approbation subject as the Physical Education (PE). Female students attended aerobics within the project Sport for All. The inquiry consisted of 12 questions and all participants responded anonymously. Research has been made during the summer semester 2011. Averaged age of female students was 21 years. Most of female students (participants) attended 2<sup>nd</sup> university year 32 (35,16 %), just 2 (2, 19 %) of participants were students of 5<sup>th</sup> university year.

Chart 1: Birth year of participants

<b>Birth year</b>	<b>n</b>	<b>%</b>
<b>1986</b>	<b>5</b>	<b>5,49</b>
<b>1987</b>	<b>8</b>	<b>8,79</b>
<b>1988</b>	<b>9</b>	<b>9,89</b>

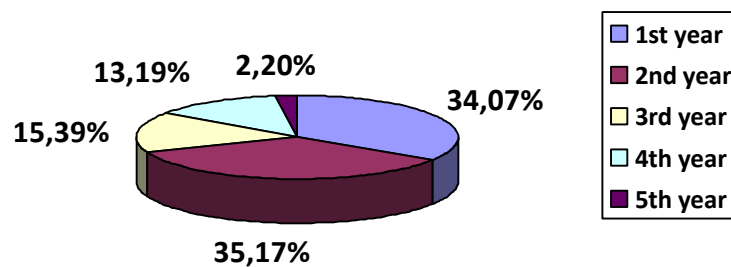
<b>1989</b>	<b>15</b>	<b>16,48</b>
<b>1990</b>	<b>32</b>	<b>35,16</b>
<b>1991</b>	<b>21</b>	<b>23,07</b>
<b>1992</b>	<b>1</b>	<b>1,09</b>
<b>Overall</b>	<b>91</b>	<b>100 %</b>



Picture 1: Birth year

Chart: 2 Study years

<b>Study year</b>	<b>n</b>	<b>%</b>
<b>1<sup>st</sup> year</b>	<b>31</b>	<b>34,06</b>
<b>2<sup>nd</sup> year</b>	<b>32</b>	<b>35,16</b>
<b>3<sup>rd</sup> year</b>	<b>14</b>	<b>15,38</b>
<b>4<sup>th</sup> year</b>	<b>12</b>	<b>13,18</b>
<b>5<sup>th</sup> year</b>	<b>2</b>	<b>2,19</b>
<b>Overall</b>	<b>91</b>	<b>100 %</b>



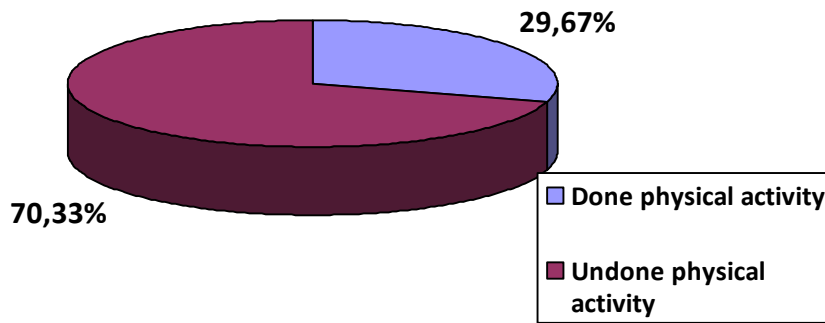
Picture 2: Study year

**Results**

We have found out alarming fact. 64 (70, 33%) of all participants do not practice any physical activity and just 27 (29, 67%) participants do physical activity regularly.

Chart 3: Doing physical activities in general

	<b>n</b>	<b>%</b>
<b>Done</b>	<b>27</b>	<b>29,67</b>
<b>Undone</b>	<b>64</b>	<b>70,33</b>
<b>Overall</b>	<b>91</b>	<b>100 %</b>



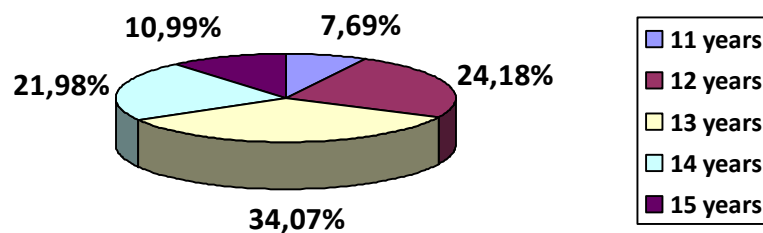
Picture 3: Doing a physical activity in general

Based on some knowledge of practice (Jančoková, 2000) one of the important factor of normal sexual evolution is the age of the participants during their period. After our analysis we came to the following results. Results show that the age of the period of university female students who practiced recreational physical activity is 13 years. From the physiologist point of view we wanted to know whether they have regular or irregular period. 77 (84, 61%) of all female students have regular period and just 14 (15, 38%) have irregular menstrual cycle.

**Characteristics of the period**

Chart 4: Age of the first period

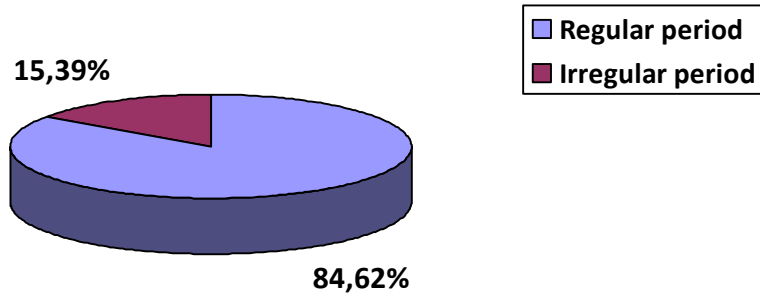
	<b>n</b>	<b>%</b>
<b>11</b>	<b>7</b>	<b>7,69</b>
<b>12</b>	<b>22</b>	<b>24,17</b>
<b>13</b>	<b>31</b>	<b>34,06</b>
<b>14</b>	<b>20</b>	<b>21,97</b>
<b>15</b>	<b>10</b>	<b>10,98</b>
<b>OVERALL</b>	<b>91</b>	<b>100 %</b>



Picture 4: Age of the first period

Chart 5: Regularity of a period

	<b>n</b>	<b>%</b>
<b>Regular</b>	<b>77</b>	<b>84,61</b>
<b>Irregular</b>	<b>14</b>	<b>15,38</b>
<b>OVERALL</b>	<b>91</b>	<b>100 %</b>

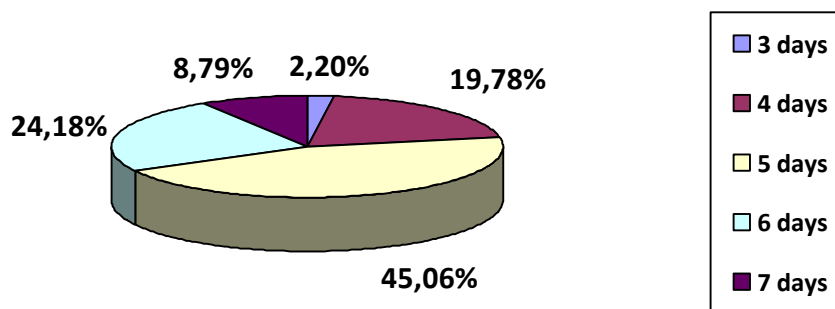


Picture 5: Regularity of a period

Most of the female students 41 (45,06 %) have a 5-days-period and just 2 (2,20 %) female students state that they have a period for 3 days.

Chart 6: Duration of a period

	<b>n</b>	<b>%</b>
<b>3 days</b>	<b>2</b>	<b>2,20</b>
<b>4 days</b>	<b>18</b>	<b>19,78</b>
<b>5 days</b>	<b>41</b>	<b>45,06</b>
<b>6 days</b>	<b>22</b>	<b>24,18</b>
<b>7 days</b>	<b>8</b>	<b>8,79</b>
<b>OVERALL</b>	<b>91</b>	<b>100 %</b>

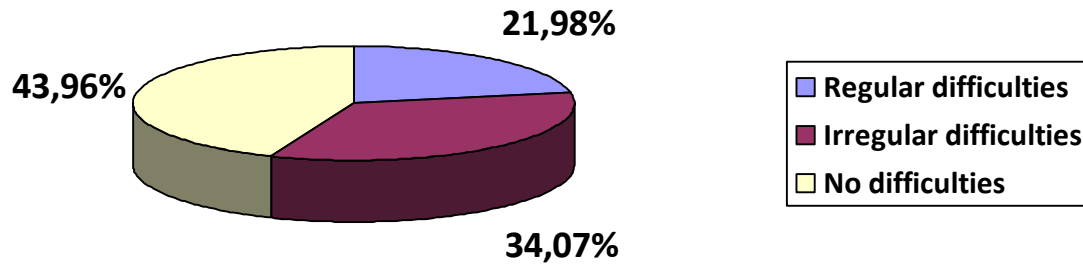


Picture 6: Duration of a period

20 (21,97 %) female students state they have regular difficulties during their period. 40 (43,95 %) participants have no difficulties during the period.

Chart 7: Difficulties during a period

	<b>n</b>	<b>%</b>
<b>Regular difficulties</b>	<b>20</b>	<b>21,97</b>
<b>Irregular difficulties</b>	<b>31</b>	<b>34,06</b>
<b>No difficulties</b>	<b>40</b>	<b>43,95</b>
<b>OVERALL</b>	<b>91</b>	<b>100 %</b>

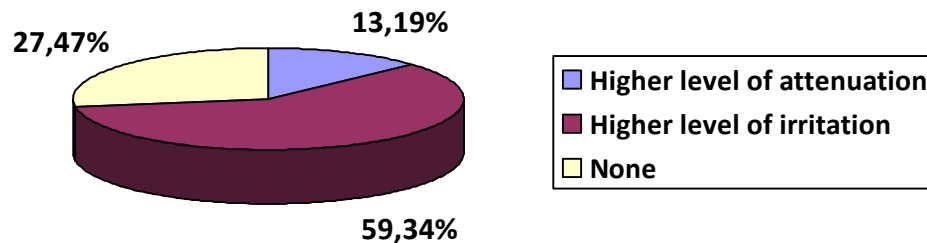


Picture 7: Difficulties during a period

54 (59,34%) university female students state that PMS syndrome is connected with higher level of irritation, but 25 of them do not state any PMS feelings.

