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OF THE REPUBLIC OF ARMENIA

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երկրներում՝ ըստ կառավարության արհեստական բանականություն
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Կրթական նոր տեխնոլոգիաները որպես ցկյանս ուսումնառության բարեփոխման գրավական.....156

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HISTORICAL STAGES OF THE FORMATION OF THE IDEA OF LIMITING STATE POWER

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Abstract

The article discusses the most important theoretical and practical issues of modern jurisprudence: the legal limitations of state power, the historical overview of their origin and development. It is obvious that without the various approaches to the concept of limitation of state power presented by world-famous philosophers and lawyers, as well as the analysis of historical legal acts, it is impossible to reveal the essence of the legal limitation of state power.

Based on the characteristics of the research and the scope of the questions analyzed in it, both general and specific methods, such as comparative-legal, analytical, historical and other methods were used during the following research.

The article reveals the essence of the concept of "legal limitation" that exists in modern legal literature. Moreover, the features of the origin and development of the idea of limiting state power were presented, starting from ancient times, when the power of the monarch, practically, was not limited.

Moreover, special attention was paid to the views of the representatives of German and American political and legal thought (I. Kant, G. Hegel, G. Jellinek, A. Hamilton, T. Jefferson, J. Madison, etc.) on the relationship of the state with the individual and limitation of state power.

The article also provides a brief overview of the main provisions on the limitation of state power, enshrined in the fundamental documents such as the Magna Carta and the Petition of Rights.

Within the framework of the article, the authors conclude that the limitation of state sovereignty, having passed a difficult path of development, continues to be a problem of paramount importance in modern globalization processes.

Keywords and phrases: limiting state power, government, monarch, human rights, legal limitation, legal status, philosopher, political thought, Magna Carta, separation of powers.

**ՊԵՏԱԿԱՆ ԻՇԽԱՆՈՒԹՅԱՆ ՍԱՀՄԱՆԱՓԱԿՄԱՆ ԳԱՂԱՓԱՐՆԵՐԻ
ՁԵՎԱՎՈՐՄԱՆ ՊԱՏՄԱԿԱՆ ՓՈՒԼԵՐԸ**

ԱՇՈՏ ԶԱՔԱՐՅԱՆ

Երևանի Ավան վարչական շրջանի ղեկավարի աշխատակազմի
իրավաբանական բաժնի պետ,
ՀՀ Գիտությունների ազգային ակադեմիայի
փիլիսոփայության, սոցիոլոգիայի և իրավունքի ինստիտուտի հայցորդ

ԳԱՌՆԻԿ ՍԱՖԱՐՅԱՆ

ՀՀ Գիտությունների ազգային ակադեմիայի
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Համառոտագիր

Սույն հոդվածը անդրադառնում է արդի իրավագիտության կարևորագույն տեսական և գործնական հիմնախնդիրներից մեկին՝ պետական իշխանության իրավական սահմանափակմանը, վերջինիս ծագման և զարգացման պատմական ակնարկին: Ակնհայտ է, որ առանց պետական իշխանության սահմանափակման հայեցակարգի վերաբերյալ աշխարհահռչակ փիլիսոփաների և իրավաբանների ներկայացրած տարաբնույթ մոտեցումների, ինչպես նաև պատմական, իրավական ակտերի վերլուծության, անհնար է բացահայտել պետական իշխանության իրավական սահմանափակման էությունը: Հիմք ընդունելով հետազոտության առանձնահատկությունները և դրանցում վերլուծված հարցերի շրջանակը՝ կատարված հետազոտության ընթացքում կիրառվել են ինչպես ընդհանուր, այնպես էլ հատուկ մեթոդներ՝ համեմատական-իրավական, վերլուծական, պատմական և այլն: Հարկ է նշել, որ հոդվածում բացահայտվում է արդի իրավաբանական գրականությունում առկա «իրավական սահմանափակում» հայեցակարգի էությունը: Ավելին, ներկայացվել է պետության իշխանության սահմանափակման գաղափարի ծագման և զարգացման առանձնահատկությունները սկսած հին ժամանակներից, որտեղ միապետի իշխանության սահմանափակում գրեթե գոյություն չուներ: Հոդվածում վերլուծվել են միջնադարյան քաղաքական մտքի, ինչպես նաև Լուսավորության դարաշրջան անվանի մտավորականների (Թ.Հոբս, Զ. Լոք. Ժ.-Մ. Ռուսո, Շ. Մոնտեսքյո և ուրիշներ) տարաբնույթ մոտեցումները պետական իշխանության սահմանափակման գաղափարի վերաբերյալ: Ավելին, առանձնակի

ուշադրության են արժանացել գերմանական և ամերիկյան քաղաքական և իրավական մտքի ներկայացուցիչների (Ի. Կանտի, Գ. Հեգելի, Գ.Յեյլինեկի. Ա. Համիլթոնի, Թ. Ջեֆերսոնի, Ջ. Մեդիսոնի և այլոց) հայացքները անձ-պետություն փոխհարաբերության և պետական իշխանության սահմանափակման վերաբերյալ: Հոդվածում կարճ ակնարկ է տրվում նաև «Ազատությունների մեծ խարտիա» (Magna Carta) և «Իրավունքների մասին խնդրագիր» (Petition of Rights) հիմնարար փաստաթղթերում ամրագրված պետական իշխանության սահմանափակման առանցքային դրույթների մասին: Հոդվածի շրջանակներում հեղինակները հանգել են այն եզրահանգման, որ պետական ինքնիշխանության սահմանափակումը, անցնելով զարգացման բարդ ուղի, շարունակում է մնալ առաջնային կարևորության խնդիր ներկայիս ընթացող գլոբալացման գործընթացներում:

Բանալի բառեր և բառակապակցություններ. պետական իշխանության սահմանափակում, կառավարություն, միապետ, մարդու իրավունքներ, իրավական սահմանափակում, իրավական կարգավիճակ, փիլիսոփա, քաղաքական միտք, «Ազատությունների մեծ խարտիա» (Magna Carta), իշխանությունների տարանջատում:

ИСТОРИЧЕСКИЕ ЭТАПЫ ФОРМИРОВАНИЯ ИДЕИ ОГРАНИЧЕНИЯ ГОСУДАРСТВЕННОЙ ВЛАСТИ

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Аннотация

Статья затрагивает важнейшие теоретические и практические вопросы современной юриспруденции: правовое разграничение государственной власти, исторический обзор ее возникновения и развития. Очевидно, что без представленных всемирно известными философами и юристами различных подходов к понятию ограничения государственной власти, а также анализа исторических, правовых актов невозможно раскрыть сущность правового ограничения государственной власти.

Исходя из специфики исследования и рамок анализируемых вопросов, в ходе исследования применялись как общие, так и специальные методы: сравнительно-правовой, аналитический, исторический и другие .

В статье раскрывается сущность понятия «правовое ограничение», существующего в современной юридической литературе. Более того, представлены особенности происхождения и развития идеи ограничения государственной власти, начиная с древних времен, когда власть монарха практически ни чем не ограничивалась.

В статье анализируются различные подходы средневековой политической мысли, а также представителей интеллигенции эпохи Просвещения (Т. Гоббс, Дж. Локк, Ж.-Ж. Руссо, Ш. Монтескье и др.) относительно идеи ограничения государственной власти. Более того, особое внимание было уделено взглядам представителей немецкой и американской политико-правовой мысли (И. Кант, Г. Гегель, Г. Еллинек, А. Гамильтон, Т. Джефферсон, Дж. Мэдисона и др.) о взаимоотношениях государства с личностью и ограничении государственной власти.

В статье также дается краткий обзор основных положений об ограничении государственной власти, закрепленных в основополагающих документах - “Великой хартии Вольностей” (Magna Carta) и в “Петиции о правах” (Petition of Rights). В рамках статьи авторы приходят к выводу, что ограничение государственного

суверенитета, пройдя сложный путь развития, продолжает оставаться проблемой первостепенной важности в современных глобализационных процессах.

Ключевые слова и словосочетания: ограничение государственной власти, правительство, монарх, права человека, правовое ограничение, правовой статус, философ, политическая мысль, Великая хартия вольностей, разделение властей.

Introduction

The modern interpretation of the issue of limiting the power of the state, with all its novelty and peculiarities, due to the current level and nature of state power, is based on the previous rich experience of the society in the field of legal forms of organization of state life. Since ancient times, in accordance with the understanding of the phenomenon of the state, thinkers in one way or another raised and tried to solve the problem of limiting state power. This problem was central in the works of many scientists, and special studies were devoted to its comprehension. In the context of this article, the evolution of views on the idea of limiting the power of the state will be presented in general terms.

Research methods

Based on the characteristics of the research and the scope of the questions analyzed in it, both general and specific methods, such as comparative-legal, analytical, historical and other methods were used during the following research.

History of Limiting State Power

In modern legal literature, the concept of “legal limitation” is considered as a legal deterrence of an illegal act, creating conditions for satisfying the interests of the counter-subject and public interests in protection. These are the boundaries established in law, within which subjects must act, the exclusion of certain opportunities in the activities of person [1, p. 142].

The conducted research shows that under the conditions of the Eastern dictatorship, the state was a structure endowed with comprehensive coercive power that dominated the society. Nevertheless, at that time, the problems of the superiority of society over the state were being developed, which meant the superiority of religion, traditions over the laws established by the monarch. At the same time, the monarchs, based on their subjective perception of justice and legality, formed the principles of government activity, which were implemented in legislation. It is known that in Ancient India, according to the Laws of Manu, the varnas and the king were influences by each other, since the king was the guardian of the varnas, and his power was limited to a certain extent by the varnas. In turn, the norms of morality in Ancient China limited the sovereignty of the monarch, preventing the state from turning into a dictatorship. Thus, Confucius stated that the power of rulership is determined by the high moral authority of the monarch and the court.

In ancient Greece, the state and its interests were above the interests of the individual, and slavery was an integral part of being. In the context of the relationship between the state

and the individual, the problem of law and morality was emphasized, as well as the idea that the state can dispose of the life, freedom and property of its citizens only within the limits of existing laws, guided by reason, of course [2]. In turn, ancient Roman lawyers believed that law is the basis of the state, and the activities of the state should be aimed at protecting the property interests of the individual. According to Cicero, natural human rights arise before the emergence of the state, and people must be equal before the law [3, p. 95].

However, in the hierarchy of values, the philosophers of ancient Greece and Rome always put the interests of the state in the first place. Aristotle, in particular, argued that even if for one person the good is the same as for the state, the good of the state, its achievement and preservation, still seems more important [2, p. 14-5].

The main principle of medieval political thought is theocracy, i.e. the predominance of the idea of the Divine and the idea of the Church over the individual and the state [4]. It is known that the theocratic idea was developed in connection with the formation and strengthening of the church as an organization, and opposed the absolute right of the state to determine the highest principle by which a person should live. The Church taught that a person should live according to God's commandments, which are above the laws of the state. The Christian theologians of late antiquity (such as Augustine, Cyprian, Ambrose, Gregory, Chrysostom, etc.) passed down to the middle ages the idea that certain key social institutions were not part of God's original plan for mankind, particularly the institutions of coercive government, slavery and property. Moreover, the ideas of Seneca and other ancient Stoics of the Golden Age had a parallel in Christian thinking, particularly about the age of innocence in the Garden of Eden, from which mankind were expelled because of the "Fall of Man" [5, p. 63-89].

Nevertheless, in the XIII-XIV centuries, in Western Europe, theories justifying the existence of a contract between the monarch and the people were developed. Thus, the theologian Thomas Aquinas pointed out that obedience to authority ends when the monarch violates the inalienable, natural human rights to life, procreation and property [6, p. 203-206]. Nevertheless, in order to avoid such a situation, Thomas Aquinas proposed to limit the power of the monarch, and allow the people to participate in the governance of the state.

The idea of limiting state power to law continued to develop in the works of philosophers and lawyers of the Renaissance. Thus, having justified sovereignty as one of the fundamental signs of state power, J. Boden highlights the unlimited power of the state and the obligation of citizens to obey the law. The problem of the limits of state power developed accordingly in the context of the justification of the actual limits of state activity, determined by divine laws, natural family relations, not controlled by the state, and the inviolability of private property of feudal lords. The positive law had a derivative significance [5, p. 1109-113].

The most famous medieval European document guaranteeing English political liberties is the Magna Carta ("Great Charter"), which established the victory of the English nobility over the king John Lackland. The document limited the power of the monarch over big feudal lords, established the right to immunity of the person. The main provision of the charter was that no free man can be kept in prison, deported from the country, deprived of

his estate, outlawed in any other way than by the verdict made by the judges based on the law of the country (articles 30, 40).

The Magna Carta began its development in the “Petition of Right” (1628), which already refers to the period of formation of bourgeois order in England. The legal act enshrined the right to personal immunity in the case of committing a crime or applying the death penalty, the equality of all people before the law regardless of social status. The goal of the Petition was to protect citizens of England against the monarchy and to establish the rights of the citizens. This was an act of Parliament against the monarchy of the time, the Stuart monarchy, after King Charles I abused his power over the people. The Petition of Right has been compared to the American Constitution in its level of importance to the people. It remains in force in the United Kingdom to this day and has influenced other legislation not only in England but internationally as well [8, p. 74-75; 9, p. 12-13; 10, p. 30].

The conducted research shows that in modern times (XVII-XIX centuries) human freedom and private property, the rule of law, the principle of separation of powers are declared the highest values. Those are the basis of the limits of state power. Moreover, the theory and various concepts of limitation of state power were reflected in the works of well-known figures of the Enlightenment, such as T. Hobbes, B. Spinoza, H. Grotius, J. Locke, Ch. Montesquieu, J.-J. Rousseau, W. von Humboldt, I. Kant, J. Mill, H. Spencer etc.

Thus, according to T. Hobbes, the unlimited power of the monarch can be limited only by natural human rights. J. Locke’s idea of limiting the state power also connects with the concept of natural law and emphasizes that the state should not encroach on the property of people. Moreover, J. Locke states the obligation of citizens to pay taxes and obey the lawful decrees of the monarch, and the function of passing the law should belong only to the state, laws should be adopted without the participation of the people [7, p. 272-279; 8, p. 79].

B. Spinoza 's approaches to the problem of limiting state power, the inalienability of natural human rights, and the denial of a tyrannical form of government are also interesting. Ch. Montesquieu established the systemic basis for the separation of powers, introduced elements of their mutual restrictions, which later became the prototype of the mechanism of “checks and balances.” Moreover, Ch. Montesquieu argued that human rights and freedoms are also a restriction of state power [8, p. 80].

A state based on laws is governed by the principle of separation of powers, where each branch of government fulfills its responsibilities and is not authorized to go beyond the scope of the rights granted to it. Therefore, a society is created where harmony prevails and people’s mistrust of the future disappears [16]. A special contribution to the development of the concept of limiting state power was made by representatives of American political and legal thought, who mainly emphasized the need to develop legal mechanisms for limiting state power. Thus, T. Jefferson insisted on the legislative consolidation of democratic rights and freedoms, acting as the initiator of the inclusion of the Bill of Rights in the text of the US Constitution. J. Madison not only implemented the idea of controlling power through a system of checks and balances, but also proposed a bicameral structure of the Legislative Branch (bicameralism). A. Hamilton was convinced that the only effective way to limit

democratic power is to create a body of judicial control - the Supreme Court with broad powers. Parliament, from the thinker's point of view, should be bicameral, created on the basis of suffrage with a high property qualification. A. Hamilton made a great contribution to the creation of a two-party system, which still dominates the political life of the United States. As the first Secretary of the Treasury, he supported the idea of the strong federal government with extensive financial and political powers, reducing the rights of the states [5, p. 197-200].

It should be noted that in the context of the development of the idea of limiting the state power, I. Kant and G. Hegel made a special contribution. According to I. Kant, the state is an association of people who obey the law and protect the freedom of man. I. Kant states in his works that every person, regardless of his social status, is endowed with inalienable rights and freedoms. The Kantian theory of humanitarian intervention created bases for the development of the ideas of the interaction between the state and the individual, mutual rights and obligations, and the legal state [8, p. 83; 11, p. 221-240; 12, p. 56-90].

The problems of the legal status, rights and freedoms of the person occupied an important place in the works of the brilliant thinker and philosopher G. Hegel, where he distinguishes between the concepts of "civil society" and "state". According to G. Hegel, the state is the rational and main executor of ideas about human and citizen rights and freedoms. In the concept of "state," G. Hegel saw the realization of the idea of reason, freedom and law. At the same time, the state should refrain as much as possible from unreasonable interference in everyone's private life and the activities of civil society [13, p. 404-407; 14, p. 404].

Considering the concept of limiting state power in the works of J. Mill, H. Spencer, A. Tocqueville, W. Humboldt, it should be noted that all the above-mentioned philosophers considered the principal of limitation of state power in the context of interaction between the state and civil society, in the prohibition of interference in the private life of an individual. Moreover, the demand to limit state power comes from the theories of "minimal state regulation," which is based on the principle of non-intervention and is called "laissez-faire." They are the ideological basis of a liberal legal state, which does not interfere in the sphere of civil society, performs a predominantly protective function, establishes permissible legal means for individuals and restrictions for public power [15, p. 212].

The problem of limiting state power by law is the ideological and theoretical foundation of the theory of the rule of law, which was formed by the middle of the 19th century. In German legal science and more precisely in the works of representatives of legal positivism R. Jhering, G. Jellinek and others. Despite the fact that R. Jhering was a supporter of strong state power, he believed that the actions of the state should be legal and not pose a threat to the subjective rights or legally protected interests of the individual. G. Jellinek, developing the theory of self-limitation of state power, concluded that the state power sets legal restrictions on itself and formally can always cancel them by law. Nevertheless, by eliminating certain specific limitations, it necessarily replaces them with new ones and thus is at every moment of its existence.

It is noteworthy that the ideas of limiting state power have also found their reflection in Russian legal thought in the works of such lawyers and philosophers as N. M. Korkunov, P. I. Novgorodtsev, I. S. Timofeev, S. E. Desnitsky, A. N. Radishchev, M. M. Speransky, B. N. Chicherin, etc [13, p. 497-500]. Although the points of views of lawyers concerning the form of state government and their proposed methods of limiting state power differed from each other, nevertheless, based on the provisions of the theory of natural law, they confirmed that the state should be limited by inalienable human rights: the right to life, private property, as well as the right to a secure existence. From the various opinions of Russian lawyers, we would like to emphasize the approach of B. N. Chicherin, according to whom state interference in the area of private life of an individual is unacceptable. This interference can only be justified if the activity is harmful to others or to the public.

Conclusion

It is impossible to cover all the diversity of ideological elements of the problem of limiting state power. However, it is quite obvious that, despite the variety of approaches, the idea of limiting power as an integral system has common methodological positions and is based on universal principles (human rights, the rule of law, the binding of power by law, the separation of powers, the responsibility of the state). Moreover, we concluded that the restriction of state sovereignty, having underwent a complex path of development, continues to be a problem of primary importance in the current globalization processes.

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GENDER-BASED COMMUNICATION CHARACTERISTICS AMONG YOUNGER SCHOOLCHILDREN

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Abstract

As part of this study, we studied the features of gender communication in elementary school. Gender equality issues among younger pupils, the amount of portrayal of gender roles in primary school, and pedagogical settings for addressing potential gender obstacles were all considered. Gender representation in a variety of primary school textbooks was also investigated, which we believe plays an essential function in the context of gender education for younger schoolchildren. An attempt was made to explore the topic in further depth using quantitative research and a survey. Particular problems were identified as a result of the analysis of the research results and the study of relevant literature and documents: weak, sometimes stereotypical representation of the female sex in textbooks, lack of communication between younger schoolchildren of different genders due to conflict situations, and a lack of pedagogical conditions for controlling the situation. Among the problems, we can highlight the lack of effective forms of family–school cooperation. As a result of our investigation, we discovered a number of mechanisms, the usage of which may significantly contribute to maintaining equitable communication between younger pupils of different genders, based on mutual understanding, mutual respect, and tolerance. We are sure that the issue is critical to student development and education, and that it will play a significant role in how holistic schoolchildren's psychology will be already in middle and high schools, as well as how cohesive the atmosphere and non-conflict communication between students of different sexes in general education classes.

Keywords and phrases: gender, gender education, primary school, educational process, psychological and physiological features, upbringing.

**ՍԵՌՈՎ ՊԱՅՄԱՆԱՎՈՐՎԱԾ ՀԱՂՈՐԴԱԿՑՈՒԹՅԱՆ
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Համառոտագիր

Սույն հետազոտության շրջանակներում մեր կողմից ուսումնասիրվել է սեռով պայմանավորված շփման առանձնահատկությունները կրտսեր դպրոցում: Քննության է առնվել կրտսեր դպրոցականների գենդերային հավասարության խնդիրը, կրտսեր դպրոցում գենդերային դերերի ներկայացվածության մակարդակն ու սեռով պայմանավորված շփման հնարավոր դժվարությունների հաղթահարման մանկավարժական պայմանները: Ուսումնասիրվել են նաև կրտսեր դպրոցի մի շարք դասագրքերում սեռերի ներկայացվածությունը, ինչը, մեր համոզմամբ, առանցքային և կարևոր դերակատարում ունի կրտսեր դպրոցականների սեռային դաստիարակության համատեքստում: Քանակական հետազոտության և հարցախույզի միջոցով փորձ է կատարվել առավել մանրամասն ուսումնասիրել հիմնախնդիրը: Կատարված հետազոտությունների արդյունքների վերլուծության, համապատասխան գրականության և փաստաթղթերի ուսումնասիրության շնորհիվ առանձնացվել են առաջնային հիմնախնդիրները, որոնցից են՝ իզական սեռի թույլ, երբեմն կարծրատիպային ներկայացվածությունը դասագրքերում, կոնֆլիկտային իրավիճակներով պայմանավորված շփման բացակայությունը տարբեր սեռերի կրտսեր դպրոցականների միջև, և իրավիճակը վերահսկելու մանկավարժական պայմանների սակավությունը: Խնդիրների շարքում կարելի է առանձնացնել նաև

ընտանիք–դպրոց համագործակցության արդյունավետ ձևերի սակավությունը: Հիմնախնդրի շուրջ հետազոտության արդյունքում մեր կողմից նախանշվել են մի շարք մեխանիզմներ, որոնց գործադրումն, իրապես, կարող է նպաստել, որ տարբեր սեռերի կրտսեր դպրոցականների միջև շփումը լինի հավասար, հիմնված փոխըմբռնման, փոխադարձ հարգանքի և հանդուրժողականության վրա: Վստահ ենք՝ հիմնախնդիրն առանցքային կարևորություն ունի սովորողների զարգացման, դաստիարակության գործում: Այն կարևոր դերակատարում, ունի նաև միջին և ավագ դպրոցներում դպրոցականների առողջ հոգեբանության, համերաշխ մթնոլորտի և ոչ կոնֆլիկտային շփման գործում՝ կապված հանրակրթական դասարաններում տարբեր սեռերի սովորողների միջև փոխհարաբերությունների հետ:

Բանալի բառեր և բառակապակցություններ. սեռ, գենդերային կրթություն, տարրական դպրոց, կրթական գործընթաց, հոգեբանական և ֆիզիոլոգիական առանձնահատկություններ, դաստիարակություն:

ОСОБЕННОСТИ РАЗНОГЕНДЕРНОГО ОБЩЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ

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Аннотация

В рамках этого исследования изучены особенности гендерной коммуникации в начальной школе. Были рассмотрены вопросы гендерного равенства среди младших школьников, степень отражения гендерных ролей в начальной школе и педагогические условия для устранения потенциальных гендерных препятствий. Также было исследовано гендерное представление в различных учебниках для

начальной школы, которое, по нашему мнению, играет важную роль в контексте гендерного образования младших школьников. Была предпринята попытка более углубленного изучения этой темы с использованием количественных исследований и опроса. В результате анализа исследования и изучения соответствующей литературы и документов были выявлены конкретные проблемы: слабое, иногда стереотипное представление женского пола в учебниках, отсутствие общения между младшими школьниками разного пола из-за конфликтных ситуаций, а также отсутствие педагогических условий для контроля ситуации. Среди проблем мы можем выделить отсутствие эффективных форм сотрудничества семьи и школы. В результате нашего исследования мы обнаружили ряд механизмов, использование которых может существенно способствовать поддержанию равноправного общения между младшими школьниками разного пола, основанного на взаимопонимании, взаимоуважении и терпимости. Мы уверены, что этот вопрос имеет решающее значение для развития и образования учащихся и что он сыграет значительную роль в том, насколько целостной будет психология школьников уже в средних и старших классах, а также насколько сплоченной будет атмосфера и неконфликтное общение между учащимися разного пола в общеобразовательных классах.

Ключевые слова и словосочетания: гендер, гендерное воспитание, начальная школа, образовательный процесс, психологические и физиологические особенности, воспитание.

Problems:

Our conversations about the topic of gender with younger children, their parents, and teachers, as well as our ongoing monitoring of the issue, allow us to express confidence that gender stereotypes, discriminatory attitudes, and communication challenges are not rare in primary school. In many circumstances, children have inaccurate notions about the biological and social roles of girls and boys, which has a detrimental influence on the establishment of gender socialization of a younger learner, producing communication difficulties or a lack of communication. Considering the fact that the foundations of a child's upbringing are laid, at least in part, in primary school, it can be argued that any discrimination, manifestation of violence should be excluded. At the same time, it is important that younger students have favorable conditions for interaction, mutual assistance and communication.

The aim of the study: The objective of this study is to investigate the characteristics of gender communication and the problem of gender equality in primary school, to identify the sharp corners of the problem caused by psychological and physiological differences between girls and boys, and to determine the level of representation of gender roles in primary school.

Based on the objectives of the study, the main research tasks are as follows:

- Identification of the frequency of gender stereotypes in primary school;

- Study and analysis of male and female social roles, features of communication of younger schoolchildren;
- Identification of possible difficulties in children due to gender belonging difficulties while communicating and the ways to solve the problem.

Problem analysis: The success of the educational process in the primary grades of a secondary school largely depends on the relationship between the teacher and the student, on the edge of communication, knowledge of each other's qualities. In the modern educational process, the priority is to preserve the psychological, moral, mental, physical health of the individual, the issues of forming a stable self-esteem of students, as well as ensuring a healthy moral and psychological atmosphere in which all students without gender differences have opportunities for communication and mutual assistance. It should be noted that junior school is a key stage for younger learners since it is at this age that personality formation, coordination of views, positions, preferences take place. The child becomes an individual, and the knowledge about the world becomes one of his important goals.

The next important attribute inherent in a younger learner is the desire for independence. A junior student, both in the educational process and in communication with classmates, and in other actions of everyday life, strives to be independent, thereby showing that he is capable and brave. This is, perhaps, a way of self-affirmation inherent in age, which, in our opinion, should not be prohibited, but should be controlled. It can be argued that the incentive for the independence of younger schoolchildren is also technological development, which they use, copying numerous manifestations of social behavior. Of course, the digital socialization of younger schoolchildren has both a negative and a positive side. The use of technology is a skill of the 21st century, but its improper use can negatively affect the psychology of younger schoolchildren [1, pp. 71-80]. At the same time, it should be noted that younger male schoolchildren strive for greater independence, and simultaneously, disorderly behavior, indiscipline, inappropriate attitude towards classmates or a teacher are also more characteristic of them. In pedagogy and practice, gender is not considered one of the important characteristics of a child. All educational programs, the content of education, the rules of conduct developed by the internal charter of the school are the same for both girls and boys. It should be noted that gender-related differences are noticeable in the socio-cultural environment, and, as a rule, male students play a more active role, often depending on gender, and the prevailing status dependant on it. Basically, this difference largely comes from the family: in Armenian society, boys are allowed to do almost "everything", and girls need to be obedient, submissive. We believe that it is as a result of such improper upbringing in primary school that difficulties in communication arise due to gender. Girls are often silent when their classmates resort to emotional violence, they hesitate to resist when their rights are violated. A form of emotional abuse is isolation, refusal to communicate with the victim (they do not play with the child, do not want to sit on the same bench with them, do not invite them to birthday parties) [2, page 83].

Institutionally, the problem of gender equality in the Republic of Armenia is formulated in the Constitution. Article 14.1 establishes that "all people are equal before the law and discrimination based on gender, race, skin color, ethnic or social origin, genetic

characteristics, language, religion, worldview, political or other views, belonging to a national minority, property status, birth, disability, age or other circumstances of personal or of a social nature is prohibited" [3, Article 14.1.]. Nevertheless, despite the fact that gender equality is enshrined in the Constitution, no matter how much the educational process is aimed at ensuring that students are decent and respect each other, gender equality assessments remain problematic. Even in primary school, there are clear differences in the roles and status of girls and boys, due to traditional culture and customs. We believe that education is important, in particular, to the effective inculcation of moral norms and values.

It should be noted that the foundations of moral education should be laid firmly and unshakably, supported by moral examples. An important idea from this point of view is expressed by Elena Nikolay Zemlyanskaya, Doctor of Pedagogical Sciences: "A school-age child is more susceptible to sensory-value, spiritual and moral education." At the same time, the shortcomings of education in primary school are extremely difficult to overcome in subsequent years, and omissions in education can cause negative consequences of individual development-ontogenesis. Therefore, the modern primary school began to pay special attention to these problems of education [4, p.57]. Gender education is an integral part of moral education and aims to form male and female qualities in children, therefore, in primary school, much attention should be paid to gender education, which is also one of the important tasks of psychology and pedagogy of the child. Without effective gender education, it is perhaps impossible to develop adequate, differentiated methods in the process of educating children of different genders. The teacher's problems in this context are multidimensional:

- teach the child to recognize their own and the opposite gender,
- it is necessary to form the ability to make friends of the opposite gender,
- encourage girls and boys friendship,
- teach boys how to treat girls and vice versa.

In fact, femininity and masculinity do not manifest themselves, but are formed through purposeful education. The mental health of a child, his healthy relationship with the environment, the process of adaptation to the environment, self-perception, self-knowledge largely depend on the gender identity formed in him, the characteristics of gender behavior. Sexual behavior is formed during gender education, gender socialization.

The child's acceptance and assimilation of his gender role gives him a sense of gender identity, which determines self-awareness and behavioral manifestations of personality. Gender identity is the awareness and acceptance of one's own gender identity, which gives the child the formation of interests and behavior of the corresponding gender.

A lot of things depend on teachers. Teachers, through the content of academic subjects, targeted conversations, explanatory work, should form students' collective thinking, respect for each other, create an atmosphere of solidarity, good order, friendship. Without this circumstance, it is impossible to manage the learning process, to demonstrate to students their roles and responsibilities. In order for teachers to create a favorable psychological atmosphere in the classroom, they must maintain student activity at a high level so that no student feels deprived in the classroom. Capable teachers engage students in

a constant dialogue, create situations in which students discuss and jointly conduct research. Joint research activities of students contribute to interaction, the formation of communication and the development of creative opportunities [5, page 4-20].

In many cases, the teacher uses interaction methods to ensure the proportionate participation of students in the lesson, to stimulate their cooperation and interaction. Thus, student interaction during learning tasks is unavoidable, since interactive methods provide student-student communication in addition to teacher-student communication [6]. In this context, however, it should be noted that it is extremely important that a teacher can purposefully apply teaching methods, engaging in self-education, self-development, self-education, which are the best ways to improve his skills. It involves the purposeful work of a person associated with the independent search and assimilation of knowledge in the areas of interest to him [7, page 33]. One of the basic principles of interactive learning is interaction, mutual learning, cooperation, therefore, in this context, the teacher, along with educational tasks, can solve the problem of effective communication and interaction of students with each other. When communication and classroom communication is carried out effectively, students become more excited. Effective communication helps students learn more easily, form healthy relationships and a positive atmosphere in the classroom [8, page 1]. In the process of educational activity, the teacher is faced with the fact that each student has his own individual work style, character and temperament, pace of work, etc. Acceptance and consideration of such individual characteristics is useful to ensure a stable moral and psychological atmosphere in the classroom and a proportional increase in student academic performance. Knowing the individual characteristics of students, the teacher can more easily exclude possible conflicts and problematic communication based on gender in the classroom.

It should also be noted that in this context, the family plays a key role. It is important to coordinate the actions of parents and teachers in the education of and the formation of a system of values in younger schoolchildren,. To ensure that primary schoolchildren do not experience difficulties in communication and establishing relationships due to gender, the role of the psychologist of the educational institution is also key and important. In general, the presence of a psychologist at school is very important, since he is working towards the mental health of students and the formation of personality, contributes to the creation of a favorable psychological atmosphere at school, prevents difficulties and deviations of mental processes, states, identifies conditions that hinder the formation of personality, contributes to the solution and overcoming of these problems [9, point 9]. Communication with peers also gives children the opportunity to share experiences, social skills, as they are also formed by interaction with people [10, pages 3-17].

In our deep conviction, the difficulties of communication due to gender, or their absence in primary school is a rather shaky phenomenon and at the same time not directly regulated by law. It is caused by age characteristics, and generally accepted gender stereotypes, and the child's upbringing in the family or its absence, and the quality of education in the learning process, and the human and professional competence of the teacher. For a more comprehensive study of the problem, we conducted two studies: a quantitative study of primary school textbooks and a survey of teachers teaching in junior school.

Study 1: As a result of a quantitative study of textbooks for primary school, it became clear that there is a pronounced asymmetry in the representation of gender roles: the predominance of male roles over female (see table 1). It turns out that in addition to the educational function, textbooks indirectly reproduce the social norms that are widespread in our society, which younger schoolchildren immediately accept. Therefore, the observed asymmetry can have a negative impact on the formation of students' ideas about the social roles of the genders [11; 12].

Table 1.

Textbooks for elementary school quantitative research

The name of the textbook and its author	The representation of gender in the pictures		The representation of gender in the pictures	
	Female	Male	Female	Male
Aybbenaran / V.Sargsyan	109	26	77	118
Native language Textbook 2 / V. Sargsyan	111	238	234	228
Native language Textbook 2 / V. Sargsyan	34	310		
Me and the world around me 2 / Torosyan, Aleksanyan	74	138	50	61
Me and the world around me 3 / Torosyan, Aleksanyan	30	80	28	61
Me and the world around me / A. Hovsepyan	26	65	4	57

According to our deep conviction, younger schoolchildren, constantly coming into contact with the predominance of male images and roles over female ones, accept this reality, therefore, independent examples in the learning process are also built in this way. Meanwhile, we believe that such nuances also affect schoolchildrens' perceptions of gender and their roles. Having studied a number of textbooks for primary classes, we noticed that the male sex is mainly represented in the roles of the leader and initiator, but the image of the female representatives in textbooks is expressed in the roles of performer, follower,

complement. Boys actively climb trees, swim, play sports, do physical work, while girls are involved mainly in more passive roles, often simply duplicating female or maternal roles.

Figure 1. (Aybbenaran, Qyurqchyan, Ter-Grigroyan, page 16)



It is noteworthy that the textbooks clearly distinguish between male and female qualities. Male images are presented that demonstrate courage and strong-willed qualities, while among the qualities that characterize the female gender, softness, defenselessness, tearfulness, modesty, etc. are emphasized - "brave boy," "crying Serine," "naughty, grumpy boy," etc. (see Figure 1).

Thus, this study indicates that the frequency of gender stereotypes is quite accurate in textbooks on a number of academic disciplines of primary school and the dominance of male is underlined. In our opinion, this is a problem that has a significant impact on improving the self-esteem of male students. Difficulties and manifestations of discrimination also arise in the communication of boys with high self-esteem and girls who perceive their role as modest. In this context, we certainly believe that there is a need to change a number of textbooks. Today's school needs such textbooks, educational and auxiliary materials, which in no way will contain even the slightest manifestations of gender discrimination. This will allow the educational process to be carried out on an equal basis, which will help to ensure that students and boys and girls equally respect each other's social roles, have equal involvement in various activities, which will ensure constructive communication between them and an atmosphere of mutual trust and respect.

Study 2: We conducted an online survey among 20 primary school teachers. The purpose of the survey is to find out how younger schoolchildren communicate, what features teachers will highlight in the communication of students of different genders and what pedagogical conditions today's teachers have to promote gender socialization of students (see Table 2).

Table 2.*Results of a survey conducted among teachers*

Question	Answers by %
1. Have you noticed any manifestations of gender inequality among your learners?	Yes-70% No-30%
2. Do younger learners of different genders communicate with each other?	Yes-60% No-0 % Sometimes-40%
3. Girls and boys often face conflicts in communication.	Yes-70% No-10% Sometimes-20%
4. Do these conflicts affect the moral and psychological atmosphere in the classroom?	Yes 90% No 10%
5. Are boys or girls most likely to act as a leader?	Boys-78% Girls- 22%
6. How do you cope with the difficulties of communication of students due to gender?	Thematic conversation - 40% Cooperation with the parent - 20% Explanatory work - 30% Individual work - 10%
7. Do students have the opportunity to comprehensively explore their gender roles through educational content?	Yes-65% No-45%
8. Mention some of the possible problems that children face when it comes to gender.	Discrimination - 51 Emotional abuse - 19 Physical violence - 10 Bullying - 20

Thus, as a result of our survey, we made a number of statements, which we will present below:

- Among younger schoolchildren there are manifestations of gender inequality that are quite noticeable. In our opinion, the 70% indicator confirming the presence of gender inequality in school is worrying, and in this context, there is a need for structural reforms. changing textbooks, developing effective mechanisms of parent-school communication, improving methods of education.

- There is no lack of gender-based communication in primary school, but certain conflict situations manifest themselves, which greatly affects the moral and psychological atmosphere in the classroom.

- To overcome possible conflicts, teachers use a number of ways: thematic conversation, explanatory work with students in individual or group form, cooperation with parents of younger students.

•It is also important to note that most teachers notice that due to the content of education, students do not have the opportunity to comprehensively and fully explore their gender roles. In this context, the gender education of younger schoolchildren suffers, which is a key issue at this age.

•In connection with the gender problem of schoolchildren in primary school, there are systemic problems: gender discrimination, emotional violence, physical violence, bullying.

In our opinion, these are problems that it is simply unacceptable to turn a blind eye to, therefore, at the current stage of educational reforms, the problems we have mentioned should also become the agenda, be monitored and receive system-structural solutions.

Conclusion

The conducted research confirms the idea that gender socialization of primary school children is a complex process on which gender-based communication in the classroom environment depends. It is at this age that the psychosexual development of children is coordinated and generalized, their sexual self-awareness is formed. This process is carried out through the content of education and upbringing.

As a result of our research, we found out that the problem has systemic and structural problems that significantly disrupt the formation of gender identity of younger schoolchildren, which, in turn, creates difficulties for communication of younger schoolchildren of different genders. The result is that in the general education class, different students have different conflict situations, manifestations of emotional, physical violence, discrimination. Thus, we believe that at this active stage of educational reforms, it is necessary to pay great attention to this problem, to reconsider the representation of gender roles in textbooks, to develop effective mechanisms of education. Thus, it will be possible to ensure a healthy moral and psychological environment in the classroom, to exclude possible conflicts on the basis of gender. As a result, in a stable moral and psychological environment, the learning process will be more effective, students' motivation to learn will increase, and a competitive constructive atmosphere will be formed.

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DIGITAL LINGUISTICS AS A NEW DIRECTION IN LANGUAGE STUDY: DEVELOPMENT PROSPECTS

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Abstract

In the recent period of linguistics history, on the one hand, fundamental and related scientific disciplines have emerged, on the other hand, the fields of theoretical and applied linguistics have become limited, and the role of trans-theory and trans-linguistics has increased, which has also turned significant achievements of one field into achievements of others. Whereas at the beginning of the 21st century linguistics was gradually moving from a closed, immanent state to being more or less accessible relative to external factors, linguistics now interacts freely with other sciences. It can therefore be assumed that internal linguistics is evolving into interdisciplinary, anthropological linguistics. Evolutionary linguistics researchers, talking about the development of linguistics, emphasize that linguistics is now becoming more quantitative. We live in the digital era, and distance is no longer as important today as it was in the last century, thanks to modern communication technologies. The considerable linguistic corpora now available, analytical methods in evolutionary biology, graphical analysis, and statistical methods make it possible to study language and represent linguistic phenomena in a multifaceted way. It can be unequivocally said that in our digital era, we are dealing with interdisciplinary digital linguistics and in the study of which the quantitative approach becomes dominant.

