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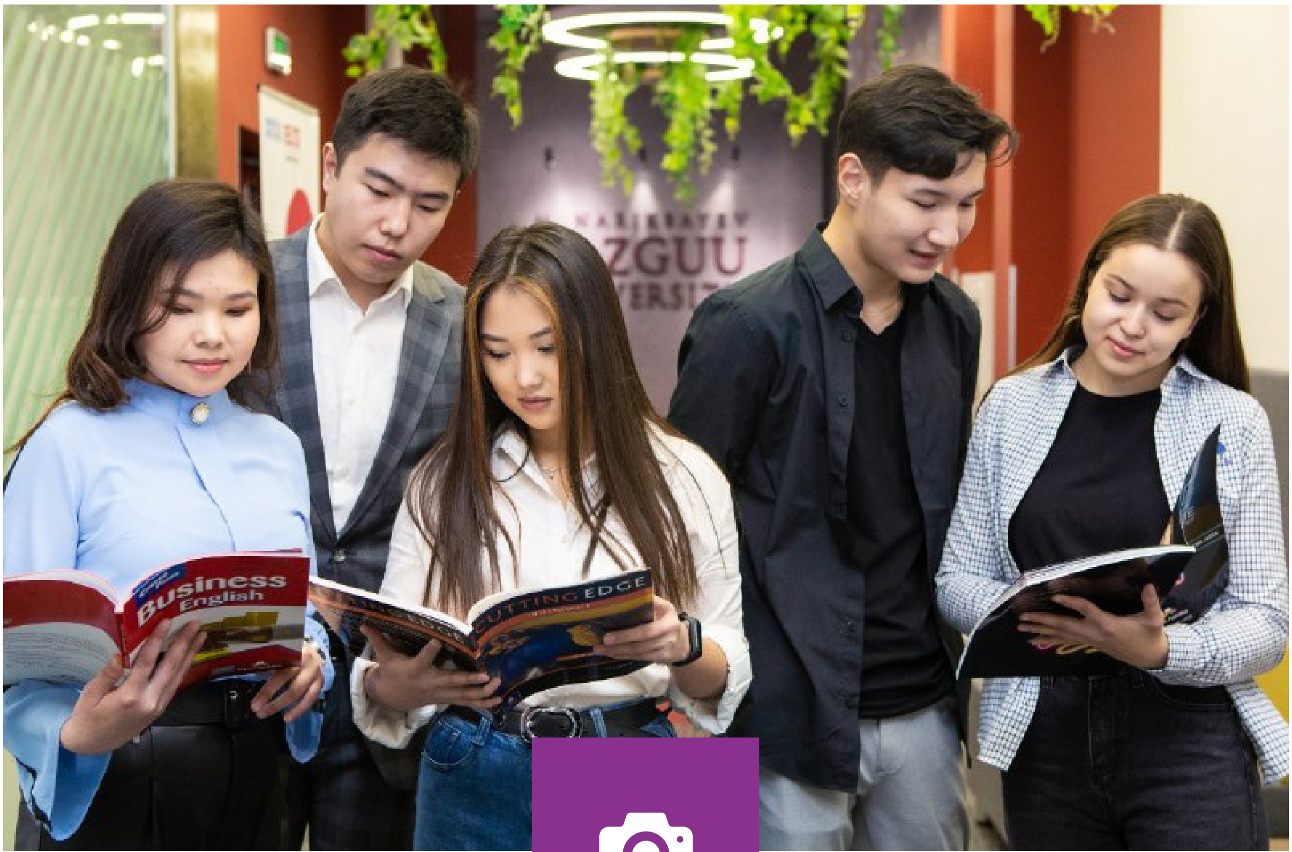
“KLAD” is a student journal first published at M. Narikbayev Kazguu University School of liberal arts. This journal is aimed at enhancing students’ involvement into science and research.



INFORMATION ABOUT THE JOURNAL

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

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

CONTENTS

PART 01

KAZGUU LIBERAL ARTS DIGEST

RESEARCH PAPERS

WHAT ARE THE EXPERIENCES OF INTERNATIONAL STUDENTS IN TERMS OF LINGUISTIC ADAPTATION

Kussainova Zarina

INTRODUCTION

The main thrust of the research of this linguistic study is to investigate language change and how a new place changes a person. How does the way of communicating change their liberation, or what does the new experience constrain them, and what does it lead to? The main problem of adaptation is a psychological barrier. Because a person has to get used to a new area, mentality, and most importantly, to be able to speak a foreign language. Due to, it may seem that because of the accent, a person will be misunderstood or internal fears that they will make a mistake in speech. Today, young people are keen on moving to the Czech Republic and the USA in search of a better life. But is this really the case? Many articles in the Russian-speaking Internet space are devoted to the pros and cons of moving abroad.