Chart 8: PMS feelings

	<b>n</b>	<b>%</b>
<b>Higher level of attenuation</b>	<b>12</b>	<b>13,18</b>
<b>Higher level of irritation</b>	<b>54</b>	<b>59,34</b>
<b>None</b>	<b>25</b>	<b>27,47</b>
<b>Overall</b>	<b>91</b>	<b>100 %</b>

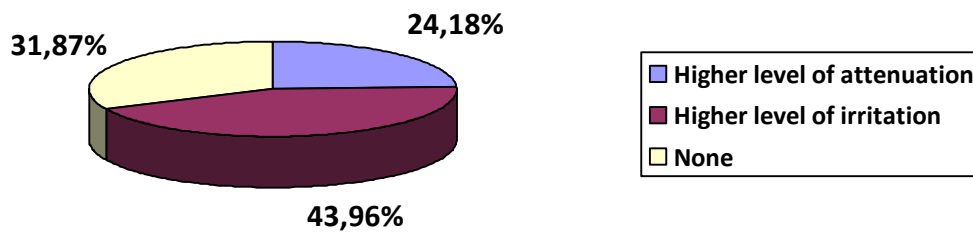


Picture 8: PMS feelings

40 (43,95 %) female students have higher level of irritation during their period and 22 (24,17 %) of them have higher level of attenuation.

Chart 9: Period feelings

	<b>n</b>	<b>%</b>
<b>Higher level of attenuation</b>	<b>22</b>	<b>24,17</b>
<b>Higher level of irritation</b>	<b>40</b>	<b>43,95</b>
<b>None</b>	<b>29</b>	<b>31,86</b>
<b>OVERALL</b>	<b>91</b>	<b>100 %</b>



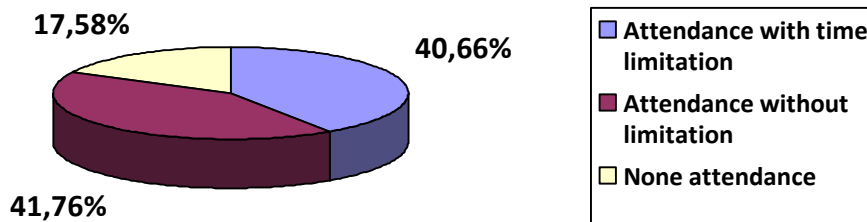
Picture 9: Period feelings

**Assessment of physical performance during a period**

38 (41, 75%) participants have no problem to attend aerobics lessons during their period, but 37 (40, 65%) female students attend these lessons only with time limitation.

Chart 10: Aerobics lessons attendance

	<b>n</b>	<b>%</b>
<b>Attendance with time limitation</b>	<b>37</b>	<b>40,659</b>
<b>Attendance without limitation</b>	<b>38</b>	<b>41,758</b>
<b>None attendance</b>	<b>16</b>	<b>17,582</b>
<b>OVERALL</b>	<b>91</b>	<b>100 %</b>

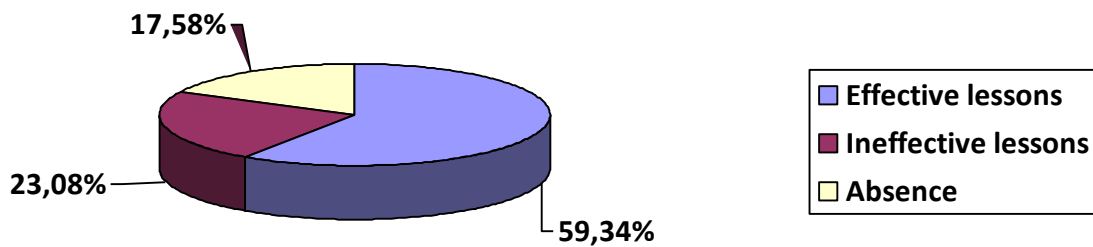


Picture 10: Aerobics lessons attendance

Female participants take part in the aerobics lessons during their period but 54 (59,34 %) female students state that lessons are not utilized effectively and 16 (17,58 %) participants do not take part.

Chart 11: An effectivity of aerobics lessons

	<b>n</b>	<b>%</b>
<b>Effective lessons</b>	<b>21</b>	<b>23,07</b>
<b>Ineffective lessons</b>	<b>54</b>	<b>59,34</b>
<b>Absence on lessons</b>	<b>16</b>	<b>17,58</b>
<b>OVERALL</b>	<b>91</b>	<b>100 %</b>

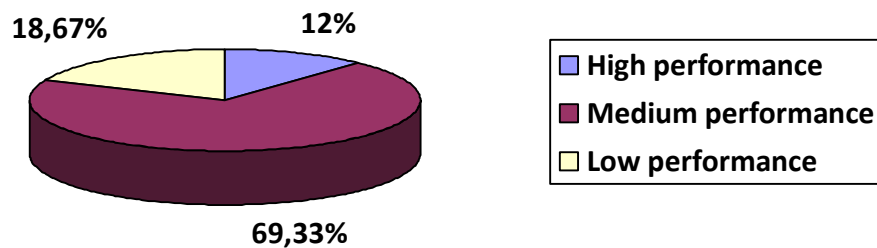


Picture 11: An effectivity of aerobics lessons

Performance of 52 (69,33%) participants during their period is at the middle level and performance of 14 (18,67 %) female students is at the low level.

Chart 12: Students' performances on aerobics lessons

	<b>n</b>	<b>%</b>
<b>High</b>	<b>9</b>	<b>12</b>
<b>Medium</b>	<b>52</b>	<b>69,33</b>
<b>Low</b>	<b>14</b>	<b>18,67</b>
<b>OVERALL</b>	<b>75</b>	<b>100 %</b>



Picture 12: Students' performances on aerobics lessons

### **Conclusion**

Research has shown that it is very important to do the physical activities regularly. Physical activity should be essential part of daily regime of female students during their periods. On the basis of analysis of results, we can say that 38 (41, 75%) participants do a physical activity also during their periods. This activity helps them to overcome not only physical stress and tiredness, but also to better their performance and to relax themselves. Good organization of daily regime and active relaxation through physical activities can make the life of university female students better and without an unpleasant emotional feeling during their periods. Female students who do sports regularly, reduce the risk of psycho – emotional state of menstrual difficulties as our research confirmed.

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## **Perspectives of International Technology Transfer in the TRIPS-plus era: Problems and Solutions**

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### **Abstract**

The purpose of this study is to investigate impact of TRIPS-plus provisions concerning the protection of intellectual property rights on further development of international technology transfer to developing countries. The study is methodologically based on recognition of dual influence of IPRs on international technology transfer that is under discussion after adoption of the TRIPS Agreement. The author shows that there is evidence of posing of IPRs as a factor of restriction with regard to transfer and dissemination of technology. This study find that problems of negative impact of strengthening of the protection of intellectual property rights have increased due to real or possible implementation of so-called TRIPs-plus provisions included to myriad of contemporary Free Trade Agreements. Author reviews comprehensively the essence of the TRIPS-plus era reflected in a new changes in international technology transfer. Analysis is accomplished by exploration of provisions of more significant FTAs. The study concluded that active use of flexible mechanisms of the TRIPS by developing countries could restrain negative effects of a TRIPS-plus provisions. Simultaneously, author of study offers valuable insight for updating the global policy in area of the IPRs protection and of technology transfer in the TRIPS-plus era, making some suggestions on harmonization of interests of developed and developing countries.

**Keywords:** International technology transfer; intellectual property rights; TRIPS-plus; world development; developing countries.

### **Introduction**

In conditions of dynamic development of global processes in the sphere of R&D and in the world economy there is increasing the significance of international technology transfer (ITT) by which exchange and diffusion of technologies, innovation and knowledge is occurring. The attention that contemporary world community pays to ITT is caused by that technologies are a deciding factor for economic and social development, as well as for solution of different problems at the regional and global levels.

One of the most actively discussed issues of international economic relations and international relations in the area of aid to development in past fifty years is ITT to developing countries. Developing countries hold in this issue very active position and since 1970s have expressed on various international forums their intention to improve the access to foreign technologies and to enhance their technological capabilities.

ITT being a critical factor to sustainable rate of economic growth and development is very sensitive to implications of protection of intellectual property rights (IPRs). With increasing of transnational trade flows, especially flows of sophisticated production and exclusive rights to it, the linkage between patents and technology transfer has been getting an overarching recognition not only on the national but also on the international level. For example, that can be seen from Article 7 and 8 of the Agreement on trade-related aspects of IPRs (TRIPS Agreement) and Article 16 of the Convention Biological Diversity.

At present, the main problem of technology transfer is its effective development on new stage of IPRs protection named TRIPS-plus era.

### **Methodology**

The methodology of present study is based on approach to ITT as having a complex nature. This means that ITT is a composite package that contains the investments, financing capital goods, technology skills, information transfer, international scientific cooperation and other items. Achievement of success in technology transfer also proposes the human resources, financial supporting, educational institutions, R&D institutions, as well as balanced regime of protection of IPRs. ITT is provided by the different international arrangements at the universal and regional levels. There is array of instruments of soft and hard international law that include appropriate legal provisions and take into account complex character of technology transfer [1]. New regional agreements in economic area that have marked a TRIPS-plus era reaffirm these conclusions.

The fact of the matter is that technology transfer in most cases is transaction. The one of conditions of technology transaction is consent of parties to protect the IPRs. Anyway, developing countries is agreeing to protect IPRs in technology transfer. The international technology transfer also, without doubt, includes commercialization of technologies in cross-boundary context.