Along with the development of digital technologies, new scientific disciplines have emerged in linguistics, which on the one hand have displaced previously functioning scientific disciplines from the arena and on the other hand have come to occupy a central role in the field of linguistic research. Linguistics seems to be changing its nature from a theoretical to an experimental field. In almost all disciplines (grammar, phonology, pragmatics) the role of experimental research has increased. Operational changes have also been observed in the methodology of linguistic disciplines.

The aim of this article is to present the changes in the linguistic paradigm in the digital era, to comprehend the positive and negative aspects of these changes, to highlight the features and trends of digital linguistics, to show the shifts in the system of linguistic disciplines, the transformation of disciplines and the prospects for development.

Referring to the results of recent studies in evolutionary linguistics, as well as comparing linguistic disciplines operating at different stages of language development, we can state that now, in the era of great possibilities of digital technology, linguistics has undergone quite interesting transformations, the main problem being the integrated representation of language, the discovery of the functional aspect of language, the discovery of links between language and other phenomena, etc. Today we see a completely new quality in the development of linguistics in the form of digital linguistics, which comes with already renewed and completely new disciplines. Digital linguistics can create significant prospects for strengthening links between different linguistic centers and for carrying out interdisciplinary collaborative research. It allows not only the description of individual specific languages but also theoretical and linguophilosophical problems, equally dealing with intralinguistic and extra-linguistic problems.

Keywords and phrases: digital linguistics, digital technologies, linguistic paradigm, language study, linguistic disciplines.

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ՄԵՐԻ ՍԱՐԳՍՅԱՆ

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Համառոտագիր

Լեզվաբանության պատմության նորագույն շրջանում մի կողմից ի հայտ են եկել հիմնարար և հարակից գիտական ուղղություններ, մյուս կողմից սահմանափակվել են տեսական և կիրառական լեզվաբանության ոլորտները, մեծացել է անդրտեսության և անդրլեզվաբանության դերը, որն էլ մի ոլորտի նշանակալի ձեռքբերումները նվաճումներ է դարձրել նաև մյուսների համար: Եթե 21-րդ դարասկզբին լեզվաբանությունը ներփակ, իմանենտ վիճակից աստիճանաբար անցում է կատարում դեպի արտաքին գործոնների նկատմամբ քիչ թե շատ ազատ վիճակի, ապա ներկայումս լեզվաբանությունը ազատ փոխգործակցում է այլ գիտությունների հետ: Հետևաբար՝ կարելի է ենթադրել,

որ ներկայիս լեզվաբանությունը աստիճանաբար վերածվում է միջգիտակարգային, մարդաբանական լեզվաբանության: Էվոյուցիոն լեզվաբանության խնդիրներով զբաղվող հետազոտողները, անդրադառնալով լեզվաբանության զարգացմանը, ընդգծում են, որ ներկայումս լեզվաբանությունը ավելի քանակական է դառնում: Այժմ մենք ապրում ենք թվային տեխնոլոգիաների դարաշրջանում, և այսօր առավել քան երբևէ ժամանակակից հաղորդակցման տեխնոլոգիաների շնորհիվ հեռավորությունը գրեթե մեծ դեր չունի, ինչպես նախորդ դարում: Ներկայիս լեզվական խոշոր կորպուսները, էվոյուցիոն կենսաբանության բնագավառի վերլուծական մեթոդները, գրաֆիկական վերլուծությունները, վիճակագրական մեթոդները հնարավորություն են տալիս լեզուն ուսումնասիրել և լեզվական երևույթները ներկայացնել բազմակողմանիորեն: Անվերապահորեն կարող ենք ասել, որ թվային այս դարաշրջանում գործ ունենք թվային լեզվաբանության հետ, որն ունի միջգիտակարգային բնույթ, և որի ուսումնասիրության մեջ գերիշխող է դառնում քանակական մոտեցումը:

Թվային տեխնոլոգիաների զարգացմանը զուգընթաց լեզվաբանության մեջ ի հայտ եկան նոր գիտակարգեր, որոնք մի կողմից ասպարեզից դուրս են մղում նախկինում գործառու գիտակարգերը, մյուս կողմից էլ՝ սկսում են կենտրոնական դեր զբաղեցնել լեզվաբանական հետազոտությունների բնագավառում: Լեզվաբանությունը կարծես փոխում է իր բնույթը՝ տեսական դաշտից փոխադրվելով դեպի փորձարարական դաշտ: Գրեթե բոլոր գիտակարգերում (քերականություն, հնչյունաբանություն, պրագմատիկա) մեծացել է փորձարարական հետազոտությունների դերը: Ակտիվ փոփոխություններ են նկատվել նաև լեզվաբանական գիտակարգերի ուսումնասիրության մեթոդաբանության մեջ:

Սույն հոդվածի նպատակն է ներկայացնել լեզվաբանական գիտական հարացույցի փոփոխությունները թվային տեխնոլոգիաների դարաշրջանում, անդրադառնալ այս փոփոխությունների դրական և բացասական կողմերին, վեր հանել թվային լեզվաբանության առանձնահատկությունները և զարգացման միտումները, ցույց տալ լեզվաբանական գիտակարգերի համակարգի տեղաշարժերը, գիտակարգերի փոխակերպումները և զարգացման հեռանկարները:

Անդրադառնալով էվոյուցիոն լեզվաբանության բնագավառում կատարված վերջին հետազոտությունների արդյունքներին, ինչպես նաև համեմատելով լեզվի զարգացման տարբեր փուլերում գործառու լեզվաբանական գիտակարգերը՝ կարող ենք փաստել, որ այժմ՝ թվային տեխնոլոգիաների մեծ հնարավորությունների դարաշրջանում, լեզվաբանական գիտակարգերը բավական հետաքրքիր փոխակերպումների են ենթարկվել, դրանց գերխնդիրն

է լեզվի համակողմանի ներկայացումը, լեզվի գործառնման կողմի բացահայտումը, լեզվի և այլ երևույթների միջև կապերի բացահայտումը և այլն: Այժմ լեզվաբանության զարգացման մեջ մենք տեսնում ենք բոլորովին նոր որակ՝ թվային լեզվաբանության տեսքով, որը հանդես է գալիս արդեն նորացված և բոլորովին նոր գիտակարգերով: Թվային լեզվաբանությունը կարող է էական հեռանկարներ ստեղծել տարբեր լեզվաբանական կենտրոնների միջև կապերի ամրապնդման և միջգիտակարգային համատեղ հետազոտություններ իրականացնելու համար: Այն հնարավորություն է տալիս ոչ միայն զբաղվել առանձին կոնկրետ լեզուների նկարագրությամբ, այլև լուծել տեսական և լեզվափիլիսոփայական խնդիրներ, հավասարապես զբաղվել թե՛ ներլեզվաբանական, թե՛ արտալեզվաբանական խնդիրներով:

Բանալի բառեր և բառակապակցություններ. թվային լեզվաբանություն, թվային տեխնոլոգիաներ, լեզվաբանական հարացույց, լեզվի ուսումնասիրություն, լեզվաբանական գիտակարգեր:

ЦИФРОВАЯ ЛИНГВИСТИКА КАК НОВОЕ НАПРАВЛЕНИЕ В ИЗУЧЕНИИ ЯЗЫКА: ПЕРСПЕКТИВЫ РАЗВИТИЯ

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Аннотация

В новейший период истории лингвистики, с одной стороны, появились фундаментальные и смежные научные дисциплины, с другой стороны, стали ограничиваться области теоретической и прикладной лингвистики, возросла роль транстеории и транслингвистики, что также превратило существенные достижения одной области в достижения других. Если в начале XXI века лингвистика постепенно переходила от закрытого, имманентного состояния к более или менее свободному относительно внешних факторов, то сейчас лингвистика свободно взаимодействует с другими науками. Поэтому можно предположить, что внутренняя лингвистика превращается в междисциплинарную, антропологическую лингвистику. Исследователи, занимающиеся проблемами эволюционной лингвистики, говоря о развитии языкознания, подчеркивают, что в настоящее время лингвистика становится более количественной. Мы живем в век цифровых технологий, и сегодня, как никогда

ранее, благодаря современным коммуникационным технологиям, расстояние уже не имеет такого значения, как в прошлом веке. Имеющиеся в настоящее время значительные языковые корпорации, аналитические методы в эволюционной биологии, графический анализ и статистические методы позволяют многогранно изучать язык и представлять языковые явления. Можно безоговорочно утверждать, что в наш цифровой век мы имеем дело с цифровой лингвистикой, которая имеет междисциплинарный характер и при изучении которой количественный подход становится доминирующим.

Вместе с развитием цифровых технологий в лингвистике появились новые научные дисциплины, которые, с одной стороны, вытеснили с арены ранее функционировавшие научные дисциплины, а с другой стороны, стали занимать центральную роль в области лингвистических исследований. Лингвистика, похоже, меняет свою природу, переходя от теоретической сферы к экспериментальной. Почти во всех дисциплинах (грамматика, фонология, прагматика) возросла роль экспериментальных исследований. Оперативные изменения наблюдались и в методологии изучения лингвистических дисциплин.

Цель данной статьи - представить изменения в лингвистической парадигме в эпоху цифровых технологий, осмыслить положительные и отрицательные стороны этих изменений, выделить особенности и тенденции развития цифровой лингвистики, показать сдвиги в системе лингвистических дисциплин, трансформации дисциплин и перспективы развития.

Ссылаясь на результаты последних исследований в области эволюционной лингвистики, а также сравнивая лингвистические дисциплины, действующие на разных этапах развития языка, можно констатировать, что сейчас, в эпоху больших возможностей цифровых технологий, лингвистика претерпела довольно интересные трансформации, основной проблемой является комплексное представление языка, раскрытие функционального аспекта языка, обнаружение связей между языком и другими явлениями и т.д. Сегодня мы видим совершенно новое качество развития лингвистики в виде цифровой лингвистики, которая приходит с уже обновленными и совершенно новыми дисциплинами. Цифровая лингвистика может создать значительные перспективы для укрепления связей между различными лингвистическими центрами и для проведения междисциплинарных совместных исследований. Она позволяет не только заниматься описанием отдельных конкретных языков, но и решать теоретические и лингвофилософские проблемы, в равной степени заниматься как внутрilingвистическими, так и экстралингвистическими проблемами.

Ключевые слова и словосочетания: цифровая лингвистика, цифровые технологии, лингвистическая парадигма, изучение языка, лингвистические дисциплины.

Introduction

At each stage of the development of science, there have been different understandings of language, which manifest themselves in the form of linguistic currents and concepts. When examining the nature, origin, development, and use of language, linguists start from existing common understandings or put forward their own, which, however, manifest themselves in various ways at different phases of the development of linguistics.

In the new period of linguistic history, from the 1920s to the 21st century, linguistic thought continued to rely on the views of F. de Saussure. Saussure's famous dichotomies had a particular influence on various linguistic trends. The main linguistic trend of this period is structural linguistics, which is essentially a further development of the immanent and formalistic tendencies of the previous period.

In the 20th century, a new trend appeared in linguistics. Language began to be seen as a social phenomenon. While, according to some researchers, it had only a theoretical basis and no relevant conclusions were drawn from it, others gave it a significant role and considered it the basis for identifying the nature of language. Thus, proponents of the first direction 'purified' linguistics from elements of other sciences and the object of study of linguistics from related fields and phenomena. As a result, the immanent observation of language became a general principle, and language came to be regarded as a pure form, a specific closed structure. The representatives of the second direction tried to overcome this one-sidedness, to explain the essence of language on the basis of its social nature, taking into account its various connections with other phenomena. The first ones focused on the improvement of research methods and the progress of methodology, while the second concentrated on the nature of language, theory, and methodology [1].

Representatives of structural linguistics consider the immanent study of language to be the only method of studying the language. Language is necessary to study the formal aspect of language and structural relations. Despite this, structural linguists supplement their research with data from linguistic inter-disciplines that study the external facts of language and create links between linguistics and other sciences. American representatives combine these disciplines into a common group and call it meta-linguistics [6].

In the second half of the 20th century, under the influence of both external and internal factors, the one-sided study of language research began, and in the 21st century has already been overcome. Linguists are beginning to realize that linguistics can achieve great success if representatives of one direction apply the achievements of the other one. An external impetus to the convergence of the two approaches was the general trend of convergence of sciences, increasing the unification of fields of scientific knowledge. A significant role was played by the emergence of such directions and disciplines that create links between the various sciences.

In the modern period of the history of linguistics, on the one hand, fundamental and related scientific disciplines emerged, on the other hand, the fields of theoretical and applied linguistics began to be limited, the role of trans-theory and trans-linguistics increased, which also transformed the significant achievements of one field into achievements of others. And

so new directions in linguistics emerged, and thus the first attempts to classify linguistic disciplines appeared along with them.

Despite all this, it should be noted that the first attempts to distinguish linguistic disciplines date back to the ancient period. In the ancient world, independent linguistic disciplines such as lexicography and grammar already existed. Elements of such linguistic disciplines as dialectology, stylistics, etymology, and general linguistics did not exist independently as well. It is not difficult to see that all these disciplines study language merely within the framework of linguistics.

Whereas at the beginning of the 21st century linguistics was gradually moving from a closed, immanent state to being more or less accessible relative to external factors, linguistics now interacts freely with other sciences. It can therefore be assumed that internal linguistics is evolving into interdisciplinary, anthropological linguistics.

Purpose and Objectives

The aim of this article is to present the changes in the linguistic paradigm in the digital era, to reflect on the positive and negative aspects of these changes, to highlight the features and trends of digital linguistics, to show the shifts in the system of linguistic disciplines, the transformation of disciplines and the prospects for development.

General points

Researchers concerned with evolutionary linguistics, such as Martin Haspelmat, professor at the Max Planck Institute for Evolutionary Anthropology in Leipzig, when talking about the development of linguistics, emphasize that linguistics is now becoming more quantitative [7].

The quantitative approach is becoming increasingly dominant in the study of syntax, morphology, and phonology. Corpus linguistics is beginning to occupy a central place in the field of linguistic research, as is some of the experimental research in all areas of grammar, from phonology to pragmatics [5]. Language typology is also becoming more quantitative, and complex statistics are becoming increasingly important [4]. This is visible especially when looking through linguistic journals.

Until the 21st century, a small number of articles only contained various charts. Now it is not difficult to see that charts and statistical graphs have become essential in research. There is another trend: historical linguistics is also starting to become quantitative. With the increasing complexity of quantitative modeling, interest in this field is also rising. This trend toward using quantitative methods has a positive side. Researchers can now back up their assumptions and conclusions with concrete quantitative data.

As we have mentioned in our previous studies, the directions that have emerged and clearly formed in the last decade are preparing a shift in scientific paradigms [14]. According to T. Kuhn, a scientific revolution is being prepared [11]. Of course, this should be seen as a positive phenomenon, as it all tends to present language in a comprehensive way. For example, interest in the use of language gave birth to such directions as political and legal linguistics, studies of the interrelation of language and culture, and language and gender gave

birth to linguoculturology, ethnolinguistics, and gender linguistics. And, for instance, electronic communication became the basis for the emergence of Internet linguistics.

Consequently, modern linguistics can be described as polyfunctional, or, in E. Kubryakova's words, multi-paradigmatic [9]. It might seem that linguistics is multi-paradigmatic because the object of its study is complex and multi-elemental, but this is not so. If we consider that the scientific paradigm of modern linguistics is human-centric, which means that all the components of this paradigm are aimed at one goal: to reveal the essential characteristics of man. It can be argued that linguistics today is multi-paradigmatic because, first and foremost, the speaker of the language is human. In other words, the new and recent trends brought about by the shift in the linguistic paradigm are aimed at revealing the characteristics of language use in the context of modern globalization and the human evolution operating in the latest digital technology era.

Regarding the distribution of these new directions into different paradigms, large and small paradigms are usually distinguished [9]. The human-centric paradigm is distinguished as a large paradigm, and within it, respectively, the neo functional, linguocultural, and linguosociological paradigms.

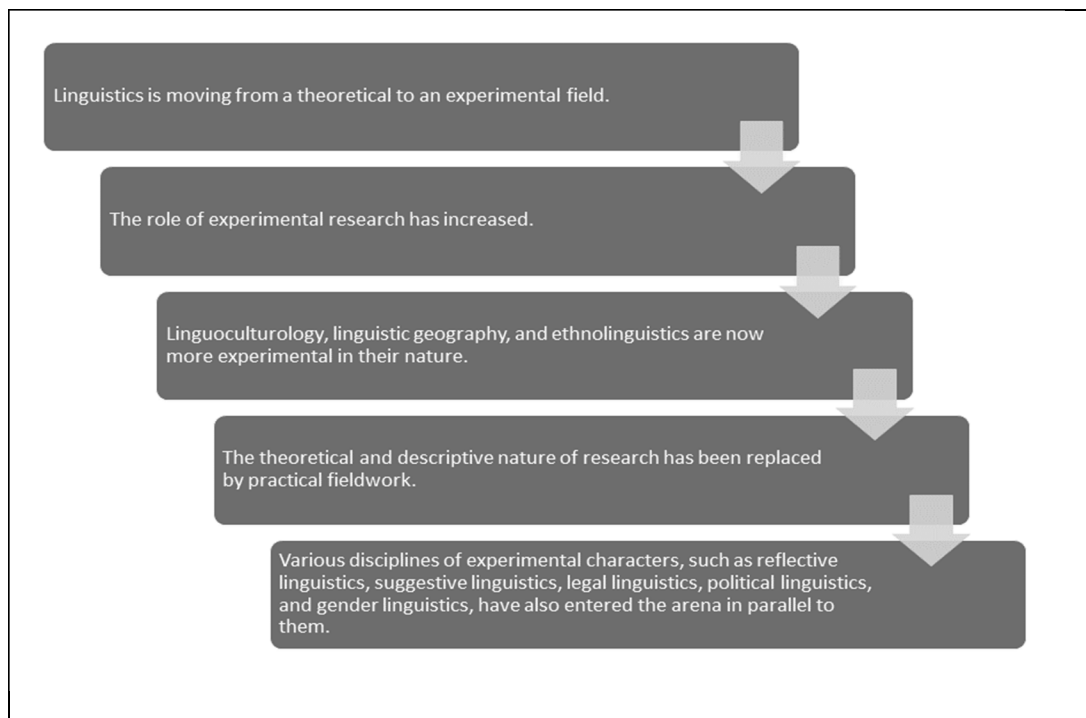
We live in the digital era, and now more than ever, thanks to modern communication technologies, distance no longer matters as much as it did in the last century. Not only is contact with the staff of linguistic research centers around the world possible, but also various academic journals and scholarly literature are now available. Considerable linguistic corpora, analytical methods in evolutionary biology, graphical analysis, and statistical methods are now widely available to study language and represent language phenomena in a multifaceted way [11]. It can be unconditionally said that in our digital era, we are dealing with digital linguistics, which has an interdisciplinary character and in the study of which the quantitative approach becomes predominant.

Along with the development of digital technologies, new scientific disciplines have emerged in linguistics, which, on the one hand, have displaced previously functioning scientific disciplines from the arena and, on the other hand, have taken a central role in the field of linguistic research. Thus, since the 60s and 70s of the 20th century, mathematical and cybernetic methods have been actively applied to structural linguistics in connection with the emergence of mathematical linguistics, pioneered in different countries of the world. Suffice it to mention only the researchers (Y. Apresyan, G. Jahukyan, Y. Stepanov), who developed and applied the modeling method and presented theoretical conclusions concerning the principles of generative grammar and machine translation, which are considered the starting point in mathematical linguistics [3; 8; 15].

Nowadays, thanks to the development of the latest digital technologies, mathematical linguistics has not only strengthened its position as a new linguistic field but also has its own new branches of development, such as computational linguistics, corpus linguistics, and Internet linguistics.

Linguistics seems to be reshaping its nature, moving from a theoretical to an experimental field. In almost all disciplines (grammar, phonology, pragmatics) the role of experimental research has increased.

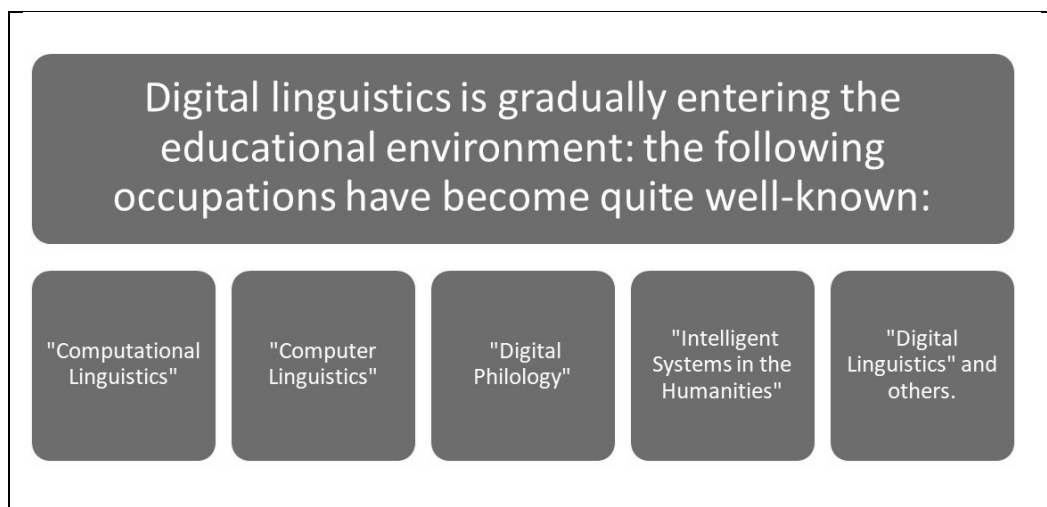
Therefore, it is not at all unexpected that linguoculturology, linguistic geography, and ethnolinguistics, which emerged in the last century, are now more experimental in their nature. The theoretical and descriptive nature of research has been replaced by practical fieldwork. On the other hand, various disciplines of experimental characters, such as reflective linguistics, suggestive linguistics, legal linguistics, political linguistics, and gender linguistics, have also entered the arena in parallel to them.



Operational changes have also been observed in the methodology of the study of linguistic disciplines. For instance, the use of quantitative methods has become inevitable, and the use of statistical methods has become essential. Historical linguistics, largely aloof for centuries, is now gradually becoming quantitative.

There was a rather significant change in the development of digital linguistics when the European Association for Digital Humanities (originally the Text Encoding Initiative (TEI), since 2013 the European Association for Digital Humanities (EADH)) began to form in Europe at the end of the 20th century [16]. Already in 2016, a similar association was formed in the CIS countries in Russia, which joined the European Association for Digital Humanities in 2018 and is so far the only one among the CIS countries [2]. Thus, as of 2018, cooperation in the direction of digital humanities as well as digital linguistics has officially started in the region. It should be noted that the work is multifaceted. It mainly involves text analysis and database work.

Digital linguistics is gradually entering the educational environment as well. All over the world, new specializations are being offered at the second and third levels of higher education, considering modern new scientific disciplines. The following occupations have become quite well-known: "Computational Linguistics", "Computer Linguistics", "Digital Philology", "Intelligent Systems in the Humanities", "Digital Linguistics" and others.



Conclusion and recommendations

Referring to the recent research results in the field of evolutionary linguistics, and comparing linguistic disciplines operating at different phases of language development, we can state that linguistic disciplines have nowadays undergone quite interesting transformations, their main issue being the complex representation of language, revealing the functional aspect of language, discovering links between language and other phenomena, etc. in the era of great possibilities of digital technologies [12]. On the one hand, linguistics has lost the classical disciplines from its field. But, on the other hand, it has acquired new domains, much more practical, with research results supported by specific quantitative facts. The latest digital technologies make it possible not only to deal with the description of individual-specific languages but also to solve theoretical and linguophilosophical problems, equally dealing with intra-linguistic and extra-linguistic issues.

RBC Trends has analyzed the forecasts of Russian and foreign futurologists and made a list of the most required occupations in the next 30 years [13]. Among these future occupations, digital linguistics holds an essential position, while linguistics in its classical and "pure" form is not even mentioned there. This fact itself emphasizes that the quantitative changes that have occurred in the development of linguistics since the end of the 20th century have now been transformed into qualitative ones. Today we observe a completely new quality in the development of linguistics in the form of digital linguistics, which comes with already renewed and completely new disciplines. The transformations of the linguistic

disciplines can create significant prospects for strengthening cooperative links between different linguistic centers for interdisciplinary collaborative research.

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SOCIO-PSYCHOLOGICAL MECHANISMS OF THE DESTRUCTIVE IMPACT OF UNRELIABLE INFORMATION ON A PERSON AND A GROUP

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Abstract

The purpose of the article is to identify the socio-psychological mechanisms of the destructive impact of unreliable information on a person and a group, and the discovery of their consequences. In the article we touched upon the essence of hybrid warfare, the socio-psychological mechanisms of negative destructive impact on a person, a group, in particular student youth through information, as well as ways of their expression. We have proved that in post-war Armenia it is especially important to solve the problem of countering the negative informational and psychological influences of the enemy both at the national, state, public and personal levels.

Keywords and phrases: misleading information, a person, a group, destructive influence, false information, student youth, hybrid war.

ԱՆՁԻ ԵՎ ԽՄԲԻ ՎՐԱ ՈՉ ՀԱՎԱՍՏԻ ՏԵՂԵԿԱՏՎՈՒԹՅԱՆ ԴԵՍՏՐՈՒԿՏԻՎ ԱԶԴԵՑՈՒԹՅԱՆ ՍՈՑԻԱԼ-ՀՈԳԵՔԱՆԱԿԱՆ ՄԵԽԱՆԻԶՄՆԵՐԸ

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Համառոտագիր

Հոդվածի նպատակը անձի և խմբի վրա ոչ հավաստի տեղեկատվության դեստրուկտիվ ազդեցության սոցիալ-հոգեբանական մեխանիզմների, դրանց հետևանքների բացահայտումն է: Հոդվածում անդրադարձել ենք հիբրիդային պատերազմի էությանը, տեղեկատվության միջոցով անձի, խմբի, մասնավորապես ուսանող երիտասարդության վրա բացասական, դեստրուկտիվ ազդեցության սոցիալ-հոգեբանական մեխանիզմներին, դրանց դրսևորման ձևերին: Հիմնավորել ենք, որ հետպատերազմական Հայաստանում առավել ևս կարևորվում է և՛ ազգային, պետական, հանրային, և՛ անձնային մակարդակներում հակառակորդի տեղեկատվական-հոգեբանական բացասական ազդեցություններին դիմազրավելու հիմնախնդրի լուծումը:

Բանալի բառեր և բառակապակցություններ. ապատեղեկատվություն, անձ, խումբ, դեստրուկտիվ ազդեցություն, ոչ հավաստի տեղեկատվություն, ուսանող երիտասարդություն, հիբրիդային պատերազմ:

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ МЕХАНИЗМЫ ДЕСТРУКТИВНОГО ВОЗДЕЙСТВИЯ НЕДОСТОВЕРНОЙ ИНФОРМАЦИИ НА ЧЕЛОВЕКА И ГРУППУ ЛЮДЕЙ

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Аннотация

Цель статьи - раскрыть социально-психологические механизмы деструктивного влияния недостоверной информации на личность, группу людей и его последствия.

В статье рассматривается природа гибридной войны, социально-психологические механизмы негативного, деструктивного воздействия на человека, группу людей, в частности, студенческую молодежь посредством информации, и способы их проявления.

Обоснованно, что в послевоенной Армении еще большее значение приобретает решение проблемы противостояния информационно-психологическому негативному воздействию противника на национальном, государственном, общественном и личностном уровнях.

Ключевые слова и словосочетания: дезинформация, личность, группа, деструктивное влияние, недостоверная информация, студенческая молодежь, гибридная война.

Unreliable information, according to the accepted approach, is information that does not correspond to reality, and in fact contradicts it. The dissemination of false information is a phenomenon characteristic of 21st century societies. The name adopted by today's youth for unreliable information is not in Armenian; instead it is a fashionable expression: fake news. Today, purposeful, planned dissemination of false information through the mass media and not only has become widespread. In this case, we call false information “misleading information.” “Misleading information is the dissemination of false information (in the press, on the radio, etc.) in order to mislead someone” [1].

Misleading information is widely used in modern societies, and it is effective, since it provides practically a specific desired result. It is used, for example, to ensure that economic entities have success in the market, mislead the enemy during armed conflicts, encourage erroneous decisions and actions, mislead international structures, various societies,

advertise, and ensure unfair competition. The dissemination of false information or misleading information is a multi-layered socio-ironic phenomenon that, by influencing an individual or a group of people, forms and changes group, social and psychological phenomena - public and group opinion, moods, positions, etc. On the basis of the above mentioned, we come to the conclusion that in the modern changing world in different countries, especially in post-war Armenia, it is significantly important to solve the problem of countering negative informational and psychological influences at national, state, public and personal levels. In every society there are separate social groups that are most involved in socio-political, national-state processes, and more actively participate in decisions taken in these ambits. From this stance, the problem becomes more important in the context of preventing the negative, destructive socio-psychological effects of misleading information among students, overcoming the consequences.

In fact, if we are talking about misleading information, otherwise called unreliable or unverified information, then we are talking about lies. On the basis of the fact that in all societies there is a clear negative attitude to lies from the point of view of ethics and morality, as a result of the spread of information and communication technologies, it is considered, especially by specialists in the field, a means of manipulating and influencing society and technology. This indicates that the attitude towards lies has changed in the perception of many groups of society, in particular students. They not only qualify unverified, unreliable, untrue information as a lie, but also consider it an instrument of manipulation, a means of working in the modern information field, ensuring success, achieving the desired goal.

In post-war Armenia (of course, we conditionally call the current situation this way, since the Republic of Armenia today still continues to be in a situation of hybrid war), preventing the spread of misleading information and destructive socio-psychological influence on public consciousness remains one of the priorities of national security. What is a hybrid war? Why is the socio-psychological influence of information so important? “The word ‘hybrid’ means the use of several types of pressure on the enemy (informational, ideological, financial, economic, etc.), among which the actions of the armed forces are, although important, only a part” [2].

In the works devoted to hybrid warfare [3] also emphasize the importance of mechanisms, principles, rules, forms of providing information and psychological influences, and, in fact, wars today seem to move or go in parallel on information platforms.

The ongoing hybrid war is also described as floating. And in this case, it is important to study the socio-psychological mechanisms of these destructive influences, the forms of their manifestation, scientifically proven technologies and procedures for their application, in order to develop ways, means of preventing possible negative dynamics. If the above-mentioned tools are not developed and applied, then false information disseminated through information and communication technologies can purposefully and inappropriately affect the mental and behavioral manifestations of an individual, group, and the whole society. A form of non-directional influence of unreliable information is the spread of spontaneous rumors. “Rumors are specific, usually unreliable information (and/or a distorted form of transmission of any information, giving it a certain specificity), which is transmitted exclusively orally,

as if 'secretly', and acts exclusively in sound form. We emphasize that rumors and gossip are always distorted, not completely reliable or completely unreliable, in any case, for some reason, unverified information. Over time, of course, rumors can be confirmed by facts. However, then they cease to be 'rumors' and turn into knowledge, reliable information. According to general socio-psychological definitions, rumors are 'a mass phenomenon of interpersonal exchange of distorted, emotionally colored information'. Most often, conversations arise in the absence of complete and reliable information on any issue of interest to people" [5].

According to a slightly different, but also popular socio-psychological interpretation, hearing is "a unique type of interpersonal communication in which a plot reflecting some real or fictional events in a certain way becomes the property of a huge disparate audience" [6].

Since rumors are always unreliable information to one degree or another, one of the most obvious ways to build their typology, as a rule, is to classify them according to the degree of reliability of the information contained in rumors. From the point of view of information, rumors are divided into four types: from absolutely unreliable to completely unreliable, trustworthy and close to reality" [7].

Gorbatov D.A. notes that the untimely, prompt publication of official news, fragmentation, ambiguity, uncertainty, randomness, inconsistency, subjective unreliability and their inconsistency with public expectations contribute to the active transmission of rumors. Rumors are relevant as long as they allow us to understand what is happening. They help in the psychological protection of a person, the creation of subjective control [8].

Unlike the non-targeted dissemination of false information, when a person, group, organization does not set a clear goal, does not plan specific actions, the goal of targeted dissemination is clearly formulated, ways, methods, and means of achieving it are planned. Unreliable information, as we have already noted, becomes disinformation when it begins to be applied, used to achieve a specific goal. Misleading information is used to ensure competition in the market, economic benefits, and political dividends. At the same time, it can be directed by the authorities to form the public opinion desired by the government regarding any program, project or initiative on the part of any principle of state policy, government or parliament. From this point of view, young people receiving vocational education are an important target group, which has such qualities as: thinking, reading, informed, active in social processes, social networks or having such an opportunity, with great communication opportunities, with a wide regional coverage from different regions, localities, countries, why not, and also in the case of the Republic of Armenia, having a large weight in the total population, opposing. In emergency, military and post-war situations, the process of spreading rumors and misinformation is intensified both by the authorities of their own country and by the special services of enemy states. The Armenian society is no exception here, especially the student youth.

What is the peculiarity of this conditional social group within the framework of the topic under discussion? Thus, young students are the main fighting force of the country, the state: physically viable, active, persistent. If we take into account the fact that in the Republic

of Armenia there is no practice of granting a postponement to study for a bachelor's degree for urgent compulsory military service (of course, not counting the specific cases established by law), it becomes clear that the majority of young men who have become students (they have no health problems or their state of health, degree illness allows them to be called up), is called up for urgent compulsory military service, makes up the bulk of the personnel of our Armed Forces. Based on this circumstance, we can state that among the goals of destructive socio-psychological influence through misleading information by an enemy country or special services of countries, student youth is important. The spread of misleading information can be used by the authorities inside the country as a political technology aimed at changing the consciousness, attitudes, moods, opinions of their own society. Targeted dissemination of false information can be carried out by “legitimate and illegitimate performers (‘actors’)” [9].

There are different approaches and definitions in the professional literature on misleading information. So, in K. Melitan's work *Psychology of Lies*, misleading information is defined as a “fictional phenomenon” [11], in Dz. Dupra's monograph *The Lie* as “an act of inspiration” [12], in A. Luria's article titled *Experimental Psychology in the Judicial Process* as “a special type of thinking” [13], in V. Zankov's article *Untruth, Falsehood and Deception as a Problem of Psychological Concept* as “realization of the subject’s intention to mislead the partner” [14]. In almost all centuries, misleading information has been used as a deception, an effective way to mislead the enemy, distract from the main direction of the strike, basic thinking, and technology. The methods of spreading misleading information were mastered by commanders, military figures. Sun Tzu also spoke about this in his work *The Art of War*. In his words, “War is a way of deception, the constant organization of false (unsincere) attacks, the spread of misleading information, and the use of tricks. When such an illusion is deeply thought out and effectively applied, the enemy will not know where to attack, which forces to use, and thus will be doomed to fatal mistakes” [15]. Much has been said about the spread of misleading information during military operations, the use of illusions, during and after the Artsakh War of the 1990s. As a result of such a successful operation, the fortress city of Shushi was liberated on May 8, 1992. Information about such victories and successful actions had a direct positive, motivating effect on military personnel, as well as on society, especially such a social group as students. After all, they were considered the most aggressive fighting force on the battlefield. Unfortunately, we cannot talk about the 2020 war in this way, because neither the literature nor the media provide facts about the visible positive results of specific actions, nor describe successfully implemented scenarios. As a result, those responsible for information platforms find it difficult to purposefully influence young people, inspire, motivate them, and stimulate confidence in victory. Rumors and technologies of spreading disinformation are discussed in the textbook *Modern problems of military psychology* published in 2002 [16]. Misleading information is used to influence the consciousness of a person, a group, to direct interpersonal relationships, purposeful change. It is important to note here that from the point of view of social psychology, it is of interest to study psychological defense mechanisms aimed at preventing and neutralizing the effects of disinformation, for example, positive group identification,

other group socio-psychological phenomena, identifying qualitative and quantitative indicators of their manifestations due to age, individual psychological characteristics of the individual, social status in society. We consider it important to identify the links between a person's temperament, the type of nervous system and the impact of misinformation, the level of vulnerability of a person or group, forms of influence on the emotional and volitional sphere, and the possibilities of their prevention.

One of the mechanisms of misleading information, dissemination via the Internet, in particular through social networks, and ensuring impact is the purposeful plausible presentation of unverified, unreliable or false information, cognitive distortion, when the behavior of a person or group changes, is determined by the peculiarities of their thinking, perception, beliefs, emotional and volitional sphere, qualitative manifestations. "By cognitive errors, we mean systemic errors or typical thinking disorders that arise on the basis of dysfunctional beliefs embedded in cognitive schemas that are easily identified when analyzing automatic thoughts. Thus, we are not talking about random errors, but about those that predictably occur in the same situations" [17]. It is also important to note here that the positive effect of misleading information can be obtained by repeating information, providing parallel perception by visual and auditory organs, since a person is inclined to believe information already familiar to him, which he has already perceived, seen, heard, understood.

The next socio-psychological mechanism is impression, especially the effect of the first impression, which provides the effect of disinformation on the psyche, consciousness of a person, group and society. What is important here is the correct comparison of texts and images, short, clear, accessible formulations of news headlines, messages, correct accents, providing sensations, fascinating expressions that can really provide a perception effect. In modern hybrid, informational and psychological wars, political processes, the phenomenon of group polarization is used as a socio-psychological technology to influence various social strata, groups, create contradictions and psychological tension between them.

To ensure targeted socio-psychological impact through the dissemination of information to a person, a group via the Internet, television, radio, information sites, or social networks, various tools and techniques are used. One of them is the technique of design of advertising, information, material, transmission, TV show, the title of the article, especially when presenting the announcement. Here, the socio-psychological mechanism of influence is to ensure the primary effect. It is necessary to design the title purposefully, providing a feeling, interest, intrigue, as well as the expectation of reading, viewing, listening to material, video. And it is this effect of the primary impression that can ensure the perception of the basic information as a plausible, positive or favorable position for this. Socio-psychological studies show that the presence of an unreliable component in the content of information ensures its reliable perception by society [23].

The next socio-psychological mechanism for the successful application of misleading information is the perception of information according to the chronological principle. People tend to think that information perceived in chronological order from the very beginning is plausible. A position is being formed, changes in connection with which it is difficult to

expect in a short time. Here we can note that even reasoned news presented with comments, new information, moreover, the correct version of reality cannot contribute to a rapid change in already formed and hardened positions. In the case of young students, this may have deeper consequences, since, according to research, they are not currently engaged in assessing the reliability of information, even from the point of view of educational materials. So, as a former student, now a graduate student, I encounter essays, term papers and other similar independent works in which incorrect, unspecified information is presented. The sources of such kind of information is like that [20].

Young students, having received a task to perform independent work on a particular topic, begin to search the Internet for materials on a given topic. When most students find material with a similar title, they reprint, copy and present it to the teacher as an independent work. The problem here is that the content of this material may not correspond to the name at all. Even when the student has read the material, he still does not understand the difference between the title and the content as a result of the effect of the first impression. The fact of the difference in the title and content of the material, in fact, does not prevent the student from abandoning his decision and the action described above to present it to the teacher as an independent work corresponding to the task. Here, in fact, there is a socio-psychological mechanism of the primary impact of the title of the material on the young student.

The socio-psychological effect of the primary effect can be so strong that when the teacher presents, discusses or evaluates independent work in the classroom, when the teacher evaluates the work poorly, justifying that the content of the material does not correspond to the title, the topic set, the student still does not perceive it, refuses to recognize this fact, and does so being confident in its truthfulness. [26].

Information becomes more reliable for students when it concerns various social, state phenomena, problems, it seems planned, purposeful, socio-psychological mechanisms of influence on public consciousness, perception, emotions are taken into account. As a result, information prepared by specialists is used as a device to influence society, in particular specific groups. Information is presented to some social groups in accordance with their expectations, needs, expectations, and age-related psychological characteristics. An important role here is played by such an inherent trait of people as the tendency to believe information, to perceive it, which, in fact, is a “conspiracy” [18].

Post-war Armenia is also experiencing phenomena based on conspiracy theories. A part of the society is convinced that Azerbaijan's victory over the Republic of Armenia and the Republic of Artsakh is due to betrayal, decisions of foreign policy forces, the political repression of the leadership of our country, political decisions of conspiratorial forces. The manifestation of another similar conspiratorial intent was due to the spread of the coronavirus pandemic in 2019-2020. Most of the society, in particular the student youth, did not believe in the existence or destructive impact of the virus, believed that it was a technology invented by superpowers, world masters, rulers, a conspiracy carried out for some purpose. As a result, they did not wear masks, laughed at those who wore them. The following socio-psychological mechanism of the spread and impact of misleading information is called "group polarization" [21; 22]. The manifestation of this mechanism is close to a discussion,

when each of the parties presents its approach, opinion, idea to the same phenomenon, event, which is completely different from the other, is its directly opposite manifestation, the opposite pole. Similar manifestations in our society occur almost every day, especially in the mass media - the Internet, television, and radio. In recent years, the acute polarization of information, ideas, and approaches has been manifested especially in social networks. Moreover, the polarization and opposition of these ideas and approaches are even more acute in discussions concerning political and social phenomena. In many cases, this contrast also turns into a quarrel, personal insults, swearing, aggressive actions that are transferred from the online domain to real life. This is also facilitated by a negative attitude to information. This socio-psychological mechanism of the impact of misleading information allows you to purposefully influence the consciousness, emotionality of specific social groups, orient, disorient, and direct their activities. At the same time, in various situations, a person or a group with special training can purposefully spread contradictory, opposing opinions about the same phenomenon.

The phenomenon of perception of misleading information as reliable is also influenced by the peculiarities of the cognitive sphere and individual psychological characteristics of the individual: breadth of thinking, analytical thinking, impartiality, fairness, adequacy of perception, developed logic, responsibility, and credulity. For example, when such operations of human thinking as analysis and comparison are developed, a person is able to analyze the information received, compare with other data, and, as a result of logic, evaluate the objectivity, reliability, correspondence of this information to reality. To assess the reliability, objectivity of information, to identify false components, various universities in their professional educational programs, depending on their orientation, form both professional and general, transferable competencies or output results of education. We consider it very important from the point of view of the problems of social psychology to study and identify the mechanisms of the destructive impact of disinformation on a person, a group, society as a whole, the psychological, social, behavioral consequences of this impact, ways to prevent them, doses of exposure, and features of manifestations on different personalities. From the point of view of social and personal psychology, it is interesting to study the issues of the impact of the same information on people, groups, differences in their perception of this information, identifying their psychological causality.

From the point of view of ethnopsychology, it is of great interest to identify the connection between the destructive socio-psychological impact of misleading information and ethnocultural, ethnopsychological features [27; 28]. This will also be facilitated by the identification of the relationship between group and individual trust, value orientations, moral and psychological state, the appearance of the group, socio-psychological phenomena, personality anxiety, aggression and the dissemination of unreliable or false information, mechanisms. Experts in this field today use an interesting modern concept: mass digital misleading information.

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CHARACTERISTICS OF MUTUAL RESPONSIBILITY AND OBLIGATIONS BETWEEN THE STATE AND THE INDIVIDUAL IN A LEGAL DEMOCRATIC STATE

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Abstract

In this article we present the features of the mutual responsibility and obligations (duties) of the state and the individual in a legal democratic state, based on the study of international and domestic legislation and the opinions of famous jurists.

In particular, the features of the concepts of “personality”, “obligation”, “duty” and other important components of the concept of “responsibility” are revealed. For instance, we emphasize that some modern jurists identify the term “obligation” as an action that a citizen is required to fulfill by law and “responsibility” as an action that a citizen should take for the sake of the common good.

Legal obligation is presented in the article as the necessary behavior of a participant in legal relations provided by law and protected by law in relation to an eligible subject (person, organization, society, or state).

The article describes the problem of “legal liability (responsibility)” and the need to study it and its characteristics. Legal liability (responsibility) is inextricably linked with the state, the norms of law, the duty and illegal behavior of people and their associations.

The article emphasizes that globalization processes entail changes in the system of human rights related to the scope and types of freedom and legal responsibility of the individual. Moreover, relations between the state and the individual should be based on the principle of equality, partnership and mutual responsibility. The state is obliged to ensure justice in the relations of its citizens.

The article underlines that the state, represented by its bodies and officials, will be held responsible for non-fulfillment of its duties in accordance with the legislation of the Republic of Armenia.

The problem of the inevitability of responsibility is closely related to the level of corruption, improper performance by officials of their duties and the existence of legal responsibility and legal nihilism in society. In addition, the article analyzes the principle of criminal liability of legal entities, which is an innovation in the New Criminal Code of the Republic of Armenia.

The conducted research indicates that the state has a positive responsibility for creating the necessary conditions for people to exercise their rights and freedoms, for maintaining proper public order in the country, and for ensuring the personal safety of members of society, their protection from criminal encroachments.

Consequently, the formation of a rule of law state is impossible without the implementation of the legal responsibility of the state and its officials and representatives before the individual.

Keywords and phrases: personality, obligation, duty, responsibility, government, guarantees, deputy, legal state, human rights and freedoms.

ՊԵՏՈՒԹՅԱՆ ԵՎ ԱՆՀԱՏԻ ՓՈԽԱՂԱՐՁ ՊԱՏԱՍԽԱՆԱՏՎՈՒԹՅԱՆ ԵՎ ՊԱՐՏԱԿԱՆՈՒԹՅՈՒՆՆԵՐԻ ԱՌԱՆՁՆԱՀԱՏՎՈՒԹՅՈՒՆՆԵՐԸ ԺՈՂՈՎՐԴԱՎԱՐԱԿԱՆ, ԻՐԱՎԱԿԱՆ ՊԵՏՈՒԹՅՈՒՆՈՒՄ

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Համառոտագիր

Սույն գիտական հոդվածում, հիմք ընդունելով հայտնի իրավաբանների կարծիքները, միջազգային և ներպետական օրենսդրության ուսումնասիրությունը, ներկայացված են ժողովրդավարական, իրավական պետությունում պետության և անհատի փոխադարձ պատասխանատվության և պարտականությունների (պարտականության) առանձնահատկությունները: Մասնավորապես, բացահայտվում են նաև «անձնավորություն», «պարտականություն», «պարտք» հասկացությունների և «պատասխանատվություն» հասկացության այլ կարևոր բաղադրիչների առանձնահատկությունները: Ավելին, հոդվածում ներկայացվել և քննարկվել են պետության և անհատի փոխադարձ պատասխանատվությունն ու հիմնական պարտականությունները: Այսպիսով, հեղինակներն ընդգծում են, որ որոշ ժամանակակից իրավաբաններ «պարտականություն» եզրույթը սահմանում

են որպես գործողություն, որը քաղաքացին պարտավոր է կատարել օրենքով, իսկ «պատասխանատվությունը»՝ որպես գործողություն, որը քաղաքացին պետք է կատարի հանուն ընդհանուր բարօրության:

Հոդվածում նկարագրվում է «իրավական պատասխանատվության» խնդիրը, դրա ուսումնասիրման անհրաժեշտությունը, դրսևորման առանձնահատկությունները: Իրավական պատասխանատվությունը անքակտելիորեն կապված է պետության, օրենքի գերակայության, պարտականությունների և մարդկանց ու նրանց միավորումների անօրինական վարքագծի հետ:

Հոդվածում ընդգծվում է, որ գլոբալացման գործընթացները ենթադրում են փոփոխություններ մարդու իրավունքների համակարգում՝ կապված ազատության շրջանակի և տեսակների, անհատի իրավական պատասխանատվության հետ: Ավելին, պետության և անհատի միջև հարաբերությունները պետք է հիմնված լինեն հավասարության, գործընկերության և փոխադարձ պատասխանատվության սկզբունքի վրա: Պետությունը պարտավոր է արդարություն ապահովել իր քաղաքացիների հետ հարաբերություններում:

Հոդվածում ընդգծվում է, որ պետությունը՝ ի դեմս պետական մարմինների և պաշտոնատար անձանց, պատասխանատվություն է կրում Հայաստանի Հանրապետության օրենսդրությամբ սահմանված կարգով իր պարտավորությունները չկատարելու համար:

Պատասխանատվության անխուսափելիության խնդիրը սերտորեն կապված է կոռուպցիայի մակարդակի, պաշտոնյաների կողմից իրենց պարտականությունների ոչ պատշաճ կատարման և հասարակության մեջ իրավական պատասխանատվության և իրավական նիհիլիզմի առկայության հետ: Բացի այդ, հոդվածում վերլուծվում է իրավաբանական անձանց քրեական պատասխանատվության սկզբունքը, որը նորամուծություն է ՀՀ քրեական նոր օրենսգրքում:

Կատարված ուսումնասիրությունը վկայում է, որ պետությունը դրական պատասխանատվություն է կրում մարդկանց իրավունքների և ազատությունների իրականացման համար անհրաժեշտ պայմանների ստեղծման, երկրում պատշաճ հասարակական կարգի պահպանման, ինչպես նաև հասարակության անդամների անձնական անվտանգության ապահովման, նրանց հանցավոր ոտնձգություններից պաշտպանվելու համար:

Հետևաբար՝ իրավական պետության ձևավորումն անհնար է առանց անհատի առջև պետության և նրա պաշտոնյաների ու ներկայացուցիչների իրավական պատասխանատվության իրականացման:

Բանալի բառեր և բառակապակցություններ. անհատականություն, պարտականություն, պարտավորություն, պատասխանատվություն, կառավարություն, երաշխիքներ, պատգամավոր, օրենքի գերակայություն, մարդու իրավունքներ և ազատություններ:

ОСОБЕННОСТИ ВЗАИМНОЙ ОТВЕТСТВЕННОСТИ И ОБЯЗАННОСТЕЙ ГОСУДАРСТВА И ЛИЧНОСТИ В ДЕМОКРАТИЧЕСКОМ, ПРАВОВОМ ГОСУДАРСТВЕ

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Аннотация

В данной статье на основе изучения мнений известных правоведов, международного и внутригосударственного законодательства представлены особенности взаимной ответственности и обязанностей (долга) государства и личности в демократическом, правовом государстве. В частности, раскрываются особенности понятий “личность”, “обязанность”, “долг” и других важных составляющих понятия “ответственность”. Кроме того, в статье представлены и обсуждены взаимная ответственность и основные обязанности государства и личности. Так, авторы подчеркивают, что некоторые современные правоведы определяют термин “обязанность” как действие, которое гражданин обязан совершить по закону, а “ответственность” как действие, которое гражданин должен совершить ради общего блага.

Юридическая обязанность представлена в статье как предусмотренное законодательством и охраняемое законом необходимое поведение участника правоотношений по отношению к правомочному субъекту (личность, организация, общество, государство).

В статье описывается проблема “юридической ответственности”, необходимость ее изучения, особенности ее проявления. Юридическая ответственность неразрывно связана с государством, нормами права, долгом и противоправным поведением людей и их объединений.

В статье подчеркивается, что процессы глобализации влекут за собой изменения в системе прав человека, связанные с объемом и видами свободы, юридической ответственностью личности. Более того, отношения между государством и индивидом должны основываться на принципе равенства, партнерства и взаимной ответственности. Государство обязано обеспечивать справедливость в отношениях своих граждан.

В статье подчеркивается, что государство в лице своих органов и должностных лиц несет ответственность за неисполнение своих обязанностей в соответствии с законодательством Республики Армения.

Проблема неотвратимости ответственности тесно связана с уровнем коррупции, ненадлежащим исполнением должностными лицами своих обязанностей и существованием юридической ответственности и правового нигилизма в обществе. Кроме того, в статье анализируется принцип уголовной ответственности юридических лиц, который является новшеством в новом Уголовном кодексе Республики Армения.

Проведенное исследование свидетельствует о том, что государство несет позитивную ответственность за создание необходимых условий для реализации людьми своих прав и свобод, за поддержание надлежащего общественного порядка в стране, а также ответственность за обеспечение личной безопасности членов общества, их защиту от преступных посягательств.

Следовательно, формирование правового государства невозможно без реализации юридической ответственности государства и его должностных лиц и представителей перед личностью.

Ключевые слова и словосочетания: личность, обязательство, долг, ответственность, правительство, гарантии, депутат, правовое государство, права и свободы человека.

Introduction

The relationship between the state and the individual is a fundamental feature of a modern democratic, legal and social state. In this context, it is necessary to consider the mutual responsibility between the state and the individual, as well as their constitutionally fixed, basic duties (obligations). The conducted research shows that the problem of the relationship between the state and the individual has caused acute disputes and discussions in the theory of law throughout the history of the formation of the state and the development of legal thought.

Research methods

Due to the purpose and problems of the research, the methods of general scientific orientation (induction and deduction, analysis, synthesis), as well as professional orientation methods (comparative legal method) was used.

Analysis

In order to form an appropriate scientific representation of the responsibility between the state and the individual, it is necessary, first of all, to find out the content of these concepts, their correlation and interrelation.

In modern social philosophy, the terms “person” (human integrity) and “personality” (a person’s socio-psychological appearance) are terminologically distinguishable, these concepts are often used as synonyms. Moreover, the concept of “personality” is a combination of both general and special socio-legal, psychological properties of a person that are realized in legal relations [1, p. 49].

Obviously, in states that are on the way to the formation of democracy, the mutual responsibilities and duties (obligations) of the state and the individual are constantly changing and developing concepts.

It should be noted that although, in our opinion, there are some differences between the terms “duty” and “obligation”, in modern legal literature and in dictionaries these terms

are often used as synonyms. In our opinion, the term “duty” differs from “obligation” in that it includes the sense of morality that guides the individual to perform a particular task or activity. Whereas “obligation” is something that an individual must perform due to an agreement or law [2].

The conducted research shows that the basis of the mutual responsibility between the state and the individual, first of all, are the obligations of a person and a citizen to the state, as well as the obligations of the state to a person and a citizen of the country. Therefore, to implement these tasks, it is necessary to reveal the concepts of “duty” and “responsibility” to highlight their features, as well as the similarities and differences of these concepts.

Although there are some differences between the terms “duty” and “obligation,” nevertheless, in modern legal literature and in dictionaries these terms are presented as synonyms. In our opinion, the difference between terms “duty” and “obligation” is that, “duty” includes the sense of morality that guides the individual to perform a particular task or activity. Meanwhile, “obligation” is something that an individual must perform due to an agreement, law, etc.

According to the Cambridge Dictionary, “obligation” is the fact that you are obliged to do something, or something that you must do. In its turn, the term “responsibility” is defined as something that it is one’s job or duty to deal with [3].

Moreover, in modern legal literature the term “responsibility” is determined as a necessity, an obligation to give someone an account of one’s actions, deeds.

In modern legal literature it is noted that responsibility can be official and personal, compulsory and voluntary. The latter is interpreted as a characteristic feature of a person’s inner world: a sense of responsibility (some people have a heightened sense of responsibility).

Such character trait makes a person speak out against the violation of human rights and for the ecological safety of the human environment. There are also two other groups of official types of responsibility: technological and humanitarian [4, p. 402-403]. In legal literature, different types of technological responsibility are distinguished, such as professional, disciplinary, administrative, legal, economic and material. In turn, the types of humanitarian responsibility include social, party, ethical, environmental and political responsibility.

The conducted studies show that not enough attention has been paid to the issue of legal obligations in modern legal literature so far, or to their social and legal content and to their important role in regulating the relationship between the state and the individual, as well as in the process of development and stabilization of public relations [5, p. 1].

According to the generally accepted definition, a legal obligation is the necessary behavior of a participant in legal relations provided for by law and protected by law in relation to a competent subject (person, organization, society, or state) [5, p. 1; 6, p. 374].

In this context, S.A. Bratus and I.A. Tolstova consider the concept of “duty” (obligation) as a necessary behavior of an obligated person, conditioned by the requirement of legal norms and secured by state coercion. Meanwhile, according to N.V. Vitruk and L.D. Voivodin, *the rights and obligations enshrined in legal norms equally express the necessary, proper behavior, i.e. appropriate behavior.* [7, p. 248-251].

The modern concept of the relationship between the state and the individual assumes the creation by the state of such conditions under which a balance of interests of these subjects is possible [8, p. 11]. Therefore, under these conditions, the state and the individual must act as equal partners and bear mutual responsibility for each other. These conditions

include the presence of a rule of law state, as well as a developed civil society, developed legal awareness and an appropriate level of legal culture, and of course a compromise between state and personal interests.

The fundamental basis of a democratic, legal, social state is the idea that the human being is the highest value. This concept, for example, is enshrined in the Constitution of the Republic of Armenia, according to which the human being shall be the highest value in the Republic of Armenia and the human being shall constitute the integral basis of his/her rights and freedoms. Moreover, the respect for and protection of the basic rights and freedoms of the human being and the citizen shall be the duty of the public power [9].

It follows from the above-mentioned concept, that the state, its bodies and officials first of all, must not violate the rights of the individual. Second, they must create all the necessary conditions for the development and manifestation of the abilities of the individual, as well as, for the maximum realization of fundamental rights and freedoms of the individual.

Consequently, the state bears a general, positive responsibility for creating the necessary conditions for citizens to exercise their constitutional rights and freedoms, for maintaining proper public order in the country, as well as for ensuring the personal security of members of society, their protection from criminal encroachments. The subjects of such responsibility are both the state as a whole, as well as officials and state bodies representing the state [10, p. 36].

It should be noted that this approach is clearly manifested in countries where there are functioning principles of recalling a deputy or senator of the parliament and mechanisms for impeachment of the President of the country or other high-ranking officials [11, 12].

For instance, according to article 94 of the Constitution of the Republic of Armenia, deputies shall represent the whole people, shall not be bound by imperative mandate, shall be guided by their conscience and convictions. Consequently, they are endowed with a free mandate, which is of a representative nature. Moreover, in the Republic of Armenia there is no mechanism for recalling a deputy. The National Assembly of the Republic of Armenia has its unique role in the protection of human rights and freedoms by the state, because by adopting laws related to human rights and freedoms, the National Assembly directly affects their guarantee and implementation.

In its turn, the President of the Republic has serious responsibilities in the protection of human rights and freedoms. According to Article 123 of the Constitution of Republic of Armenia, the President of the Republic shall observe the compliance with the Constitution. Consequently, in case when the President of the Republic of Armenia has reasonable doubts that the law adopted by the National Assembly may violate human rights and freedoms, he may apply to the Constitutional Court within twenty-one days, in accordance with the procedure established by Article 129 of the Constitution of the Republic of Armenia, to determine the compliance of the law with the Constitution [9].

The responsibility of the state to the people is more directly enshrined in Article 80 of the Constitution of the Russian Federation, which states “The President of the Russian Federation shall be the guarantor of the Constitution of the Russian Federation and of human and civil rights and freedoms. In accordance with the procedure established by the Constitution of the Russian Federation, he (she) shall adopt measures to protect the sovereignty of the Russian Federation, its independence and State integrity, and shall ensure the coordinated functioning and interaction of State government bodies” [13].

It is obvious that in the context of mutual responsibility between the person and the state, the guarantees of the rights and freedoms of an individual also play an important role, which is

due to the recognition of a person as the highest value. Actually, the legitimate interests of the citizen and their legal support are the priority of the legal regime in any country.

According to S.V. Afanaseva, the development of the system of political, legal, civil and public guarantees, ensure mutual responsibility of the state and the individual and create appropriate conditions for the interaction of the state with the individual [14, p. 148-149].

It is noteworthy that in many constitutions of democratic countries, the duties of a citizen and a person prevail over the duties of the state to people. In other words, the state basically imposes a lot of responsibilities on citizens and people living in the country, forgetting that it also has to bear responsibilities to these people.

The conducted research shows that as a result of the constitutional reforms of 2015, the Fathers of the Constitution introduced a separate chapter (Chapter 3 “Legislative guarantees and the main tasks of state policy in the social, economic and cultural spheres”), which is devoted to the social obligations of the state to citizens and the fixed state guarantees for ensuring socio-economic human rights.

Moreover, Article 86 of the Constitution of RA indicates the main objectives of state policy in the economic, social and cultural spheres, such as improving the business environment and promoting entrepreneurship, promoting the employment of the population and improving the working conditions, fostering housing construction, promoting actual equality between women and men, promoting birth and having many children, and creating favorable conditions for the full and comprehensive development of individuality in children [9].

In modern legal literature, a distinction is made between political and constitutional-legal responsibility. This is justified by the fact that constitutional and legal responsibility comes only for violation of the norms of the Constitution, while political responsibility is broader in nature and is associated with the political activities of the leaders of the state, their adoption of erroneous decisions that violate national interests and human rights. Nevertheless, the use of constitutional and legal liability for political reasons, as a means of political struggle, is prohibited.

I. Idilov and A.S. Kagermanov rightly pointed out that the mutual responsibility of the individual and the state means that citizens and power structures must strictly perform the duties entrusted to them by law. In this context, any relationship between a person and government agencies, leaders of all levels should be based on legal norms. Moreover, any impact on a person not determined by the law requirements is a violation of civil rights and freedoms [15, p. 1440].

Under the rule of law, a person and a ruling subject (as a representative of the state) should act as equal partners who have concluded an agreement on cooperation and responsibility.

This is a peculiar way of limiting political power, which establishes moral and legal principles in the relationship between the state as the bearer of political power and the citizen as a participant in its implementation. By legislating the freedom of society and the individual, the state itself is not free from restrictions in its own decisions and actions. Through the law, it must assume obligations that ensure justice and equality in its relations with a citizen, public organizations, and other states.

The conducted research shows that legal obligation, acting as a correlate (relative concept) of subjective rights, is a special legal means of influencing other persons, which an individual needs in the process of exercising his subjective rights. At the same time, the actions of the obliged individual (personality) are aimed at satisfying the legitimate interests and rights of the authorized subject. Therefore, duty is a measure to ensure guarantees of individual rights. The duties of a person and a citizen are inherently diverse and involve

various spheres of public relations. There are duties that concern only citizens of a given state, and the existence of some duties may be due to the nature of the legal status of the individual (civil servant, teacher, student, accused, etc.), as well as the fact of membership in an organization or association (political, social, economic, etc.) [5, p. 226].

The conducted research shows that the Constitution enshrined not the abstract duties of a citizen and a person, but fundamental duties that are of a universal nature and are not related to a specific legal status of a person. Consequently, for the fulfillment of their constitutional duties, the individual is responsible directly to society, and the citizen to the state. Moreover, in the constitutions of the post-Soviet countries, along with the basic rights, the basic duties (obligations) of citizens also function. In most countries, citizens have the following obligations: [19]

- to submit to the constitutional order;
- to respect the honor, dignity, rights and freedoms of others;
- to respect and obey the laws;
- to take part in national defense;
- to take care of their children and family members in need of assistance;
- to be a responsible steward of their living environment and natural environment and to redress damage done to the environment.

In Western legal literature, the Civic duties are divided into two categories: *obligations and responsibilities*. The former is a requirement by law, while the latter though not mandatory, are important ways for all citizens to get involved. Some civic duties and responsibilities extend to every community member, regardless of their citizenship. Moreover, the range of duties and obligations may differ. For instance, everyone must obey laws and pay taxes, while voting and jury duty is reserved for U.S. citizens. This approach is based on the fact that the United States government recognizes a citizen as a legal member of the nation, and being a U.S. citizen means that there are both *obligations* and *responsibilities* that must be met in order to maintain representative democracy and the proper role of government. It should be noted that some modern jurists identify the term “obligation” as an action that a citizen is required to fulfill by law and “responsibility” as an action that a citizen should take for the sake of the common good [17, p. 111–138].

Developing the topic, it is worth noting that nowadays, in Western legal literature, based on the processes occurring in the United States, the concept of “responsibility” includes voting, attending civic meetings, petitioning the government, running for office, performing community service, etc.[18, p. 27-29].

According to articles 9 and 20 of the Treaty on European Union (TEU), every person holding the nationality of a Member State is a citizen of the Union. Nationality is defined according to the national laws of that state. However, citizenship of the Union is complementary to, but does not replace, national citizenship, and EU citizenship comprises a number of rights and duties in addition to those stemming from citizenship [19].

Legal liability (responsibility) is inextricably linked with the state, the norms of law, the duty and illegal behavior of people and their associations. Moreover, the responsibility of a citizen to the state is a complex phenomenon consisting of both a positive form, expressed in conscious, active, socially significant actions of a person for the proper performance of their rights and duties, entailing positive consequences, and a negative one, that is, the need to undergo measures of state influence, to undergo certain negative consequences [20].

One of the significant drawbacks of the mechanism for the implementation of legal responsibility is the violation of the principle of the inevitability of punishment. The problem of the inevitability of responsibility is closely related to the level of corruption, improper performance by officials of their duties and the existence of legal responsibility and legal nihilism in society [21]. Currently, the principle of inevitability is more declarative.

In our opinion, the introduction of criminal liability of legal entities is an important step in the development of the state, as it will contribute to strengthening the fight against crime, creating new elements of protection of the state and society from criminal encroachments. Thus, the New Criminal Code of the Republic of Armenia includes Chapter 7 “Criminal liability of legal entities.” According to Article 122, a legal entity incorporated according to the legislation of the Republic of Armenia or in foreign state shall be subject to criminal liability in the Republic of Armenia. However, the state bodies, bodies of state administration, self-government bodies and their institutions, the Central Bank of the Republic of Armenia shall not be subject to criminal liability.

Conclusion

Summing up the explored issues and considering the important role of mutual responsibility and obligations of the state and the individual as a principle of rule of law, we conclude that the development of the concept of personal responsibility is a prerequisite for optimizing the relationship between the state and the individual, as well as the basis for the modernization of state and legal institutions. It is obvious; the most important prerequisite for establishing harmonious relations between the state and the individual is the concept of mutual respect, the principle of equality and the optimal combination of the interests of the state and the individual.

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ON THE DEFINITION OF GENDER IDENTITY DISORDER IN ADOLESCENCE

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Abstract

In recent years, there has been an increased interest in the gender identity of adolescents and the role that it plays in the mental health and behavior of children. Gender identity can be defined as a set of knowledge covering an assessment of a person's compatibility with his sex and motivation in order to correspond to his gender. This is a multidimensional term through which we can investigate gender identity disorders. One of the aspects of gender identity, which is of central importance for theory and research, is the typicality of the same gender or independent similarity of people with their gender team. Caring about this aspect of gender identity reflects the scientific interest in expressions of the sense of masculinity or femininity of people in the context of their mental health and social behavior. These terms are rarely used today because of obscurity in the meaning, but the concept that relates to compatibility with the gender is important and relevant. The main goal of our review is the assessment of gender roles or gender identities of adolescents. Nevertheless, the conceptualization of gender identity has recently expanded to enable additional dimensions, such as similarity with another sex and satisfaction with its gender. These additional aspects of gender identity are important in themselves, but they also interact with the indicators of the typical perception of the gender in order to positively influence adolescents' welfare. For example, children who feel different from same-sex peers are faced with difficulties in communication, first of all, if they also experience strong pressure on gender correspondence or feel like another sex. Thus, it is important to study various aspects of gender identity in combination with each other. The concepts of "gender role" and "gender identity" are closely related to each other. At the same time, gender identity is the subjective experience of the gender role, and the gender role is the social expression of gender identity. The assimilation of gender roles forms the psychological development of sex, which is characterized by the skill of certain attributes of behavior and emotional reactions. The concepts of "gender identity" and "gender identity disorder" are used in the research of many authors as a scientific term. In the interests of scientific and practical application of terms and concepts that illuminate the problem of self-awareness and gender identity disorder, a detailed study of the theory of gender identity is required.

Keywords and phrases: Gender identity, gender identity disorder, adolescents, factor, adaptation mechanisms

**ԴԵՌԱՀԱՍՈՒԹՅԱՆ ՏԱՐԻՔՈՒՄ ՍԵՌԱԴԵՐԱՅԻՆ ՆՈՒՅՆԱԿԱՆԱՑՄԱՆ
ԴԵՍՏՐՈՒԿՑԻԱՅԻ ՍԱՀՄԱՆՄԱՆ ՇՈՒՐՁ**

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Համառոտագիր

Վերջին տարիներին մեծ հետաքրքրություն է առաջացել դեռահասների գենդերային ինքնության և այն դերի նկատմամբ, որով պայմանավորվում է երեխաների հոգեկան առողջությունն ու վարքը: Գենդերային ինքնությունը կարող է սահմանվել որպես գիտելիքի մի ամբողջություն, որն ընդգրկում է անձի համատեղելիության գնահատումը նրա սեռի հետ և սեփական սեռին համապատասխանելու մոտիվացիան: Այն բազմագործոն երևույթ է, որի միջոցով հնարավոր է ուսումնասիրել գենդերային ինքնության դեստրուկցիան: Գենդերային ինքնության դրսևորումներից մեկը, որը կարևոր նշանակություն ունի տեսության և պրակտիկ հետազոտությունների համար, սեռային պատկանելիության նույնականությունն է կամ սեփական գենդերային խմբի հետ անձի նմանությունը: Գենդերային ինքնության այս գործոնի ուսումնասիրումն արտացոլում է գիտական հետաքրքրությունը մարդկանց տղամարդկային կամ կանացի զգացմունքների արտահայտությունների նկատմամբ՝ հոգեկան առողջության և սոցիալական վարքի համատեքստում: Այս եզրույթները, թերևս, այսօր հազվադեպ են օգտագործվում իմաստի ոչ հստակ լինելու պատճառով, բայց գաղափարը, որը վերաբերում է սեռային համատեղելիությանը, շարունակում է մնալ արդիական և կարևոր: Մեր ուսումնասիրման հիմնական նպատակն է սահմանել դեռահասների գենդերային ինքնության և սեռադերային ինքնության դեստրուկցիայի տարբեր գործոնները: Հարկ է նշել նաև, որ սեռադերային ինքնության հայեցակարգը վերջերս ընդլայնվել է՝ ներառելով լրացուցիչ գործոններ, ինչպիսիք են նմանությունը մեկ այլ սեռի հետ և սեփական սեռային պատկանելիության հանդեպ գոհունակության աստիճանը: Դեռահասները, ովքեր տարբերվում են նույն սեռի հասակակիցներից, առաջին հերթին բախվում են հաղորդակցման դժվարություններին, եթե նրանք բախվում են սեռադերային համապատասխանության ուժեղ ճնշմանը: Այսպիսով, կարևոր է ուսումնասիրել սեռադերային ինքնության տարբեր գործոններ՝ միմյանց հետ համատեղ: «Գենդերային դերի» եւ «գենդերային ինքնության» հասկացությունները սերտորեն կապված են միմյանց հետ: Միևնույն ժամանակ, գենդերային ինքնությունը գենդերային դերի սուբյեկտիվ փորձն է, իսկ գենդերային դերը

գենդերային ինքնության սոցիալական արտահայտությունն է: Գենդերային դերերի հարմարման գործընթացը կազմում է դեռահասի գենդերային հոգեբանական զարգացումը, որը բնութագրվում է վարքի որոշակի հատկանիշների և հուզական հակազդումների հմտությամբ: «Գենդերայի ինքնության» և «գենդերային ինքնության դեստրուկցիայի» հասկացությունները օգտագործվում են բազմաթիվ հեղինակների կողմից որպես գիտական եզրույթներ: Եզրույթների և հասկացությունների գիտական և գործնական կիրառման նպատակով հողվածում լուսաբանվում են ինքնագիտակցության և սեռադերային ինքնության դեստրուկցիայի խնդիրները, ինչը պահանջում է այս սեռադերային ինքնության տեսության մանրամասն ուսումնասիրություն:

Բանալի բառեր և բառակապակցություններ. սեռադերային ինքնություն, սեռադերային ինքնության դեստրուկցիա, դեռահասներ, գործոն, հարմարման մեխանիզմներ:

ОБ ОПРЕДЕЛЕНИИ ДЕСТРУКЦИИ ПОЛОРОЛЕВОЙ ИДЕНТИЧНОСТИ В ПОДРОСТКОВОМ ВОЗРАСТЕ

ЛИЛИТ ХАЧАТРЯН

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Аннотация

В последние годы наблюдается повышенный интерес к гендерной идентичности подростков и той роли, которую она играет в психическом здоровье и поведении детей. Гендерная идентичность может быть определена как набор познаний, охватывающих оценку совместимости человека со своим полом, и мотивацию, чтобы соответствовать своей половой принадлежности. Это многомерная конструкция, посредством которой возможно изучение деструкции полоролевой идентичности. Одним из аспектов гендерной идентичности, имеющей центральное значение для теории и исследований, является типичность одинакового пола или самостоятельное сходство людей с их гендерным коллективом. Забота об этом аспекте гендерной идентичности отражает научный интерес к выражениям чувства мужественности или женственности людей в контексте их психического здоровья и социального поведения. Эти термины редко используются сегодня из-за неясности смысла, но понятие, которое относится к совместимости с полом, является важным и актуальным. Основной целью нашего обзора является оценка изучения полоролевой или гендерной идентичности подростков. Следует отметить, что, концептуализация гендерной идентичности в последнее время расширилась, чтобы включить

дополнительные измерения, такие как сходство с другим полом и удовлетворенность своим полом от рождения. Эти дополнительные аспекты гендерной идентичности важны сами по себе, но они также взаимодействуют с показателями типичности восприятия пола с целью позитивного влияния на благосостояние подростков. Например, дети, которые чувствуют себя отличающимися от однополых сверстников, сталкиваются с трудностями в общении, прежде всего, если они испытывают сильное давление на гендерное соответствие или чувствуют себя похожими на другой пол. Таким образом, важно изучать различные аспекты полоролевой или гендерной идентичности в сочетании друг с другом. Концепции «гендерной роли» и «гендерной идентичности» тесно связаны друг с другом. В то же время гендерная идентичность является субъективным опытом гендерной роли, а гендерная роль является социальным выражением гендерной идентичности. С ассимиляцией гендерных ролей образуется психологическое развитие пола, которое характеризуется мастерством определенных атрибутов поведения и эмоциональных реакций. Концепции «полоролевой идентичности» и «деструкции полоролевой идентичности» используются в исследованиях многих авторов в качестве научных терминов. В целях научно-практического применения терминов и понятий, которые освещают проблему самосознания и деструкции гендерной идентичности, требуется подробное изучение теории вопроса гендерной идентичности.

Ключевые слова и словосочетания: полоролевая идентичность, деструкция полоролевой идентичности, подростки, фактор, адаптивные механизмы.

Introduction

Normal and “abnormal” sexual interests and behaviors are defined and differentiated by the broader society and individual cultures in which individuals are embedded. Although paraphilias have been generally defined as “any powerful and persistent sexual interests other than sexual interest in copulatory or precopulatory behavior with phenotypically normal, consenting adult human partners,” distinctions between normative and abnormal interests are not always clear. What may be unusual in one circumstance may be considered typical in another. Furthermore, as noted earlier, there are often different societal standards for boys and girls. Although the scientific literature covers sexual development and developmental milestones, very little focus is given to abnormal, or atypical sexual cognitions, urges, fantasies, or behaviors among girls [18; 19; 20].

Main Definitions

There are some factors defining adolescents’ current gender identity. They mainly refer to social adaptation mechanisms and are expressed in the following issues:

- Gender self-categorization
- Felt same-gender typicality
- Felt other-gender typicality
- Gender contentedness

- Felt pressure for gender differentiation
- Intergroup bias
- Gender centrality
- Gender frustration

When discussing their development, it is useful to divide the dimensions of gender identity into two categories—those that rest on children’s perceptions of differences between the genders and those that rest on children’s perceptions of differences among children of a given gender. These may be called, respectively, between-gender and within-gender forms of gender identity. Here we elaborate this distinction and discuss some issues relevant to the development of each type [3; 14; 121].

Three forms of gender identity rest on children’s perceptions of differences between the genders – gender contentedness, felt pressure for gender differentiation, and intergroup bias. These between-gender forms of gender identity are seen as early as the preschool years and may be outgrowths of the intergroup cognitions noted earlier (exaggeration of differences between the genders, treatment of the in-group, devaluation and homogenization of the out-group). These cognitions and the forms of identity they inspire are fairly normative for preschoolers and may serve an evolutionary function by orienting children to the same-sex peer group as the collective after which they must pattern their behavior for eventual reproductive success (and related gender-differentiated behaviors). That is, they may promote the marked sex-segregation that characterizes children’s social groups over the next decade and facilitates their acquisition of gender-typed behaviors. Intergroup bias and felt pressure for gender differentiation tend to decline over the school years. However, gender contentedness tends to remain high [4; 7; 13].

Although all three between-gender forms of gender identity may have common roots in intergroup cognitions and fulfill similar early functions, other factors also contribute to the development of each, as described below. The result is that different children develop different patterns of these forms of gender identity, leading to the modest correlations among them [5; 16; 17].

Felt same-gender typicality and felt other-gender typicality rest on children’s perceptions of differences among children of a given gender and thus may be considered within-gender forms of gender identity. Preschoolers sometimes gauge (and comment on) their similarity to persons of a given gender, perhaps noticing an obvious commonality, but it is probably not until children move into the school years that they possess the cognitive abilities (e.g., social comparison, comparison to a prototype) necessary to appraise their overall similarity to a gender collective. Felt same-gender typicality tends to increase through preadolescence, but felt other-gender typicality follows no clear age trend [1; 6; 8; 22].

In an attempt to provide some objectivity to normal and abnormal sexual development, the Diagnostic and Statistical Manual of Mental Disorders describes a number of paraphilias. The paraphilic disorders have been listed under the *Sexual and Gender Identity Disorders* section in DSM-IV, and will likely be presented in a separate section in DSM-V. There are a few key points worth mentioning in general about previous and

proposed descriptions of paraphilic disorders in regard to girls. First, although there is no explicit age criterion for any of the disorders, it is presumed that individuals should be old enough to be aware of their manifest fantasies, urges, or behaviors. Second, there are no symptomatic differences described between girls and boys for any of the paraphilic disorders. However, it seems likely, even in the absence of epidemiological data, that some disorders (e.g., frotteuristic disorder) are predominately unique to boys. Moreover, masculine pronouns have been used to describe two diagnostic categories (i.e., frotteurism, exhibitionism), which reinforces the notion that girls do not exhibit these disorders. Finally, although there is some movement toward classifying people on continua of severity or functional impairment rather than in diagnostic categories, it is unlikely that the resulting profiles will be compared against normed age or sex criteria. Overall, some have suggested that the proposed diagnoses for paraphilia in DSM-V will actually reverse some of the improvements since the publication of the first and second editions of the DSM [120; 21; 23].

The psychotherapy treatment literature on adolescents with GID has been very poorly developed and is limited to a few case reports. In general, the prognosis for adolescents in resolving the GID is more guarded than it is for children. This state of affairs is similar to that of other child psychiatric disorders – the longer a disorder persists, the less is the likelihood that it will remit, with or without treatment. From a clinical management point of view, two key issues need to be considered: (1) Some adolescents with GID are not particularly good candidates for psychotherapy because of comorbid disorders and general life circumstances, and (2) some adolescents with GID have little interest in psychologically oriented treatment and are quite adamant about proceeding with hormonal and surgical sex reassignment [17; 24; 24].