Other methodology starting point is the recognition of dual role of IPRs in area of ITT. As pointed in one of WIPO documents, "relationship between patents and technology transfer is generally understood to have both positive aspects, namely where useful technology is indeed transferred to the recipient, and a negative component, namely where patent rights or an abuse of such rights, may equally hinder a transfer of technology" [2]. It goes without saying that enforcement and use of IPRs should promote technology as global goods to be a basis for overall prosperity. Achievement of this aim is undecided in a TRIPS-plus era.

Author considers that IPRs should be the necessary condition of transfer and diffusion of technologies but no factor of their restriction. It is important to understand that technologies are global goods, and the implicit aim of international system of IPRs protection is to facilitate technology transfer. This paradigm articulated in conventional instruments concluding provisions on technology transfer covers international instruments in sphere of IPRs protection. In the past five decades, provisions on technology transfer have been incorporated into various international instruments, belonging to various branches of international law.

The objectives of appropriate international instruments should identify not only goals of real processes of international technology transfer, carried out through various channels, especially licensing, but also goals of protection of transferred technologies. The protection and enforcement of IPRs should contribute to promotion of technological innovation, transfer and dissemination of technology, including mutual advantage of producers and users of technological knowledge, social and economic welfare, as well as to balance between rights and obligations. In our opinion, the commercialization of technologies and their transferring makes realization such goals of technologies transfer as facility to capacity building and development very vulnerable.

The empirical findings, used in article, on different aftermaths of impact of IPRs on economic growth in developed, developing and least-developed countries (LDCs) is the basis for understanding the tendency of contradictory impact of strengthening IPRs protection on perspectives of international technology transfer, especially technology transfer to countries with lower middle income, in a TRIPS-plus era.

### **TRIPS AND INTERNATIONAL TECHNOLOGY TRANSFER: ACHIEVEMENTS AND PROBLEMS**

Ambiguous impact of IPRs on technology transfer is one of issues of the global policy in area of ITT [3]. From this view, provisions of the TRIPS is very interesting subject matter. Despite of that adoption of the TRIPS in 1994 was inspired by pharmaceutical TNCs, it provides the scope and extent of IPRs disciplines that are unprecedented at the international level. At that, adoption the TRIPS has become a starting point of globalization of IPRs as a new level of development of international system of IPRs protection. International standards are basis for essential evolution of national systems in direction of their convergence around the world.

It is well-known that the TRIPS as first comprehensive agreement contains the set of minimum standards covering IPRs protection in main IPRs areas. These standards shall be

provided by each Members of the WTO. Moreover, the TRIPS requires the country Members to develop appropriate mechanisms to enforce the protection of IPRs.

Globalization of IPRs, connected with TRIPS as central part of global legal system in area of IP, has had implications for global economic growth and affected international technology transfer as one of the factors of economic growth. Some analytics have underscored the emerging of significant changes in ITT after adoption the TRIPS [4;5]. Indeed, the TRIPS encompasses the majority of countries, therefore its implications for global economy and international technology transfer are an undoubted.

It seems that adoption of the TRIPS lead to an increasing of the market, namely trade approach to international technology transfer and departure from coordinated paradigm of ITT taking into account interests of developing countries. Before the TRIPS, there was practice when IPRs created artificial barriers instead of promoting the innovation and made the dissemination of knowledge costly (so-called restrictive practice). Close connection between patents, trade and technology transfer was recognized in articles 7, 8 and 66.2 of the TRIPS. As the result, there occurred a changing in debate on technology transfer.

We consider, however, this shift does not mean negation of approach to technology transfer as tool for realization of human right to access to technologies in the context of human right to development. It has to be explained by that the trade and trade aspects of IPRs continue to have a profound human rights foundation. Moreover, the TRIPS strives to invoke the setting of such basic principles as the principle of balance between protection and enforcement of IPRs, on the one hand, and promotion of technology development as well as transfer and dissemination of technologies, on the other hand. Under preamble of the TRIPS there is stipulated the due coordination between goals of national systems of IPRs protection and goals of development and technology progress.

In accordance with Article 7 of the TRIPS, protection and enforcement of IPRs shall contribute to the promotion of technological innovation, transfer and dissemination of technology, mutual advantage of producers and users of technological knowledge, and shall contribute to balance between rights and obligations in a manner conducive to social and economic welfare.

Provisions of preamble and of Article 7 reflect a new paradigm of economic development postulating that the economic development should be estimated in terms of human development that, as Dutfield and Suthersanen have stated, supplements, in turn, economic development by incorporating of social welfare considerations and sustainable development [6]. Goals of welfare and development having achieved through technology transfer, diffusion and application of technologies particularly meaningful for developing countries have been embodied in the flexible mechanisms of the TRIPS, such as compulsory licensing, parallel import, transitional period and so on. With regard to ITT depending on patent system there may be also mentioned Article 29.1 addressing the disclosure requirement, Article 30 and 31 concerning exceptions and limitations to the exclusive rights, and Article 40 regarding control over anti-competitive practices in contractual licenses.

The TRIPS assigns the legal principles in accordance with which the sovereignty and independence of developing states to adopt decisions on exploiting the flexibilities, enumerated in Agreement, are respected. Flexibilities give to developing countries a latitude to acquire technologies without paying to rights-holders full reward for using of protected results of intellectual activity. Moreover, the TRIPS proposes measures consistent with provisions preventing the abuse of IPRs by the holders of rights or the resort to practices that unreasonably restrain trade or adversely affect international transfer of technology.

After adoption of the TRIPS, issue on impact of stronger IPRs on technology transfer, especially ITT to developing countries and LDCs, is largely in focus of attention of international organizations and experts [7; 8]. This question is similar to question on influence of stronger IPRs upon international trade [9]. As Correa has explained, it is arise from the continuing technology gap between North and South that is growing since the TRIPS has been adopted. He has expressed a fear about that enhanced protection given to IPRs will not effectively promote development process. On the contrary, it will limit instead encouraging the access to technology, that have been voiced by many developing countries [10].

Indeed, prior to the TRIPS is paid technology transfer. This reflects the commercial approach to technology transfer but with a bearing in mind the development implications. As Yueh remarks, this priority contradicts to adopted prediction on technology transfer as the one of factors of

convergence in the global economy and as addition to other factors that inhibit absorption and transfer of technologies [11]. Other expert G. Samad argues that increasing of the level of IPRs enforcement encourages licensing, reducing imitation, but enhances royalty and license fee. That has negative impacts not only on technology transfer to developing countries but also on FDI [12].

It should also not remain be unmentioned that prevailing trend in global IPRs policy is, indisputably, the strengthening of IPRs protection. The significant broadening of scope and duration of IPRs protection covered in the TRIPS lead to difficulties of ITT. To do general and unambiguous conclusion on impact of increasing IPRs protection on the ITT also is a hard because various groups of countries face different results of stronger IPRs concerning ITT. At present, the positive influence of stronger IPRs upon ITT is under discussion.

### **TRIPS-PLUS PROVISIONS AS APPLIED TO RELATIONS BETWEEN IPRS AND TECHNOLOGY TRANSFER**

The compliance of developing countries with provisions of the TRIPS having increased IPRs protection has been conditional on their striving to get access to market of developed countries. Higher level of IPRs protection is a kind of price of such access. A key trend visible at the level of cross-regional integration and bilateral trade and investment agreements is a further increasing of IPRs protection. It will continue also in near future. There would may be expected that economic integration being achieved via bilateral and regional agreements will result in essential expanding of technologic exchange. However, there are a certain difficulties.

Due to the transfer of technology is actively being inserted in world trade, great role for regulation of ITT belongs to various bilateral and regional agreements, namely free trade agreements (FTAs) and economic cooperation/partnership agreements (EPAs). New trends in international policy in sphere of the IPRs protection and of the ITT is an incorporation of provisions on IPRs protection and technology transfer into agreements adopted at the bilateral and the regional levels (NAFTA, EU, ASEAN), and is expansion of IPRs protection beyond the level that has been set by the TRIPS.

Provisions laid down in myriad of bilateral and regional trade agreements stipulate the standards known as provisions "TRIPS-plus". They mean for the strengthening of IPRs protection. Thus, significant changes are occurring at the international, regional and bilateral levels based on strengthening of minimum TRIPS standards through progressive harmonization of policies in accordance with standards of technologically advanced countries. The world was to take the occurrence of so-called TRIPS-plus era affecting IP, trade, economic development and, accordingly, international technology transfer [13]. Enumeration of given agreements is large. There also should be mentioned bilateral investment treaties (BITs). They integrate the IPRs protection into international investment protection regime, as well as into regulating of ITT in kind of a part of investment flows. Specificity of BITs is a use of notion IPRs for definition of 'investment' and 'remedies of investment protection'.

In some cases, the bilateral and regional trade and economy agreements intend to cooperation in the sphere of technology exchanging and contain appropriate provisions on IPRs protection. In addition, some of given agreements may quite be regarded as an instruments in the sphere of technology transfer, insofar as they contain appropriate provisions. Given agreements, for example agreements USA with Peru, Chile, Mexico and Colombia, recognize the meaning of technology transfer for bilateral and regional international economic relations. These agreements also recognize importance of promoting the technology innovation, as well as the disseminating of technology information and the capacity building in sphere of technology development and collaborative scientific projects. Pursuant to these agreements, parties "shall give priority to collaboration that advance common goals in science, technology and innovation and support partnerships between public and private research institutions and industry". Any such collaborative activities or transfer of technology shall be based on mutually agreed terms (Article 16.12(2) of the U.S. – Peru Trade Promotion Agreement (PTPA) and Article 16.12(2) of the U.S. – Columbia Trade Promotion Agreement (PTPA)).

Similar provisions are included to trade agreements between the EU and developing countries. Additionally, the Article 132 ('Objectives') of EU-CARIFORUM EPA (2008) of the Chapter "Innovation and IP" provides the contributing to promotion of technological innovation and to the transfer and dissemination of technology and know-how. This Chapter provides for

“encourage, develop and facilitate cooperative research and development activities in science and technology”; “encourage, develop and facilitate cooperative production and development activities in the creative industries”. Further, Article 21.3 of the Cotonou Agreement concluded between members of African, Caribbean and Pacific group of States (ACP) and the EU reads: “Cooperation shall promote business development through the provision of finance, guarantee facilities and technical support aimed at encouraging and supporting the creation, establishment, expansion, diversification (...) of dynamic, viable and competitive enterprises in all economic sectors as well as financial intermediaries such as development finance and venture capital institutions, and leasing companies by: (d) encouraging inter-firm linkages, networks and cooperation including those involving the transfer of technology and know-how at national, regional; and ACP-EU levels, and partnerships with private foreign investors which are consistent with the objectives and guidelines of ACP-EC Development Cooperation» (Second Revisions of the Cotonou Agreement – Agreed Consolidated Text, 2010). Given agreements include detailed provisions on IPRs protection and outline high standards that are new for developing countries.

The testing of perspectives of impact of these agreements on technology transfer and their standards of IPRs protection is a lap of future. Nevertheless, it is logical continuation of having made studies on correlation between the level of IPRs protection and technology transfer in general. It is now clear that possible influence shall be ambiguous because the specificity of these agreements is that they contain provisions on IPRs that are going beyond multilaterally agreed agreements in sphere of IPRs protection and set standards TRIPS-plus aiming at reinforcement position of holders of IPRs. That may negatively influence on advancing such goals of technology transfer, as goals of promoting to development and capacity building. Therefore, conducted analysis of these provisions [14] is a part of estimating the perspectives of technology transfer.

Multilateral agreements containing the provisions on technology transfer and providing of technology protection with a view of IPRs protection is being signed by countries with different levels of development. TRIPS-plus standards, being pushed mainly by developed countries, seek to turn off the road of compromise that has been attained in the previous TRIPS Agreement. As signed by Sampath *et al.*, under these standards “the important flexibilities, including transitional adjustment periods, policy space in implementation and the underlying public policy objectives of national systems, including development and technological objective, are now largely foregone in different ways” [15].

These new standards make difficulties for ITT and complicate access of developing countries to technologies as condition of their development. These standards make a lot of trouble for using of so-called flexible mechanisms, especially compulsory licenses promoting the facilitation of transfer technology. That alludes the sovereign discretion of government of developing countries to maneuver on area of IP laws is unduly curbed by bilateralism in IP area. That is because developing countries lose the possibilities to use flexibilities of the TRIPS permissive to support their technology development. These circumstances have become as matter of debate in the context of further progressive and steady technology development of developing countries. Undoubtedly, strong standards of TRIPS-plus are likely to be inappropriate legal terms for obtaining of technology and achieving of development purposes through technology transfer just in poor countries and set back their technology development. It is clear that these agreements, in perspective, will rather impede than promote technology transfer to developing countries.

A main problem arisen from expansion of TRIPS-plus provisions is that the principle of balance assigned in the TRIPS and other agreements of the WTO is questioned. FTAs can include provisions in which the principle of balance is implemented, but it is at least exception. So, only out of 17 agreements of USA on free trade, balance principle is explicitly recognized in preamble of Ch. 17 “Intellectual Property Rights” of the U.S. – Chile Free Trade Agreement claiming “the need to achieve a balance between the right of right holders and the legitimate interest of users and the community with regard to protected works” [16]. This facts show that the principle of balance might be considered as fad of international IP law policymakers. At the same time, Article 46.6 of ACP – EC Partnership Agreement proclaims, inter alia, that cooperation shall extend to the prevention of the abuse of IPRs by right holders and the infringement of such rights by competitors.

Approach to the principle of balance as a fad undermines regime of flexibilities, postulated by the TRIPS. Developed countries regard the balance as superfluous detail in trade relations with

developing countries, although for themselves broadly exploit the implemented flexibilities, especially the compulsory licensing, for the providing of right of their citizens to access to medicines. We think that justification of necessity of the principle of balance is significant issue of current and future global policy in sphere of IP and ITT, as given principle promotes the technological advancement around the world. In turn, tensions between the TRIPS and the TRIP-plus mean an imbalance in the global system of IPRs protection.

### **Discussion**

The FTAs are explored by experts and scholars in detail [17-21]. It is possible to state that there arise, along with international system of IPRs and their protection, the bilateral level with inherent to it standards of stronger IPRs protection. Drahos has named this appearance as a new bilateralism in the intellectual property [22]. This bilateralism is, in essence, a fragmentation of international IPRs regulatory regime that negatively influences the ITT.

Interestingly, adoption of the TRIPS-plus provisions has led to discussions regarding an interpretation of terms 'strong' and 'weak' IPRs protection. These terms are frequently referred to area of technology transfer. It is common among experts that strong and weak protection should not be reduced to worse and better protection. So, the strong protection in context of need of poor countries for technology can not be named as better. It could be named strict.

As set forth, if the impact of multilateral agreements on IPRs, including the TRIPS, is well tested, the analogical impact of FTAs is understood worse. However, here are some exclusions. This is the investigation of W.G. Park [23]. He appears to have analyzed the impact of such well-known FTA, as NAFTA, on creating of innovation in Contracting Party (USA, Canada and Mexico) and intra-NAFTA technology transfer.) Park has found that NAFTA strengthening the IPRs protection beyond the TRIPS has played, in general, an important role in increasing of cross-border technology trade among Contracting Parties relative to their trade with the rest of the world. However, Mexico remains technology recipient, and the strengthening of IPRs protection, in turn, did not lead to transformation of it to technology originator. There are evidences on that Canada is Contracting Party in which innovation and cross-border technology transfer have had utmost growth. I, author of given article, would like to assert that is an example when developed countries, first of all, profit from the TRIPS-plus, although positive shifts also occur in advanced developing countries.

There also should be mentioned impact of FTAs on access to medicines that is subject matter for vivid expert discussions [24; 25]. Moreover, some of trade agreements include provisions on pharmaceutical test data protection. That is going beyond the requirements that were set up by the TRIPS.

For creating balanced global regime of protection of IPRs that beneficially influences the achievement of goals of ITT is important to change the system and mechanisms of adoption of decisions within the global policy on IPRs for taking into account interests of all countries. In this regard, Gerhart stresses that we need for quest of "new institutional mechanisms for creating and adjusting global policy toward innovation and knowledge goods" [26].

### **TRIPS-PLUS AS A CHALLENGE TO TECHNOLOGY TRANSFER UNDER THE WTO REGIME**

The age of TRIPS-plus, also named post-WTO regime, should be explicitly acknowledged as making trouble for mutually beneficial international technology transfer. That differs with reason of the WTO regime rooted in promise of mutual benefit from international trade and economic globalization. Therefore, aim of setting up the just international trade system firmly facilitating the technology inflows in interested countries is not achieved at present. Technologies are global public goods and, therefore, they should be transferred within same global formal and informal channels. International global trade system as one of the major formal channels of technology transfer should be global and intended to prosperity around the world. It means that the international trade system is, in essence, as system of multilateral cooperation. According to said, the FTAs must be compatible with the global level, but not lead to it fragmentation.

Additionally, the FTAs should not distort the global system of IPRs protection founded on the principle of balance. This thesis is relevant to feedback relations between the bilateral and multilateral levels of technology transfer intersecting with bilateral and multilateral trade and with

investment relations too. In this context, role of multilateral international instruments and international organizations, including the WTO, remains and increases. Therefore, the TRIPS-plus age, or the post-WTO regime, may be identify as some challenge to standards of technology transfer, including IPRs aspect, agreed on the global level. Among other things, Cohen, having envisaged the use of potential of the WTO and the TRIPS multilateral regime for international technology transfer, has remarked that the WTO continue to play supportive role in setting up the just and balanced international trade system closely related with international technologies transfer. As he further notes, “this will require strengthening the provisions in WTO agreements that seek to promote developing countries access to modern technology. In our view, an effective framework should initially adopt a global outlook with regard to technology demand and the consumer market in developing countries, local economic and technology capabilities as well as enhancing world trade” [27]. In my opinion, indeed, there appears to be very strong need for multilateral framework that shall secure stable and predicable conditions for long-term FDI and for support the constructive mechanisms of technology transfer to developing countries.

### Results

Speaking generally, there may see a forthcoming of unprecedented situation of the TRIPS-plus era concerning international system of technology transfer closely connected not only with a new phase of international scientific and technologic cooperation but also with a new phase of development of world trade and investment. Issues of the paradigm of IPRs protection gain in importance. As I deem, in order to optimize process of technology transfer in the TRIPS-plus era the various groups of countries must undertake individual and collective actions. Insofar as developing countries are more interested in integration in technology flows, they must elaborate strategic vision of actions for upholding the international and the national regimes of IPRs protection that may correspond to their technological interests and development policy. That implies the struggle for implementation of international instruments providing the facilitation in technology transfer and capacity building.

Moreover, policy space of developing countries covers concerned realization of provisions of instruments in sphere of IPRs protection that intends to facilitation of technology transfer and technology development. These are first of all provisions of the TRIPs. It is important for developing countries to question the possibilities of the TRIPs for facilitation of technology transfer and to achieve implementation of them. It should be accompanied by setting up of forums in order to take stock of mentioned possibilities in context of general assessment how far substantive provisions of the TRIPs may contribute to attaining the goals claimed in preamble and Article 7.

There are lots international organizations to be conducted the policy in sphere of IP and technology transfer like the WIPO, WTO, UNFCCC, UNCTAD and UNIDO. Developing countries should in more coordinated manner to discuss at the level of international organizations the issues on impact of IPRs on technology transfer, striving to output of concerted position and action, as well as pursuing the implementation of international instruments. Developing countries should deliberately take decisions on participation in the FTAs or other international agreements containing any TRIPS-plus obligations. If they already are members of these agreements, there are needs for active renegotiations on their obligations. The forming of favorable global order of technology transfer demands an active attempts for implementation at the national level the TRIPS flexibilities that facilitate technology emulation, innovation and invention.