Before recommending hormonal and surgical interventions, many clinicians encourage adolescents with GID to consider alternatives to this invasive and expensive treatment. One area of inquiry can, therefore, explore the meaning behind the adolescent's desire for sex reassignment and whether there are viable alternative lifestyle adaptations. The most common area of exploration in this regard pertains to the patient's sexual orientation. Some adolescents with GID recall that they always felt uncomfortable growing up as boys or as girls but that the idea of “sex change” did not occur until they became aware of homoerotic attractions. For some of these youngsters, the idea that they might be gay or homosexual is abhorrent (internalized homophobia) [21; 23].

For some such adolescents, psycho-educational work can explore their attitudes and feelings about homosexuality. Youth support groups or group therapy may provide an opportunity for youngsters to meet gay adolescents and can be a useful intervention. In some cases, the gender dysphoria may resolve, and a homosexual adaptation ensues [11; 12].

For adolescents with persistent gender dysphoria, there is considerable evidence that it often interferes with general social adaptation, including general psychiatric impairment, conflicted family relations, and dropping out of school. For these youngsters, therefore, the treating clinician can consider two main options: (1) supportive management until the adolescent turns 18 and can be referred to an adult gender identity clinic or (2) “early” institution of contra-sex hormonal treatment [2].

An option for treatment of gender-dysphoric adolescents is to prescribe puberty-blocking luteinizing hormone-release agonists that facilitate more successful passing as the opposite sex. Such medication can suppress the development of secondary sex characteristics, such as facial hair growth and voice deepening in adolescent boys, which make it more difficult to pass in the female social role. Cohen-Kettenis and van Goozen reported that early cross-sex hormone treatment for adolescents younger than 18 years facilitated the complex psychosexual and psychosocial transition to living as a member of the opposite sex and resulted in a lessening of the gender dysphoria (see also Smith et al). Although such early hormonal treatment remains controversial, it may be the treatment of choice once the clinician is confident that other options have been exhausted [15; 21; 24].

A longstanding, central hypothesis of most theories of gender development is that children who feel compatible with their gender – who are content with their gender and feel similar to others of their gender – experience better personal and social adjustment (e.g., self-esteem, peer acceptance) than children less comfortable with their gender. Presumably, the latter children fear ostracism, denial of privileges, or loss of protection from peers or simply feel inadequate as group members. Thus, children who are dissatisfied with their gender or view themselves as gender-atypical are expected to suffer anxiety, sadness, low self-esteem, social withdrawal, self-deprecation, and other forms of distress; this in turn may lead them to experience peer rejection or victimization [21; 123].

These hypotheses remain popular and receive support. However, we shall see that neither high gender contentedness nor high felt same-gender typicality is always an unmitigated blessing. For example, if children endorse stereotypes specifying that their gender is superior to the other, then high gender contentedness fosters narcissism; and if children view themselves as very dissimilar to the *other* gender, then high felt same-gender typicality is associated with gender-polarizing cognition (e.g., sexist stereotypes, in-group favoritism). Moreover, neither low gender contentedness nor low felt same-gender typicality inevitably causes children distress: it is mainly when children feel pressure for gender conformity that felt incompatibility with their gender causes them problems.

Such qualifications indicate that the effects of felt same-gender compatibility depend on other factors in a child's psyche. Here we describe four *interaction hypotheses* that help organize the data we later review concerning the ways that children's gender identity affects their personal and social adjustment [21].

First is Bem's *androgyny hypothesis*. In her influential theory of psychological androgyny, Bem proposed that felt same-gender typicality interacts with felt other-gender typicality to affect mental health. She suggested that high felt same-gender similarity is healthy only if people also view themselves as similar to the other gender. She argued that persons who view themselves as similar only to their own gender have internalized their culture's pressure for gender conformity and possess the harmful gender schema she described. This was expected to cause them frustration, unhappiness, gender-polarizing cognition, rigidity in gendered behavior and thought, and relationship difficulties. Although Bem believed that people who view themselves as similar to both genders lack this crippling gender straitjacket, she did not suggest they deliberately strive to be similar to persons of

both genders (i.e., to be both “masculine” and “feminine”). Instead, she believed that androgynous persons are equipped to acquire qualities of both genders because gender is simply *irrelevant* to their identity and life choices [15].

There are problems with Bem’s theorizing (e.g., people may regard themselves as more similar to their own gender than to the other for reasons other than a crippling gender schema) and with her research methods (e.g., Bem relied on self-perceptions of communal traits to assess male typicality and female typicality, respectively). These limitations rendered much of the early research on her ideas hard to interpret. However, as we shall see, recent studies that overcome the limitations support Bem’s belief that viewing the self as similar to both genders offers certain advantages over viewing the self as similar to only one [15].

A second interaction hypothesis is the *stereotype emulation hypothesis*, or the idea that gender identity motivates children to adopt attributes they have encoded as appropriate for their gender. Stereotype emulation is believed to contribute to children’s adoption of gender-typed behavior, discussed later, but because many gender-typed attributes also capture aspects of children’s adjustment (e.g., aggression, depression, sports efficacy, nurturance), the hypothesis is relevant here as well. We shall see that the three between-gender forms of gender identity (gender contentedness, felt pressure for gender conformity, and intergroup bias) are especially likely to combine with children’s gender stereotypes to affect their well-being, often in ways harmful to them or their interaction partners [21; 23; 24].

Third is the gender *self-discrepancy hypothesis*, or the idea that low felt same-gender compatibility (low gender contentedness or low felt same-gender typicality) causes distress among children who possess a strong gender-differentiating cognition (e.g., felt pressure for gender differentiation, prescriptive stereotypes that mandate gender differences, entity theory of gender). Presumably, the combination of felt gender incompatibility with strong gender standards creates a painful gender self-discrepancy – a gap between the need to be gender-conforming and the realization that one is failing. Such gaps can create intense distress, frustration, loss of self-regulatory control, aggression, and other problems.

Fourth, is a *protective function hypothesis*, or the idea that strong felt same-gender compatibility protects children from the potentially harmful effects of certain cognitive, behavioral, and social risk factors. We shall see that felt same-gender typicality uniquely serves in this protective capacity, possibly by imparting a sense of security that helps children cope with stressors. Gender identity and gender typing. Gender identity has also been suggested to affect children’s gender typing – their gender-differentiated recreational interests, academic pursuits, personality traits, choices of playmates, relationship styles, mannerisms, clothing choices, and so forth. Two pathways by which gender identity influences children’s adoption of gender-typed attributes have received the most attention [21].

Conclusion

Gender identity disorders (GID) are defined as disorders in which an individual exhibits marked and persistent identification with the opposite sex and persistent discomfort (dysphoria) with his or her own sex or sense of inappropriateness in the gender role of that

sex. Prevalence estimates of GID are between 110,000 to 130,000. Sex ratios in adults are roughly equal but in childhood are 6 (males) to 1 (female). A brief description of the historical background and recent political challenges to the diagnosis of GID are provided. Based on current theory and research there is some support for a biological predisposition, which may reflect a general vulnerability to psychopathology, and psychosocial factors which shape that predisposition. Management includes child and family interventions, psychotherapy, and surgical and hormonal interventions. Outcome is variable, with relinquishment of GID for those children seen early with cooperative parents, and greater stability of GID in children seen later in childhood or adolescence. Surgical and hormonal reassignment in adults who meet criteria is generally successful. Evaluation of the various interventions, especially in childhood, is needed [21; 23; 25].

In adolescents with GID, there are three broad clinical issues that require evaluation: (1) the phenomena pertaining to the GID itself, (2) sexual orientation, and (3) psychiatric comorbidity. Gender-dysphoric adolescents with a childhood onset of cross-gender behavior typically have a homosexual orientation (i.e., they are attracted to members of their own “birth sex”). Some such adolescents may not report any sexual feelings, but follow-up typically reveals the emergence of same-sex attractions. Thus, the clinician must evaluate simultaneously two dimensions of the patient's psychosexual development: current gender identity and current sexual orientation [23].

Thus, during the early elementary school years, for most children gender identity development involves a rebalancing of their gender identity portfolio – letting go of immature between-gender forms of gender identity (especially felt pressure for gender differentiation and intergroup bias) and adding the ability to formulate within-gender forms of gender identity. Nonetheless, throughout the school years considerable individual differences exist among children of each gender on all dimensions of gender identity [21].

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THE NEED FOR ADDITIONS TO THE “CONVENTION ON THE PREVENTION AND PUNISHMENT OF THE CRIMES OF GENOCIDE” DATED DECEMBER 9, 1948, TAKING INTO ACCOUNT THE FACTS OF THE ARMENIAN GENOCIDE

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Abstract

The Armenian Genocide is one of the heaviest crimes against humanity. It is also the wound of the Armenian people that won't heal. Along with remembering the pain suffered, the Armenian Genocide obliges Armenian people to fight for the sake of Armenian national security and the restoration of national just rights – compensation for the territorial, material, moral and psychological damages of the Genocide.

When the Turkish authorities were planning and implementing the plan to exterminate the Armenian people, the concept of “genocide” did not exist yet. The only section of international law whose norms were corresponding to the actions taken against the Armenians during the Armenian Genocide was the law of war and peace, with the relevant Hague conventions adopted in 1899 and 1907.

After World War II, on December 9, 1948, the United Nations General Assembly adopted the Convention on the Prevention and Punishment of the Crime of Genocide. In it, genocide means any of the following five acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such (a) killing members of the group; (b) causing serious bodily or mental harm to members of the group; (c) deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (d) imposing measures intended to prevent births within the group; (e) forcibly transferring children of the group to another group. All these acts characterizing the genocide fully correspond to the methods used for the physical extermination of Armenians during the Armenian Genocide in 1915-1916. Nevertheless, the existence of the Convention had no (and continues to not have) practical significance in preventing the crimes of genocide that occurred in the 20th century and are happening now, as well as in bringing the politicians and states respectively to a criminal and political responsibility because the document has significant flaws.

In this work, the shortcomings of the Convention are examined on the example of the Armenian Genocide, which justify the need to revise the document. In particular, the question of determining the political responsibility of the state for the genocide, regardless of the statute of limitations, the right of the victims of the genocide to receive compensation,

including and first of all the right to return to the homeland, the need to provide punishment for forcibly deporting the population from their homeland and carrying out national-cultural genocide, has been examined.

The incompleteness of the provisions of the Genocide Convention affects the process of international recognition and condemnation of the fact of the Armenian Genocide, because it allows states to bypass the well-known principles and norms of international law, formally justifying this approach with the shortcomings of the document in question.

Keywords and phrases: Armenian Genocide, United Nations, international law, Genocide Convention, deportation, crime against humanity and civilization, Armenian question, Armenian claims under international law.

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ԼԻԼԻԹ ՀՈՎՀԱՆՆԻՍՅԱՆ

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Համառոտագիր

Հայերի ցեղասպանությունը մարդկության դեմ ուղղված ամենածանր հանցագործություններից է: Այն նաև հայ ժողովրդի չսպիացող վերքն է, որը պարտավորեցնում է կրած ցավը հիշելու հետ մեկտեղ՝ պայքարել հանուն մեր ազգային արդար իրավունքների վերականգնման՝ հայ ժողովրդի կրած տարածքային, նյութական, բարոյական, հոգեբանական վնասների հատուցման, հանուն մեր ազգային անվտանգության ապահովման:

Երբ թուրքական իշխանությունները ծրագրում էին հայ ժողովրդի բնաջնջման ծրագիրը և գործադրում այն, «ցեղասպանություն» հասկացությունը դեռևս գոյություն չուներ: Միջազգային իրավունքի միակ բաժինը, որի նորմերը համապատասխանում էին Հայոց ցեղասպանության ընթացքում հայերի նկատմամբ կատարված գործողություններին, պատերազմի և խաղաղության իրավունքն էր՝ դրան վերաբերող Հաագայի 1899 և 1907 թվականներին ընդունված կոնվենցիաներով:

Երկրորդ համաշխարհային պատերազմից հետո՝ 1948 թ. դեկտեմբերի 9-ին Միավորված ազգերի կազմակերպության Գլխավոր ասամբլեան ընդունեց «Յեղասպանության հանցագործությունը կանխելու և դրա համար պատժի մասին» կոնվենցիան: Դրանում ցեղասպանությունը բնութագրող հինգ գործողությունները՝ այս կամ այն ազգային, էթնիկական, ռասայական կրոնական խումբը լրիվ կամ մասնակի ոչնչացնելու նպատակով նրա անդամների սպանությունը, խմբի անդամներին լուրջ մարմնական վնասվածք կամ մտավոր խանգարում պատճառելը, խմբի համար այնպիսի կենսապայմանների կանխամտածված ստեղծումը, որոնց նպատակն է այդ խմբի լրիվ կամ մասնակի ֆիզիկական բնաջնջումը, այդպիսի խմբում ծնելիության կանխմանն ուղղված միջոցառումները, երեխաների հարկադրական փոխանցումը մարդկանց մի խմբից մեկ ուրիշին, լիովին համապատասխանում են 1915-1916 թթ. Հայոց ցեղասպանության ընթացքում հայերի ֆիզիկական բնաջնջման նպատակով գործադրված մեթոդներին: Այդուհանդերձ, Կոնվենցիայի առկայությունը գործնական նշանակություն չի ունեցել և չունի XX դարում տեղի ունեցած ու ներկայումս տեղի ունեցող ցեղասպանության հանցագործությունները կանխելու կամ դրանց համար պատասխանատու պետական-քաղաքական գործիչներին և պետություններին համապատասխանաբար քրեական ու քաղաքական պատասխանատվության ենթարկելու գործում, քանի որ նրանում առկա են էական թերություններ:

Սույն աշխատանքում Հայոց ցեղասպանության օրինակով քննության են առնված Կոնվենցիայի թերությունները, որոնք հիմնավորում են փաստաթուղթը վերանայելու անհրաժեշտությունը: Մասնավորապես, քննության է առնված ցեղասպանության համար, անկախ վաղեմության ժամկետից, պետության քաղաքական պատասխանատվություն սահմանելու, ցեղասպանության հետևանքով տուժածի հատուցում ստանալու իրավունքը՝ ներառյալ և նախևառաջ Հայրենիք վերադառնալու իրավունքը, իր հայրենիքից բնակչությանը բռնի տեղահանելու և ազգային-մշակութային ցեղասպանություն իրականացնելու համար պատիժ նախատեսելու անհրաժեշտության հարցը:

Յեղասպանության մասին կոնվենցիայի դրույթների թերի լինելն ազդում է Հայոց ցեղասպանության փաստի միջազգային ճանաչման ու դատապարտման գործընթացի վրա, քանի որ հնարավորություն է տալիս պետություններին շրջանցելու միջազգային իրավունքի հանրաճանաչ սկզբունքներն ու նորմերը՝ այդ մոտեցումը ձևականորեն արդարացնելով խնդրո առարկա փաստաթղթի թերություններով:

Բանալի բառեր և բառակապակցություններ. Հայոց ցեղասպանություն, Միավորված ազգերի կազմակերպություն, միջազգային իրավունք, Յեղասպանության մասին կոնվենցիա, տեղահանություն, հանցագործություն ընդդեմ մարդկության և քաղաքակրթության, Հայկական հարց, Հայոց պահանջատիրություն:

НЕОБХОДИМОСТЬ ДОПОЛНЕНИЙ К “КОНВЕНЦИИ О ПРЕДУПРЕЖДЕНИИ ПРЕСТУПЛЕНИЯ ГЕНОЦИДА И НАКАЗАНИИ ЗА НЕГО” ОТ 9 ДЕКАБРЯ 1948 ГОДА С УЧЕТОМ ФАКТОВ ГЕНОЦИДА АРМЯН

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Аннотация

Геноцид армян является одним из самых тяжких преступлений против человечества. Он является также незаживающей раной армянского народа, которая обязывает его, не забывая о перенесенной боли, ради обеспечения национальной безопасности бороться за восстановление армянских национальных справедливых прав - возмещение территориального, материального, морального и психологического ущерба, нанесенного армянскому народу в результате геноцида.

Когда турецкие власти планировали и осуществляли уничтожение армянского народа, понятия «геноцид» еще не существовало. Единственным разделом международного права, нормы которого соответствовали действиям, предпринятым против армян во время Геноцида, было право войны и мира с соответствующими Гаагскими конвенциями, принятыми в 1899 и 1907 годах.

После Второй мировой войны, 9 декабря 1948 г. Генеральная Ассамблея Организации Объединенных Наций приняла Конвенцию о предупреждении преступления геноцида и наказания за него. В нем геноцид означает любое из следующих пяти действий, совершенных с намерением уничтожить, полностью или частично, национальную, этническую, расовую или религиозную группу, как таковую: (а) убийство членов группы; (б) причинение серьезного телесного или психического вреда членам группы; (в) умышленное создание для группы условий жизни, рассчитанных на полное или частичное ее физическое уничтожение; (г) введение мер, направленных на предотвращение рождаемости внутри группы; (д) принудительный перевод детей из группы в другую группу. Эти действия, характеризующие геноцид, полностью соответствуют методам физического

уничтожения армян во время Геноцида 1915-1916 годов. Тем не менее, существование Конвенции не имело и не имеет никакого практического значения в предотвращении преступлений геноцида, имевших место в XX веке и совершающихся сейчас, а также в привлечении соответственно политиков и государств к уголовной и политической ответственности, поскольку документ имеет существенные недостатки.

В данной работе на примере Геноцида армян рассматриваются недостатки Конвенции, которые обосновывают необходимость пересмотра документа. В частности, рассмотрены вопросы об определении политической ответственности государства за геноцид вне зависимости от срока давности, права жертв геноцида на получение компенсации, в том числе и в первую очередь право на возвращение на Родину, также рассмотрена необходимость предусмотрения наказания за насильственное изгнание населения с родины и осуществление национально-культурного геноцида.

Неполнота положений Конвенции о Геноциде влияет на процесс международного признания и осуждения факта Геноцида армян, так как позволяет государствам обходить общеизвестные принципы и нормы международного права, формально оправдывая такой подход недостатками рассматриваемого документа.

Ключевые слова и словосочетания: Геноцид армян, Организация Объединенных Наций, международное право, Конвенция о Геноциде, депортация, преступление против человечества и цивилизации, Армянский вопрос, Армянские требования по международному праву.

Introduction

The long and onerous path of humanity has been full not only of creative work, but, unfortunately, of breaking the laws and customs of war: outright cruelty to captives, enslavement of the population of the occupied territories, genocide, colonial exploitation, apartheid, torture of innocent citizens, looting of state or private property, persecution due to political, military or religious motives, terrorist acts of destruction of the environment and nowadays, also with the facts of international terrorism [1, p. 137]. From the point of view of international law, those actions are crimes against humanity that endanger international peace and the peaceful coexistence of peoples [2, p. 247-253].

From the point of view of international responsibility law and in international practice these are defined as state crimes. However, genocide differs significantly from other methods of extermination man by man not only in its nature but also in the way it is carried out. First of all, genocide is a particular and cruel manifestation of nationalism, then it is a way for the forces pursuing a great state policy to solve a certain problem or problems. Therefore, genocide presupposes a specific plan of action, that is, a clear definition of the methods of annihilation, the timeframe, the area of implementation, the responsibilities of the perpetrators and their overseers, the comprehensive implementation of the plan, its ideological justification, and so on.

The Armenian Genocide is one of the gravest crimes against humanity, which began in the late 19th century in the Ottoman Empire at the level of state policy to exterminate the Armenian people as a national and religious group, to depopulate Armenia, then continued until the 1920s of the 20th century reaching its peak in 1915-1916.

Methodological basis

Archival and international legal documents, historical and juridical fundamental works on the topic are the theoretical basis of this study.

The research was carried out using historical-genetic, retrospective, historical-comparative, historical-systematic and terminological methods.

Results and Discussion of the findings

The concept of genocide did not yet exist when the destruction of the Armenian people was planned and implemented. The Armenian Genocide was described as the massacre of Armenians, the physical destruction or annihilation of Armenians, severe measures against Armenians, or Armenian horrors. At that time, instruments establishing international legal principles and norms relating to the protection of human rights, the self-determination of nations and genocide had not yet been elaborated. The only section of international law whose norms were consistent with the actions taken against Armenians during the Armenian Genocide was the right to war and peace under the Hague Conventions of 1899 and 1907. According to the latter, the implementation of military operations against the unprotected objects of the civilian population was forbidden, the use of means of mass destruction was also prohibited. As for the choice of means of fighting the enemy, according to the conventions, the warring countries had to provide certain conditions, exclude murders and violence, even during inevitable and permitted deportation. However, in the case of the Armenian Genocide, when the physical destruction of the Armenian element was the goal of the Turkish authorities, the provision of even basic conditions was impossible. It is also no coincidence that in the first document officially condemning the Armenian Genocide, in a joint statement of 24 May, 1915, the governments of Great Britain, France and Russia described the deportation and massacres of Armenians taking place “with the obvious and often even with the direct support of the Ottoman authorities” as “a crime against humanity and civilization.” The statement was notable for the fact that the Allies publicly and collectively placed personal responsibility on all members of the Turkish government for the crime committed, as well as on local government officials who participated in the massacres [3, sh. 149a, 4, sh. 30, 5, doc. from 02.06.1915, R. 14086, Ab. 17667, 6, p. 981]. However, the question of the resulting punishment was not discussed and the Entente governments did not take any steps in this direction. The world's indifference and silence towards the Armenian tragedy had no less tragic consequences. They freed the hands of the criminals of fascist Germany.

The prerequisites for presenting the issue of the Armenian Genocide from an international legal point of view were created after the Second World War. During the Nuremberg Trials of fascist war criminals (October 20, 1945 - October 1, 1946) the

revelation of the genocide of Jews, Slavs, Gypsies and other ethnic groups by German invaders in Europe made the adoption of the Genocide Convention inevitable and accelerated its development. On December 9, 1948, exactly 33 and a half years after the start of the Armenian Genocide, which is the first genocide of the 20th century, UN General Assembly unanimously adopted the Convention on Prevention and Punishment of the Crime of Genocide, which entered into force in January 12, 1951.

The Jewish jurist Rafael Lemkin, who was the advisor of the US prosecutor during the Nuremberg trials, played a significant role in the development and adoption of the Convention, and he introduced the concept of “genocide” in relation to Hitler's crime of annihilating the Jews in Germany [7]. It should be noted that Lemkin, as genocide, meant, first of all, the extermination of Armenians in their homeland, in Western Armenia, which was part of the Ottoman Empire, and in the Armenian-inhabited regions of the Turkish state during World War I, and then only the Holocaust both in Nazi Germany on the eve of World War II and in European countries occupied by the Nazis during war.

The convention in question is a fundamental international legal document defining genocide, aimed at preventing possible genocide and setting punishment for already committed genocide. Later accepted documents defining certain international legal standards revealing the phenomenon of genocide, in particular the 4 Geneva Conventions (1949-1950) and their protocols (1977-1979), the Universal Declaration of Human Rights (December 10, 1948), the International Covenant on Economic, Social and Cultural Rights (December 19, 1966), the International Covenant on Civil and Political Rights (December 19, 1966), The Convention on the Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity (November 26, 1968), December 12, 2001 UN General Assembly 56/589 Resolution and Articles on Responsibility of States for Internationally Wrongful Acts do not diminish the importance of the Genocide Convention at all [8, 9]. It is no coincidence that the number of 41 countries of the world that have signed the Convention on the Prevention and Punishment of the Crime of Genocide has not only not decreased over the past decades, but has actually increased. As of July 18, 2007, 140 countries, including Turkey (July 31, 1950), Armenia (June 23, 1993) and Azerbaijan (August 16, 1996), are parties to the Convention [10, p. 277]. And as of 2016, 146 States have now acceded to the Convention [11, p. 70].

The Convention on the Prevention and Punishment of the Crime of Genocide consists of 19 articles [7]. The most important thing in this document, perhaps, is Article 2. It defines the most serious crime against humanity - genocide, which means the following five actions with the intention of destroying this or that national, ethnic, racial or religious group as such, in whole or in part:

- Killing members of the group;
- Causing serious bodily or mental harm to members of the group;
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- Imposing measures intended to prevent births within the group,

- Forcibly transferring children of the group to another group.

Each of these acts is considered genocide, regardless of the existence of the other acts.

Thus, the convention defines genocide based on the essence and goals of the crime and not on the scale of the actions or the number of victims. This convention fully applies to the Armenian Genocide, as the above five acts are a direct and legally clear description of the crimes committed against the Armenians by the Turkish authorities. In this sense, the Armenian Genocide can be recognized as the most complete genocide in the history of mankind.

The documents written by the Turkish rulers themselves, as well as German and Austro-Hungarian diplomatic documents undeniably prove that the physical extermination of the Armenians was the purpose of their deportation carried out by the Young Turks and the anti-human measures complementary to it [12, 5, 13]. Back in 1916, on the occasion of the inhumane actions against the Armenians, Johannes Lepsius, a theologian and the president of the German-Armenian Society, noticed: “The deportations of one and a half million inhabitants scattered in all parts of the empire can in no way be justified on military grounds. The only explanation that does not allow us to see an unnatural act in this government measure is that it was a domestic policy program that aimed to annihilate the Armenian ethnic element in a premeditated and coldly calculated way.” And in the same year Henry Morgenthau, who was the ambassador of US - a country pursuing a neutral policy towards the war, in Constantinople, wrote: “The real purpose of the deportation was looting and destruction. In fact, it was a new method of extermination: when the Turkish authorities gave the order for these deportations, in fact, they were issuing a death sentence for an entire nation.”

As it is known, as a result of the genocide, about 1.5 million Armenians were massacred in Western Armenia and the Armenian-inhabited areas of Turkey, deported and exterminated in the deserts of Mesopotamia due to hunger, epidemics, physical and mental suffering, which was two-thirds of Western Armenians and one-third of the total number of Armenians. According to the orders of the Turkish authorities, about 60,000 Armenian men aged 18-45 - the most vibrant and hardworking part of the Armenian people, serving in the Turkish army, also the Armenian intelligentsia - the enlightening, organizing and leading force of the people, were killed with special brutality. During the World War I, the unarmed and defenceless Armenian population at home, far from the war fronts, suffered as many losses as Great Britain, Italy and the USA together on the European and Asian war fronts [14, p. 182]. But that was not the end of the atrocities. About 200,000 Armenians, mostly children, were forcibly Islamized [15, p. 360-361]. The genocide was followed by a massive wave of deportations. Unfortunately, it should be noted that in 1915-1916, approximately one million Armenians were scattered throughout the world [16, p. 776]. Along with all this, the spiritual and material values created by the Armenians in Western Armenia were destroyed and looted [4, sh. 49, 17, p. 291-292]. The Armenian people lost most of their homeland.

The aftermath of the Armenian Genocide has not yet been overcome. In this sense, it continues nowadays. And since the Genocide Convention aims to prevent and punish the

total or partial annihilation of a national group, therefore, the continuation of the Armenian Genocide, which began at the end of the 19th century, means that we are dealing with a continuous violation of the Convention. It should also be noted that according to the fundamental legal principle, if the offense and its consequences are ongoing, then the time when the offense began is not legally significant for the application of the relevant law. In other words, the prohibition of retroactive effect of the law is not applicable in this case [1, p. 145]. From this point of view, the Genocide Convention complements Article 1 of the November 26, 1968 UN General Assembly Convention “On the Non-Application of the Statute of Limitations to War Crimes and Crimes Against Humanity,” according to which the statute of limitations cannot be applied in connection with the crimes specified in the Nuremberg Tribunal Statute and the Genocide Convention, as well as deportation due to an armed attack, regardless of the time of their execution [1, p. 145].

If the adoption of the Genocide Convention was necessary in the 1940s, the threat of genocide is still present today. Therefore, the task of protecting humanity from new manifestations of the crime of genocide is urgent. From this point of view, the convention with its current content does not provide full legal and political conditions to achieve the international recognition and condemnation of the committed or ongoing genocide, the punishment of those guilty of the genocide, compensation for the territorial, material and moral damages caused by the genocide. The problem refers, in particular, to the Armenian Genocide. In order for the convention to serve its goals practically, it is necessary to revise it in order to improve the content of the document, to enrich it with new provisions.

From the point of view of satisfying the Armenian Cause, Armenian claims under international law, this problem is urgent, because:

1. According to the convention, it is not the state that is considered guilty of genocide, but the individual statesmen who organized and carried out the genocide. The mentioned document is limited to the provision on the possibility of state responsibility for genocide, which is fixed in Article 9. In fact, the issues of the responsibility of a state as a subject of genocide, content of state responsibility, unfortunately, have not yet been elaborated in detail, although the principle of political responsibility of the state for the annihilation of an entire nation and the norms deriving from it were formed in international law before the adoption of the Genocide Convention. And this is the case when the Convention is nothing more than a codification of international legal norms that already existed before its adoption. On the basis of these norms the Nuremberg trials were held and the corresponding verdicts against the fascist leaders were made. Therefore, the above wording is one of the fundamental flaws of the Convention, which can be used by a state that has committed an international crime to escape responsibility.

2. Genocide is state policy and is carried out by state means (army, police, gendarmerie, fanatic mob). Individuals - high-ranking statesmen and their subordinate officials - implement state policy as authorized persons and on behalf of the state. Prominent international jurists such as Helen Fine, Irving Louis Horowitz and Robert Melson have noted this and criticized the shortcoming of the Convention [18, p. 314]. They consider that the State should be recognized as a criminal for genocide, regardless of the age of the crime,

and therefore, the change of the regime. The Turkish state is responsible for the Armenian Genocide as the organizer and perpetrator of the crime. As long as the issue of responsibility for the Armenian Genocide is not finally resolved, it is difficult to talk about the effectiveness of the norms of international law prohibiting the genocide.

3. International law is also extremely incomplete because the document condemning and punishing the genocide does not mention the right of the victim to receive compensation. According to international law, as a result of the genocide, most Armenians have lost their homes, became apatrids, who have the right to compensation, particularly in terms of reclaiming the occupied hearth and looted property or returning to their homeland. But the Diaspora and the entire Armenian people can't be claimants as long as the international law in this matter is incomplete and needs to be supplemented. The Convention on the Prevention and Punishment of the Crime of Genocide needs by the demand of justice to be supplemented with the provision on territorial, material, moral and psychological reparation of the deportees, but first of all with the provision of recognizing of their right to return to their homeland with no statute of limitations.

4. It is also necessary to establish punishment for such actions as the forced displacement of the population from its homeland with the aim of annihilating it, and the carrying out of ethno-cultural genocide. In 1915-1916, deportation was the main method of physical extermination of Armenians and eviction of Armenians from Armenia, which was used by the Young Turk authorities consistently and with all cruelty. In addition, the genocide of a national, ethnic, racial or religious group presupposes the destruction of the culture of that group, as culture is the unique passport of each society, the evidence of its identity and certain rights to the homeland. Therefore, the destruction of national culture not only accompanies the physical annihilation of the national group, but, being more inclusive, continues even after that, as in the case of the Armenian Genocide, when the destruction of Armenians in Western Armenia and in the territories occupied from Eastern Armenia, the destruction of Armenian culture continues in an open but most carefully disguised way. It pursues a certain goal - to put an end to all evidence of the existence of the exterminated group to substantiate the rights of the occupier to the occupied territory. Today, this issue is compounded by the cultural genocide committed by the Azerbaijani authorities in the occupied territories of the Artsakh Republic in 2020 with the indifference and tolerance of the international community and organizations, when the Armenian historical and cultural monuments are consistently destroyed, the place names are Azerbaijaniized, their Armenian origin and history are falsified and distorted.

The incompleteness of the provisions of the Genocide Convention affects the process of international recognition and condemnation of the fact of the Armenian Genocide, because it allows states to bypass the well-known principles and norms of international law, formally justifying this approach with the shortcomings of the document subject matter. For that reason, perhaps, until now, no state has recognized the fact of the Armenian Genocide along with the recognition of its Armenian victims' claims under international law. Moreover, it should be taken into account that the efforts to codify the international legal norms defining the political responsibility of a state for genocide, both in general and in relation to the

specific action, within the framework of the UN, to generalize the existing experience and to eliminate the existing shortcomings may face the unfriendliness or open resistance of some states. This is due to the peculiarity of international law, which is formed and improved by the joint efforts of the states of the world. The political interests and contradictions of influential states have a significant impact on this process. [19, p. 127-131]. It should also be noted that, taking advantage of the shortcomings in international law in the issues of genocide prevention and condemnation, yet in the middle of the last century, official Ankara put into circulation the view that, allegedly, in Turkey, not a genocide of Armenians took place, but an intercommunal struggle between Christian Armenians and Muslims. Moreover, the human losses of Armenians were justified by the war situation. It was even mentioned that as a result of that struggle, more Muslims died than Armenians.

In addition, as a result of the above-mentioned deficiencies in international law, the Armenian Genocide is still ongoing, and the genocidal state, Turkey, the successor of the Ottoman Empire, has not yet accepted its guilt and has not been subjected to political responsibility. At the same time, not only have the consequences of crime not been eliminated, but their destructive effects continue. During the past 100 years, generation of survivors of the Armenian Genocide have come and gone with the desire of returning to their homeland, and genocide victims and their descendants are tired of waiting for historical justice to be restored. The longer the time goes, the weaker the memory of the past becomes, the greater the risk of the Armenian Genocide becoming one of the forgotten genocides in the world.

It should also be taken into account that the Armenians survived the genocide over the past century, were scattered all over the world, also their descendants not only settled down, but were already fundamentally strengthened in different countries. It will be difficult for many of them to return to their homeland, especially since the Armenian society, both in Armenia and abroad, unfortunately does not show such zeal in this matter as the Jews once showed and continue to show. Moreover, the rapid and increasing emigration from Armenia abroad in recent decades is already a serious threat to Armenian statehood and national security, and therefore to Armenian just claims under international law.

The problem is further complicated by the fact that the Kemalist regime of Turkey, and also the current authorities, have used and use the time skillfully to the detriment of the Armenian national-state interests. First, Turkey insured itself against the reopening of the Armenian question signing in 1920-1923 the treaties of Alexandropol, Moscow, Kars, London and Lausanne. In addition, the Turkish authorities are constantly improving the state ideological and political arsenal of denial of the Armenian Genocide, the distorting the Armenian history. They have also consistently changed the demographic picture of Western Armenia, as a result of which its depopulated territory is currently dominated by the Kurdish population fighting to have its own independent state [20].

Conclusion

The Armenian Genocide was the first genocide of the 20th century, but, unfortunately, it was not the last in the history of mankind. The subsequent Jewish Holocaust, the genocide of Bosnian Muslims in Srebrenica, the genocide of Tutsis in Rwanda, as well as the atrocities in Cambodia and Darfur even more emphasized the reality of the imperfection of international law on the prevention of the crime of genocide, and therefore the urgency of reviewing it.

The Convention on the Prevention and Punishment of the Crime of Genocide has been adopted by the UN, so it has the power to amend and supplement it. And since the options of adopting a new convention or making partial changes to the existing document are not real, the only possible way is to adopt an additional protocol.

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SECONDARY RESOURCE MANAGEMENT ISSUES IN REPUBLIC OF ARMENIA

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Abstract

The article is devoted to the need for effective management of secondary resources, the identification of existing problems in the Republic of Armenia and ways to solve them.

The article analyzes the leading experience of developed countries in waste management, the current state of household solid waste (general type, paper, plastic, glass and biodegradable - bio) management according to the five-level 5R hierarchy of waste regulation.

The article presents and analyzes waste management measures, strategies and laws implemented in RA.

Given the steadily depleting natural resources, issues related to the extraction and efficient use of limited resources have become a priority, as waste is a valuable secondary resource. In recent years, the concept of the circular economy and related policies have addressed resource use, production, consumption and waste. This concept aims to close material loops, keeping the value of products, materials and resources in the economy for as long as possible. This effectively reduces the generation of waste and the use of primary resources and materials. The use of resources and the generation and processing of waste lead to significant environmental problems at the stages of extraction, production, use, and the end of the life cycle. As such, the goals of environmental policy include reducing the amount of materials used in the economy, improving resource efficiency, reducing waste generation, and turning waste into a resource, so one of the current main orientations of economics is the combination of economic and environmental issues, which enables them to be considered in a systemic approach. Waste is a potential pollutant for the environment, which can turn into a secondary raw material (resource) when used, and become a pollutant under uncontrollable conditions, so it is necessary to develop a unified state policy in the field of secondary resources, particularly solid household waste management.

Countries around the world have to face the challenge of increasing volumes of solid waste, so the development and implementation of effective national waste management policy is necessary.

European countries currently employ the hierarchy of waste regulation (5R), which defines a conceptual framework fully consistent with the principles of circular economy. The adoption of the waste hierarchy and its integration into national policies and strategies should

become a priority for the Armenian government. Separate components of the waste hierarchy, in particular waste prevention, reduction and recovery, are present in Armenian legislation and strategies, but they have not been properly prioritized.

Analyzing the current state of measures of the hierarchy of waste regulation in the Republic of Armenia, the management of secondary resources, in particular, waste in the Republic of Armenia can be assessed as poorly developed.

All the steps taken and solutions proposed so far towards waste regulation have been piecemeal in nature and have mainly concerned the collection of waste without sorting and compacting it from the settlements. Community, private initiatives, with the support of international non-governmental organizations, mainly concerned some individual components in the household solid waste management process.

Keywords and phrases: secondary resource, waste management, solid household waste, waste hierarchy, recovery, recycling, reuse.