LDCs are more vulnerable to any strengthening of IPRs protection. Therefore, they are very interested in extension of their transition period in process of the TRIPS implementation. Article 66.1 clearly ascertains that the Council for TRIPS shall, upon duly motivated request by a least-developed country Members, accord extensions of this period. This provision is the premise of the requirement of LCDs to extent transitional period. The LCDs is very interested in comprehensive stocktaking of technology transfer obligations that have been accepted by developed countries. They should demand effective implementation these obligations under Article 66.2 of the TRIPS.

Developed countries has major responsibility for global technology development and use of technologies for development goals. The universal position of developed countries consist in that they believe that well-designed IPRs system is essential tool of economic development and technology transfer. They must conscious of negative effect for unbalanced strengthen of IPRs protection, arisen from TRIPs-plus provisions, in respect of development of technology exchange.

## Conclusion

There is inherent international technology transfer shortages connected with unbalanced IPRs protection. It demands the agreed global policy that may provide support the ITT through balanced IPRs protection and increasing of effectiveness of international technology markets. The widening of TRIPS-plus provisions restraining the technology transfer and technology diffusion makes the necessity to elaborate a new design of IP policy and its implementation at the national and international levels. It is clear that interests of technology users demand further preserving and developing of compulsory regime of licenses. Therefore, the international society should encourage institutional framework that permits to make use of range of flexibilities of the TRIPS. Ideally, interests of world development realized through transfer, diffusion and usage of technologies should affect evolution of international system of IPRs protection in direction of its flexibility but not inflexibility. In this connection, evolution of IPRs protection in this direction can form and determine the positive perspectives of development of international technology transfer conducive for achieving of goals of development.

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## **The Importance of Employee and Resident Competences in the Context of Enterprise and Regional Management**

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### **Abstract**

The aim of this elaboration is to emphasize that possessing competent employees and residents is a necessary condition of skillful, efficient enterprise and regional management leading to their development. Achieving this goal which refers to two perspectives: microeconomic (enterprise viewpoint) and macroeconomic (regional point of view) required using the proper data. Thus, the results of research project called the Study of Human Capital in Poland conducted jointly by the Polish Agency for Enterprise Development and the Jagiellonian University (Centre for Evaluation and Analysis of Public Policies) have been used in the part concerning employees' competences. The part dedicated to residents' competences has been based on the selected information written down in development strategies of particular regions (voivodeship). All the mentioned above information was downloaded from the websites of particular institutions in February 2015.

**Keywords:** competences; employees; residents; enterprise management; regional management.

### **Introduction**

In the light of numerous socio-economic research results, the dynamics of particular countries development including Poland, is determined above all by the dynamics of regions (being part of a certain country) development and the dynamics of enterprises development located in these countries. These companies in turn need suitable conditions and resources in order to function properly. Undoubtedly, one of the resources is human capital whose importance has recently been increasing at a very fast pace. It is manifested by, among others, elaborating and implementing operational programmes co-financed by the European Social Fund, whose aim is to enhance human capital. In 2004-2006 it operated under the name the Sectoral Operational Programme Human Resources Development and then between 2007 and 2013 the Operational Programme Human Capital, whereas in the programme period 2014-2020 it will be the Operational Programme Innovation and Knowledge. There are two things which demonstrate clearly how important the human capital is for the socio-economic development: the amount of financial means allocated to realize the projects within mentioned above programmes and the slogan under which all the ventures financed from the Operational Programme Human Capital operate, which is 'The Man – the best investment'.

In the context of the above considerations many questions arise: what in general is human capital? is there a homogenous, precise definition of this capital? how is it possible to assess its value? The attempts to answer these particular and similar questions have been made for over last five decades. The term human capital appeared in the public debate in the 60s of the 20<sup>th</sup> century mostly due to works written by J. Mincer [1], T. Schultz [2] and G. Becker [3]\*. Before such a concept had usually been rejected or criticized. It was rejected making use of arguments that people cannot be the capital because they were not subjected to trade exchange [4], on the other hand it was criticized as this concept bears traits of treating people as slaves or machines [5]. The result of the debate on the essence and role of human capital carried out by mentioned above economists, but also the other ones (among others the following economists took part in the discussion: B. Weisbrod [6], H. Uzawa [7], R. Nelson and E. Phelps [8], Y. Ben-Porath [9]) was establishing the Theory of Human Capital. G. Becker, the Nobel Prize winner, considered to be the founder of this theory, made an attempt to explain such empirical phenomena as: decreasing salary growth connected with age, negative correlation between unemployment rates and the level of skills, changes of jobs and taking part in trainings happening more often among younger workers, but also positively diagonal income distribution, especially among highly qualified people and professionals. Simultaneously, there were some attempts made to define human capital. With full responsibility it can be said that the result of these attempts is as follows: there are as many definitions as the number of researchers who dealt with this issue. Probably one of the most simple and simultaneously complex definition reflecting the essence of the problem is the definition created by OECD according to which 'human capital is knowledge, skills and competences and other attributes embodied in individuals that facilitate the creation of personal, social and economic well-being' [10]. Also worthy of note is the fact that in this definition, as well in many others, the element called the competence appears.

The aim of this elaboration is to emphasize that possessing competent employees and residents is a necessary condition of skillful, efficient enterprise and regional management leading to their development. Achieving this goal which refers to two perspectives: microeconomic (enterprise viewpoint) and macroeconomic (regional point of view) required using the proper data. Thus, the results of research project called the Study of Human Capital in Poland conducted jointly by the Polish Agency for Enterprise Development and the Jagiellonian University (Centre for Evaluation and Analysis of Public Policies) have been used in the part concerning employees' competences. The part dedicated to residents' competences has been based on the selected information written down in development strategies of particular regions (voivodeship). All the mentioned above information was downloaded from the websites of particular institutions in February 2015. The empirical part of the elaboration was preceded by the presentation of definitions and the competence classification together with the authors' remarks and reflections with regard to the issues being the topic of this article.

### **Definition and the classification of competences**

The word 'competences' has recently become very popular. There are undoubtedly a lot of reason of its popularity. One of them seems to be the fact of making higher education popular and common. The level or length of education slowly stops giving evidence of human capital level. The competences become then the key ingredient of this capital which let function skillfully and adapt to new situations in rapidly changing competitive environment [11]. The review of literature on the subject allows to draw a conclusion that the word 'competences' is understood in different ways. The selected definitions were presented in table 1.

\* It should be emphasized here that the debate was inspired by the views of the following economists: W. Petty, A. Smith, J.B. Say, F. List, A. Marshall, I. Fisher.

Table 1: Definitions of the word ‘competences’

Author/Authors	Year	Definition
R. Boyatzis	1982	The potential existing in each person leading to such a behaviour which enables people to be effective or perform well (meet the requirements) in certain jobs within the framework of surrounding organizations and therefore leads to the desired output. Competence is built of three elements: motivation and traits of character, self-assessment and the social role, skills
D. Thierry, C. Sauret	1994	The ability of an employees to perform in order to reach a desired goal in certain conditions, by the means of particular measures
C. Lévy-Leboyer	1997	The set of behaviours based on integrated use of abilities, personal traits and also acquired knowledge and skills in order to complete a complex mission of a company, which should become employees’ mission due to working in the spirit of its strategy and corporate culture
A. Gick, M. Tarczyńska	1999	Knowledge, skills, behaviours, attributes and attitudes which make people stand out due to their highest effectiveness
M. Armstrong	2000	Potential contributing to reaching certain (desirable) results
J. Bjornavold, P. Tissot	2000	The validated personal skills to use know-how, qualifications and knowledge in order to meet the current and future professional challenges
S. Whiddett, S. Hollyforde	2003	The set of individual characteristics consisting of motivation, traits of character, skills, self-assessment connected with functioning within the group and knowledge which was acquired by this person and is used on a day-to-day basis
M. Bukowski	2003	Employees’ abilities to use their knowledge in particular situations
A. Pochtowski	2003	The whole of durable of human characteristics creating a cause and effect relation with high or above average work results achieved by him/her, which are universal in their nature. Knowledge and skills belong to the group of key competences, whereas attitudes, motives and values belong to the group of distinguishing competences
G. Filipowicz	2004	Predispositions with regard to knowledge, skills and attitudes enabling to perform occupational tasks at appropriate and satisfying level
T. Rostkowski	2004	All the employees’ traits, knowledge, skills, abilities, ambitions, values, operational styles whose possessing, developing and using by individuals enables and leads to the corporate strategy realization (of the company where they are employed)
Project Tunning	2005	The dynamic combination of attributes – traits, skills and attitudes. What students can do finishing certain stages of education can be called competences. These are both knowledge and practical, intellectual and interpersonal skills, but also ethic values. Competences can be either assessed or developed, but it is impossible to state clearly if someone acquired them or not. Competences developed by the means of practice or education constitute a kind of continuum

European Parliament	2008	The evidenced ability to use knowledge, personal abilities and skills, social and methodological abilities/skills demonstrated at work or learning process, but also in a professional or personal career. Competences are described in the categories of responsibility and autonomy
Study of Human Capital	2011	Knowledge, skills and attitudes connected with performing particular things, irrespective of the way they were acquired and whether they are somehow validated

Source: Own elaboration on the basis [12, 13].

Apart from ambiguity and complexity of a discussed term, which therefore means creating different classification criteria for competences (table 2), it can be undoubtedly stated that competences are dynamic as they can develop due to knowledge growth, skills or willingness to act. The development of competences translates into the quality of performed tasks – the higher level of a certain competence acquisition, the higher effectiveness with respect to a specific work area, in which this particular competence is crucial\*.