ԵՐԿՐՈՐԴԱՅԻՆ ՌԵՍՈՒՐՍՆԵՐԻ ԿԱՌԱՎԱՐՄԱՆ ՀԻՄՆԱԽՆԴԻՐՆԵՐԸ ՀԱՅԱՍՏԱՆԻ ՀԱՆՐԱՊԵՏՈՒԹՅՈՒՆՈՒՄ

ՄԱՐՈ ԴԵԹԼՈՖՖ

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Համառոտագիր

Հոդվածը նվիրված է երկրորդային ռեսուրսների արդյունավետ կառավարման անհրաժեշտությանը, Հայաստանի Հանրապետությունում առկա հիմնախնդիրների և դրանց լուծման ուղիների բացահայտմանը:

Հոդվածում վերլուծվել է թափոնների կառավարման զարգացած երկրների առաջավոր փորձը, կենցաղային կոշտ թափոնների (ընդհանուր տեսակի, թղթե, պլաստիկ, ապակե և կենսաքայքայվող՝ բիո) կառավարման ներկայիս վիճակն՝ ըստ թափոնների կարգավորման հինգաստիճան 5R հիերարխիայի:

Հոդվածում ներկայացվել և վերլուծվել են ՀՀ-ում իրականացվող թափոնների կառավարման միջոցառումները, ռազմավարությունը և օրենքները:

Հաշվի առնելով գնալով սպառվող բնական ռեսուրսները՝ ներկայումս առաջնահերթ են դարձել սահմանափակ ռեսուրսների արդյունահանման և արդյունավետ օգտագործման հետ կապված հիմնահարցերը, քանի որ թափոնները արժեքավոր երկրորդային ռեսուրս են: Վերջին տարիներին շրջանաձև տնտեսության հայեցակարգը և դրա հետ կապված քաղաքականությունը վերաբերում են ռեսուրսների օգտագործմանը, արտադրությանը, սպառմանը և

թափոններին: Այս հայեցակարգը նպատակ ունի փակել նյութական օղակները՝ հնարավորինս երկար պահպանելով արտադրանքի, նյութերի և ռեսուրսների արժեքը տնտեսությունում: Սա արդյունավետորեն նվազեցնում է թափոնների առաջացումը և առաջնային ռեսուրսների, նյութերի օգտագործումը: Ռեսուրսների օգտագործումը և թափոնների ստեղծումն ու մշակումը հանգեցնում են էական բնապահպանական խնդիրների արդյունահանման, արտադրության, օգտագործման և կենսացիկլի ավարտի փուլերում: Որպես այդպիսին՝ բնապահպանական քաղաքականության նպատակները ներառում են տնտեսության մեջ օգտագործվող նյութերի քանակի կրճատումը, ռեսուրսների արդյունավետության բարելավումը, թափոնների առաջացման նվազեցումը և թափոնները ռեսուրսի վերածելը: Ուստի՝ տնտեսագիտության ներկայիս հիմնական կողմնորոշիչներից է դարձել տնտեսական և բնապահպանական խնդիրների համադրումը՝ դրանք դիտարկելով համակարգային մոտեցմամբ: Շրջակա միջավայրի համար պոտենցիալ աղտոտիչ են թափոնները, որոնք օգտահանման դեպքում կարող են վերածվել երկրորդային հումքի (ռեսուրսի), իսկ անկառավարելի պայմաններում՝ դառնալ աղտոտիչ:

Ամբողջ աշխարհում երկրները ստիպված են առերեսվել կոշտ թափոնների աճող ծավալների մարտահրավերին, ուստի՝ անհրաժեշտ է թափոնների կառավարման արդյունավետ ազգային քաղաքականության մշակում և իրականացում:

Եվրոպական երկրներում ներկայումս գործում է թափոնների կարգավորման հիերարխիան (5R)՝ կանխարգելում, վերաօգտագործում, վերամշակում, օգտահանում, վերացում, որը սահմանում է շրջանաձև տնտեսության սկզբունքներին ամբողջովին համահունչ հայեցակարգային շրջանակ: Թափոնների հիերարխիայի որդեգրումը և դրա ինտեգրումը ազգային քաղաքականությունների և ռազմավարությունների մեջ պետք է դառնա առաջնահերթ ուղղություն Հայաստանի կառավարության համար: Թափոնների հիերարխիայի առանձին բաղադրիչներ, մասնավորապես՝ թափոնների կանխարգելումը, նվազեցումը և օգտահանումը, առկա են Հայաստանի օրենսդրության և ռազմավարությունների մեջ, սակայն դրանց պատշաճ առաջնահերթություն չի տրվել:

Վերլուծելով թափոնների կարգավորման հիերարխիայի միջոցառումների ներկա վիճակը Հայաստանի Հանրապետությունում՝ երկրորդային ռեսուրսների, մասնավորապես՝ թափոնների կառավարումը Հայաստանի Հանրապետությունում կարելի է գնահատել թույլ զարգացած:

Քանի որ շրջակա միջավայրի համար պոտենցիալ աղտոտիչ են թափոնները, սակայն դրանք օգտահանման դեպքում կարող են վերածվել երկրորդային արժեքավոր հումքի (ռետուրսի), իսկ անկառավարելի պայմաններում՝ դառնալ աղտոտիչ, ուստի՝ երկրորդային ռետուրսների, մասնավորապես՝ կոշտ կենցաղային թափոնների կառավարման ոլորտում անհրաժեշտ է մշակել միասնական պետական քաղաքականություն: Մինչ այժմ ձեռնարկված բոլոր քայլերն ու առաջարկվող լուծումներն ունեցել են հատվածային բնույթ և հիմնականում վերաբերել են աղբը հավաքելուն, առանց տեսակավորելու և խտացնելու բնակավայրերից հեռացնելուն: Համայնքային, մասնավոր նախաձեռնությունները, միջազգային հասարակական կազմակերպությունների օժանդակությամբ, վերաբերել են հիմնականում կոշտ կենցաղային թափոնների կառավարման գործընթացում որևէ առանձին բաղադրիչների:

Բանալի բառեր և բառակապակցություններ. երկրորդային ռետուրս, թափոնների կառավարում, կոշտ կենցաղային թափոններ, թափոնների հիերարխիա, օգտահանում, վերամշակում, վերաօգտագործում:

ПРОБЛЕМЫ УПРАВЛЕНИЯ ВТОРИЧНЫМИ РЕСУРСАМИ В РЕСПУБЛИКЕ АРМЕНИЯ

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Аннотация

Статья посвящена необходимости эффективного управления вторичными ресурсами, выявлению существующих проблем в Республике Армения и путям их решения.

В статье проанализирован передовой опыт развитых стран по обращению с отходами, современное состояние обращения с твердыми бытовыми отходами (общего типа, бумажными, пластиковыми, стеклянными и биоразлагаемыми) по пятиуровневой 5R иерархии регулирования отходов.

В статье представлены и проанализированы меры, стратегии и законы по обращению с отходами, реализуемые в РА.

Учитывая все более истощающиеся природные ресурсы, вопросы, связанные с добычей и эффективным использованием ограниченных ресурсов стали приоритетными, так как отходы являются ценным вторичным ресурсом. В последние

годы концепция экономики замкнутого цикла и связанная с ней политика касались использования ресурсов, производства, потребления и отходов. Эта концепция направлена на то, чтобы замкнуть материальные петли, сохраняя ценность продуктов, материалов и ресурсов в экономике как можно дольше. Это эффективно снижает образование отходов и использование первичных ресурсов, материалов. Использование ресурсов, образование и переработка отходов приводят к значительным экологическим проблемам на этапах добычи, производства, использования и окончания жизненного цикла. Таким образом, цели экологической политики включают сокращение количества материалов, используемых в экономике, повышение эффективности использования ресурсов, сокращение образования отходов и превращение отходов в ресурс, поэтому одним из основных направлений экономической науки в настоящее время является сочетание экономического и экологического вопросов, что позволяет рассматривать их системно. Отходы являются потенциальным загрязнителем окружающей среды, которые при использовании могут превратиться во вторичное сырье (ресурс), а в неконтролируемых условиях - стать загрязнителями.

Все страны сталкиваются с проблемой увеличения объемов твердых отходов, поэтому необходима разработка и внедрение эффективной национальной политики управления отходами.

В европейских странах в настоящее время действует иерархия регулирования отходов (5R), определяющая концептуальный подход, полностью соответствующий принципам экономики замкнутого цикла. Принятие иерархии отходов и ее интеграция в национальную политику и стратегию должны стать приоритетом для правительства Армении. Отдельные компоненты иерархии отходов, а именно предотвращение, сокращение и утилизация отходов, присутствуют в законодательстве и стратегиях Армении, но им не придается должного приоритета.

Анализируя текущее состояние мер пятиуровневой иерархии регулирования отходов в Республике Армения, управление вторичными ресурсами, в частности, отходами, можно оценить его как слабо развитое в Республике Армения.

Поскольку отходы являются потенциальным загрязнителем окружающей среды, но при использовании могут превратиться в ценное вторичное сырье (ресурс), а в неконтролируемых условиях стать загрязнителем, то необходима разработка единой государственной политики в области вторичных ресурсов, особенно утилизации твердых бытовых отходов. Все предпринятые шаги и предложенные до сих пор решения носили разрозненный характер и в основном касались сбора мусора без его сортировки и уплотнения из населенных пунктов. Общественные, частные инициативы при поддержке международных неправительственных организаций в основном касались отдельных составляющих процесса обращения с твердыми бытовыми отходами.

Ключевые слова и словосочетания: вторичный ресурс, управление отходами, твердые бытовые отходы, иерархия отходов, восстановление, переработка, повторное использование.

Introduction: Given the steadily depleting natural resources, issues related to the extraction and efficient use of limited resources have become a priority, as waste is a valuable secondary resource. In recent years, the concept of the circular economy and related policies have addressed resource use, production, consumption and waste. This concept aims to close material loops, keeping the value of products, materials and resources in the economy for as long as possible. This effectively reduces the generation of waste and the use of primary resources, materials. The use of resources and the generation and processing of wastes lead to significant environmental problems at the stages of extraction, production, use and the end of the life cycle. As such, the goals of environmental policy include reducing the amount of materials used in the economy, improving resource efficiency, reducing waste generation, and turning waste into a resource, so one of the current main orientations of economics is the combination of economic and environmental issues, which enables them to be considered in a systemic approach. Waste is a potential pollutant for the environment, which can turn into a secondary raw material (resource) when used, and become a pollutant under uncontrollable conditions.

Theoretical and methodological bases: Secondary resources are products and accumulations of raw materials formed in all types of production and consumption which cannot be used in their direct meaning, but they are potentially suitable for reuse in the national economy to obtain raw materials, products and/or energy [1]. By secondary material resources it is customary to understand any waste generated and accumulated in the process of material production, as well as service provision and final consumption [2].

Waste is materials and objects formed in the process of production, performance of works, provision of services or during consumption and intended or subject to disposal. Proper waste management provides many benefits, including economic, public health, social and environmental gains. The economy can benefit from job creation, positive impact on tourism, technological innovation, resource efficiency, energy production, utilization of nutrients (such as phosphorus and nitrogen), conservation of raw materials, cost-effectiveness of waste management and more efficient use of land [3, p. 13].

Research methods: Analytical, comparative, qualitative and quantitative analysis methods were used during the research.

Results: Globally, in general, the amount of waste generated in all sectors is 10-15 tons per capita per year, of which 5-10% is hazardous waste [4, p.17]. Therefore, facing the challenge of the growing volumes of waste, it is necessary to develop and implement an effective national waste management policy.

Armenia is on the threshold of major reforms in the field of waste management. The RA Law "On Waste," adopted on November 24, 2004, regulates the collection, transportation, storage, processing, utilization, disposal, volume reduction and other related relations of waste, as well as the prevention of negative impact on human health and the environment. legal and

economic foundations [5]. The operation of the law extends to the use of waste generated during production and consumption, the relations with which are regulated by the Constitution of the Republic of Armenia, this law, international agreements of the Republic of Armenia and other legal acts. Later, in 2005-2007, a number of decisions of the RA government have been adopted regarding the management of the waste register and the procedure for registration, which, however, mainly refer to hazardous waste, but the RA Law "About Waste" does not regulate the management of industrial and household waste and only allows the Government to develop sub-legislative acts, in particular on the choice of landfill site, waste composition, volume of produced, collected and removed waste [5, Article 7].

On June 23, 2011, the RA Law "On Garbage Removal and Sanitary Cleaning" was adopted, where among the main objectives of garbage removal and sanitary cleaning and the principles of organizing the process are:

- reducing and neutralizing the negative (dangerous) impact of garbage on human health and the environment,
- providing comfortable and ecologically safe living conditions,
- inadmissibility of pollution of areas, generation of garbage piles and cleaning of areas from garbage,
- creation of conditions for sorting, use and processing of recoverable waste and reducing the volume of waste placed in landfills, etc [6, Article 4].

The RA Laws "On Waste" and "On Garbage Removal and Sanitary Cleaning" are aimed at improving the situation in the Republic, but it can be stated that the principles mentioned in the laws are only partially observed and effective steps are not yet being taken in the Republic of Armenia to reduce waste and introduce an effective system of waste management. The adopted law is imperfect and does not regulate many problems of the sector. In order to improve the garbage collection sector, mainly with the financial support of international organizations, research, certain works and programs have been carried out, from the national level to small pilot projects. They were aimed at various issues related to garbage disposal: landfills, development of strategic plans for landfills, technical equipment (garbage chutes), sorting of waste, study of the composition of garbage. In fact, RA legislation still does not have the basic legislative acts related to waste, where the general principles and means of policy implementation in the field of waste processing and the approach to European standards will be fixed.

Information and study of best practices and innovations in developed countries will be essential to making progress in waste management. It will especially help in reaping many of the above benefits.

Based on the European Environment Agency's 2017 report, as well as statistical data compiled by the United Nations Statistics Division (UNSD), it is possible to get an idea of the countries with the best waste recycling results (as some countries transport the recyclable waste they produce to other countries, so it is difficult to estimate exactly how much recyclable waste is generated in a given country, therefore distortion occurs in the image). Scotland is in 15th place, recycling 44.2% of the country's waste in 2017. In Scotland, the amount of household waste recycled exceeds the amount of waste sent to landfill. In

Denmark, almost half of the waste generated (46.3%) is recycled, and the rest is sent to waste incineration plants and used for heating purposes. Sweden (48.1%) has extensive experience with long-term bottle recycling systems since 1984. Swedes, handing over glass or plastic bottles to special automatic equipment, receive a certificate instead. In Sweden, the production of bottles and cans that are not part of the specified system and not accepted by the system is prohibited. Although the share of bottle recycling in Sweden is 84.8%, the share of total waste recycling is lower. In Sweden, as in Denmark, a significant proportion of waste is burned. In Italy, the share of waste recycling is high (52.6%), but the variations between different administrative areas of the country are significant. Switzerland has led the list of countries distinguished by waste recycling for many years (52.7%). In the 1990s, the country adopted the "polluter pays" principle, which implies taxing people for waste production in order to promote waste recycling. The scheme has been very effective, doubling waste recycling in 20 years. The country is also one of the leaders in glass bottle recycling in the world, according to the European Glass Container Federation, recycling 96% of such waste, significantly exceeding the EU average of 73%. Belgium is one of the leading waste recycling countries in Europe (53.5%) with its Flanders region one of Europe's waste recycling hubs. Slovenia, with a population of just over 2 million, is ahead of many larger countries in terms of waste recycling (53.9%). The Regional Waste Management Center of Ljubljana (RCERO) processes more than 170,000 tons of waste annually. Most of the waste sent to the center is recycled, turned into biofuel or fertilizers, and only 4.9% of the waste received is sent to the landfill. In Vienna, the super clean capital of Austria, it is very difficult to find litter (55.9%). With a number of government initiatives to reduce waste, the population is encouraged to use reusable coffee cups, baby diapers and reduce food waste. There are also three waste incineration plants in Vienna that deal with non-recyclable waste. A waste-to-energy plant called Pfaffenau, six miles from the city center, produces enough energy to heat 50,000 homes and electrify 25,000 homes annually. In the Netherlands, there are a number of important initiatives that contribute to the country's high waste recycling rates (56.6%). A waste recycling scheme in Amsterdam provides citizens with special coupons for recycling plastic, which entitle them to discounts when purchasing goods and services at local shops or other business centers. Innovative companies are also offering new ways of recycling waste. The Dutch company EverUse recycles paper waste and transforms it into materials used in home insulation. Wales is in second place with a recycling rate of 63.8%, behind neighboring England with a recycling rate of 42.8%. In 2011, Wales became the first country in Britain to begin charging fees for the use of plastic bags, leading to a 70% reduction in their use. The country's success in increasing its waste recycling rate is due to the introduction of segregated waste collection services by local authorities and community involvement in waste recycling. Germany tops the ranking list with a 66.1% waste recycling rate. Six types of bins are used in the country: black for general waste, blue for paper waste, yellow for plastic waste, white for transparent glass waste, green for colored glass waste and brown for biodegradable waste, which is further used in the production of fertilizers. This means that citizens are obliged to sort their own garbage, which reduces the amount of financial resources spent by the government, and also reduces pollution. German law

requires all responsible companies to reuse and recycle packaging materials according to the "polluter pays" principle, and all recyclable products are marked with a green dot [7, pp. 7-9]. In a country where waste sorting and recycling began intensively in the first half of the 1990s, more than 80% of the waste generated today is reinvested in the economy, the rest of the waste is used for heating or energy purposes. According to the calculations of German specialists, the garbage produced in the coming years will not be enough for waste processing enterprises and it is possible that the garbage will be imported from other countries.

Sweden, Denmark and Germany have developed their waste management system to "zero waste emission," but in the Republic of Armenia there are many problems related to waste management, partial implementation of existing laws, as well as lack of waste management infrastructure [7, p. 11].

European countries currently employ the hierarchy of waste regulation (5R), which defines a conceptual framework fully consistent with the principles of circular economy. The adoption of the waste hierarchy and its integration into national policies and strategies should become a priority for the Armenian government. Separate components of the waste hierarchy, in particular waste prevention, reduction and recovery, are present in Armenian legislation and strategies, but they have not been properly prioritized. Armenia's strategic development framework, "Armenia's Transformation Strategy 2050", presented by the RA government in July 2019, defines mega-goals, some of which are directly related to waste management, including efficient and responsible agriculture, renewable and affordable energy, clean and green Armenia.

Annex N1 of the decision of the Government of the Republic of Armenia dated April 1, 2021 presents the Garbage System Strategy, the purpose of which is to introduce a stable system of collection, transportation and safe disposal or utilization and recycling of garbage generated throughout the territory of the Republic, aimed at creating comfortable and ecologically safe conditions for the population. ensuring, reducing and neutralizing the negative and dangerous impact of waste disposal on human health and the environment, at the same time maximizing the use of waste as a secondary resource [8 p. 1]. However, the priorities and mandates provided in the strategies and the law are still not implemented in practice.

Below we will consider the current state of household solid waste (general type, paper, plastic, glass and biodegradable - bio) management in the Republic of Armenia according to the five-level hierarchy of waste regulation:

1.Reduction and prevention of the amount of generated waste: reduction of the amount of waste at the source of their occurrence, which should be implemented through appropriate policy instruments, using the necessary measures to reduce the volume of waste produced. The decision N65-A of the Government of the Republic of Armenia dated February 8, 2019 "On the Program of the Government of the Republic of Armenia" establishes as a priority direction of environmental management the gradual reduction and prohibition of the use of single-use polyethylene products, in order to ensure its implementation, at the first stage of the process, as a target group are plastic bags and sacks [9, subpoint 4.8]. From January 1, 2022, the sale of plastic bags and bags up to 50 microns

thick (except for weighing and those produced from secondary raw materials) will be prohibited in trade facilities and places of trade, including mobile trade points. However, in the shops of the republic, plastic bags with a thickness of up to 50 microns are still sold, but at a higher price, which is, of course, the result of obtaining additional income by organizations and insufficient control over the application of the law. The mentioned law applies only to polyethylene bags, and only to the restrictions related to their thickness, but other measures to reduce the amount of plastic and other types of waste are still not implemented.

2.Reuse of waste: the use of waste for the production of goods, obtaining energy or other purposes, when unwanted, unsuitable materials for other people are put into economic circulation for other purposes. We have a tradition of reusing practices from the past, such as repairing household appliances, shoes, etc., but this is done individually, not systematically. Active steps are being taken today in European countries to extend the life of products and reuse them. For example, on the streets of Germany, you can find specially marked containers for used clothes and shoes, which, after collecting, are distributed by the social service to needy people according to need, and reusable glass containers are sorted and collected in the designated waste bins, and the commercial organizations that deal with are selling beer, empty beer bottles must be taken back by special automated equipment, issuing a receipt for them with the corresponding value, and then the empty bottles are bought back by beer producing organizations. However, the reusing and sorting of waste in Armenia is not organized in a systematic way by the relevant organizations. For example, glass containers of beer or soft drinks are not accepted by all commercial organizations dealing with their sale, and they mostly end up in common trash cans, and partly they are handed over to individuals who collect them.

3.Waste recycling, when the physical, chemical and biological properties of waste are changed as a result of technological processes and they are used as a secondary material resource. Waste reuse, recycling and recovery systems in Armenia can be characterized as poorly developed, because in general, the preliminary sorting of waste, that is, sorting at the source, has not yet been formed in the Republic. It is mainly done informally in landfills by scavengers who generally collect metal, paper, plastic and other useful materials by transporting them in personal vehicles to purchase centers. The process of sorting household waste collection is partially organized only in the city of Yerevan. The existing informal waste collection systems mainly focus on the collection of metals, glass containers and to a limited extent paper and other packaging materials. In recent years, the private sector and a number of civil organizations in the republic have begun to show activity, especially in the fields of waste sorting and recycling. Currently, there are dozens of private companies of various capacities operating in Armenia, which are engaged in sorting, recycling and selling plastic, paper, metal, glass and rubber waste. The current small-scale collection of sorted waste and their processing are not adequate to use a significant share of the most valuable raw materials and have serious gaps from the environmental, health and safety perspectives,

so it is necessary to introduce a systematic, controlled system for the collection, transportation and technological process of recyclable and usable waste, and in terms of compliance of the final product with the current norms.

4. Energy recovery by thermal treatment of waste with or without direct combustion, recovery of heat, energy and nutrients. If energy is generated by processes such as combustion, pyrolysis or landfill gas recovery, it also belongs to this level of the hierarchy. Heat treatment of waste is not carried out in Armenia and measures for their utilization are absent at this level of the hierarchy.

5. Waste disposal: harmless placement or burial of waste in controlled landfills, which is the last, least desirable option, when prevention, reuse and recovery are no longer possible. Disposal means either storing the waste in properly constructed and managed landfills (after proper treatment if necessary) or incinerating it without using energy. These measures prevail in Armenia. In 2019, 590 thousand tons of garbage were dumped in Armenia, of which 310 thousand tons were in Yerevan alone [10].

According to the data of studies carried out within the framework of the "Research on the amount and composition of waste" program carried out in 2019-2020, the composition of solid household waste in RA is dominated by biodegradable (organic) waste (56.28%), but no effective steps are taken in the republic regarding their sorting and disposal, they are dumped as garbage in general trash cans and landfills [8, p. 15].

Garbage collection systems (in terms of individual components) can be organized and developed into an independent branch of the economy, which will be profitable for both households and businesses [11; 12].

Conclusion: Analyzing the current state of waste regulation hierarchy measures in the Republic of Armenia, the management of secondary resources, in particular waste, in the Republic of Armenia can be assessed as poorly developed, the factors contributing to which are:

- The incompleteness of the effective policy of secondary resources, waste management;
- Social behavior, pressure to change and indifference towards the environment, which is a consequence of low level of environmental awareness among the public;
- Poor waste management infrastructure and poor quality of services;
- Lack of market for recycled materials.

Since waste is a potential pollutant for the environment, it can turn into a secondary valuable raw material (resource) in case of disposal and recycling, and become a pollutant in uncontrolled conditions, so it is necessary to develop a unified state policy in the field of management of secondary resources, particularly solid household waste. All the steps taken and proposed solutions so far have been piecemeal in nature and have mainly concerned the collection of waste without sorting and compacting it from the settlements. Community, private initiatives,

with the support of international non-governmental organizations, mainly concerned some individual components in the solid household waste management process, in particular plastic bottles, etc. Therefore, based on the conducted research, it is recommended:

➤ Taking into account the situation of garbage collection in the republic and the presence and potential of recycling organizations, in order to reduce the amount of generated waste, introduce or improve the system of sorted collection of usable waste and transportation to recycling organizations in the entire territory of the republic, using various public awareness mechanisms, as well as ban the production and sale of some non-recyclable products, promoting the production of recyclable products and packaging materials in the country. Since the infrastructure of waste management in the republic is poorly developed or completely absent, for those types of waste that are subject to reuse, recycling and recovery of energy resources, appropriate waste bins with differentiated colors should be placed in RA settlements for residual waste and secondary raw materials, bio-containers for bio-waste sorted collection and separate containers for paper, plastic and glass. In addition, it is necessary to apply an incentive tool for pre-sorting and to introduce mechanisms for the maximum use of waste as secondary raw materials.

➤ Since secondary resources are potentially suitable for reuse in the national economy, in order to use them, necessary measures should be taken in the direction of the creation and operation of waste incineration plants in the republic, thermal treatment of waste with or without direct combustion, heat, energy recovery, energy from waste and in order to obtain nutrients.

➤ With a number of government initiatives to reduce waste, encourage the population to use reusable products and reduce food waste.

➤ In order to implement an efficient and sustainable waste management system, apply economic instruments that can be used to generate financing or influence the behaviour of waste generators, in particular, apply "Polluter Pays" (i.e. waste generators are obliged to pay) and "Extended Producer Responsibility" (when business entities, in particular product manufacturers must be involved and responsible for the entire life cycle of the products, materials and components produced or processed by them) approaches, in the case of which the waste generated as a result of the use of products, for example, empty glass bottles, will be collected by a special procedure and will be bought back by manufacturers for re-use in production, as well as the application of product packaging charges, especially for packaging made from non-recyclable materials, to fund their compliance system.

➤ Conduct regular monitoring and apply fines for non-compliance with waste management procedures.

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**THE DEVELOPMENT OF LEGAL WORD UNITS IN ARMENIAN ACCORDING
TO GHAZAR PARPETSİ'S WORK "HISTORY OF ARMENIA"
(A SYNCHRONIC-DIACHRONIC ANALYSIS)**

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Abstract

The lexical stock of any language as its constituent part immediately reflects changes in the social and scientific life of its speakers, i. e. it expresses the changes and evolution of the language itself over time. Every new phenomenon appearing in science, technology, social life, etc. gets its verbal expression at once, which enriches the vocabulary of the language, and legal language is no exception. In its turn, the emergence of new terms happens due to the continuous development and improvement of the vocabulary of the language. These newly coined terms often become established, rooted in the language just as ordinary words and, in this way, make its vocabulary richer.

The main source of the development of the Armenian language is its internal capabilities, word-formation and internal borrowings. One of the ways of language development is considered to be the so called «*internal borrowing - ներքին փոխառություն*». All languages undergo various changes during their evolution under both internal and external factors. Words borrowed from other languages, which enter it mainly through literary works, translations, etc., are considered to be **external borrowings**, whereas the ones loaned from the earlier periods of the same language or its non-standard varieties are considered to be **internal borrowings**.

Internal borrowings from earlier periods of the same language can provide insight into the evolution of the language and how it has developed over time. The present article **aims** to investigate the development of **legal word units** in Armenian according to Ghazar Parpetsi's *History of Armenia* by analyzing these words and terms both from synchronic and diachronic points of view. For this aim, we have made use of Ghazar Parpetsi's concordance as a primary source for collecting legal words and terms.

Keywords and expressions. *lexical stock, internal borrowing, external borrowing, legal, generalization, specialization, polysemancy, (Old Armenian) Grabar, Contemporary Armenian, past participle, adjective.*

**ԻՐԱՎԱԲԱՆԱԿԱՆ ԲԱՌԱՅԻՆ ՄԻԱՎՈՐՆԵՐԻ ԶԱՐԳԱՑՈՒՄԸ
ՀԱՅԵՐԵՆՈՒՄ՝ ԸՍՏ ՂԱԶԱՐ ՓԱՐՊԵՑՈՒ «ՊԱՏՄՈՒԹԻՒՆ ՀԱՅՈՑ» ԵՐԿԻ
(ՀԱՄԱԺԱՄԱՆԱԿՅԱ-ՏԱՐԱԺԱՄԱՆԱԿՅԱ ՔՆՆՈՒԹՅՈՒՆ)**

ՍԻՐԱՐՓԻ ԿԱՐԱՊԵՏՅԱՆ

ՀՀ Գիտությունների ազգային ակադեմիայի
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Համառոտագիր

Ցանկացած լեզվի բառային կազմը՝ որպես դրա անբաժանելի մաս, ուղղակիորեն արտացոլում է լեզվակիրների հասարակական և գիտական կյանքում տեղի ունեցող փոփոխությունները: Այլ կերպ ասած՝ այն անմիջապես արտացոլում է լեզվի փոփոխությունը և զարգացումը: Գիտության, տեխնիկայի բնագավառում, հասարակական կյանքում ի հայտ եկած յուրաքանչյուր նոր երևույթ անմիջապես արտահայտվում է լեզվում՝ հարստացնելով դրա բառապաշարը: Իր հերթին նոր եզրույթների առաջացումը տեղի է ունենում լեզվի բառապաշարի մշտական փոփոխության և հարստացման եղանակով: Նորաստեղծ այս եզրույթները հաճախ արմատավորվում են լեզվում այնպես, ինչպես սովորական բառերը և դրանով իսկ հարստացնում այն:

Հայոց լեզվի զարգացման հիմնական աղբյուրը նրա ներքին կարողություններն են՝ բառակազմությունն ու ներքին փոխառությունները: Լեզվի զարգացման ներքին ուղիներից է այսպես կոչված «ներքին փոխառությունը»: Բոլոր լեզուներն իրենց զարգացման ընթացքում ենթարկվում են տարբեր փոփոխությունների ինչպես արտաքին, այնպես էլ ներքին գործոնների ազդեցությամբ: Այլ լեզուներից փոխառված բառերը, որոնք մուտք են գործում հիմնականում գրական ստեղծագործությունների, թարգմանությունների և այլնի միջոցով, կոչվում են արտաքին փոխառություններ, մինչդեռ նույն լեզվի ավելի վաղ շրջաններից կամ նրա ոչ ստանդարտ տարատեսակներից փոխառված բառերը ներքին փոխառություններ են:

Սույն հոդվածը նպատակ ունի ուսումնասիրելու հայոց լեզվում իրավա-կան եզրույթների զարգացումը Ղազար Փարպեցու «Պատմութիւն Հայոց»

աշխատության հիման վրա: Այդ նպատակով նշված աշխատության համա-
բարբառից առանձնացրել ենք իրավական իմաստ արտահայտող բառեր և
եզրույթներ՝ քննելով դրանք թե՛ համաժամանակյա և թե՛ տարաժամանակյա
տեսանկյուններից:

Բանալի բառեր և բառակապակցություններ. բառային ֆոնդ, ներքին
փոխառություն, արտաքին փոխառություն, իրավաբանական, ընդհանրացում,
մասնագիտացում, բազմիմաստություն, գրաբար, ժամանակակից հայերեն,
անցյալ դերբայ, ածական:

РАЗВИТИЕ ПРАВОВЫХ СЛОВ-ЕДИНИЦ В АРМЯНСКОМ ЯЗЫКЕ ПО ТРУДАМ ГАЗАРА ПАРПЕЦИ "ИСТОРИЯ АРМЕНИИ" (СИНХРОННО- ДИАХРОНИЧЕСКИЙ АНАЛИЗ)

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Аннотация

Лексический состав любого языка как его составная часть непосредственно отражает изменения, происходящие в общественной и научной жизни носителей данного языка. Каждое новое явление, появляющееся в науке, технике, общественной жизни и т. д., немедленно получает свое словесное выражение, что обогащает словарный запас определенного языка. В свою очередь, появление новых терминов происходит за счет постоянного изменения и обогащения словарного запаса языка. Эти новообразованные термины часто укореняются в языке так же, как и обычные слова, и тем самым обогащают его словарный запас.

Основным источником развития армянского языка являются его внутренние возможности, которые осуществляются посредством способов и средств словообразования и заимствований. Одним из внутренних способов развития языка считается так называемое «внутреннее заимствование». Все языки в процессе своего развития претерпевают различные изменения под воздействием как внешних, так и внутренних факторов. Слова, заимствованные из других языков, которые попадают в него главным образом через литературные произведения, переводы и т. д., называются внешними заимствованиями, тогда как слова, заимствованные из более ранних периодов того же языка или его нестандартных разновидностей, считаются внутренними заимствованиями.

В настоящей статье ставится задача исследовать развитие юридических терминов в армянском языке по материалам работы Газара Парпеци «История Армении». С этой целью мы собрали слова и термины, выражающие юридическое значение, из труда «История Армении» Газара Парпеци, проанализировав их с точки зрения синхронии и диахронии.

Ключевые слова и словосочетания: лексический состав, внутреннее заимствование, внешнее заимствование, юридическое, обобщение, специализация, многозначность, грабар (древнеармянский), современный армянский, причастие прошедшего времени, прилагательное.

Introduction

Borrowings can be made both from other languages and within the same language. Words transferred within the language are called "internal borrowings" by G. Jahoukyan [15; pp. 334-335]. Internal borrowings are also referred to as *domestic or native borrowings*.

In case of Contemporary Armenian, such borrowings can be taken from Grabar, Middle Armenian, dialects, folk language and Western Armenian. It should be noted that the vocabulary of Contemporary Armenian has, indeed, become significantly enriched with the internal loan-words. With this respect, Old Armenian plays a huge role in the formation of Contemporary Armenian terminology. A number of words that passed to Contemporary Armenian often did not have term-value in Old Armenian, whereas in Contemporary Armenian they already appear either only as a term, or both as a term and a word - comprising also other word-meanings. These can be professional terms: from journalistic, legal, art, craft, technical, financial, linguistic, medical, botanical, zoological and other spheres [9; pp. 108-11].

In general, each language passes from an old quality to a new one only when the elements related to its phonetic system, word stock and grammar are gradually accumulated and developed, gathered, starting to prevail over the elements of its old quality, word-stock, and grammar and to comprise the communicative function of the language [13; p. 83]. One of the most essential branches of Armenian terminology is the legal one the study of which is principal both from the practical and scientific points of view. As justly noted by R. Ishkhanyan, issues of terminology have received little attention in the scientific literature created by Armenian linguists over the recent decades, whereas, to his point of view, the development of theoretical issues of Armenian terminology and their implementation in the language of different fields is much more urgent than writing voluminous books on the grammatical order of the language [7; p. 87].

We have made use not only of the concordance, but also of the original work compiled by G. Ter-Mkrtchyan and S. Malkhasyan. This work's translation was done by Bagrat Ulubabyan [17]. It should be mentioned that the Old Armenian edition, namely, the book by G. Ter-Mkrtchyan and S. Malkhasyan, *Ghazaray P'arpec'woy patmut'iwn hayoc' ew tught' arh Vahan Mamikonean*, was published in Tiflis in 1904 [18].

The topicality of the paper first of all lies in the fact that the investigations related to the examination of the vocabulary of any language are always in linguists' center of

attention, and secondly, as far as the studies devoted to the enrichment and improvement of the vocabulary are of particular importance within the scopes of Armenian studies. We have singled out the words included in this article according to the most popular Old Armenian and Contemporary Armenian dictionaries [4, 12, 3, 2, 1, 6, 8, 5, 14, 16].

History of Armenia by Ghazar Parpetsi is one of the masterpieces of the Golden Age of Armenian literature, written at the end of the 5th or the beginning of the 6th century [23]. V. Mamikonyan, who was a distinguished Armenian military and political man, commissioned the work, suggesting continuing Pavstos Buzand and chronicling the events of the beginning of the 4th century through the end of the 5th. In this work, Parpetsi mentions Agathangelos's and Pavstos Buzand's names, briefly overviews their works and evaluates them not without some criticism. Considering Agathangelos's and Pavstos Buzand's books the first and second seminal works of history, he puts his own work third and states that he will continue with it. *History of Armenia* consists of three parts: *episodes* and a *preface*. It begins where Pavstos Buzand left off, i.e. from 387, when Armenia was initially divided between Persia and Byzantium. The first book commences with the information alluding to the division of Armenia between the Byzantine and Sasanian Empires (in 387), describes the invention of the Armenian alphabet and the abolition of the monarchy in the Iranian-dominated Eastern sector (428) to the death of Catholicos Sahak (439). The second book depicts the anti-Iranian Armenian uprising of 450-451 (the battle of Avarayr), led by V. Mamikonyan, while the third book describes another anti-Iranian uprising led by Vardan's nephew, V. Mamikonyan, and is known as the Vahaneanc' (481-84) [18].

The key concept underlying the given article is that a lot of Old Armenian words initially did not have term-meanings, having gained them only later, in Contemporary Armenian. These changes happen as in the course of language development numerous words gradually include a new part-of-speech meaning, either by combining old and new part-of-speech meanings or by being deprived of the previous meaning and stabilizing the newly acquired one. Shifts in the lexical meaning of linguistic units cause changes in the morphological and syntactic categories, which bring forth new words with a novel morphological value and function. There are a number of words which, while maintaining their structural integrity over time by passing from Old Armenian into Contemporary, have more than one part-of-speech meanings and function. Thus, some words, due to their semantic structure, can have more than one morphological meaning and are characterized by the feature of part-of-speech polysemy.

Method of Investigation

The analysis in the given article is based on the comparative-contrastive method of investigation of linguistic units, specifically legal words that passed from Old Armenian to Comparative Armenian. Comparative-contrastive investigations of languages are always of great importance as they throw light on various linguistic phenomena. In this case this is done by comparison between Old Armenian and Contemporary Armenian.

Discussions and Results of the Findings

We have investigated the words we have looked up from the concordance of *History of Armenia*. For instance, the word արդարատյուն (ardaradatutyun, English:

jurisdiction) in Old Armenian denoted *արդարությունը դատելը, արդար լինելը*. In *History of Armenia* there is the following sentence: ...բնաւ իսկ չէ արժան արդարադատութեանը ցասնուլ մեզ (...քո արդարադատութեանը բնավ արժանի չէ զայրանալու մեզ վրա) (page 78).

Thus, this is "the act of judging with justice", whereas later it gained a new meaning. In Contemporary Armenian its first meaning is of legal nature: 1. *պետության դատական-դատաիրավական գործունեությունը* - *the judicial-legal activity of a state*, 2. *դատական, դատաիրավական մարմինների սմբողջությունը* - *the unity of legal bodies*. As we can obviously notice, it has become a legal term. But it has also kept its initial meaning and in Contemporary Armenian it means 1. *արդարադատ լինելը* - *being just*, 2. *արդար, իրավացի դատավճիռ, որոշում* - *making a right, just decision*. It means, here there is meaning generalization in case of which the semantic structure of a word expands over time to include other meanings; in this case, some words which have a single meaning become polysemantic, while polysemantic words expand their meanings further.

Likewise, the verb *դատել* - *to judge* initially meant *to ascribe a crime to someone, to consider him guilty, to accuse, to condemn*. In the work of original it is used in the following ways: «*դատել սուսջին անօրինաց*» (page 22) (*դատել նախկին անօրիններիին*), «*արժան է ի ձէնջ դատելու և անարգանաց*» (page 22) (...ձեր կողմից արժանի է դատվելու և անարգանքի), whereas in Contemporary Armenian it has also got a legal meaning - *to charge someone with a crime in a court of law, to testify in court* - *դատաբննել, դատական կարգով քննել մեկի գործը և վճիռ կայացնել*. However, the word has also maintained its initial meaning of *judging justly, accusing someone of doing something* - *դատասպարտել, մեղադրել, պարսավել*. In the process of the development of language it has gained a number of other meanings as well. Not only does it mean 1. *դատասպարտել, պատժի ենթարկել* - *to condemn, to punish*, 2. *դատը վարել, դատավարություն զլիսավորել* - *to conduct a trial, to lead a trial*, 3. (սպորտ.) *մարզական խաղը կամ մրցումը վարել, խաղի կանոնների պահպանումը հսկել* - *conduct a sports game or competition, enforce the rules of the game*, 4. *փիլք՝ գնահատել, որակել, որոշել* - *to evaluate, to qualify, to decide*, 5. *դատողություն անել, կշռադատել* - *to judge, to weigh your options*, 6. *կարծիք կազմել, եզրակացության գալ* - *to form an opinion, to arrive at a conclusion*, 7. *աշխատել, գործ անել, վաստակել, ձեռք բերել* - *to earn, to acquire, to gain*.

Here, there is an obvious case of meaning generalization, the word has enlarged its semantic meaning in such a way that it comprises a number of significations.

Ամբաստանել (*ambastanel*, English: *condemn*) - in Old Armenian this word had two main meanings – 1. *մէկին յանցանք վերագրել, մեղադր համարել, դատասպարտել* - *to attribute a crime to someone, to consider him guilty, to condemn* 2. *գրպարտել, չարախտակել* - *to slander, to squeak*. In *History of Armenia* the author writes - «... յաղագս որոյ ամբաստանեն զբէն նախարարքդ Հայոց...» (...որի համար քեզ ամբաստանում են հայոց այդ նախարարները (page 23...)).

In Contemporary Armenian dictionaries the first registered meaning of this word is a legal one - 1. *մեկի վրա դատարանում որևէ հանցանք բարդել, մեկին մեղադրել* - *to accuse someone of any crime in court*, 2. *ցուցմունք տալ դատարանում դատի*

չենթարկված անձերի մասին՝ իբրև իր հանցակիցների, հանցակցության մեջ մեկին մեղադրել - to testify in court against people who have not been judged in court as his accomplices, to accuse someone. Besides being a legal term, the word has also preserved its original meaning - *մեկին հրապարակաւ հանցանք վերագրել - to publicly impute a crime to someone*. Ghazar Parpetsi also used the word «ամբաստանութիւն» - «հասուցին զբանս ամբաստանութեանն առ Վռամ արքայն Պարսից (page 23) ... (...մեղադրանքի խոսքը հասցրին պարսից Վռամ արքային)»: The noun *ամբաստանութիւն* has the same word-meaning as the verb *ամբաստանել*:

Դատախազ (datakhaz, English: public prosecutor) - In Old Armenian this word meant enemy, opponent - նոխս, հակառակորդ, ամբաստանող, մեղադրող. In *History of Armenia* we come across the following lines - *...հրաման տայր.... պատասխանի առնել բանից դատախազին* (page 113) (*...հրաման տվեց պատասխանել մեղադրողի/ամբաստանողի խոսքերին*). *Լուսա թագաւորն Արեւաց.... ի դատախազն Արտաշեսի* (page 24) (*Պարսից թագավորը լսեց Արտաշեսին մեղադրողին*).

In Contemporary Armenian it has lost the meaning "enemy" and gained a new one, becoming a legal term with the following meanings: 1. *պետական, պաշտոնական անձր, որ հսկում է օրենքների ճշտորեն կիրառմանը - a governmental official who supervises the correct application of the law*, 2. *պետական մեղադրող դատարանում - a state prosecutor in court proceedings*; here again there is meaning generalization.

Դատախազութիւն (datakhazutyun, English: prosecutor's office) – Old Armenian - opposition, complaint, *ամբաստանություն, բողոք, հակառակություն - առաւել եւս ի դատախազութիւն եղեալ վնասէին նմա (առաւել եւս ամբաստանության մեջ լինելով վնասում էին նրան)*. In Contemporary Armenian it became a legal term, also a word comprising a legal meaning - 1. *օրինականության պահպանման հսկողությունն իրականացնող պետական մարմին - state body (prosecutor's office) that supervises the maintenance of legality*, 2. *դատախազ լինելը - being a prosecutor*, 3. *դատախազների կազմը - (collective) composition of prosecutors*, 4. *դատախազության շէնքը - the building of the prosecutor's office*. Here we have meaning generalization.

Դատապարտել (datapartel, English: condemn) - Old Armenian – 1. *պատժի վճիռ կայացնել՝ հանցավոր ճանաչելով՝ պատժել - to sentence, to punish*, 2. *դատապարտելի համարել, պախարակել, մեղադրել - blame, force, impose*, 3. *փխր.՝ ստիպել, հարկադրել - metaph. to compel, to impose*. In contemporary Armenian it is used as a term in jurisprudence as *to convict a criminal and enter a guilty verdict, cementing the sentence*.

Դատապարտեալ (dataparteaլEnglish: convicted) - in Old Armenian - the past participle of the verb *դատապարտել* – to condemn. Ghazar Parpetsi writes: «Ի դատաստանէ իւրմէ ելցէ դատապարտեալ» (page 85) (...ի դատաստանից ազատվում է դատապարտյալը). In Contemporary Armenian it is both a legal term and has also maintained its original meaning. Usually, in Contemporary Armenian, it is used as a noun meaning 1. a person convicted of any crime and sentenced to some punishment, 2. archaic: a criminal. As we have mentioned earlier, it has also kept its initial meaning with the part-of-speech meaning of an adjective - (archaic) condemned.

Երաշխաւոր (yerashkavor, English: guarantor) - in Old Armenian - *someone who is responsible for another person* - որևէ մեկին երաշխավորող՝ մեկի համար պատասխանատու անձ. In Contemporary Armenian it is a legal term with the meaning ուրիշի համար երաշխավորություն ստանձնող անձ - a guarantor for another person. «...ոչ ոք կարէ լինել երաշխաւոր անձին իւրում...» (page 57) ...ոչ ոք չի կարող ինքն իրեն երաշխավոր լինել: Երաշխաւոր լինել (yerashkavor linel) - *Classical Arm. - to be a guarantor.*

Երաշխաւորութիւն (yerashkavorutyun, English: guarantee, sponsorship) - Old Armenian - guarantee - 1. երաշխավոր լինել, երաշխավորելը, երաշխիք.... «Իսկ երանելի երէցն Աբրահամ, երաշխաւորութեամբ հաւատացեաց աշխարհին...եկն ի Հայս».... Իսկ երանելի երեց Աբրահամը երկրի հաւատացյալների երաշխավորությամբ եկավ Հայաստան... (page 106). In Contemporary Armenian the word has the following meanings: 1. Երաշխավորելը - *guaranteeing*, 2. նույնն է՝ երաշխիք - a *guarantee*, 3. երաշխավորագիր - a *letter of guarantee* 4. իրավ.՝ ա) խտիւսման միջոցներից մեկը, որի համար երաշխավորը պատասխանատու է անձնապէս կամ նյութապէս, բ. պայմանագիր, որով երաշխավորողը պարտավորվում է լրիւ կամ մասնակի չափով պատասխանատվություն կրել երաշխավորյալի ճշտակատարության խտիւսման դեպքում - legal – **a.** one of the remedies for which the guarantor is personally or materially liable, **b.** a contract by which the guarantor is obliged in full or in part to bear responsibility in case of violation of the guarantee’s accuracy.

Երդումն (yerdumn, English: vow) - Old Armenian – 1. երդում, երդվելը, երդում տալը- making a **vow** 2. **նզովք**, որ մարդ իր վրա դնում է, եթե ստի - a **curse** that a person puts on himself in case he tells a lie. – «Եւ որ ոք հեռացեալ յուխտէ երդմանցս այսոցիկ ցուցցի ուխտագանգ...» (Եվ ով որ հեռանում է այս երդումի ուխտից, մասնացույց է արվում որպէս ուխտագանգ). In Contemporary Armenian it is both a - *Սովորական կամ հանդիսավոր խոստում՝ որևէ նվիրական բան վկայակոչելով - A common or solemn promise invoking something sacred*, and as a legal term - *a declaration or assert made in court [24]* - *հավաստում, հայտարարություն, պնդում, որ արվում է դատարանում*. Thus, here again generalization can be observed in the result of which besides the initial general meaning of a vow there was also an addition of a legal term.

Երդուեալ (yerdveal, երդվելով, English: vowing). The verb «երդուեալ» is the past participle of the verb երդնուլ. «Երդուեալ» means «երդվելով, երդվող, երդված» - *vowing, vower, vowed*. «Երդուեալ ամենայն բազմութիւն զօրացն ազատաց... հաստատելին զերդումն» (Ազնվականների զորքի//զորքերի ամբողջ բազմությունը երդվելով հաստատեց այն) (page 61). «Եւ այսպէս երդուեալք... յիւրաքանչիւր վասն զնացին հանգչել» (Եվ այսպէս երդվելով յուրաքանչյուր զնաց իր վանքը հանգատանարու...).

In Contemporary Armenian it has become a fixed form - an adjective which clearly shows that we have a case of conversion here - the Old Armenian past participle has become Contemporary Armenian adjective.

Ժառանգ (zharang, English: heir) – In Old Armenian this word meant a son, adoptee – 1. ժառանգություն ստացած կամ ստանալու իրավունքն ունեցող անձ, 2. լայնաբար՝ ժառանգորդ, ժառանգող, ստացող 3. ժառանգություն. In Contemporary Armenian the

initial meaning of the word did not change, it was maintained; it is the general meaning of *an heir*, 1. *Ժառանգություն ստացած կամ դրա իրավունքն ունեցող անձ* – a person who has received an inheritance or has the right to it, 2. *ծնողներին հաջորդող սերունդ, հաջորդներ* – a generation, succeeding parents, successors, 3. *զավակ, որդին իր ծնողների համար* – a child, a son for his parents, 4. *թագավորի, իշխանի օրինական հաջորդը* – the legal successor of a king, a prince, 5. *փիւք. հետագա սերունդ, հետնորդներ* – metaph. future generation, descendants, 6. *նախորդների գործը շարունակող սերունդ և դրա ներկայացուցիչներից յուրաքանչյուրը* – a generation continuing the work of the predecessors and each of its representatives, 7. *նա կամ այն, որ որևէ բանի տեր է դառնում, յուրացնում, ստանում է իրրև ավանդ* – he or she who becomes the owner of something, appropriates it, receives it as a deposit, 8. *ծնողներից որևէ մեկին առավելագույն չափով նման* – metaph. most similar to any of the parents.

The same is with the word *Ժառանգորդ/zharangord/heir* - Old Armenian – *Ժառանգ, Ժառանգող, տէր*, Contemporary Armenian - legal term - a person who has received an inheritance or is entitled to it, a legal or an adopted son who receives parents’ heritage [10].

Ժառանգակից (zharangakits, English: one of the heirs) - Old Arm. - each of the heirs receiving the same heritage - *Ժառանգութեան մասնակից, միևնույն Ժառանգությունն ստացողներից յուրաքանչյուրը...* Ժառանգակից լինել Զրիստոսի... (28) In Contemporary Armenian it has the same meaning – it has also become fixed as a legal term with the meaning – *համաժառանգ*.

Յանցանք (hantsank, English: crime) - Old Arm. *օրենքի խախտում, օրինազանցություն, պատվիրազանցություն, անիրավություն* – violation of the law, injustice, sin. etc. In Contemporary Armenian it is not only just an ordinary word, but also a legal term – 1. *անթույլատրելի՝ դատապարտելի արարք, ոճիր, չարագործություն* – a reprehensible act, crime, a misdeed, 2. *մեղք* – a sin, guiltiness- «Եւ ի վերայ այդչափ ձերոյ լանցանաց և մահապարտութեան՝ արքայից արքայ առ ձեզ կարի բարերարութիւն արար» (page 97) (Եվ ձեր այդքան հանցանքների ու մահապարտության դիմաց արքայից արքան ձեր նկատմամբ շատ բարերարություն արեց).

Յանցաւոր (hantsavor, English: criminal) – In Old Armenian - 1. *հանցանք գործած կամ գործող, մեղապարտ, մեղավոր, օրինազանց*, 2. *ուրացող, ուխտադրուժ*. «...ի փրկութիւն լանցաւորաց՝ պարզեա՛ և մեզ հեղույ զարիւնս մեր ի վերայ խոստովանութեանն այտրիկ...» (page 62)... *Որպէս փրկություն հանցավորների՝ թուղ տուր մեզ մեր արյունը հեղել այս խոստովանության համար*. In Contemporary Armenian it has more meanings – 1. *հանցանք գործող՝ գործած, հանցագործ* – a person committing a crime, criminal, 2. *սծ. հանցանք պարունակող* – adj. containing a crime, qualified as a crime, *իբրև հանցանք որակվող*, 3. *սծ. անթույլատրելի, դատապարտելի, վատ* – adj. inadmissible, reprehensible, bad, 4. *հանցագործ* – criminal, 5. *զանցառու, պարտազանց մարդ* – delinquent, a delinquent person. In Contemporary Armenian it can be considered a word with legal meaning which is perhaps on the way of becoming a term.

Խնամակալություն (khnamakalutyun, English: guardianship) - In Old Armenian this word had the general meaning of *taking care for someone*. It meant 1. *խնամակալ լինելը, խնամք տանելը, հոգատարություն* – taking care of someone, caretaker, 2. *ձեռնտվություն*,

օգնականություն - *favoring, helping*, 3. կրոն.՝ նախախնամություն – *rel.- fate, providence....* « Չոր ոչ ի տուչությունէ մարդոյ վստահեալ ունէին յանձինս, այլ օգնութեամբ վերին խնամակալութեան» - (page 111) (Ռրոնք ոչ թե մարդու կողմից էին վստահված, այլ վերին խնամակալության). As mentioned, this word also used to have a religious meaning - «նախախնամություն» - 1. God’s activity as that of a supreme being, God – himself, 2. destiny. Besides preserving its initial meaning in Contemporary Armenian, it has also kept the signification *looking after, taking care of*. In Contemporary Armenian it is a legal term with the following signification - *տասնչորս տարին չլրացած անչափահասների, ինչպես նաև հոգեկան խանգարման հետևանքով դատարանով անգործունակ ճանաչված քաղաքացիների նկատմամբ սահմանված հսկողությունը* - *control taken over citizens under 14 who have had a psychological illness, as well as the ones recognized by court as incompetent due to mental disorder*.

In the *Contemporary Armenian Explanatory Dictionary* («Ժամանակակից հայոց լեզվի բացատրական բառարան»՝ ԺՀԼԲԲ) the word is defined in the following way: *Օրենքով որևէ անձի տրված իրավունք, որով նա կառավարում է ունևոր անչափահասների՝ որբերի և ինքնուրույն ապրել չկարողացող այլ անձնաց գույքն ու հարստությունը և խնամակալում նրանց [25]* - *A right given to a person by law to administer and take care of the property minors, orphans and other people unable to live independently*.

According to E. Aghayan’s *Contemporary Armenian Explanatory Dictionary* this word’s religious meaning – destiny, fate – is already archaic. Thus, on the one hand here we have meaning generalization with the addition of the legal sense and on the other hand, there is loss of one of the meanings, namely that of religious signification.

Կասկածեալ (*kaskatseal*, English: suspect) - the one who is suspected of a crime by forensic authorities. The word *կասկածեալ*, which has the meanings *doubted, doubting, by doubting* is the *past participle* form of the verb *կասկածել*. «...*հայելով ի յառաջիկայ իրացն անյայտութիւն՝ կասկածեալ զգուշացաւ...*» (page 55) (Նայելով առաջիկա անհայտ իրադարձություններին՝ կասկածյալը զգուշացավ): In Contemporary Armenian it has become an adjective through conversion (խոսքիմասային փոխանցում) and is registered in Contemporary Armenian dictionaries as a legal term with the meaning of: *դատաքննչական մարմինների կողմից հանցանքի մեջ կասկածվող քաղաքացի* - *a citizen suspected of a crime by forensic authorities*.

Կողմն (*koghmn*, English: side) - in Old Armenian it meant 1. որևէ բանի կողքային տարածությունը կամ ուղղությունը - the side part or direction of something, 2. ինչ-որ բանի աջ կամ ձախ կողմը - the right or left side of something, 3. որոշ ուղղությամբ ընկած երկիր, գավառ - a country, province lying in some direction. Gh. Parpetsi writes: «Ի խոնարհ կողմն երկրի ձգտէին...» (Երկրի ստորին կողմն էին ձգտում). In Contemporary Armenian the word «կողմ», besides having a number of meanings, is also a legal term in the sense *each of the parties in some relationships with each other* - իրավ.՝ դատական որոշ հարաբերությունների մեջ գտնվող անձանցից յուրաքանչյուրը.

The word means 1. որևէ բանի կողքային տարածությունը - *the side part of anything*, 2. եզր, ափ - *edge, shore* 3. ուղղություն - *direction*, 4. որևէ բանի բաղկացուցիչ մաս, տարր - *component part, element of something*, 5. *հատկություն*,

առանձնահատկություն- *feature, characteristic*, 6. կողմնակից, թեր, համախոհ, - *supporter, defect, like-minded* 7. որոշ ուղղությամբ ընկած բնակավայր, երկիր, գավառ – *a settlement lying in a certain direction, a country, a province*, 8. երկրչ.՝ երկրաչափական մակերևույթի (մարմնի) ստրածությունը սահմանափակող ուղիղ գծի հատված - *in geometry, a segment of a straight line limiting the space of a geometric surface (body)* 9. իրավ.՝ դատական որոշ հարաբերությունների մեջ գտնվող անձանցից յուրաքանչյուրը - *legal - each of the people involved in some legal relationship*, 10. մարդ կամ մարդկանց խումբ, որ որևէ հանգամանքով պայմանավորված՝ հակադրության մեջ է գտնվում այլ մարդու կամ մարդկանց խմբի հետ - *a person who is in conflict with another person or a group of people under any circumstances*, 11. իրար հետ ազգակցական կապերով կապված մարդկանց խումբ - *a group of people with close kinship, proximity*, 12. մոտ, մոտերքը, դեմ...*near, nearby, opposite*.

It is evident how the semantics of the word has enlarged and included in it a number of other significations. The word has become polysemantic. The word has also gained a legal signification, as is mentioned above.

Հպատակություն (hpatakutyun, English: obedience) – 1. հպատակ լինելը, հնազանդություն, հլուություն, 2. արտանց ծառայելը. «...ի հպատակություն կացուցանեն»... (page 28) (... հպատակված են...). In Contemporary Armenian not only does it possess the meanings 1. *հպատակ լինելը, հպատակի դրությունը - being a subject, the state of being a subject* 2. *հնազանդություն - obedience, docility*, 3. *որևէ պետության հպատակ լինելը (տիրված երկրի մասին) - being a subject of any state (about a conquered country)*, 4. *քաղաքացիություն - citizenship*, but it also has got a legal meaning - *իրավ.՝ քաղաքացու պատկանելությունը որևէ ֆեոդալական կամ բուրժուական տերության մշտական բնակչության - a citizen's permanent affiliation to any feudal or bourgeois state*.

Մեղադրեալ (meghadreal, English: culprit) - legal. This verb is the past participle of the verb «մեղադրել» and means *մեղադրելով, մեղադրած, մեղադրող - "blaming", "blamed", "by blaming"*. «Նա մեղադրեալ լիցի...» (page 50), (Նա կմեղադրվի...). In Contemporary Armenian dictionaries it is registered as a noun with the meaning *այն անձը, որի մասին իբրև մեղավորի՝ դատի տալու որոշում է կայացվել - The person about whom a decision has been made to prosecute as guilty*.

Conclusion

As is evident, the legal branch of the Armenian lexical stock is of great significance not only for the legal system but also for the Armenian language as a whole. The influence of Old Armenian on Contemporary Armenian legal terminology is obvious, and the preservation of these words and terms in their legal context is crucial.

The study of this vocabulary layer is essential for understanding the historical development of Armenian legal terminology and the impact of Grabar on Contemporary Armenian. The synchronic and diachronic analysis of this vocabulary provides insight into the evolution of the Armenian language legal vocabulary layer.

Moreover, the legal branch of the Armenian lexical stock is essential for legal professionals and scholars who need to navigate the Armenian legal system. The knowledge

of this vocabulary layer is necessary to comprehend legal documents, court proceedings and other legal materials. It is also essential for legal professionals and scholars who deal with the Armenian legal system.

Հոդվածը տպագրվում է ՀՀ ԿԳՄՍ նախարարության կողմից ֆինանսավորման երաշխավորված թեմայի («Երևանի պետական համալսարան» հիմնադրամ (21T-6B030) շրջանակում:

Թեման է՝ «Գրաբարը որպես արդի արևելահայերենի բառապաշարի հարստացման և տերմինաշինության աղբյուր»:

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EXPRESSIONS OF DIGITAL TRANSFORMATION IN THE BRANDING OF POST-SOVIET UNIVERSITIES

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Abstract

Despite the fact that there is a lot of discussion around the concept of digital transformation, a review of the literature shows that there are many different, often conflicting interpretations and definitions of this term. Some authors argue that digital transformation refers to the introduction of IT into the activities of the company, others consider it a natural, evolutionary process. Among the latter, one of the most complete and comprehensive concepts of digital transformation describes it as a natural process of development, in which digital technologies and opportunities are used to create business models that create value, as well as deliver more efficient services. It is also possible to consider digital transformation in terms of the interaction between organizational, structural, strategic and technological changes necessary to meet the requirements of the modern digital age.

The number of conceptual and empirical studies and publications about digital transformation has grown dramatically in recent years. A significant number are also publications related to digital transformation in the university system. However, at the time of writing this article, there were few works related to digital transformation in higher education in post-Soviet countries.

This article discusses the existing theories, approaches and models of digital transformation in order to derive a common terminology around which it will be possible to build a discourse. A literature study is also being carried out in order to build a model that will be used to study the branding of universities in the post-Soviet countries and its constituent elements. Finally, the results of the study show how digital transformation affects the brands of post-Soviet universities.

Keywords and phrases: digital transformation, brand, post-Soviet universities, higher education.

ԹՎԱՅԻՆ ՓՈԽԱԿԵՐՊՄԱՆ ԱՐՏԱՀԱՅՏՈՒՄԸ ՀԵՏԵՈՐՀՐԴԱՅԻՆ ԲՈՒՀԵՐԻ ԱՊՐԱՆՔԱՆԻՇԵՐՈՒՄ (BRAND)

ԶԱՐՈՒՀԻ ՍՈՂՈՄՈՆՅԱՆ

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Համառոտագիր

Չնայած այն հանգամանքին, որ կան բազմաթիվ քննարկումներ թվային փոխակերպման (Digital transformation) հայեցակարգի շուրջ՝ գրականության ամբողջական ուսումնասիրությունը գալիս է փաստելու, որ կան նշյալ եզրույթի բազմաթիվ, երբեմն նաև իրար հակասող մեկնաբանություններ և սահմանումներ: Որոշ հեղինակներ պնդում են, որ թվային փոխակերպումը վերաբերում է ընկերության գործունեության մեջ SS լուծումների ինտեգրմանը, ոմանք այն համարում են բնական, էվոլյուցիոն գործընթաց: Վերջիններիս թվում թվային փոխակերպումների առավել համապարփակ և ամբողջական հայեցակարգերից մեկն այն նկարագրում է՝ որպես զարգացման բնականոն մի գործընթաց, որը թվային տեխնոլոգիաներն ու դրանց ընձեռած հնարավորություններն օգտագործում է արժեք ստեղծող բիզնես մոդելների գեներացման, ծառայությունների ավելի արդյունավետ մատուցման և այլնի համար: Հնարավոր է նաև թվային փոխակերպումը դիտարկել կազմակերպչական, կառուցվածքային, ռազմավարական և տեխնոլոգիական փոփոխությունների փոխազդեցության տեսանկյունից, որոնք անհրաժեշտ են ներկայիս թվային դարաշրջանի պահանջները բավարարելու համար:

«Թվային փոխակերպում» իրողությանը վերաբերող հայեցակարգային և էմպիրիկ հետազոտությունների և հրապարակումների քանակը կտրուկ աճ է գրանցել վերջին տարիներին: Զգալի թիվ են կազմում նաև այն հրապարակումները, որոնք վերաբերում են թվային փոխակերպմանը բուհական համակարգում: Այդուհանդերձ, սույն հոդվածը գրելու ժամանակ բավական սակավաթիվ էին այն աշխատանքները, որոնք թիրախում էին թվային փոխակերպումը հենց հետխորհրդային երկրների բարձրագույն կրթության ոլորտներում:

Սույն հոդվածում քննարկվում են թվային փոխակերպման առկա տեսությունները, մոտեցումները և մոդելները՝ նպատակ ունենալով դուրս բերել ընդհանրական եզրութաբանություն, որի շուրջ հնարավոր կլինի խոսույթ կառուցել: Իրականացվում է նաև գրականության ուսումնասիրություն՝ նպատակ

ունենալով դուրս բերել մի մոդել, որի կիրառմամբ հնարավոր կլինի ուսումնասիրել հետխորհրդային երկրների բուհերի բրենդը և վերջինիս բաղկացուցիչ տարրերը: Վերջապես, հետազոտության արդյունքները գալիս են լուսաբանելու, թե ինչպես է թվային փոխակերպումն արտացոլվում հետխորհրդային բուհերի բրենդերում:

Բանալի բառեր և բառակապակցություններ. թվային փոխակերպում, ապրանքանիշ, հետխորհրդային բուհեր, բարձրագույն կրթություն:

ПРОЯВЛЕНИЯ ЦИФРОВОЙ ТРАНСФОРМАЦИИ В БРЕНДАХ ПОСТСОВЕТСКИХ УНИВЕРСИТЕТОВ

ЗАРУИ СОГОМОЯН

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Аннотация

Несмотря на то, что вокруг концепции цифровой трансформации (Digital transformation) ведется множество дискуссий, обзор литературы показывает, что существует множество различных, зачастую противоречащих друг другу интерпретаций и определений этого термина. Некоторые авторы утверждают, что цифровая трансформация относится к внедрению ИТ в деятельность компании, некоторые рассматривают ее как естественный, эволюционный процесс. Среди последних одна из наиболее полных и всесторонних концепций цифровых преобразований описывает ее как естественный процесс развития, в котором цифровые технологии и возможности используются для создания бизнес-моделей, создающих ценность, а также предоставления более эффективных услуг. Также можно рассматривать цифровую трансформацию с точки зрения взаимодействия между организационными, структурными, стратегическими и технологическими изменениями, необходимыми для удовлетворения требований современной цифровой эпохи.

Количество концептуальных и эмпирических исследований и публикаций о «Цифровой трансформации» резко выросло за последние годы. Значительное количество составляют также публикации, связанные с цифровой трансформацией в университетской системе. Тем не менее, на момент написания данной статьи было немного работ, относящихся к цифровой трансформации в сфере высшего образования в постсоветских странах.

В данной статье обсуждаются существующие теории, подходы и модели цифровой трансформации с целью вывода общей терминологии, вокруг которой можно будет строить дискурс. Также проводится исследование литературы с целью

построения модели, которая будет использована для изучения бренда университетов постсоветских стран и его составляющих элементов. Наконец, результаты исследования показывают как цифровая трансформация отражается на брендах постсоветских университетов.

Ключевые слова и словосочетания: цифровая трансформация, бренд, постсоветские университеты, высшее образование.

Introduction

Digital transformation (hereinafter referred to as DT) has gained momentum in recent decades and it is viewed and perceived as a must in all walks of life: medicine, education, public domain, education, etc. At times, the said expression is so omnipresent that it is extremely difficult to understand what transformations are meant and what has urged those.

Notwithstanding the fact that there are a lot of discussions around the concept of DT, the review of the body of literature reveals that there are many different interpretations and conceptualizations of the term [1]. Some authors claim that digital transformation simply refers to the adoption of IT in company operations and activities [27], some see it as an evolutionary process [49]. Among the latter, one of the most comprehensive and well-rounded conceptualizations of digital transformations describes it as an evolutionary process that makes use of digital technologies and capabilities to produce value-generating business models, more sophisticated and effective business practices and operations, and better service delivery [37]. It is also possible to view digital transformation from the perspective of the interplay between the organizational structural, strategic, and technological changes that are necessary in order to satisfy the demands of the current digital era [18].

Despite the existing differences around the concept of digital transformation and the impact it has on different systems, undeniable is the fact that DT has become a necessity for many businesses, especially in the wake of the COVID-19 pandemic and afterwards.

Theoretical and methodological bases

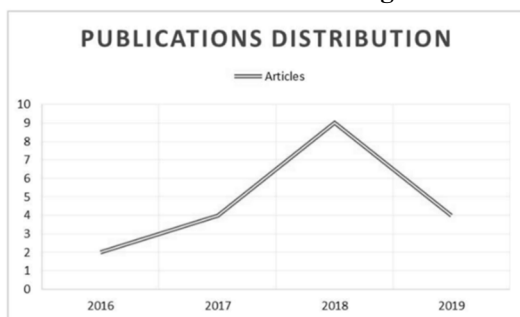
This paper will discuss existing theories, approaches, and models of digital transformation with the aim of arriving at a common metalanguage to be used. The literature review will then be examined in order to find a model that will be used when scrutinizing what the university brand is and what elements it is comprised of. The discussion on the higher education system back in the Soviet Union will follow where the principles and the values that all HEIs adhered to will be presented. Finally, the study aims at revealing how DT is reflected in the post-Soviet HEI branding, because despite the fact that the search of the literature on the transformation of higher education institutional landscape in post-Soviet countries has yielded a number of valuable articles, it seems that no research has been conducted on how HE systems of post-Soviet countries have adapted to digital transformation and whether they have done so overall.

Digital Transformation: much ado about nothing?

The concept of DT has been actively discussed for a while now, yet, as is truly highlighted by Gong, the term has been so broadly used (and misused) that it becomes very confusing. As a result, it is vitally necessary to give DT some conceptual rigor [24].

Research on digital transformation has undoubtedly been given a conceptual and empirical boost with the sharp rise in publications pertaining to it, but at the same time, there are still some questions about how it should be conceptualized and theorized because it is being socially constructed from different fields of knowledge. The underlying structural barriers may obstruct communication between the domains and wreak havoc on the coherence of research streams without a firm grasp of the fundamental components of digital transformation and the logic of how these components link [24]. Over time, there have been a substantial number of papers on how HEIs have embraced digital transformation. Figure 1 shows that since 2016 the number of publications has grown by 200 percent yearly; by March 2019, the increase had already reached 133 percent [6].

Figure 1. Publications distribution [6]



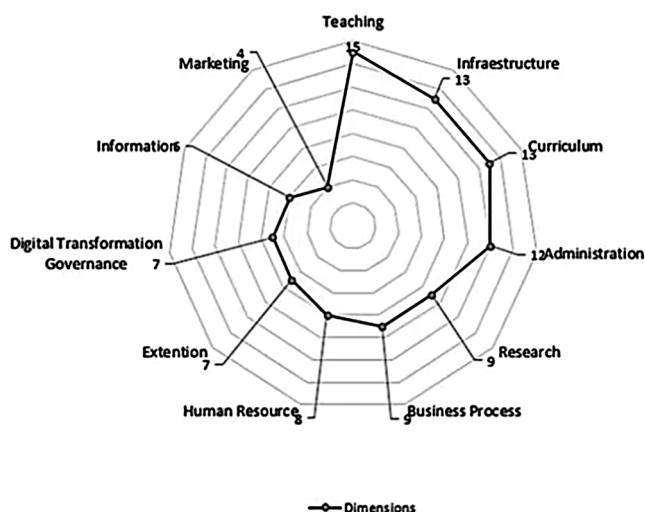
Irrespective of the rise in the number of publications and alongside the fact that there is no unanimous definition of DT, there is no explicit and unified definition that could be used to address similar terms, namely “digital transformation,” “digitalization” or “digitization,” which are often used interchangeably. As is accurately mentioned by Borcan [11], “[w]hile academics and professionals seem to agree on the transformative impact of digital technologies, the understanding of digitization, digitalization and digital transformation as tools, concepts, visions or simply general terms naming their consequences is still imperfect” [12].

As far as DT is concerned it is obvious that it is a more complex process than mere digitalization or technological shift because DT goes beyond the digitizing of resources and ultimately results in the creation and extraction of value from digital assets [34], [41]. Though there was a considerable emphasis on the employment of digital technologies at the beginning, organizations and researchers began to see DT as more than just a shift in technology. They understood that it necessitates not only the use of cutting-edge technology but also a coordinated approach to people, culture, mindset, talent development, and

leadership in order to be successful. Hence, it is obvious that DT affects different dimensions of HEIs.

After having searched through the electronic databases Web of Science (WoS) and Scopus, Benavides et al. [6] have singled out the dimensions which have reflected the DT or have been forced “to intervene in DT processes” within HEIs.

Figure 2. The radar of the dimensions of the DT in HEIs



[6]

While teaching has been most affected by DT, marketing seems to be the least affected dimension.

While there is no unified definition of DT [43], a recent review of 124 articles has defined the concept as “a fundamental change process enabled by the innovative use of digital technologies, accompanied by the strategic leverage of key resources and capabilities aimed at radically improving an entity (an organization, a business network, an industry, or society) and redefining its value proposition for its stakeholders” [24].

Branding: literature review

When new providers enter the market, they can put tremendous pressure on established universities. This is especially important in dynamic environments, when private institutions are soaking up the majority of the HE growth.

In order to see the evolution of the “brand” over the years, it is enough to refer back to the article written by de Chernatony et al. [16] where the authors state that one hundred publications from commercial and academic journals were examined for content analysis to provide a comprehensive view of the definitions of “brand” utilized. Over 80% of the papers analyzed were published during the late 1980s and early 1990s, which reflects both the rising interest in brands as valuable assets in the late 1980s-early 1990s, and the debate about the "death of the brand" in the mid-1990s [16].

After doing a content analysis of the literature, the authors identified twelve main themes that according to them were accurate categorizations of the broad range of definitions of the brand in the literature: i. brand as a legal instrument, ii. brand as a logo, iii. brand as a company, iv. brand as a shorthand, v. brand as a risk reducer, vi. brand as an identity system, vii. brand as an image in consumers' minds, viii. brand as a value system, ix. brand as a personality, x. brand as a relationship, xi. brand as adding value, xii. brand as an evolving entity [16]. The authors viewed the above-given definitions as a framework that can be useful for analyzing different brand definitions reviewed.

When discussing the components of university branding, Bernnett et al. suggest emphasizing three basic ingredients that are present within a brand: (a) a collection of promises presented to the outside world concerning the brand's benefits (brand as “covenant”), (b) a set of distinctive features that define the brand's inherent nature and reality (the brand's quiddity), and (c) an assortment of aesthetic designations and external communications that describe the brand (the brand's symbolic and external representation) [8].

Covenant

According to the definition provided by Ambler and Styles, a brand is “the promise of the bundle of attributes that someone buys ... these attributes may be real or illusory, rational or emotional, tangible or invisible” [3]. The concept “brand covenant” was used by Balmer and Gray to denote a set of promises on the brand's physical and emotional advantages to purchasers [5]. This particular attribute has been chosen to be used when referring to higher education institutions because “brand covenant” is said to be most applicable to service industries given the intangibility and heterogeneity of the latter.

Quiddity

The quiddity of a university brand refers to the reality of a brand rather than the promise it makes [7]. Some authors refer to university quiddity as an “organizational identity” that includes both values and behavioral characteristics [29], [4]. In this sense, the quiddity is similar to what de Chernatony et al. have identified as “brand as an identity

system” and a “brand as a value system.” Creating an identity not only shields a business from competition, but also enables it to realize economic benefits. A professionally administered identity system enables managers to enhance a brand's significance for consumers [20]. It also conveys the brand's essence to other stakeholders and promotes a more strategic approach [17]. When referring to the context of higher education institutions, a university’s organizational identity encompasses the following: (a) the demographics of its student body (e.g. the percentages of ethnic minorities and nontraditional students it accepts); (b) internal values [13] relating to whether the university is elite and exclusive rather than inclusive and comprehensive; and (c) whether it has “traditional” as opposed to contemporary educational values [2], and (d) whether the university values research above teaching [22]. Bennett suggests that there are other dimensions of university brand’s quiddity like physical actuality and the practicability [7].

Symbolic and external representation

Brand names (in terms of distinctiveness, relevance, etc.; see [9]), logos, typefaces, color schemes, stationery, forms, receptionist uniforms, vehicles, and premises are all key symbols of a brand [30]. People observe the aforesaid stylistic descriptors and form judgments about the company based on what they see [42]. Those visuals can be used in order to “create and sustain organizational meaning” [48], symbolize many aspects of an organization's goals and ideals [35]. Given the fact that service industries offer things that are intangible [51], and cannot literally be bought and used, symbolism becomes especially important for them [7]. As has been termed by Shanks et al. “Educational services are intangible, heterogeneous, inseparable from the person delivering it, variable, perishable and the customer (student) participates in the process”. [46].

Alongside branding, a university can also be represented by its formal marketing campaign and its broader corporate communication with various external stakeholders, companies, agencies, etc. The said communication can be controlled and uncontrolled [35]. By controlled communication, university’s elaborate marketing campaign with corresponding advertising, public relations, prospectuses, event calendars and many more is implied. As far as uncontrolled communication is concerned, an example of the latter can be a scandal within the organization (related to its staff members, students, bribes, favoritism), a financial crisis, strike of students and/or employees [8]. Different authors determine different criteria that can have a say on an organization’s public image, such as behaviour, history, strategies, or involvement in different processes happening in the country.

The university brand: a model to be used

Notwithstanding the fact that the literature review has yielded different frameworks and models of university brand, the one suggested by Bennett et al. [8] will be used in this paper, yet not all variables offered by them will be covered given the constraints dictated by the topic itself.

As it has been highlighted above, the university brand is composed of three components: covenant, quiddity, symbolic and external representation. The authors have

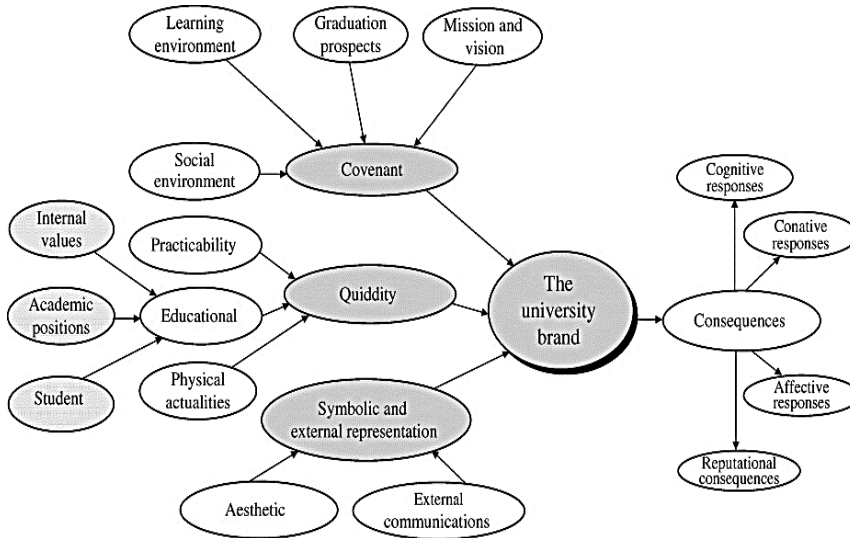
constructed the three components as second-order latent variables with third-order formative indicators.

In order to understand whether post-Soviet universities have reflected the idea of digital transformation in their university brands, I will be referring to Figure 3 in order to find any reflection of DT first in university covenants. I will be examining the mission statements and the visions of the HEIs, graduation prospects, and promises in general. Though specific aspects of the learning environment that allegedly attract students are the quality and extent of student support services, well-known and successful teaching staff, and a student-centered administration [22], [25], this aspect of covenant will not be covered in this paper, given the fact that “learning environment” components can be revealed primarily by means of surveys and focus group discussions which proved impossible to be carried out within the scope of this paper given the number of universities involved, their geographic locations, and tight deadlines.

When examining the quiddity, I will be targeting the internal values of HEIs which might be reflected in universities’ founding documents (charters, founding principles, strategic plans, etc.) trying to reveal whether HEIs have “traditional” as opposed to contemporary (mass-market) educational values [2]. Practicability and physical actualities will not be covered as the latter implies architecture and campus layout, safety and security, the facilities of the city in which the university is located [36], and other features which, per se can be indicative of University’s plans to incorporate digital transformation into its operations, but the said link might be difficult to prove given the loose connection between the two. Practicability, which from the students’ viewpoint entails entry requirements allowing candidates to matriculate, desired degree programmes [10], suitable physical location [2], affordable fees, and decent accommodation [10] will not be covered, as the necessary information can be accumulated primarily by means of surveys and questionnaires.

As far as the symbolic and external representation of a university brand is concerned, university logos, typefaces, color schemes, stationery forms, vehicles, receptionists’ uniforms, and premises [9] will not be analyzed DT-wise, because these aesthetic designations are perceived by a wider public who form opinions and judgments about the organization [42]. Alongside marketing communication (controlled and uncontrolled), an organization’s public image can also include its history, organizational structure, and strategies, which will also be examined in order to see whether they contain any indication about and/or reflection of DT.

Figure 3. Suggested model of university branding [8]



Organizations that want to improve their brand's reputation and image should prioritize building a substantial and prominent online presence [33]. Shehzadi et al. examined the effect of ICT, E-service quality, and E-information quality on the reputation of educational institutions via the lenses of students' e-learning, e-word-of-mouth (e-WOM), and satisfaction [47]. Publicly conveying a good message has an immediate and profound effect on brand image, and the results reveal that e-WOM and student satisfaction both contributed to the growth of university branding. There is considerable evidence to prove e-WOM significantly impacted the public's perception of academic institutions. These findings further validate the significance of students' use of E-learning systems, ICT, E-service quality, and E-information quality in bolstering the reputation of the business [19].