Table 2: The classification criteria for employees’ competences within the organizations

Classification criterion	Competence types	Interpretation
Source of acquiring competences	Formal	validated and confirmed by a diploma or a certificate
	Real	shown and visible while working
Professional scope	Narrow	narrowed down to a precise occupational field, function, role, post
	Wide	concerning a few domains, occupational groups
Accessibility	Own	available and potential competences of own human resources
	Borrowed	acquired thanks to ‘borrowing’
Purpose	Key	joint for all the workers, occupational group
	Specialized	specific for each post, function or role
Range of management	Operational	necessary for line managers in everyday work
	Strategic	indispensable for higher level of management
Time horizon	Current	required ‘here and now’
	Desirable	demanding in a certain time perspective, specified in advance
Measurement	Easily measurable	easy to observe and measure
	Hard to measure	e.g. the ability to take decisions of strategic importance; the effectiveness can be assessed in the future
Accuracy of defining	Defined in general	e.g. computer literacy means proficiency at using PC computer and basic software
	Defined in detail	e.g. computer literacy means proficiency at using Linux, Unix
Velocity of influence	Narrow	necessary for a particular post
	Wide	enabling effective performance in the widely understood social environment

\* It is worth emphasizing here that in neuropsychology a competence development model by J.C. Maxwell is used, which distinguishes four levels: unconscious incompetence (*I don’t know what I don’t know or I can’t do*), conscious incompetence (*I know what I can’t do*), conscious competence (*I can if I pay attention*), unconscious competence (*I can, although I don’t think of it*) [14].

Purport	Occupational	indispensable for effective performance in particular occupations
	Social	fostering teamwork
	Entrepreneurial	business awareness, e.g. success and profit oriented
	Conceptual	essential for the highest level of management, e.g. the ability to foresee, systems thinking
Accuracy and specificity of assessment	Assessment on the basis of a narrow and general scale	e.g. someone possesses competences or does not possess ones
	Assessment on the basis of a detailed scale	e.g. I level – lack of competences II level – someone possesses competences, but rarely takes advantage of them III level – someone uses competences in everyday practical performance IV level – someone uses competences in order to complete their jobs very well V level – someone uses competences in a creative way
Contents	Integrated	competences are closely interrelated, e.g. oriented on building teams – communication – leadership – values and cultural norms
	Weakly integrated	e.g. the ability to anticipate - leadership
Ownership	Individual	competences belong to an individual person and can be used at any time and any place
	Collective	belong to a team and are useful in a specific organization, are a result of individual competences synergy

Source: Own elaboration on the basis [15].

A very interesting classification of competences was presented and subsequently used in the conducted research by the authors and managers of the project called ‘The Study of Human Capital’, who divided competences into a dozen or so types with regard to different spheres of work (table 3).

Table 3: The classification of employee competences in the project ‘The Study of Human Capital’

Types of competences	Dimension of behaviour	Subdimension of behaviour
Artistic (ART)	artistic and creative skills	---
Office (OFF)	organization and conducting office work	---
Availability (AVL)	availability	willingness to travel often flexitime
Physical (PHY)	physical fitness	---
Interpersonal (PER)	contacts with other people	team work (cooperation)
		establishing contacts with people easily
		being communicative and expressing thoughts
		solving conflicts between people

Language (LG)	knowledge of foreign languages	---
Managerial (MNG)	managerial skills and organization of work	assigning tasks to other employees
		coordinating work of other employees
		disciplining other employees
Cognitive (COG)	seeking and analysis of information, and drawing conclusions	summarizing long texts fast
		logical thinking, analyzing facts
		continuous learning of new things
Computer (COM)	working with computers and using the Internet	basic knowledge of an office suite like MS Office
		knowledge of specialized programmes, the ability to write programmes, the ability to design websites
		browsing the Internet and e-mail literacy
Mathematical (MAT)	performing calculations	performing easy calculations
		performing complicated calculations
Self-Organization (SLF)	self-organization of work and showing initiative, timely execution of tasks	taking decisions independently
		entrepreneurship and showing initiative
		creativity
		resilience to stress
Technical (TEC)	technical imagination, handling and repairing technical devices	using technical devices
		repairing technical devices
Occupational (OCP)	knowledge, skills and attitudes determined by specific work in certain occupations	---

Source: Own elaboration on the basis [12].

The concept of competences, precisely saying, social competences and the ways of verifying them, has been for a few last years the subject of hot debates in the sphere of higher education due to the implementation of national qualifications framework (NQF). These competences, constituting one of three learning outcome categories, were specified for eight areas of knowledge/education. In the light of legal provisions they encompass among others: understanding the need of lifelong learning and the need of upgrading occupational skills and personal competences, the ability of cooperation and teamwork, the ability to prioritize to complete a particular task, the ability to identify and resolve dilemmas connected with performing a certain job, the ability to think and act in an entrepreneurial way [16].

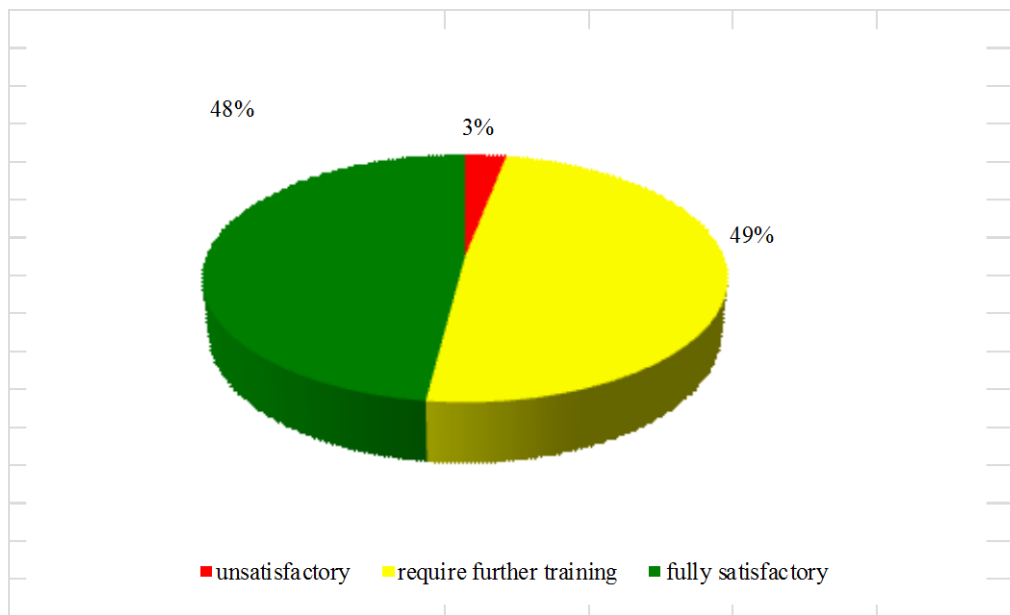
As it has been mentioned before, the word ‘competences’ has recently been becoming more and more popular. Numerous training sessions, seminars and courses concerning competences co-financed from the European Social Fund can serve as the best example. Apart from the subject matter of conducted professional trainings and courses it should be noticed here that a widespread popularity, frankly speaking even a fashion, causes that the word „competences” seems to be abused and misused.

### **The importance of employees’ competences in the opinion of entrepreneurs**

It is obvious, especially for people managing smaller or bigger teams of people, that appropriate company and institution’s tasks realization and completion, and therefore their development, is conditioned by employment of workers with suitable competences. Nowadays, teamwork is getting more and more important, which means that a perfect vision of organization development will not be implemented without commitment of competent employees. Undoubtedly,

a number of presidents, directors, managers learned their painful lessons while implementing their own visions of development. The barrier was the shortage of competent people among the currently employed workers and moreover, difficulties in finding new employees with desirable competences and skills\*. In order to realize what the scale of the problem is, in this part of the elaboration, first of all the assessment of competences level of currently employed people made by Polish entrepreneurs was presented. Furthermore, employers' requirements with regard to candidates' competences sought while looking for workers were described. The source of information were, in the first place, the results of research project conducted within the third round of the Study of Human Capital in Poland. The data presented here reflect the employers' opinions expressed by them in 2012.

Nearly half of Polish entrepreneurs is fully satisfied with their employees' competences. The same number recognizes the need to enhance the employed workers' competences. The dissatisfied constitute only 3 % of the whole number of entrepreneurs (Fig. 1). It is not surprising that the evaluation of competences is so high as it can be expected that employers took on the workers who met their requirements. In general, the owners of micro- and small companies are more satisfied with their employees' competences and a similar situation takes place in the case of entrepreneurs operating in the manufacturing sector (industry, mining) and the tertiary industry type (personal services – trade, hotel and catering industries). On the other hand, the representatives of bigger businesses which mostly operate in specialized services and public services (education, healthcare, social services) more often emphasize the need to train their employees in order to improve their competences.

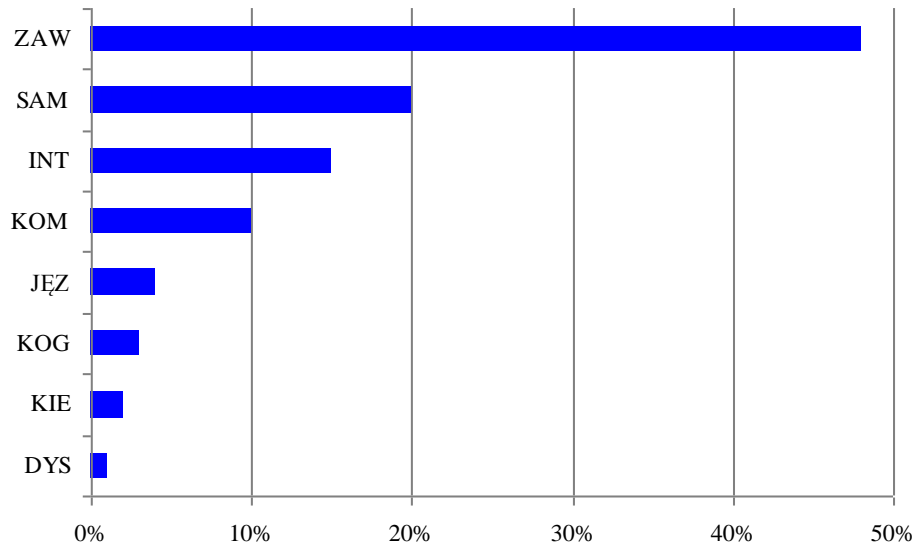


Picture 1: The evaluation of competences level of the currently employed people  
 Source: Own independent elaboration on the basis [17].