Hence, given the importance of online presence, university websites will be scrutinized with the aim of revealing how digital transformation is reflected in the elements of university branding mentioned earlier.

Why post-Soviet countries? What's the added value?

The Soviet system of higher education was distinguished by a number of characteristics. First, it was primarily state-centered, with central planning and a top-down command mode of administration [21], [26]. The higher education system was integrated into a wider system of economic planning and was required to comply with directives from higher authorities. Higher education institutions were mandated to teach a particular number of individuals in specific specialties, although the greater economic planning system was responsible for assigning graduates to jobs. Control and oversight of higher education

institutions were delegated to a vast number of sectoral ministries tasked with overseeing certain sectors [28].

Second, higher education was heavily focused on vocational training since it served as a system for producing "highly trained" cadre for the national economy [26], [50]. There was a lot of talk during the Soviet era about how universities and research institutions needed to be more "life-oriented" and responsive to the needs of the national economy. In higher education, this caused some disruptions in structure and content. Beginning in the early Soviet era [15], [45], emphasis on technical and vocational education has persisted.

Third, the Soviet system was characterized by its emphasis on uniformity, or the policy of applying the same standards to all organizations and citizens [39], [26]. This strategy helped to unite the culturally and linguistically diverse nations by making Russian the official language and instituting standardized curricula and textbooks. The Soviet Union's plan to steadily increase educational opportunities in all of its republics bore fruit. When it came to higher learning, each Soviet country had its own share of both general and specialized universities. The student population grew from 811 thousand in 1940 to 5.2 million in 1991 [28].

After the collapse of the Soviet Union, higher education in almost all "new nations" undertook a similar path of reforms, which, in the majority of cases, was neo-liberal per se. In an endeavor to "normalize" their higher education systems tuition fees were introduced, national standardized exams were incorporated, and performance-based funding (not in all countries) was established. Neoliberal politics, which holds that the market can serve as a substitute for the democratic state in producing cultural logic and value, is the root driver of the corporatization and marketization of universities [32]. When it comes to state-guaranteed rights in areas like healthcare, education, and social security, neoliberalism takes a very dim view [14], [52], [53]. People who are willing to and able to make market-driven decisions (the "consumer citizen") are held up as the ideal. The new market state places the responsibility of care for one's own well-being on the person (rather than the state). The government should serve as a conduit for public demand and market forces [44]. This neoliberal stance is deeply Hobbesian in nature, with an emphasis on fostering privatized citizens who prioritize themselves above everyone else. Citizens raised in the neoliberal model's privatized, consumer-led society are taught to fear for their own safety while simultaneously being indifferent to the plight of others less fortunate than themselves [32]. The neo-liberal notion of citizenship has extremely negative repercussions when applied to HE [23]. It views education as a commodity to be sold to those with the means to buy it. The justification given is that it gives individuals more options. People are led to believe they would be able to buy any type of higher education they want in this brave new market by the promise of choice [32].

Despite the fact that the search for literature on the transformation of higher education institutional landscape in post-Soviet countries has yielded a number of valuable articles, it seems that no research has been conducted on how HE systems of post-Soviet countries have adapted to digital transformation and whether they have done so overall. The mere premise that all post-Soviet countries have a shared past and must consequently have a common legacy is what makes the study of these countries extremely useful in terms of revealing any

commonalities and recurring patterns that can be the outcome of their common historical past, or, to the contrary, discovering acute differences which might stem from different strategies and approaches they have adopted after their Soviet past. Trapped between Soviet legacy and global challenges, it would be of interest to discover how the mentioned countries have managed to reflect their DT approaches in university branding.

The choice of HE institutions

The USSR was comprised of 15 countries: Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan (presented in alphabetical order). Analyzing the branding of every single HEI DT-wise would be impossible given the deadlines and the likelihood of having to deal with a huge amount of data. Hence, given the fact that all countries proudly advertise their universities in case those appear in international rankings, a decision has been made to analyze only those HEIs which have an overall score in Quacquarelli Symonds' (QS) World University Rankings and/or UK's Times Higher Education (THE) World University Rankings. The higher the university's rankings in one of these allegedly “prestigious” ranking systems, the more likely HEIs are to publicize that fact in marketing materials like brochures, catalogs, and annual reports in an effort to draw in more high-quality students and faculty and secure more government and private funding.

Overall, 90 HEIs were analyzed, with the below-given distribution per country:

Table 1: post-Soviet HEIs in QS, THE rankings

N	Country	N of HEIs
1	Azerbaijan	1
2	Belarus	1
3	Estonia	4
4	Georgia	2
5	Kazakhstan	3
6	Latvia	4
7	Lithuania	5
8	Russian Federation	60
9	Ukraine	10
OVERALL		90

The HEIs of certain countries (Armenia, Turkmenistan), despite being included in one and/or both rankings, were not given an overall score, and hence they have not been subject to analysis. Certain countries (Kyrgyzstan, Tajikistan, Uzbekistan) were not included in the roster of QS and/or THE countries. A lot of other countries, despite having scored HEIs, also had a number of other institutions, which have not received any overall scores (Russia-40, Lithuania-2, Latvia-3, etc.). Obviously, the said HEIs were not analyzed as well.

The outcomes

In the introduction of *Competition in Higher Education Branding and Marketing*, Gerardo Blanco Ramirez [40] starts off with two sentences in order to demonstrate that the ideas and activities linked to marketing and branding have fully penetrated into the life of colleges and universities. He states that sentences like “I’m sorry for being late to the meeting; I was dealing with a social media crisis,” and “I think these are good ideas, but we need to consider how these initiatives will affect our university’s brand” might have sounded quite weird some decades ago, yet at present university administrators need to be experienced enough in order to respond to posts, publications and content that portray their institutions in a negative light and to be able to think ahead and determine whether or not this or that particular activity will fit into the overall branding of their universities.

One of the findings to be highlighted from the very start is the fact that the English versions of the websites of the vast majority of HEIs were not updated, which meant that the necessary information could not be found. Not being able to locate things like HEI’s mission and vision, the Russian versions of the websites were consulted. In the majority of cases, documents like the charter, the strategy, and the developmental plans were available in Russian. Interestingly enough, even the institutions which claimed internationalization to be their priority have failed to translate the materials which can have an influence on the choice of candidates (both local and foreign), their parents, and potential cooperation partners. One such example is Baku State University. At the time of writing this paper, the English version of Baku State University website did not have the translated version of such documents as the “Mission and Development Strategy” and “the Development Programme”. Taking into consideration the significance of having an online presence, it was beyond the purview of this paper to translate the essential papers in order to move on to the examination of those documents later, however, it should equally be noted that in the scenario if the Russian versions had been considered, the overall picture could have been completely different.

When analyzing how DT is reflected in the HEI brand covenant mission in particular, the following picture can be observed: in some cases, HEI missions mention innovation and technologies, which does not encompass the whole depth of digital transformation, that has been defined as “a fundamental change process enabled by the innovative use of digital technologies, accompanied by the strategic leverage of key resources and capabilities aimed at radically improving an entity (an organization, a business network, an industry, or society) and redefining its value proposition for its stakeholders” [24]. In certain cases, the missions highlight “... the development of education, research, technology and other creative activities” (University of Tartu), in other cases the university is said to “... contribute to the global science, higher education, knowledge, technology transfer and innovation...” (University of Latvia), etc. Overall, in the vast majority of cases HEI missions do not contain any mentions of DT, except for the mission of HSE University (the Russian Federation), which is formulated as follows, “HSE University’s mission is based upon the national goals and strategic development objectives of the Russian Federation, which include preservation of the population, health and well-being of the people, ensuring opportunities for self-

realization and cultivation of talent in children and youth, thereby creating a comfortable and safe environment for life, providing esteemed jobs and effective work, successful enterprise and successful digital transformation, as laid out in Decrees of the President of the Russian Federation ... ”. In this particular case, the HEI has elaborated steps that will lead to the global competitiveness of the Russian educational system, e.g., through the digital transformation of contents, formats and organization of educational activities, will contribute to ensuring forward-looking development and effective use of Russia’s S&T potential amidst radical technological transformation, and digital transformation of Russia’s economy, state, and professional education.

The initial hypothesis here was that the missions of HEIs might be dating back to the early 2000s, the epoch when DT was not widely discussed and written about: as it is shown in Figure 1, research publications have examined the digital transformation in HEIs from technological, organizational, and social aspects since 2016. The said hypothesis might have the right to exist especially in case of those institutions that have a long history. Undeniable is the fact that every significant strategic endeavor should begin with a clear and compelling mission statement as it outlines the most fundamental aspects of each company (the same for HEIs): what it does, who it serves, what it sells, who buys it, and how it differs from the competition. Mission statements are typically cited as an integral part of this process [31]. Moreover, changing the mission of the HEI is often regarded as risky and costly, given the fact that this change would mean subsequent changes cascading down to different aspects of HEI operations. Yet, the hypothesis proved to be false, given that a number of HEIs have quite recently validated their new strategic directions with university missions included, and yet, only one of those (HSE) reflects the concept of DT.

When analyzing the visions of HEIs, it can be ascertained that none of them had any indication or mention of DT. Graduation prospects were mostly presented in numbers and figures and included names and pictures of outstanding alumni who had reached heights in their careers. It needs to be acknowledged that restricting the study only to university websites has limited the possibility of studying “university promises” which often take the form of short posts and/or short videos/animations. Given the sanctions imposed on the Russian Federation, it was impossible to scrutinize the Facebook pages and other social media platforms of specific HEIs during this study.

As far as the quiddity is concerned, founding documents like charters, principles, strategic plans, etc. have been studied with the aim of revealing whether HEIs have “traditional” as opposed to contemporary (mass-market) educational values and how those incorporate the ideas and/or underlying concepts of DT. Just like brand covenant (mission and vision), the first perception was that University charters were elaborated and implemented a long time ago, and that was the reason why they had no mention of DT. For instance, the charter of Belarusian State University was signed back in 1999, after which it was amended a couple of times, the last update taking place in 2011. However, this was not always the case. The Statute of Tartu University was adopted in 2020, and yet it contains only one line stating that “... it advances knowledge and technology transfer and innovation and popularizes research...”. The same holds true for Riga Stradiņš University, the

development strategy of which was implemented in 2019 with no indication about DT. Some HEIs mention technologies and innovation in their strategic and development plans, which can be perceived as referring to “digital transformation.” For instance, in case of Lithuanian University of Health Sciences when referring to infrastructures, they mention that suchlike infrastructures are necessary to ensure modern environmental conditions for employees and students by applying advanced information technology solutions. This can entail some elements of digital transformation; however, information technologies alone cannot lead to digital transformation in case they do not result in a fundamental change, accompanied by the strategic leverage of key resources and capabilities aimed at radically improving an entity and redefining its value proposition for its stakeholders. Another example is Vilnius Gediminas Technical University (Vilnius Tech), which states, “We are constantly looking for more advanced technological solutions that will contribute to the world by creating added value in new or rapidly changing environment”.

Moreover, the Rector's address states that the abbreviation for Vilnius Gediminas Technical University is VILNIUS TECH, which expresses the experience in engineering and technologies, outlines the intensive application of technologies in university life, the ever-growing need for technology, and its transforming and empowering importance in science, business, everyday life of man and society.

The seemingly plausible hypothesis that the year of signing and/or implementing guiding documents can be a factor as to why the HEIs under study have not incorporated DT in their founding or guiding documents, can also be rejected by stating some of the essential documents that go far beyond the short-term planning. Kazan (Volga region) Federal University, for instance, when referring to the new strategic academic leadership programme set for the decade 2021-2030 states that the programme aims to include over a hundred universities in territorial and nationwide development projects.

A similar picture can be traced when examining the history, organizational structure, and strategies of HEIs. The elements that come across when studying the history of HEIs are chronological data, names of previous rectors, important events in the history of the HEI, etc. Organizational structure mostly presented the organigram with the names and positions of department heads. As far as the strategies are concerned, they have already been covered when discussing brand quiddity in the previous paragraph.

This paper can serve as a good starting point for all future studies which will target DT and its reflection in university brands in Europe and beyond. Having data coming from different countries and being able to trace similar patterns will provide more fruitful grounds to accept or reject the hypothesis that the said similarities are the result of a common political past.

Alongside with the findings presented above, there are also some limitations of the study that need to be taken into account:

- When analyzing the brand covenant (mission statements and the visions of the HEIs, graduation prospects, and promises in general) restricting the study only to

university websites limits the possibility of studying “university promises” which often take the form of short posts and/or short videos/animations. During this study, it was impossible to analyze the information that Russian universities could have otherwise posted on social media websites (Facebook, etc), given the sanctions exercised against the Russian Federation.

- Analyzing the English versions of the websites revealed some limitations that can considerably diminish the added value of the paper. Quite a significant number of HEIs under study did not have necessary documents translated into English, hence, further studies need to consider both English and Russian (or the official language of the country) versions to ensure that holistic information has been collected.

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ANALYSIS OF THE APPLICATION OF ARTIFICIAL INTELLIGENCE IN THE NEIGHBOURING COUNTRIES ACCORDING TO THE GOVERNMENT ARTIFICIAL INTELLIGENCE READINESS INDEX

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Abstract

In today's rapidly developing world, many branches of the economy are trying to adapt to new technologies and automate as many processes as possible. Today, we are witnessing the rise of new technologies, with artificial intelligence (hereinafter referred to as AI) as the driver of software and the spearhead of the fourth industrial revolution.

In the context of the current developments in the field of AI, we emphasize the multi-faceted study of the policies conducted by the countries of the region (Armenia, Georgia, Azerbaijan, Turkey, Iran, hereinafter referred to as the CR countries) in order to reveal the degree of digitization of their economies, the directions of the main application of AI, the results obtained from political initiatives, AI risks and opportunities, obstacles and reasons for their occurrence.

Various stakeholders are interested in the process of developing a national AI strategy not to win the global AI race, but to create a powerful toolkit in this era of technological change to protect their citizens and prepare them for the expected technological changes. Countries with scarce resources but great human potential, such as Armenia, are obliged to take steps to remain an active participant in the field. The implementation of the AI strategy, which is most relevant to the Armenian reality, will help the policy makers of the sector to make effective decisions, as well as a number of developments, such as: the formation of a harmonious and effective education system, the transition from the middle level of education to the higher level and from subpar technologies to superior ones, increasing the mobility of the state administration system, as a result of which the slowness of decision-making and implementation will be pushed into the background, the acceleration of the process of various structural reforms of companies and public organizations through the introduction of state tax and preferential programs.

The main goal of the article is to assess the position of the countries of the region in the field of artificial intelligence by analyzing AI readiness index and to identify the directions of main application. The article concludes to localize the solutions currently used by leading countries for further development of AI-based systems and technologies, reveal opportunities for cooperation between stakeholders in different countries and establish flexible, competitive digital communication processes between government departments, the private sector, and society.

Keywords and phrases: Government AI Readiness Index, AI National Strategy, Cybersecurity, Chatbot.

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ԱՆԻ ՄՈՄՃՅԱՆ

Հայաստանի Հանրապետության պետական կառավարման ակադեմիայի
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Համառոտագիր

Ժամանակակից արագ զարգացող աշխարհում տնտեսության շատ ճյուղեր փորձում են հարմարվել նոր տեխնոլոգիաներին և ավտոմատացնել հնարավորինս շատ գործընթացներ: Այսօր մենք նոր տեխնոլոգիաների վերելքի ականատեսն ենք, որում որպես ծրագրային ապահովման շարժիչ և չորրորդ արդյունաբերական հեղափոխությունն առաջ մղող հանդես է գալիս արհեստական բանականությունը (այսուհետ՝ ԱԲ):

ԱԲ ոլորտի ներկայիս զարգացումների համատեքստում կարևորում ենք տարածաշրջանի երկրների (Հայաստան, Վրաստան, Ադրբեջան, Թուրքիա, Իրան, այսուհետ՝ ՏՀ երկրներ) վարած քաղաքականության բազմակողմ ուսումնասիրությունը՝ բացահայտելու համար նրանց տնտեսությունների թվայնացման աստիճանը, ԱԲ-ի հիմնական կիրառության ուղղությունները, քաղաքական

նախաձեռնություններից ստացված արդյունքները, ԱԲ-ի կիրառման հետ կապված ռիսկերն ու հնարավորությունները, խոչընդոտները և դրանց առաջացման պատճառները:

Տարբեր շահագրգիռ կողմեր ԱԲ ազգային ռազմավարության մշակման գործընթացով հետաքրքրված են ոչ թե այն պատճառով, որ շահեն համաշխարհային ԱԲ մրցավազքը, այլ որպեսզի տեխնոլոգիական փոփոխությունների այս ժամանակաշրջանում ստեղծեն հզոր գործիքակազմ իրենց քաղաքացիներին պաշտպանելու և նրանց պատրաստելու սպասվող տեխնոլոգիական փոփոխություններին: Սակավ ռեսուրսներ, սակայն մարդկային մեծ ներուժ ունեցող երկրները, ինչպիսին է նաև Հայաստանը, պարտավորված են քայլեր ձառնարկել գործընթացի ակտիվ մասնակից մնալու համար: Հայաստանյան իրականությանն առավել համապատասխանող ԱԲ ռազմավարության ներդրումը կօգնի ոլորտի քաղաքականություն մշակողներին, կնպաստի արդյունավետ որոշումների ընդունմանը, ինչպես նաև մի շարք զարգացումներին, ինչպիսիք են՝ ներդաշնակ և արդյունավետ կրթական համակարգի ձևավորումը, կրթության միջին մակարդակից անցում բարձր մակարդակի և թույլ տեխնոլոգիաներով հագեցած հասարակության վերագինումը, պետական կառավարման համակարգի շարժունակության բարձրացումը, որի շնորհիվ որոշումների կայացման և իրագործման դանդաղությունը կմղվի հետին պլան՝ արագացնելով ընկերությունների ու հասարակական կազմակերպությունների կառուցվածքային տարատեսակ բարեփոխումների գործընթացը՝ պետական հարկային և արտոնյալ ծրագրերի ներդրման միջոցով:

Հոդվածի հիմնական նպատակն է՝ գնահատել ՏՇ երկրների արհեստական բանականության ոլորտում զբաղեցրած դիրքն աշխարհի երկրների կտրվածքով՝ ԱԲ պատրաստվածության համաթվի ցուցանիշների վերլուծությամբ, և վեր հանել ԱԲ-ի հիմնական կիրառության ուղղությունները:

Հոդվածն ամփոփելով առաջարկվում է ԱԲ-ի վրա հիմնված համակարգերի և տեխնոլոգիաների հետագա զարգացման համար տեղայնացնել այն լուծումները, որոնք ներկայումս կիրառվում են այս ոլորտում առաջատար երկրների կողմից, և բացահայտել տարբեր երկրների շահագրգիռ կողմերի միջև համագործակցության հնարավորությունները և պետական գերատեսչությունների, մասնավոր հատվածի, հասարակության միջև ճկուն, մրցունակ թվային հաղորդակցության գործընթացների հաստատումը:

Բանալի բառեր և բառակապակցություններ. կառավարության ԱԲ պատրաստվածության համաթիվ, ԱԲ ազգային ռազմավարություն, կիբեռանվտանգություն:

АНАЛИЗ ПРИМЕНЕНИЯ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В СОСЕДНИХ СТРАНАХ ПО ИНДЕКСУ ГОТОВНОСТИ ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ ПРАВИТЕЛЬСТВА

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Аннотация

В современном быстро развивающемся мире многие отрасли экономики пытаются приспособиться к новым технологиям и максимально автоматизировать процессы. Сегодня мы наблюдаем появление новых технологий с искусственным интеллектом (ИИ) в качестве драйвера программного обеспечения и движущей силы четвертой промышленной революции.

В контексте текущих событий в области ИИ подчеркнем многогранное изучение политики, проводимой странами региона (Армения, Грузия, Азербайджан, Турция, Иран, далее страны СР) с целью выявления степени цифровизации их экономик, направления основного применения ИИ, результаты, получаемые от политических инициатив, ИИ-риски и возможности, препятствия и причины их возникновения.

Различные заинтересованные стороны вовлекаются в процесс разработки национальной стратегии ИИ не для победы в глобальной гонке ИИ, а для создания мощного инструментария в эпоху технологических изменений для защиты своих граждан и подготовки их к ожидаемым технологическим изменениям. Страны со скудными ресурсами, но большим человеческим потенциалом, такие как Армения, обязаны предпринимать шаги, чтобы оставаться активными участниками системы. Реализация ИИ - стратегии, наиболее актуальной для армянских реалий, поможет политикам отрасли способствовать принятию эффективных решений, а также ряду разработок, таких как: формирование эффективной системы образования, переход от среднего уровня образования к высшему уровню и перевооружение общества, оснащенного слабыми технологиями, повышение мобильности системы государственного управления, ускорение процесса различных структурных преобразований предприятий и общественных организаций за счет введения государственных налоговых и льготных программ.

Основная цель статьи - оценить положение стран региона в области искусственного интеллекта путем анализа индекса готовности ИИ и выявить основные направления применения ИИ. В заключении статьи предлагается дальнейшее развитие систем на основе ИИ и технологии для локализации решений, используемых в настоящее время ведущими странами в этой области, а также определение возможностей для сотрудничества между заинтересованными сторонами в разных странах и создание конкурентоспособных процессов цифровой связи между государственными ведомствами, частным сектором, обществом.

Ключевые слова и словосочетания: индекс готовности ИИ правительства, национальная стратегия ИИ, кибербезопасность, чат-бот.

Introduction:

The exponential growth of computing infrastructure, coupled with the dramatic reduction in the cost of acquiring, processing, storing, and transmitting data, has revolutionized the process of computer software development and automation. AI is the fascinating tool of the century and its field of application knows no boundaries. We witnessed the application of various elements of AI when using unmanned aerial vehicles (UAV) during the Nagorno-Karabakh conflict [1], when discovering new models for rapid and effective diagnosis of the virus during the COVID-19 epidemic [2], while using deepfake programs during the campaign by the leaders of the political forces in the 2020 US presidential elections [3].

Various stakeholders – governments, corporations, the scientific community, and civil society organizations – are making efforts to take advantage of the benefits of AI use and are preparing to face the resulting risks. To this end, governments are embarking on the process of formulating and/or implementing a national AI strategy. In this regard, they face dual challenges: on the one hand, governments must pursue the creation of a favorable ecosystem for AI, attract investors, promote the development of AI technologies, increase the use of AI in industry, and on the other hand, AI poses unprecedented challenges to governments in terms of algorithmic accountability, data protection, cyber security, machine learning models and potential job shifts in decision-making [4].

AI is a multilevel, multifactorial concept and it is difficult to find a single common definition in relevant literature. The first definition of AI, proposed almost 65 years ago by John McCarthy, was used by the European Commission in its communication defining AI as systems that exhibit intelligent behavior and some degree of autonomy when analyzing their environment, carry out adequate response actions to achieve the set goals [5].

By studying and summarizing the many examples of practical use of AI in the professional literature, the following forms of AI use were distinguished:

- collecting, processing and analyzing information from large-scale digital images or videos [6],
- communication with service users/customers or citizens in a semi-automated manner through chatbots and virtual assistants,

- conducting simple analyses based on the study of textual data using natural language processing (NLP) algorithms to understand audio and text [7],
- analysis of large volumes of data to make more comprehensive and accurate predictions and/or support human decision-making, including crime prevention [8],
- development of guidelines based on past experience, as well as assistance in automating processes and tasks.

The preparedness of the countries for AI is evaluated by the methodology and rating developed by the World Economic Forum (WEF), the World Bank, the Organization for Economic Cooperation and Development (OECD), the International Institute for Management Development, and the International Telecommunication Union (ITU).

According to OECD data, in the last decade more than 300 AI policy initiatives were implemented in more than 60 countries, 130 of which were initiated by governments [9], noteworthy among which are the creation of AI expert groups, the development and approval of the national AI strategy, developing grant programs for research and development (R&D), and organizing awareness campaigns for the public.

The Government's AI Readiness Index is an annual report that ranks countries on 42 indicators, divided into three main groups: government, technology, and data and infrastructure. A number of indexes such as the National Cyber Security Index, the Network Readiness Index, the E-Government Development Index, the Global Competitiveness Index 4.0, the Inclusive Internet Index, and the GovTech Maturity Index have been used as a source for the indicators.

According to the 2021 report, almost 40% of 160 developed and developing countries have published or are still developing national AI strategies, indicating that AI is fast becoming a top concern for world leaders. 30% of the ranked countries have already published a national AI strategy, while 9% are still developing it.

Analysis: It is clear from the comparison of indicators of CR countries that in general there is a certain comparability between these indicators (see Table 1).

Table 1. 2021 government's AI Readiness Index of the CR countries according to three groups

Countries	Government (maximum 100)	Technology sector (maximum 100)	Data and infrastructure (maximum 100)	Index unit (maximum 100)	Occupied position (160 countries)
Armenia	43.10	31.14	63.53	45.93	76
Georgia	44.20	29.22	62.83	45.41	79
Iran	36.42	35.20	67.06	46.23	72
Azerbaijan	50.60	33.86	60.34	48.2	57
Turkey	71.41	39.05	55.99	55.4	53

It can be seen that a high result was recorded in the CR countries due to the sub-indicators of the “Data and infrastructure” group, although Turkey took the leading position in the region, and the 53rd place among the 160 countries of the world due to the sub-indicators of the “Government” group – 71.41 points. The sub-indicators of the “Government” group specify that the state should have a strategic vision for the development and management of the AI, the achievement of which should be facilitated by the relevant legal framework and regulations in the country, paying attention to ethical issues. Moreover, the state must have the capabilities to digitize internal systems, including skills and experience that will support the state to adapt to new technologies in a faster and more efficient way.

CR countries scored very close to each other and at the same time scored low on the sub-indicators of the “Technology sector” group, which defines whether the state uses high-quality AI tools created by the country's technology industry, and whether that industry is competitive in the global market and dynamically developing. The sector should have high innovation capacity based on a business environment that supports entrepreneurship and spends heavily on research and development. The skills and education of the people working in this field are also important.

The highest score was recorded from the sub-indicators of the “Data and infrastructure” group, which assesses the availability of high-quality data on which AI tools are based, and the potential of this data cannot be realized without the availability of appropriate infrastructure. It is noteworthy that the quality of the data characterizes the citizens of the given country.

During 2021, Turkey has been very active in the process of implementing AI and already in late 2021 published its national AI strategy, confirming its AI vision (see Figure 1).

The national strategy defines 6 priorities:

1. Training of AI experts and increasing employment in this field,
2. support for research, entrepreneurship and innovation,
3. facilitating access to quality data and technical infrastructure,
4. increasing the ability of adaption to socio-economic changes,
5. strengthening of international cooperation,
6. accelerating structural reforms and labor market transformation.

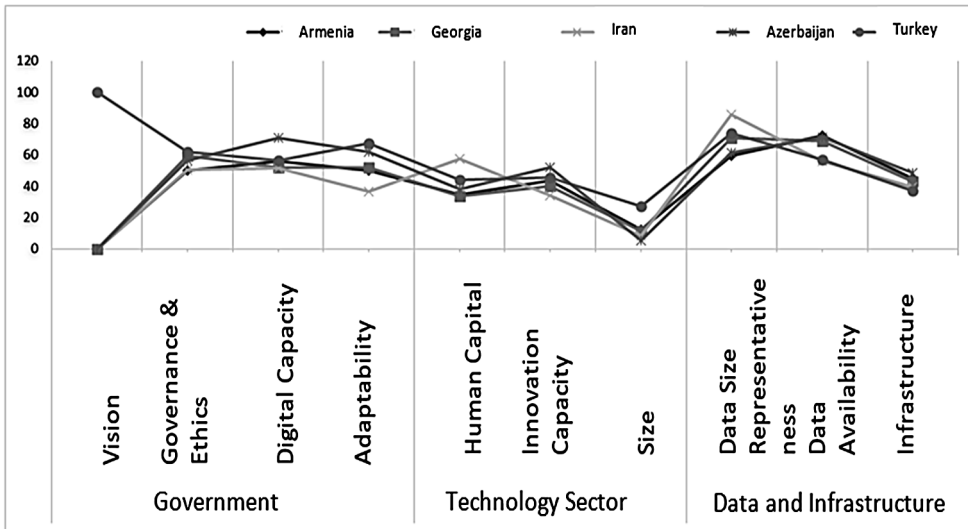


Figure 1. The 2021 government AI readiness index of the CR countries by sub-indicators

Turkey hopes to achieve 5% GDP growth from 2021 to 2025 as a result of the implementation of AI and to increase employment in the AI sector to 50,000 people, including an increase of 1,000 people working in the AI sector of central and local governments.

Turkey has defined national cyber security strategy for 2020-2023 [10].

Turkey has established more than 31 state initiatives, the budget of which exceeds 1 billion euros.

In contrast to Turkey, the Georgian government takes a two-pronged approach to the adoption of AI:

- AI can be widely used by the government in providing public services, increasing work efficiency, speed, workload of administrative apparatus, in some cases also contributing to cost reduction and improving the quality of services provided.

- Progressive government policies can help create an environment conducive to entrepreneurship, which can attract investors and entrepreneurship talents that can increase the economic and social well-being of society [11].

In this context, Georgia is trying to build its strategy.

The other countries considered are more passive in setting a strategy. There is no established government body that will be responsible for the definition, development, and control of the AI policy. A universal strategic document can be extremely beneficial in developing the national legislative and/or policy framework. Favorable regulations and laws established for AI development can attract AI investors and increase opportunities for AI implementation in countries.

The above-mentioned countries are trying to implement reforms in the legislative field in order to create a reliable and legal basis for the adoption of AI. In addition to ensure the legal framework, the country's cyber security sector must also be considered, as before large databases can be created, it is also necessary to ensure their protection and systems security.

Georgia launched a cyber research project in 2018, creating an online cyber exercise portal. CyberLab is a new online resource created by the joint efforts of the Computer Emergency Response Team (CERT.GOV.GE) and the Georgian Research and Educational Networks Association (GRENA) with EU funding. The portal helps IT students at educational institutions interested in cyber security sharpen their practical skills so they can better identify and then respond to cyber incidents. The portal will also help IT personnel from both the public and private sectors improve their cyber resilience skills [12].

Azerbaijan has taken the first steps in the field of cyber security by adding Chapter 30 in the Criminal Code, "Crimes in the field of computer information" [13], and in 2018 one of the priority directions setted by the Cabinet of Ministers was the development of the "Cyber Security Strategy of the Republic of Azerbaijan" [14].

Unlike the above-mentioned countries, Armenia and Iran do not have a developed national cyber security strategy.

In Chapter 4 of its 2021-2025 digitization strategy program, Armenia has considered cyber security as a fundamental condition for digitization. In order to overcome the challenges in the field of cyber security, the Ministry of High-Tech Industry plans to develop a comprehensive cyber security policy and action plan, which will include the establishment of a cyber security center, risk management and rapid response mechanisms during natural disasters, emergencies and wartime [15].

As Iran's cyberspace infrastructure, the National Information Network (NIN) ensures the security of Iran culture and users' personal data from various external attacks and threats. In a national information network, the protection of certain data that is transferred between different government agencies, such as identity cards, must be done offline, and this offline presence helps ensure the highest quality of service to citizens. Because through this network, the risk of violating the privacy of citizens' personal data is eliminated, and the transfer of this data is always impossible [16].

From the point of view of digitization index, Azerbaijan is the leader, registering 70.88 points, while Turkey caps at 56.59 points. Armenia is inferior in this respect to the above-mentioned two countries, occupying the 3rd place with 56.21 points. The purpose of the Digitization Capabilities indicator is to evaluate the quality of digital services provided by the state and the government's support for new technologies, performing the functions of initiator and promoter.

Azerbaijan taking the leading position in terms of Digitization Opportunities Index and Innovation Capability Index (51.81 points) is due to the initiative of state institutions in providing high-quality electronic services to the public. In addition, the majority of electronic and cyber-detectives work in government agencies, while the opposite argument is more widespread in the world, the private sector is the leader.

The Ministry of Transport, Communications and High Technologies of Azerbaijan established the Innovation Agency in 2018 with the aim of promoting the production of innovative and high-tech products and the provision of services under the "Made in Azerbaijan" brand, as well as creating conditions for existing local brands to enter the international arena, digitally identify new products and services for transformation, support robotics and cloud technologies, big data processing and AI solutions [17].

From the analysis of the data size representation index, it is clear that Iran is the leader (85.86 points), while Armenia scored 59.27 points, the lowest among the CR countries, and from the analysis of the Data Availability index, Armenia scored the highest 72.27 points. This is due to the fact that Armenia is a leader in the provision of Internet connection, 4G mobile communication coverage, as well as the number of mobile phone users. For Armenia, the mobile broadband basket is 1.1 percent of GDP, and the fixed basket is 3.5 percent of GDP, for Iran, mobile and fixed broadband baskets are 0.9 percent of GDP [18].

In recent years, 247 innovation centers, 1400 innovation companies, 144 accelerators, more than 50 scientific and technological structures, 6000 startups and 5700 information-based companies have been established in Iran, but the control by the state is very high and even in this technological age, the state shuts down the country's Internet network from time to time and strictly controls social networks, which is a rather negative circumstance for the development of the ICT sector.

The areas of application of AI in CR countries are diverse and not homogeneous, therefore, we divided the objectives of the use of AI in public government into five groups and highlighted examples of the use of AI by each country:

1. Enforcement: these cases of implementation of the AI refer to the implementation of the regulations already defined by the state through support, that is, to support the state administration bodies to carry out their activities more efficiently and at the same time to highlight the areas that primarily require the attention of the relevant bodies. For example, the State Revenue Committee of Armenia has created a big data analysis system, which, using elements of artificial intelligence and machine learning, tries to evaluate and obtain information about risky taxpayers, which cannot be obtained with ordinary eyes and usage of ordinary formulas [19]. It is interesting that the risks assessed using artificial intelligence and the selection of target groups of risky taxpayers sometimes differ from the assessment carried out by the regulation adopted by the SRC. In this regard, the system still needs development.

The Georgia Prosecutor's Office uses IBM I2 software to facilitate complex investigations, coordination of cross-departmental functions, and management of criminal investigations. The AI program helps the user to import information from various sources, quickly analyze the data, get visible results that will help identify artificial behavior and threats [20].

2. Research, analysis and monitoring: this group refers to the use cases of AI that support policy-making processes, such as data collection, monitoring and analysis, to enhance the decision-making capacity of policy-makers and make them evidence-

based. Examples of the application of this group have not yet been implemented in the CR countries, but the big data collected in the examples mentioned in point 1 and the resulting scenarios can be utilized in the future to make more effective changes in the legislative field regulating these areas.

3. Adjudication: This group refers to the AI systems that are used to support the provision of benefits or entitlements to citizens. When looking at the experience of international and CR countries, it becomes clear that the use of this group of tools by state bodies is generally not carried out, because the use of these systems has not been extensive enough, nor the results visible, so governments do not want to completely entrust the decision-making process to the system, without being sure of its true and real potential.
4. Public services and engagement: this group includes AI solutions that support public administration bodies in providing high-quality and timely public services to citizens and entrepreneurs or to facilitate communication with the general public. For example, chatbots are the most widely used AI technology in public services in Georgia. Government agencies are using chatbots as a quick and convenient way to communicate with citizens to answer the most pressing questions. Thanks to the cooperation of Rustavi Municipality and Rustavi Innovation Hub, the "Ci - Bot" chatbot was launched on Facebook [21]. Azerbaijan has launched the "ASAN-bot" chat-bot, the main purpose of which is to inform citizens about the public services provided by the Service and Assessment Network Agency of Azerbaijan 24/7. "ASAN-bot" enables the citizens of the country, regardless of their location, to receive up-to-date information on the services offered, it is able to understand text messages and respond to them. If there are difficulties in understanding the questions asked by citizens, they will be offered a special menu to get more detailed information and start the appeal process [22]. The Ministry of Foreign Affairs of Turkey has launched an online service based on AI tools called "HIZIR", which answers citizens' questions around the clock.
5. Internal management. These AI use cases are used to support the organization's internal management system, such as human resources, procurement process, IT systems implementation and control, etc.

Summary:

Rapidly developing AI technologies provide a great opportunity to transform the economic and social sphere of the state. Despite the initiatives carried out by the governments of the CR countries, trying to increase the quality of public services, to meet the expectations of citizens, to create effective relations between the public and private sectors, these countries have not yet fully understood the opportunities created by the AI.

Bold steps are needed to promote the development of the national ecosystem of AI, generating major social and economic benefits.

Recommended

- to approve the national AI strategy and select the body that will be responsible for directing and coordinating the national AI policy;
- creation of expert groups involving policymakers, businessmen, engineers, academics and ethical researchers related to AI;
- the correct distribution of the state budget, increasing the volumes of state funding of the field of AI, while not shirking the financial support of international partners,
- creation of safe and reliable two-way data transmission structures,
- involvement of leading technology companies and advertising of companies from the CR countries abroad;
- close cooperation between the public and private sectors.

Strengthening of international cooperation, especially between the countries of the CR, is essential for the sustainable and progressive development of the AI sector in the region, be it in the form of financial investments, technical support or human capital.

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NEW EDUCATIONAL TECHNOLOGIES AS A PLEDGE TO PROMOTE LIFELONG LEARNING

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Abstract

Lifelong Learning implies that a person needs to learn continuously in order to enhance knowledge, skills, abilities and competencies. Learning should be implemented for the whole life span not only through natural communication or life experiences, but also benefiting from a variety of conscious educational opportunities, including new technologies. Along with formal, non-formal and informal education, the priority is given to the implementation of modern educational technologies and strategies – transition from passive to active learning, as well as to the introduction of informational technologies in the education process.

The aim of the research is to contribute to the successful implementation of lifelong learning in Armenia by using new educational technologies, based on the analysis of the theoretical foundations of lifelong learning, and thereby support the development of a person's opportunities to live in a democratic society.

Based on the analysis of foreign and local literature, this article brings up a historical overview of the experience of different countries and the approaches of the authors. The conducted theoretical-methodological analysis allowed us to assume that almost all European countries, as well as China, have moved from continuing to adult education and then to lifelong learning.

The article refers to the factors that affect the implementation of lifelong education in Armenia and presents the steps that are necessary to ensure the successful realization of the process. Recommendations were made based on the analysis and our studies.

As a result of the research, it was found that the training of teachers is the most essential step towards realizing a lifelong education system in Armenia, thus creating a number of opportunities for the future, such as:

- raising the awareness of students regarding lifelong education and encourage their professional orientation,
- using traditional and non-traditional educational methods, the latest digital technologies to create an educational environment, based on national and international experience,
- developing an appropriate materials-technical base,
- establishing cooperation with experts and technological centers of different countries.

It was also found out from the studies that in the process of development of education and reform policies, it is necessary to take into account both the historical and socio-economic development features of the given country.