\* In 2012 76 % of Polish entrepreneurs found seeking appropriate employees difficult. The problem concerned mostly micro- and small businesses functioning in building and transport sectors, whereas relatively the smallest problems appeared in the case of employers from big and large organizations and education sector (both public and private). Due to the lack of candidates in certain areas the recruitment was difficult as regards the following occupational groups: qualified blue collar workers (construction workers, electricians, drivers, metal, machinery and related trades workers), professionals (science and engineering professionals, health professionals, people dealing with information and communications technology, professionals holding positions related to economics and management) and employees in the sector of services (sales representatives, personal services workers) [17].



In the context of the above information a question arises: what competences are missing? The entrepreneurs usually point out to the lack of three competences: occupation-related ones thus specific to certain jobs and closely related to the character of the activities performed in specific occupations (48 % of respondents), self-organization skills so connected with organizing own work, showing initiative, timely execution of tasks and stress resistance (20 %) and interpersonal concerning contacts with people – both with colleagues and customers (15 %). The need of upgrading and enhancement of employees’ occupation-related competences is recognized mostly by employers from the public service sector, whereas the employers from production sector and personal services usually think that self-organization skills should be developed and trained. Moreover, the representatives of companies which provide people with services point out to the lack of interpersonal competences which are indispensable in a service sector.



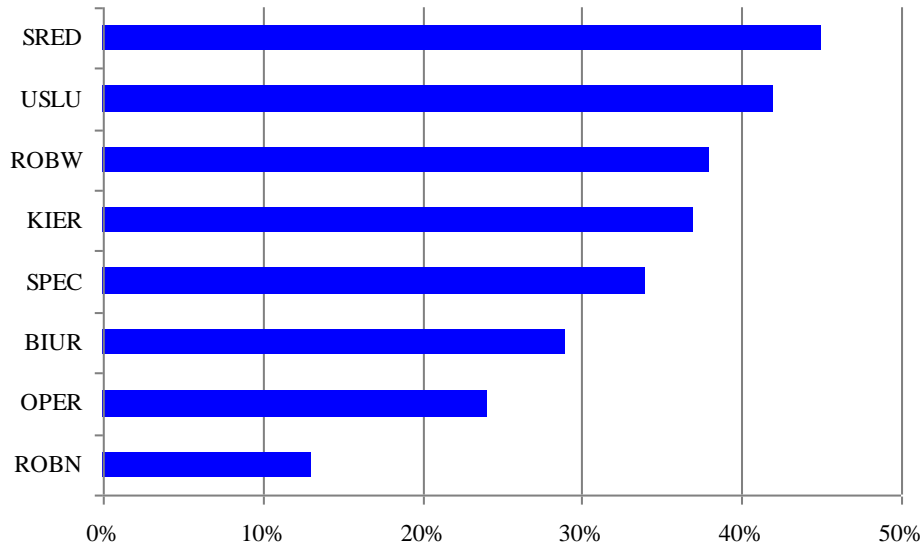
ZAW – occupational, SAM – self-organization, INT – interpersonal, KOM – computer, JEZ – language, KOG – cognitive, KIE – managerial, DYS – availability

Picture 2: Skills deficiencies of the currently employed workers\*

Source: Own independent elaboration on the basis [17].

The businesspeople seeking employees point out to some deficiencies to candidates applying for a job (among others, lack of experience; lack of required qualifications, licenses, certificates; lack of motivation), but in general they pay attention to the lack of appropriate competences. In 2012 the problem was signaled by 36 % of Polish entrepreneurs and this accusation concerned mostly candidates for technicians and service workers (Fig. 3).

\* The lack or insufficient level of competences of currently employed workers is described in the literature on the subject as the *skill gap* [23].



SRED – technicians and other medium-rung personnel, USLU – service workers, ROBW – skilled workers, KIER – managers, SPEC – professionals, BIUR – clerical support workers, OPER – operators and assemblers, ROBN – unskilled workers

Picture 3: The percentage of employers pointing out to lack of appropriate competences of candidates who would like to work in a certain occupation or on a certain post

Source: Own independent elaboration on the basis [17].

Polish employers above all require from the candidates who want to work in certain occupations and on particular posts self-organizational competences (54 % of respondents), interpersonal (42 %) and occupational (40 %) so these are the same competences the entrepreneurs point out to while estimating their employees’ shortages. However, it should be emphasized that the employers’ demand for certain competences is determined by the type of job, which they seek the workers for, and the sector in which the company operates. Therefore, in the case of white-collar workers self-organizational and interpersonal competences are required more often, and as concerns blue-collar workers – occupational skills. In the production branches (the secondary sector of economy) more stress is put on occupational competences, and in the tertiary/service industry the emphasis is on interpersonal competences and computer literacy. The entrepreneurs pay attention to the same competences although in a different order while assessing the candidates’ lacking competences in certain jobs or on particular posts (lack of occupational competences – 54 %, lack of self-organizational competences – 31 %, lack of interpersonal competences – 14 %).

Table 4: The competences required from candidates applying for jobs in certain occupations or on particular posts (in %)

Competences	Managers	Professionals	Technicians	Clerical support workers	Service workers	Skilled (blue-collar) workers	Operators and assemblers	Unskilled (elementary) workers	Total
DYS	16	7	13	14	12	8	16	13	11
INT	61	48	55	60	65	20	32	26	42
JEZ	10	12	10	10	8	0	6	0	6
KIE	31	2	1	1	0	0	2	2	1
KOG	2	12	16	21	11	10	8	11	12
KOM	12	20	13	31	5	4	1	3	9

SAM	62	52	57	45	46	56	57	74	54
ZAW	50	45	30	14	41	55	34	19	40

DYS – availability, INT – interpersonal, JEZ – language, KIE – managerial, KOG – cognitive, KOM – computer, SAM – self-organization, ZAW – occupational

Source: Own independent elaboration on the basis [17].

Table 5: The lacking competences of the candidates in certain occupations or on particular posts (in %)\*

Competences	Managers	Professionals	Technicians	Clerical support workers	Service workers	Skilled (blue-collar) workers	Operators and assemblers	Unskilled (elementary) workers	Toatal
DYS	0	1	4	43	2	1	9	0	3
INT	3	11	13	23	36	1	13	30	14
JEZ	3	6	10	34	9	0	1	0	5
KIE	35	0	7	0	0	1	0	0	2
KOG	2	12	9	19	5	9	6	0	8
KOM	9	25	11	7	2	2	2	0	7
SAM	34	34	16	38	36	32	32	33	31
ZAW	48	34	56	17	51	62	71	51	54

Source: Own independent elaboration on the basis [17].

### The place of residents' competences in the regional development strategies

The first decade of the 21st century in the European Union was a period of the Lisbon Strategy implementation, whereas the second decade undoubtedly will become the time of implementing the priorities described in the strategy Europe 2020. In the assumptions included in both strategic documents a lot of attention was paid to the importance of human capital development – in the Lisbon Strategy the attention was attracted to the necessity of creating the knowledge-based economy, whereas in the strategy Europe 2020 among three most crucial priorities was smart growth, thus the development of economy based on knowledge and innovation [19]. Generally speaking, the issues brought up in the 'old' and 'new' EU strategies are reflected in goals and objectives described in particular regional development strategies to higher or lesser extent [20]. Therefore, in the further part of the elaboration an attempt was made to indicate how the need of human capital development and particularly increasing residents' competences was exposed and displayed in goals, priorities and performance of certain regions<sup>†</sup>. The strategic documents of the regions became the source of information.

The hierarchization and the degree of goals, priorities and actions specification described in the regional development strategies are very diversified. It causes that the issue of human resources development and therefore increasing the residents' competences was articulated in more or less detailed way at different levels. Taking into consideration only the content of regional strategies and the level of records a conclusion might be drawn that the discussed issues are appreciated most in Wielkopolskie Region. In the strategy of this voivodeship increasing residents' competences and employment was written down as a strategic objective number 7. Moreover, the necessity of development of citizens' competences was literally mentioned in two regional strategies, namely Podlaskie voivodeship and Śląskie voivodeship although at lower level (level of

\* The lack or insufficient level of competences of candidates is defined in the literature on the subject as the *skill shortage* [18].

<sup>†</sup> The term „region” is used in this elaboration meaning ‘voivodeship’.

operational objectives). In the strategic documents of remaining regions a lot records were indirectly devoted to the analyzed matters. It means that the strategies did not concentrate literally on competences, but on development of human resources in a broad sense, taking particularly into consideration the quality of education and adjusting education to the needs of economy. In order to present the records devoted to the development of human capital and the place of residents' competences in the regional development strategies a table was constructed in which suitable entries were indicated and their level of importance specified (table 6).