Keywords and phrases: Lifelong Learning; formal, non-formal and informal education; knowledge, skills and competence; distance learning; educational technologies

**ԿՐԹԱԿԱՆ ՆՈՐ ՏԵԽՆՈԼՈԳԻԱՆԵՐԸ ՈՐՊԵՍ ՑԿՅԱՆՍ
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Համառոտագիր

Ցկյանս կրթությունը ենթադրում է, որ անձը անհրաժեշտություն ունի շարունակաբար սովորելու և ընդլայնելու ձեռք բերած գիտելիքները, հմտությունները և կարողությունները: Ողջ կյանքի ընթացքում այն իրականացվում է ոչ միայն բնական հաղորդակցության, կենսափորձի, այլ նաև շարունակաբար գիտակցված բազմազան կրթական, այդ թվում՝ նաև նոր տեխնոլոգիաների հնարավորություններից օգտվելու միջոցով: Ֆորմալ, ոչ ֆորմալ և ինֆորմալ կրթություն իրականացնելիս առաջնահերթ է արդի կրթական տեխնոլոգիաների ու ռազմավարությունների կիրառումը՝ պասիվ ուսուցումից ակտիվ ուսուցման անցնելը, ուսումնառության գործընթացում

Ժամանակի պահանջով նաև տեղեկատվահաղորդակցային տեխնոլոգիաների ներդրումը:

Հետազոտության նպատակն է ցկյանս ուսումնառության տեսական հիմքերի վերլուծության հիման վրա նոր կրթական տեխնոլոգիաների կիրառմամբ նպաստել ցկյանս ուսումնառության հաջող իրականացմանը Հայաստանում, և դրանով իսկ աջակցել ժողովրդավարական հասարակությունում անձի ապրելու հնարավորությունների զարգացմանը:

Հոդվածում արտասահմանյան և տեղական գրականության վերլուծության հիման վրա ներկայացվել է պատմական ակնարկ՝ տարբեր երկրների փորձի, հեղինակների մոտեցումների վերաբերյալ: Կատարված տեսամեթոդական վերլուծությունը թույլ է տվել ենթադրել, որ գրեթե բոլոր եվրոպական երկրներն, ինչպես նաև Չինաստանն անցել են շարունակական կրթությունից դեպի մեծահասակների կրթության մոդելին, այնուհետև՝ ողջ կյանքի ընթացքում ուսումնառությանը:

Հոդվածում անդրադարձ է կատարվել այն գործոններին, որոնք ազդեցություն ունեն ցկյանս կրթության իրականացման վրա Հայաստանում, տրվել են այն քայլերը, որոնք անհրաժեշտ է կատարել գործընթացի հաջող իրականացումն ապահովելու համար: Վերլուծությունների և ուսումնասիրությունների հիման վրա տրվել են առաջարկություններ:

Հետազոտության արդյունքում պարզվել է, որ Հայաստանում ցկյանս կրթության համակարգի բարելավման համար առաջնահերթ կարևոր է դասավանդողների վերապատրաստումները, որոնց շնորհիվ հետագայում հնարավորություն կստեղծվի.

- ցկյանս կրթության վերաբերյալ բարձրացնել սովորողների իրազեկվածությունը և խրախուսել նրանց մասնագիտական կողմնորոշումը,
- օգտագործել ավանդական և ոչ ավանդական կրթական մեթոդներ, նորագույն թվային տեխնոլոգիաներ ուսումնական միջավայր ստեղծելու համար՝ հենվելով ազգային և միջազգային փորձի վրա,
- ստեղծել համապատասխան նյութատեխնիկական բազա,
- զարգացնել համագործակցությունը տարբեր երկրների մասնագետների և տեխնոլոգիական կենտրոնների հետ կապեր հաստատելու միջոցով:

Ուսումնասիրություններից պարզվել է նաև, որ կրթության զարգացման և բարեփոխումների քաղաքականության մշակման գործընթացում անհրաժեշտ է հաշվի առնել ինչպես տվյալ երկրի պատմական, այնպես էլ սոցիալ-տնտեսական զարգացման առանձնահատկությունները:

Բանալի բառեր և բառակապակցություններ. ցկյանս ուսումնառություն, ֆորմալ, ոչ ֆորմալ և ինֆորմալ կրթություն, գիտելիքներ, հմտություններ և կարողություններ, հեռավար ուսուցում, կրթական տեխնոլոգիաներ:

НОВЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ КАК ЗАЛОГ НЕПРЕРЫВНОГО ОБУЧЕНИЯ НА ПРОТЯЖЕНИИ ВСЕЙ ЖИЗНИ

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Аннотация

Обучение на протяжении всей жизни подразумевает, что человеку необходимо постоянно учиться и расширять знания, навыки, умения и компетенции. На протяжении всей жизни оно осуществляется не только через естественное общение, жизненный опыт, но и через постоянное использование осознанных разнообразных образовательных возможностей, в том числе новых технологий. При реализации

формального, неформального и информального образования приоритетным является использование современных образовательных технологий и стратегий: переход от пассивного обучения к активному обучению, а также внедрение информационно-коммуникационных технологий в учебный процесс.

Цель исследования - способствовать успешной реализации непрерывного обучения в Армении путем использования новых образовательных технологий, основанных на анализе теоретических основ непрерывного обучения и тем самым поддержания развития возможностей человека жить в демократическом обществе.

На основе анализа зарубежной и отечественной литературы в статье представлен исторический обзор опыта разных стран и подходов авторов. Проведенный теоретико-методологический анализ позволил предположить, что практически все страны Европы, а также Китай перешли от продолжительного образования к образованию взрослых, а затем к обучению на протяжении всей жизни.

В статье говорится о факторах, влияющих на реализацию непрерывного образования в Армении, и приводятся шаги, которые необходимы для обеспечения успешной реализации процесса. Рекомендации были сделаны на основе проведенного анализа и нашего исследования.

В результате исследования было установлено, что подготовка учителей является важным фактором для совершенствования системы непрерывного образования в Армении, благодаря чему в будущем будет создана возможность

- повысить осведомленность студентов о непрерывном образовании и поощрять их профессиональную ориентацию;
- использовать традиционные и нетрадиционные методы обучения, новейшие цифровые технологии для создания образовательной среды, опираясь на отечественный и международный опыт;
- создать соответствующую материально-техническую базу;
- развивать сотрудничество, устанавливая контакты с экспертами и технологическими центрами разных стран.

В ходе исследования выяснилось, что в процессе разработки политики развития и реформирования образования необходимо учитывать как исторические, так и социально-экономические особенности развития данной страны.

Ключевые слова и словосочетания: непрерывное обучение, формальное, неформальное и информальное образование, знания, навыки и умения, дистанционное обучение, образовательные технологии.

Introduction

As a result of the progress and development of modern society, the integration of a person into society comes to the fore. That is, from an early age he assimilates social values and social experience, but the formation of a person takes place on the basis of lifelong education [7].

New theories have emerged in modern times to prove that during human learning, mental activity is not conditioned only by the transfer of knowledge, its assimilation or perception. Learning has a lot to do with the environment, it depends on the culture of the given region's community and the economy where people live. Due to this, the role of communication is very important, especially in the case of long-term learning.

Closed learning environments – classrooms, auditoriums and etc. – lose their relevance and necessity, and there is a need to look for alternative ways to develop skills and abilities outside of closed spaces using non-formal education. The latter lead to the idea that Lifelong Learning serves as a tool for a person to understand how they can best perceive and acquire new skills [11].

Therefore, the peculiarities of the historical socio-economic development of the given country should be taken into account in the process of devising the policy of education development and reforms. The process of Lifelong Learning can change the theory and practice of education in the country, including vocational education.

Approaches to Lifelong Learning

Lifelong Learning implies that a person needs to learn continuously in order to enhance knowledge, skills, abilities and competencies. Learning should be implemented for the whole life span not only through natural communication or life experiences, but also benefiting from a variety of conscious educational opportunities including new technologies [3; 1].

The concept of Lifelong Learning is becoming more and more popular, especially in European countries. Discussions on this topic are organized, research is conducted, articles are written, various programs and projects are created. According to the above definition, Lifelong Learning is a continuous process of acquiring and developing knowledge and skills which lasts a lifetime. Here the learner knows exactly why to learn and how to learn [1].

Why to keep learning. To learn in order to specialize, to deepen the knowledge, to expand the worldview, to become self-confident in contacts with people, to develop the desired qualities in the character.

How to learn. To be motivated to acquire new knowledge, treat any problem as solvable, apply information technologies, possible sources of knowledge, teach others, share experiences, make the process of acquiring new knowledge a part of life and just enjoy it.

Lifelong learning is seen as a complete picture of education and recognizes learning in different environments. It is expressed on two levels: individual and social.

1. Lifelong learning at the individual level is the ideological basis by means of which an individual can learn at any stage of life.

2. At the social level, lifelong learning is a comprehensive education system that recognizes formal, non-formal, and informal education.

At the individual level, lifelong learning is more perceptible, less problematic, and reflects an individual's idea of lifelong learning.

As knowledge and skills may lose their applicability, the individual is required to continually update them through the development of skills in order to manage uncertainty

and to fit the requirements for communication within cultures, subcultures, families and communities.

Lifelong learning at the social level is more difficult to implement. It is very extensive, consisting of many different types of learning.

The history of human life shows that without education a person is left out of the general process of life, so the education received by a person is always of consequence, especially a systematic, continuous education. As for adult education, it has strengthened its position in civilized and developed societies, and great resources and efforts are directed to the effectiveness of its implementation [14].

In educational policies LLL predominantly refers to education across one's lifetime, an institutional act inviting to change through planned programs offered by educational institutions and workplaces and reflecting institutional needs and interests [4].

A historical overview of Lifelong Learning in different countries

Theoretical-methodological analysis suggests that almost all European countries, as well as China, have moved from adult education to continuing education and then to Lifelong Learning.

LLL is a worldwide process today and it's not just an Armenian issue. Various countries have documented best practices, including France, China, Finland, Norway, Russia, etc. [18]

Only a high level education can promote sustainable development where education becomes an institution of knowledge reproduction in an ever-changing environment.

Continuing education not only fulfills a humanitarian mission, but also contributes to the development of the state and its competitiveness in the world arena. This example is followed by Finland [2]. High schools are especially popular in this country, where state-level educational retraining (pre-vocational) and learning are provided [13; 16]. The improvement of pedagogues' skills is of great importance.

According to studies, professional development through training in 28 educational systems of different countries is considered a professional duty. In 6 countries (Luxembourg, Hungary, Malta, Portugal, Romania and Finland), the minimum number of hours is provided for teachers for professional development. In some countries in order to form professional skills a minimum number of hours are given, but it is necessary to maintain a professional status.

For countries like Bulgaria, Spain, Lithuania, Portugal, Romania, Slovenia and Slovakia the professional development is the condition for professionalism, and it promotes career growth and salary raise. In Denmark, Ireland, France, the Netherlands, Poland, Sweden, Iceland and Norway, teachers' participation in advanced training courses are not included in their professional responsibilities. However, in France and Poland, professional development is clearly connected to career development. Even if being professional is not an obvious requirement, it is still considered a trump card [19].

Thus, the lifelong professional training is a necessary and compulsory condition to implement the process and it gives opportunity to become a professional. The idea of life-

long learning has been completed by leading theorist Paul Lengrand (Denmark), who was born in 1965. He developed the concept of lifelong learning and presented it to UNESCO [9]. His interpretation is based on the idea of putting an individual in the center of all learning processes. During the following years the theory has changed according to the scientific and technological innovations and social requirements.

In the 1980s, Tzu (China) called to allow non-privileged members of the society to benefit from the wide range of education opportunities in order to improve their quality of life, as a way to develop a free, just and democratic society. The idea of Tzu has been reflected in the three major international organizations: in the documents of the Organization for Economic Cooperation and Development (OECD), in the documents of UNESCO and European Council with the headings "Periodical education", "continuous education" and "adult education" [17].

The most notable in this regard is the United Kingdom, which is considered to have the best practice of lifelong learning implementation among developed countries [22]. The entire population of the UK is actively involved in the process of lifelong learning, with the support of the state giving people the opportunity to receive free education in various organizations. In other words, the state directly funds the society to acquire new skills and knowledge. The example of the UK shows that both the society and the government realize that it is impossible to have a prosperous society without studying or being educated. Developed countries actively support people in creating happier and better opportunities for living (including education).

LLL Methodology

LLL can be implemented through formal, non-formal and informal education. Although LLL can be implemented in formal i.e. academic, non-formal and informal ways, it attaches particular importance to the opportunity to receive non-formal education based on a change the target group's basic civic values and thinking [17].

The most important issues are the modern educational technologies and methods in the educational process, in general, the transition from passive to active learning, the introduction of information and communication technologies in education over time. One of the most effective ways to transform an individual's cognitive perception is to develop independent, critical thinking, which will enable the learner [31] to expand knowledge, develop skills and abilities to make independent decisions.

Technological changes in the world and globalization movements imply changes in all sectors of the economy, including the education system. From this point of view, the globalizing world is, on the one hand, a challenge, a threat, and on the other hand, an inexhaustible opportunity for development, including in terms of the modern requirements for education systems and necessary transformations.

Pedagogical technologies are coming to replace the active strategies and sets developed for the learning process. Recently, design technology has received a lot of attention in pedagogy in different countries. It was developed by the American philosopher-pedagogue John Dewey and his apprentice W.H. Kilpatrick, who was a bearer of

humanitarian ideas in pedagogy and philosophy. They offered to organize the training taking into account the learner's interests, their active, independent, purposeful individual or group activities, during which a certain problem could be solved [20].

Projection is widely used in various fields of human activity. In the learning process, project technology is considered to be interactive, it contributes to the acquisition of students' independent knowledge, develops special abilities and skills to orient themselves in the information field, to carry out research, to find non-standard solutions, to develop critical thinking [12].

Project technology requires integrated knowledge based on different areas. It enables learners to draw conclusions. Design activities are based on the active use of research elements, it helps to strengthen the motivation and provides high quality information [5].

The Need to Implement Distance Learning as an Imperative of Our Time

Transition to distance learning is conditioned by the need to provide quality, mass-personalized education. Existing forms of education, from an economic, security, organizational point of view, do not provide the above mentioned characteristics in practice, but distance learning, which is based on the widespread use of information and communication technologies, solves this problem.

Distance learning is a qualitatively new form of education that emerged in the late twentieth century through information and communication technologies. From a scientific point of view, this type offers greater opportunities for education than the correspondence one. It is not considered an advanced form of correspondence education. Distance learning is a systematized learning, when the process of direct and indirect learning between the learner and the teacher is carried out mainly through information technologies and telecommunications [30].

The purpose of distance learning is to enable students of vocational education institutions to acquire basic, additional vocational education programs directly at their temporary or permanent residences. The need for distance learning has become especially important during the COVID-19 pandemic [21].

The predictions about distance learning are unambiguous. This market will grow rapidly in the coming years. Today, the Internet is an integral part of the society. Most modern learners actively use it in life and education. Instructors are aware of the need to use modern information and communication technologies in the educational process. In case of distance learning via internet, the learner:

- 1) chooses the most convenient time;
- 2) learns "at their own speed" in a convenient mode;
- 3) focuses on certain parts of the educational material;
- 4) tests his knowledge every day;
- 5) cooperates more with the teacher;
- 6) gets the necessary information faster.

Today, an ongoing digitization of education is taking place. Digitization of workplaces and education has been jumpstarted by the COVID-19 pandemic, with

technology increasingly mediating human activity. Evolving automated data-driven algorithms, referred to as artificial intelligence (AI), continue to form a part of everyday technologies, gradually permeating our life and work [6].

Necessity for transition to LLL system in Armenia

Today, because of the unfavorable worsening of the socio-economic conditions, it is important to overcome the situation with human resources and ensure further developments. There is a need for new specializations. Therefore, it is necessary to improve human resources and to demonstrate educational and cultural successes that have been achieved in our time.

The primary goal is to have such kind of knowledge, abilities and skills that will enable a person to make independent decisions at all ages, evaluate and change his/her profession, depending on the socio-economic needs, highlighting the need of lifelong learning. Accordingly, lifelong learning should be perceived not only as a process of transitioning from one level of education into another and the process of acquiring appropriate skills, but also as a complex system of various interconnected educational opportunities, including professional tutors [8].

Transforming education means empowering learners with knowledge, skills, values, and attitudes to be resilient, adaptable, and prepared for an uncertain, complex future while actively and creatively contributing to global human well-being and sustainable societies.

During the Marrakech Framework for Action at the Seventh International Conference on Adult Education (17 June 2022, Morocco) organized by UNESCO, it was discussed how to use the transformative power of adult learning and education for sustainable development, in the context of challenges such as the climate crisis, rapid technological advance and the changing environment of the workplace. The Prime Minister of the Kingdom of Morocco Aziz Akhannouch stated: “Given the rapid changes affecting the world, it has become necessary today to give adults lifelong opportunities to acquire new skills that effectively empower them to improve their living and health conditions and enjoy decent lives” [23].

Our research has shown that lifelong learning is not fully implemented in Armenia. It is due to a number of factors [24].

- socio-economic condition of RA;
- the rapidly advancing scientific and technological changes in the modern world that are not accessible to everyone;
- the lack of data on current and projected requirements of the labor market in the country;
- insufficient conditions for the investment and development of lifelong learning;
- insufficient formalization of informal education system;
- insufficient flexibility of the educational system;

- the absence of mechanisms for recognizing the knowledge and capacities acquired as a result of informal and informal education;
- the absence of newly compiled educational programs, teaching-methodological materials [14].

As a result of the strict centralization of the current educational system of the Republic of Armenia, social partnership and social dialogue are not sufficiently developed in the field of Lifelong Learning, it requires the cooperation of a large number of partners: the government, social partners, local self-government bodies and the public at large, which is regularly implemented by UNESCO [15].

Surveys show that Lifelong Learning can change a person's life. If about 20 years ago in the Armenian reality the idea of getting a higher education or changing professions might have been perceived as strange, today it is relevant.

"In the previous society, people, once receiving education, seemed to be firmly try to have a place in society, they worked in one institution and participated in a few trainings. Life is flowing now, technologies are changing so fast that the graduates of 2-3 years ago cannot meet the new conditions, in that sense they constantly need trainings. In other words, they must acquire new skills that will make them more flexible" [10].

Non-formal education has been introduced in Armenia since the early 1990s, but lifelong learning still needs to be widely recognized, as few are aware of the opportunities provided by LLL.

Lifelong Learning is important for Armenia, as our country needs development in the social, economic, civic and ecological spheres. It is necessary to develop and implement Lifelong Learning programs. A healthy mind leads to a healthy environment, a healthy state, and finally a healthy Armenia. Our society needs educational institutions (schools, universities) that will be aimed not at damaging the individual, but at developing the mind and soul. Our education system needs reforms. The learner should know the answers for "Why to learn?", "What to learn?", "How to learn?".

The research revealed that the following steps are needed to start the lifelong learning process:

- Inform persons providing general education, primary and secondary vocational education, about the world's best practices;
- use the latest strategies and teaching technologies to build skills, abilities and values that will make learners more competent and flexible in order to achieve lifelong formal, informal, and self-learning education;
- promote international cooperation through social partnership and social dialogue networks and programs.

The reforms implemented in the sphere of lifelong learning in Armenia are:

- General assessment requirements and standards of non-formal education are being changed;

- A gap between the formal qualification and the rapidly changing labor market is being overcome;
- Effective partnership between state and private institutions and civil society is being established;
- Training courses for non-formal education implementors are being developed [24].

Expected results

As a result educational methodological materials will be renewed, the bank of strategies and technologies will be enriched, the knowledge of ICT technologies will be expanded to study the international experience. Along with these, teacher trainings should be carried out. Trainings will be organized and trainers will develop:

- professional-entrepreneurial competencies;
- ability to implement new projects;
- willingness to implement new social initiatives;
- collaborative work planning and implementation skills which are necessary preconditions for ensuring intra-community cooperation and building a sustainable developing community;
- willingness to be engaged in LLL, ensuring professional and personal growth of students.

Conclusion

Serious civilizational changes are taking place in the world, which lead to the need to introduce Lifelong Learning process both in different countries and in Armenia.

Our theoretical research on LLL has been conducted in the fields of general education and primary vocational education systems, as general education applies to everyone. The purpose of general education is to develop the quality of human capital. The demand of the society is that today's learner be endowed not only with knowledge, but also with the qualities necessary for the society - abilities, strong, competitive cooperation, which will contribute to the development of collective thinking as the main means of cooperation.

In order to improve the LLL system in Armenia, it is necessary:

- raise public awareness on lifelong learning in the Republic of Armenia, which will help the public to understand the potential of LLL, including its benefits, such as additional income, improved career prospects, integration into social networks, etc.;
- encourage professional orientation and consulting activities in accordance with strategic developments and labor market requirements;
- use traditional and non-traditional ways to create a learning environment;
- create a methodological base of educational materials;
- establish close cooperation with leading international industrial and technology centers.

And finally, in line with the current needs of our country, we can expect that in the short term, based on scientific research, the educational and scientific systems can be transformed to meet the modern requirements of general education, pre-professional education, and contribute to the formation of common thinking.

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**ANTIMONOAMINE OXIDASE PROPERTIES OF SUBSTITUTED
5-ARYLOXYMETHYL-1,2,4-TRIAZOLES**

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Abstract

Studies on the synthesis of new functionalized derivatives of the five-membered heterocycle 1,2,4-triazole are still relevant due to the effectiveness of drugs based on them that have entered medical practice. Antifungal drugs such as fluconazole and itraconazole are of particular interest among them. , voriconazole, antiviral - ribavirin, antitumor - anastrozole, letrozol, vorozol, etc. Many polysubstituted 1,2,4-triazoles exhibit pronounced antibacterial activity, combining various pharmacologically active groups in the structure. It has been established that the introduction of halogen-containing aryl- and aryloxymethyl substituents into various positions of the heterocycle ring significantly increases the activity shown or expands the spectrum of the biological action of the compounds [1]. At the same time, hydrophobic aromatic groups reduce the solubility of the drug in an aqueous medium and thus limit their applicability in clinical therapy. From this point of view, it is preferable to functionalize with hydrophilic substituents, including hydroxyl, carboxyl, amine, and amide groups, which contribute to the water solubility of the target compounds.

Previously, we also reported on the antitumor and antibacterial properties of 1,2,4-triazole derivatives containing similar structural fragments. In some of them, for the first time, we have revealed an inhibitory effect on the level of tumor DNA methylation, and DNA methylation inhibitors are effectively used to treat certain forms of cancer. Taking into

account the published data and based on our works, which testify to the prospects of research in this area, in this work we undertook the synthesis of new polyfunctional 1,2,4-triazoles.

The effect of triazoles substituted with polar and hydrophobic groups on the activity of monoamine oxidase (MAO) of bovine brain *in vitro* research was studied. Serotonin (5-OT) creatinine sulfate was used as a substrate. MAO activity was determined in 50% brain homogenate. It has been established that individual substituted triazoles exhibit moderate anti-MAO-ase properties, which are some what more pronounced in a series of derivatives with carboxyl and nitrile groups. At the same time, there are no distinct relationships between the structure of the compounds, their antimonoamine oxidase activity, and the values of physicochemical descriptors.

Keywords and phrases: Substituted triazole, antimonoamine oxidase activity, physicochemical descriptors.

ՏԵՂԱԿԱԼ ՎԱԾ 5-ԱՐԻԼՈՔՍԻՄԵԹԻԼ-1,2,4-ՏՐԻԱԶՈԼՆԵՐԻ ԱԿԱՄՈՆՈԱՄԻՆՕՔՍԻԴԱԶԱՅԻՆ ՀԱՏԿՈՒԹՅՈՒՆՆԵՐԸ

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Համառոտագիր

Հինգանդամանի հետերոցիկլիկ 1,2,4-տրիազոլի նոր ֆունկցիոնալացված ածանցյալների սինթեզի ուսումնասիրությունները դեռևս արդիական են՝ շնորհիվ բժշկական պրակտիկայում մուտք գործած, դրանց վրա հիմնված դեղամիջոցների արդյունավետության: Հակասնկային դեղամիջոցները, ինչպիսիք են ֆլուկոնազոլը և իտրակոնազոլը, վորիկոնազոլը, հակավիրուսային ռիբավիրինը, հակաուռուցքային անաստրոզոլը, լետրոզոլը, վորոզոլը և այլն առանձնահատուկ հետաքրքրություն են ներկայացնում: Շատ պոլիտեղակաված 1,2,4-տրիազոլներ ցուցաբերում են ընդգծված հակաբակտերիալ ակտիվություն՝ կառուցվածքում միավորելով տարբեր դեղաբանական ակտիվ խմբեր: Հաստատվել է, որ հալոգեն պարունակող արիլ- և արիլօքսիմեթիլ տեղակալիչների ներմուծումը հետերոցիկլիկ օղակի տարբեր դիրքերում զգալիորեն մեծացնում է ցուցադրվող ակտիվությունը կամ ընդլայնում է միացությունների կենսաբանական ազդեցության սպեկտրը: Մինևույն ժամանակ, հիդրոֆոբ արոմատիկ խմբերը նվազեցնում են դեղամիջոցների լուծելիությունը ջրային միջավայրում և դրանով իսկ սահմանափակում են դրանց կիրառելիությունը կլինիկական թերապիայի մեջ: Այս տեսանկյունից նախընտրելի է ֆունկցիոնալացնել հիդրոֆիլ փոխարինողներով, այդ թվում՝ հիդրոքսիլ, կարբոքսիլ, ամինային և ամիդային խմբերով, որոնք նպաստում են թիրախային միացությունների ջրում լուծելիությանը:

Նախկինում մենք նաև զեկուցել ենք նմանատիպ կառուցվածքային հատվածներ պարունակող 1,2,4-տրիազոլի ածանցյալների հակաուռուցքային և հակաբակտերիալ հատկությունների մասին: Դրանցից մի քանիսում մենք առաջին անգամ հայտնաբերել ենք արգելակող ազդեցություն ուռուցքի ԴՆԹ-ի մեթիլացման մակարդակի վրա: ԴՆԹ մեթիլացման ինհիբիտորները արդյունավետորեն օգտագործվում են քաղցկեղի որոշ ձևերի բուժման համար: Հաշվի առնելով հրապարակված տվյալները և հիմնվելով մեր աշխատանքների վրա, որոնք վկայում են այս ոլորտում հետազոտությունների հեռանկարային լինելու մասին, այս հոդվածում ձեռնարկել ենք ներկայացնել նոր բազմաֆունկցիոնալ 1,2,4-տրիազոլների սինթեզը:

Ուսումնասիրվել է բևեռային և հիդրոֆոբ խմբերով տեղակալված տրիազոլների ազդեցությունը տավարի ուղեղի մոնոամինօքսիդազի (MAO) ակտիվության վրա *in vitro* փորձի պայմաններում: Որպես սուբստրատ՝ օգտագործվել է սերոտոնին (5-OT) կրեատինին սուլֆատը: ՄԱՕ-ի ակտիվությունը որոշվել է ուղեղի 50%-անոց հոմոգենատում: Հաստատվել է, որ առանձին տեղակալված տրիազոլները ցուցաբերում են չափավոր հակա-ՄԱՕ-

ային հատկություններ, որոնք որոշ չափով ավելի արտահայտված են կարբոքսիլային և նիտրիլային խմբերով ածանցյալների շարքում: Միևնույն ժամանակ չկան հստակ փոխհարաբերություններ միացությունների կառուցվածքի, դրանց հակամոնոամինոքսիդազային ակտիվության և ֆիզիկաքիմիական բնութագրիչների արժեքների միջև:

Բանալի բառեր և բառակապակցություններ. տեղակալված տրիազոլներ, հակամոնոամինոքսիդազային ակտիվություն, ֆիզիկաքիմիական բնութագրիչներ:

АНТИМОНОАМИНОКСИДАЗНЫЕ СВОЙСТВА ЗАМЕЩЕННЫХ 5-АРИЛОКСИМЕТИЛ-1,2,4-ТРИАЗОЛОВ

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Аннотация

Исследования по синтезу новых функционализированных производных пятичленного гетероцикла 1,2,4-триазола все еще актуальны в связи с эффективностью вошедших в медицинскую практику лекарственных препаратов, созданных на их основе. Среди них особый интерес представляют противогрибковые – флуконазол, итраконазол, вориконазол, противовирусное – рибавирин, противоопухолевые – анастрозол, летрозол, ворозол и др. Выраженную

антибактериальную активность проявляют многие полизамещенные 1,2,4-триазолы, сочетающие в структуре различные фармакологически активные группы. Установлено, что внедрение галогенсодержащих арил- и арилоксиметильных заместителей в различные положения кольца гетероцикла значительно повышает проявленную активность или расширяет спектр биологического действия соединений. В то же время гидрофобные ароматические группы уменьшают растворимость препарата в водной среде и тем самым ограничивают их применимость в клинической терапии [1]. С этой точки зрения предпочтительным является функционализация гидрофильными заместителями, в том числе гидроксильной, карбоксильной, аминной, амидной группами, способствующими водорастворимости целевых соединений.

Ранее нами также сообщалось о противоопухолевых и антибактериальных свойствах производных 1,2,4-триазола, содержащих аналогичные структурные фрагменты. У некоторых из них нами впервые выявлено ингибирующее действие на уровень метилирования опухолевой ДНК, а ингибиторы метилирования ДНК эффективно используются для лечения некоторых форм рака. Учитывая приведенные литературные данные и основываясь на наших работах, свидетельствующих о перспективности изысканий в этой области, в настоящей работе мы предприняли синтез новых полифункциональных 1,2,4-триазолов.

Изучено влияние триазолов, замещенных полярными и гидрофобными группами, на активность моноаминоксидазы (МАО) бычьего мозга в *in vitro* исследованиях. В качестве субстрата использовали серотонин (5-ОТ) креатинин сульфат. Активность МАО определяли в 50%-ном гомогенате мозга. Установлено, что отдельные замещенные триазолы обнаруживают умеренные анти-МАО-азные свойства, несколько более выраженные в ряду производных с карбоксильной и нитрильной группами. Вместе с тем отчетливые взаимосвязи между строением соединений, их антимоноаминоксидазной активностью и величинами физико-химических дескрипторов не прослеживаются.

Ключевые слова и словосочетания: замещенные триазолы, антимоноаминоксидазная активность, физико-химические дескрипторы.

Introduction

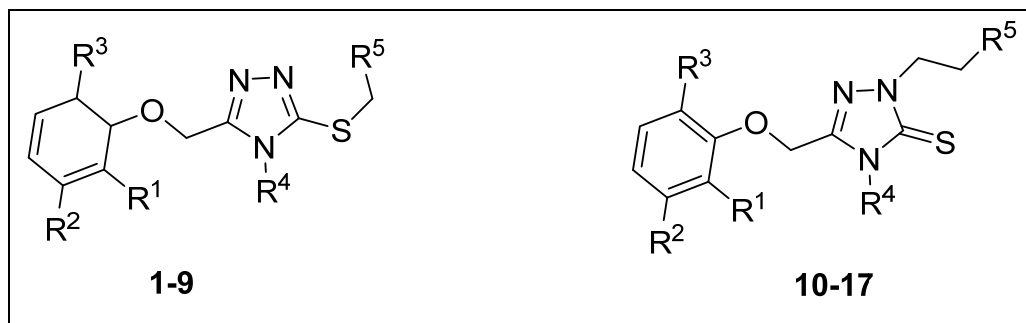
Since substituted 1,2,4-triazoles show a wide spectrum of biological activity, this makes them an important class of heterocyclic compounds in the search for new drugs for medical use [4].

Continuing the research on the study of the biological properties of 1,2,4-triazole derivatives, in this paper we describe the antimonamine oxidase properties of 5-aryloxymethyl-1,2,4-triazoles [1].

A structural feature of the studied series of compounds is the presence in the target triazoles of a set of polar groups in positions 2 and 3- and non-polar groups in positions 4 and 5 of the heterocycle. The polar groups in the position of the 2,3-ring are represented by acetic and propanoic acids and their derivatives. The hydrophobic substituents in position 4

of the ring are cyclohexyl and benzyl groups, in position 5 of the ring - aryloxymethyl groups, in the benzene ring of which there are methyl and allyl groups and a bromine atom.

It can be expected that the combination of combinations of polar and two nonpolar groups in molecules creates additional opportunities for the effective interaction of ligands with various receptors and monoamine oxidase. In this regard, we note that we previously synthesized a pyrido[1,2-a]pyrimidine derivative, which showed high antimonamine oxidase activity and in the molecule of which there is also a combination of polar and hydrophobic groups [2].



1-9: $R^1 = \text{Me}$, $R^2 = R^3 = \text{H}$, $R^4 = \text{Cy}$, $R^5 = \text{COOH}$ (**1**); $R^1 = R^3 = \text{Me}$, $R^2 = \text{H}$, $R^4 = \text{Cy}$,

$R^5 = \text{CONH}_2$ (**2**), COOH (**3**); $R^1 = \text{All}$, $R^2 = R^3 = \text{H}$, $R^4 = \text{Bn}$, $R^5 = \text{COOH}$ (**4**), CONH_2 (**5**); COEt (**6**); $R^1 = R^3 = \text{H}$, $R^2 = \text{Br}$, $R^4 = \text{Cy}$, $R^5 = \text{CONH}_2$ (**7**); $R^1 = \text{Me}$, $R^2, R^3 = \text{H}$, $R^4 = \text{Bn}$, $R^5 = \text{COOH}$ (**8**); COEt (**9**).

10-17: $R^1 = \text{Me}$, $R^2 = R^3 = \text{H}$, $R^4 = \text{Bn}$, $R^5 = \text{CN}$ (**10**); COOH (**11**); $R^4 = \text{Cy}$, $R^5 = \text{CN}$ (**12**);

$R^1 = R^3 = \text{Me}$, $R^2 = \text{H}$, $R^4 = \text{Cy}$, $R^5 = \text{CN}$ (**13**); $R^1 = \text{All}$, $R^2 = R^3 = \text{H}$, $R^4 = \text{Bn}$, $R^5 = \text{COOH}$ (**14**); $R^1 = R^3 = \text{H}$, $R^2 = \text{Br}$, $R^4 = \text{Bn}$, $R^5 = \text{CN}$ (**15**), $R^4 = \text{Cy}$, $R^5 = \text{CN}$ (**16**); $R^1 = \text{Me}$, $R^2 = R^3 = \text{H}$,

$R^4 = \text{Cy}$, $R^5 = \text{COOH}$ (**17**).

Materials and methods

The source of monoamine oxidase (MAO) was 50% bovine brain homogenate, which was obtained by homogenizing the brain in a glass homogenizer with an equal by weight volume of 2.5% Arcopal solution [3]. Serotonin (5-HT) creatinine sulfate monohydrate was used as a substrate, which was added to the samples after a 30-minute preincubation of the enzyme with the test substance at room temperature. Each compound was tested in 3-4 experiments, from which the average data were derived, the control drug - indopane.

An attempt was made to compare the antimonamine oxidase activity of triazoles with the values of several physicochemical descriptors, such as molecular weight (MW),

lipophilicity of compounds (LogP), molar refraction (MR) as a measure of the volume occupied by a group of atoms, polarizability (Pol) of molecules, that is, the ability to acquire a dipole moment in an electric field and a molar volume (MV), which characterizes the packing density of molecules.

Molecular descriptors were obtained using the computer program ACD / ChemSketch (version ACD / Labs 6.00).

Results and Discussion.

The results of biological studies and molecular descriptors of triazoles **1-17** are shown in the table 1.

Table 1. Antimonoaminoxidase activity compounds **1-17** and calculated physicochemical descriptors.

Compound	MAO, %*	MW	Log P	MR* $\pm 0.5 \text{sm}^3$	Pol* $\pm 0.5 \cdot 10^{24}$	MV* $\pm 7.0 \text{ sm}$
1	36	361.46	4.45 \pm 0.63	98.63	39.10	271.6
2	27	374.50	3.96 \pm 0.64	104.12	41.27	286.3
3	65	375.49	4.91 \pm 0.63	103.06	40.85	286.8
4	60	395.47	4.76 \pm 0.64	112.46	44.58	319.8
5	48	394.49	3.81 \pm 0.65	113.52	45.00	319.3
6	56	423.53	5.75 \pm 0.64	122.03	48.37	360.3
7	51	425.34	3.93 \pm 0.69	102.83	40.76	268.5
8	58	369.44	4.20 \pm 0.64	103.24	40.93	287.7
9	48	397.49	5.19 \pm 0.64	112.81	44.72	328.2
10	22	364.46	2.12 \pm 0.67	108.48	43.00	306.3
11	64	383.47	2.28 \pm 0.67	108.27	42.92	304.0
12	65	356.49	2.37 \pm 0.67	103.87	41.17	290.2
13	55	370.50	2.83 \pm 0.67	108.29	42.93	305.4
14	46	409.50	2.84 \pm 0.67	117.49	46.57	336.1
15	28	429.33	2.55 \pm 0.74	111.61	44.24	303.6
16	62	421.35	2.80 \pm 0.74	107.00	42.42	287.5
17	50	375.48	2.53 \pm 0.67	103.66	41.09	288.0
Indopane	86	174.24	1.73 \pm 0.22	56.20	22.28	155.2

*p < 0.05

It was established that among the studied triazoles, only compounds 3,11,12, substituted in the benzene ring by one or two methyl groups and carboxyl or nitrile groups in the side chain, exhibit moderate antimonamine oxidase properties, inhibiting the activity of the enzyme in the range of 64-65%.

At the same time, obvious relationships between the biological activity of triazoles and the values of physicochemical descriptors are not traced, and the compounds themselves in this regard are much inferior to the control drug indopan.

It is obvious that the values of physicochemical descriptors for indopane are significantly lower than those for the studied triazoles 3,11,12 and the spatial volume of the indopan molecule is much less than the spatial volume of the triazole molecules, which is seen in the molecular models of the compounds (Fig. 1):

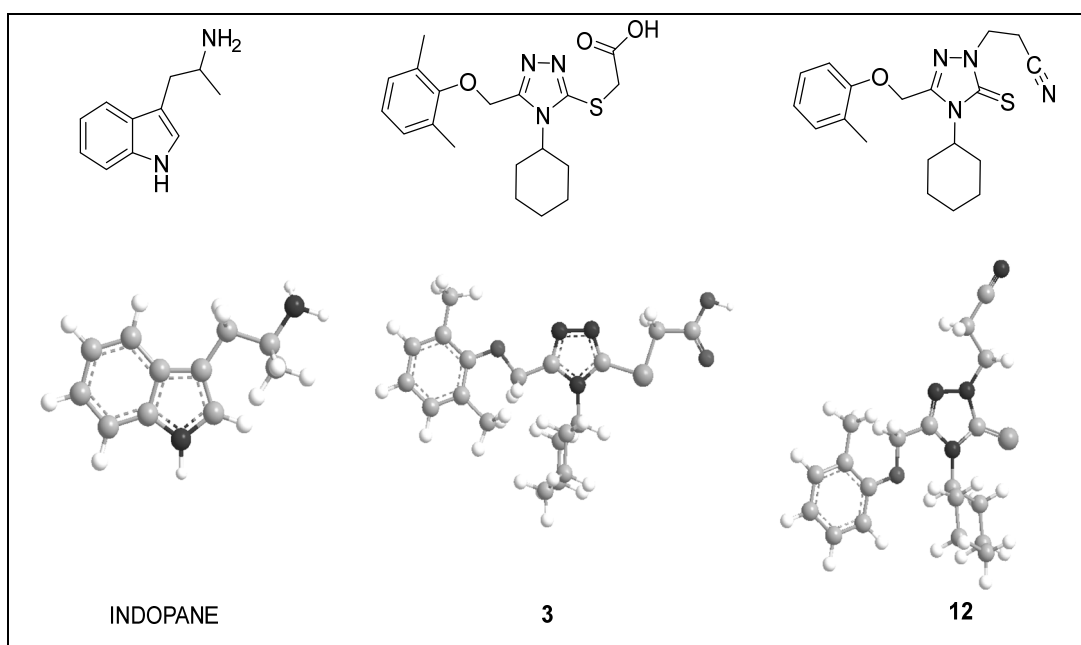


Fig.1. Molecular models of indopan and triazoles 3,12.

Thus, the synthesized 5-aryloxymethyl-1,2,4-triazoles with combinations of hydrophobic and polar groups in the molecule exhibit only moderate antimonamine oxidase properties.

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