Table 6: The residents' competences described in the regional development strategies

Region*	Goals assigned to human capital development and upgrading residents' competences	The general number of goals stated in regional development strategies
DLŚ	<ul style="list-style-type: none"> <li>• Goal 1: Development of economy based on knowledge</li> <li>• Goal 6: Increasing employment and workers' mobility</li> <li>• Goal 8: Increasing the level of education, lifelong learning</li> </ul>	Goals – 8
K-P	<ul style="list-style-type: none"> <li>• Strategic objective: Economy and jobs</li> <li>• Strategic objective: Active society and efficient services</li> <li>• Strategic objective: Innovation</li> </ul>	Strategic objectives – 8
LBL	<ul style="list-style-type: none"> <li>• Strategic objective 3: Selective increasing knowledge potential, qualifications, technological advancement, entrepreneurship and innovation of the region                             <ul style="list-style-type: none"> <li>• Operational objective 3.2: Assisting the fields of studies at higher level, which are of special importance for the future regional labour market and having unique importance beyond regions</li> <li>• Operational objective 3.4: Development of education system adjusted to the specific nature of the region</li> </ul> </li> </ul>	Strategic objectives – 4 Operational objectives – 19
LBS	<ul style="list-style-type: none"> <li>• Strategic objective 1: Competitive and innovative regional economy                             <ul style="list-style-type: none"> <li>• Operational objective 1.3: Enhancing the quality of education and adjusting it to the needs of the regional labour market</li> </ul> </li> <li>• Strategic objective 3: Social and territorial cohesion of the region</li> <li>• Operational objective 3.1: Increase of accessibility and attractiveness of education in educational institutions</li> </ul>	Strategic objectives – 4 Operational objectives – 22
ŁDŹ	<ul style="list-style-type: none"> <li>• Strategic objective: Economic cohesion                             <ul style="list-style-type: none"> <li>• Operational objective 2: Modern human capital and labour market</li> </ul> </li> <li>• Strategic objective: Social cohesion                             <ul style="list-style-type: none"> <li>• Operational objective 5: High standard and access to public services</li> </ul> </li> </ul>	Strategic objectives – 3 Operational objectives – 9
MAŁ	<ul style="list-style-type: none"> <li>• Area 1: Economy of knowledge and enterprise                             <ul style="list-style-type: none"> <li>• Direction of development policy 1.1: Development of intellectual capital</li> <li>• Direction of development policy 1.4: Development of vocational education and employment support</li> </ul> </li> </ul>	Areas – 7 Directions of development policy – 30
MAZ	<ul style="list-style-type: none"> <li>• Strategic objective: Improving the quality of life and using the human and social capital to create innovative economy                             <ul style="list-style-type: none"> <li>• Direction of operations 18: Development of human and social capital</li> </ul> </li> </ul>	Strategic objectives – 3 Directions of operations – 36

	<ul style="list-style-type: none"> <li>Direction of operations 20: Development of scientific areas important for the region</li> </ul>	
OPO	<ul style="list-style-type: none"> <li>Strategic objective 1: Competitive and stable labour market</li> <li>Operational objective 1.1: Improving the quality of education and adjusting the educational offer to labour market needs</li> <li>Operational objective 1.2: Supporting lifelong learning</li> </ul>	Strategic objectives – 10 Operational objectives – 33
PKR	<ul style="list-style-type: none"> <li>Strategic objective 1: Development of competitive advantage on the basis of creative specializations as a sign of building state and international competitiveness                             <ul style="list-style-type: none"> <li>Priority 1.2: Science, research and higher education                                     <ul style="list-style-type: none"> <li>Direction of operation 1.2.2: Reinforcing the quality of education within existing and new fields of studies</li> <li>Direction of operation 1.2.3: Development of educational system at higher level reinforcing regional specializations</li> </ul> </li> </ul> </li> <li>Strategic objective 2: Development of human and social capital as the innovative factors of the region and improvement of the quality of citizens' life                             <ul style="list-style-type: none"> <li>Priority 2.1: Education                                     <ul style="list-style-type: none"> <li>Direction of operation 2.1.1: Improving the quality and accessibility of educational services</li> <li>Direction of operation 2.1.2: Creating an attractive educational offer adjusted to changing regional labour market, technological change and the needs of key economic sectors of the region</li> <li>Direction of operation 2.1.3: Shaping and promoting attitudes connected with lifelong learning</li> </ul> </li> </ul> </li> </ul>	Strategic objectives – 4 Priorities – 19 Directions of operations – 64
PDL	<ul style="list-style-type: none"> <li>Strategic objective 1: Competitive economy                             <ul style="list-style-type: none"> <li>Operational objective 1.3: Developing occupational competences and support for occupational activity of the region residents</li> </ul> </li> </ul>	Strategic objectives – 3 Operational objectives – 15
POM	<ul style="list-style-type: none"> <li>Strategic objective 1: Modern economy                             <ul style="list-style-type: none"> <li>Operational objective 1.2: Competitive higher education</li> </ul> </li> <li>Strategic objective 2: Active residents                             <ul style="list-style-type: none"> <li>Operational objective 2.1: High level of employment</li> <li>Operational objective 2.3: Effective system of education</li> </ul> </li> </ul>	Strategic objectives – 3 Operational objectives – 10
ŚLS	<ul style="list-style-type: none"> <li>Strategic objective B: Śląskie voivodeship as a region with high quality of life and with common accessibility to high standard public services</li> <li>Operational objective B.2: Development of residents' competences, skills and growth of citizens' activity</li> </ul>	Strategic objectives – 4 Operational objectives – 13
ŚWK	<ul style="list-style-type: none"> <li>Strategic objective 3: Concentrating on building human capital and a basis for innovative economy of the region                             <ul style="list-style-type: none"> <li>Operational objective 3.1: Fostering accumulation of human capital</li> </ul> </li> </ul>	Strategic objectives – 6 Operational objectives – 20
W-M	<ul style="list-style-type: none"> <li>Strategic objective 1: Economic competitiveness growth                             <ul style="list-style-type: none"> <li>Operational objective 1.2: Companies innovation growth</li> <li>Operational objective 1.3: Increasing the number of jobs</li> </ul> </li> <li>Strategic objective 2: Social activity growth                             <ul style="list-style-type: none"> <li>Operational objective 2.2: Increasing accessibility and the quality of public services</li> </ul> </li> </ul>	Strategic objectives – 4 Operational objectives – 10
WLP	<ul style="list-style-type: none"> <li>Strategic objective 7: Increase of residents' competences and employment                             <ul style="list-style-type: none"> <li>Operational objective 7.1: Improving conditions, quality and</li> </ul> </li> </ul>	Strategic objectives – 9 Operational

	<ul style="list-style-type: none"> <li>accessibility of education</li> <li>• Operational objective 7.4: Development and promotion of creative and innovative attitudes</li> <li>• Operational objective 7.5: Reinforcing vocational and technical education and improvement of labour market organization</li> <li>• Operational objective 7.6: Development of lifelong learning</li> </ul>	objectives – 65
ZPM	<ul style="list-style-type: none"> <li>• Strategic objective 5: Building an open and competitive society</li> <li>• Direction objective 5.1: Staff development of innovative economy</li> <li>• Direction objective 5.3: Development of lifelong learning</li> <li>• Direction objective 5.4: Development of vocational education in accordance with the needs of economy</li> </ul>	Strategic objectives – 6 Direction objectives – 33

DLŚ – dolnośląskie (Dolnośląskie Region or Lower Silesia), K-P – kujawsko-pomorskie (Kujawsko-Pomorskie Region or Kuyavia-Pomerania), LBL – lubelskie (Lubelskie Region), LBS – lubuskie (Lubuskie Region), ŁDŹ – łódzkie (Łódzkie Region), MAŁ – małopolskie (Małopolskie Region or Lesser Poland), MAZ – mazowieckie (Mazowieckie Region or Mazovia), OPO – opolskie (Opolskie Region), PKR – podkarpackie (Podkarpackie Region or Subcarpathia), PDL – podlaskie (Podlaskie Region), POM – pomorskie (Pomorskie Region or Pomerania), ŚLS – śląskie (Śląskie Region or Silesia), ŚWK – świętokrzyskie (Świętokrzyskie Region), W-M – warmińsko-mazurskie (Warmińsko-Mazurskie Region or Warmia-Masuria), WLP – wielkopolskie (Wielkopolskie Region or Greater Poland), ZPM – zachodniopomorskie (Zachodniopomorskie Region or West Pomerania).

Source: Own independent elaboration on the basis [21].

### Conclusions

It is not a secret that that a direct stimulus to create the Treaty of Lisbon was a need to reduce the distance between European economy and American one\*, whereas the basis for formulating a European strategy, namely Europe 2020, was the necessity to overcome a financial and economic crisis and competing not only with the USA, but also or maybe in the first place, with China†. In connection with the above, the first of three priorities brought up in the new European strategy concentrate on smart growth and therefore basing economic development on knowledge and innovations.

The key to the smart growth is undoubtedly the development of human capital. This issue has been recognized and noticed by local authorities of the regions, which devote a lot of attention to it in the regional development strategies. The goals directly and indirectly connected with increasing residents' competences described in the regional development strategies give hard evidence for it. In these documents it is repeatedly emphasized that the growth of citizens' competences in not only a target, but an indispensable condition of further regional development. Competent residents are simultaneously competent workers of enterprises and institutions located in the region. And it should be remembered that the lack or insufficient level of competences of the currently employed and future employees is undoubtedly the most serious obstacle and barrier of contemporary companies and institutions development. This situation means in this respect the necessity of covering additional costs by the employers. If the employers decide to increase the workers' competences, they have to allocate a certain amount of money and/or spend time on additional

\* In 2000 the average value of GDP *per capita* in the UE reached the level 69% of GDP *per capita* in the USA. Besides, in two biggest European countries, namely, Germany and France, the mentioned above European average was higher by only 4 and 3 percentage points respectively [22].

† The rapid and long-term economic growth of China is accompanied by active educational and scientific policies of the state. This area has been announced by the Chinese authorities a strategic priority for the following decade which is supposed to give China a possibility to reach a higher level (based on technology) of development and competitiveness [11].

training activities (e.g. in-house trainings or off-the-job trainings, coaching, mentoring). If the employers do not decide to upgrade the workers' skills to a desirable level required in a certain occupation or on a particular post they have to expect that realization of some tasks by the organization will be impossible, particularly implementation of different innovations (e.g. organizational, production ones). It is also important that the people employed in certain occupations who perform tasks not matching and corresponding to their competences can feel dissatisfied what has a negative impact on their work motivation and thus decreasing its quality and generates losses for employers [24].

Summarizing, it is worth emphasizing that changes on the labour market going along with demographic changes cause that the human life cycle is mostly determined by the cycle of work activity, in which adaptability connected with willingness of increasing competences, namely acquiring knowledge, improving and mastering skills, and modifying attitudes, becomes the basic characteristic. In such circumstances it is extremely important to build awareness and lifelong learning culture and above all orientating education towards providing suitable occupational competences and shaping desirable self-organizational and interpersonal ones. These competences are nevertheless needed and useful currently and will be indispensable in the future – irrespectively of changes taking place within different sectors and branches and no matter if these sectors are to decrease, shrink or new ones will emerge.

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