Emigrants actively blog on YouTube, Instagram, and TikTok, share their own impressions about the move, and warn about possible difficulties, which shows that this question has relevance and enjoys interest among the population. In addition to facts about everyday life, the bloggers share tips on how to prepare for the move and what you need to know to adapt smoothly to the new country. Of great importance are tips about language adaptation and overcoming the language barrier, which often prevents emigrants from communicating with the local population. The ability to communicate in English or another language with native speakers is a complex competence without which, as the researchers point out, life is not possible (Gjersing, 2010).

The aim of the study was to find out the advantages and disadvantages of foreign life that our compatriots face when moving to another country. Subsidiary questions will help answer to main question:

- What are the challenges?

- How do they overcome the challenges?

The paper focuses on linguistic aspects in the daily life of immigrants and their further adaptation and overcoming the language barrier.

LITERATURE REVIEW

Language is part of a culture that changes over time and adopts features of other languages, thus the importance of adaptation. Often a person who has just moved to live in a new country is under a lot of stress. Several factors influence language and social adaptation: how well one speaks the foreign language, how one is accepted by different cultures and their mentality, and possible discrimination of one kind or another. Thus, a person is in conflict between familiar and new cultural norms. How long it takes to adapt to a new environment depends on the individual. An important role in social adaptation is played by how one adapts to the language of the other country, especially if it is different from one's native language. Undoubtedly, scholars in their articles point out the main factors that make language adaptation difficult, and that will help foreign students to settle down in a new environment. These factors are ignorance of full information about the new culture, peculiarities and subtleties of translation, slang and other speech patterns.

By and large, social adaptation and language adaptation are directly related to how one behaves in the new place. For example, majority people will find it easy because they are more extroverted and open to new things, but if they are introverted, the opposite will be true (Nayir, 2021, p. 214). In the article «A Study on Turkish Cultural Adjustment of International Students Residing in Turkey», culture plays a role in language adjustment. Firstly, culture is the basis for comfortable adaptation, which itself consists of different components. This point has also been investigated by other researchers that language adaptation is closely related to cultural and psychological adaptation. And these components, in turn, have developed over the centuries (Eynullaeva, 2021, p. 156). On the contrary, not only foreigners adopt the culture and adapt, but also locals adopt the characteristics of foreign students, which further expands the boundaries of language (Nayyir, 2021, p. 215).

Many studies take into account cultural and psychological adaptations, which have a direct impact on language adaptation. The article also states that people who are trying to adapt experience culture shock, in the initial stages, of course, there is euphoria. Then there is the anxiety that signs are not familiar symbols and one has to get used to the language of native speakers. In particular, international students may encounter problems with language adaptation during their arrival. Culture shock refers to all the possible issues a student faces when arriving in a new country. In other words, this idea describes how a person feels when they find themselves in a new country. In the new environment, a person experiences psychological challenges during adaptation (Eynullaeva, 2021, p. 159).

Similar stages of adaptation are observed in the article «The socio-linguistic adaptation of migrants: the case of Oralman students' studying in Kazakhstan» acceptance and knowledge of linguistic aspects of a foreign language is the foundation which will serve as the beginning of language abilities in a new country. Moreover, the study argues that this stage is one of the most challenging and significance. This paper proposes different techniques to help students cope with the intricacies of language in various contexts. Consequently, language adaptation become easier. In addition, thematic literature, especially what the student is passionate about, works well for the immigrant's speech (Valieva, 2019, p. 4). By adopting the culture, a person adapts the language. Moreover, their personality also changes. For example, a person speaks more polite words and thanks, as in Europe and the USA. This trait is the norm there, rather than in other countries.

Having looked through and analyzed all the articles, there was more research than quantitative. In general, we can say that by assimilating cultural values, language features of a country, immigrants overcome the language barrier and adapt in the new place. Moreover, the language barrier is an important part of the adaptation of students arriving in another country, it will be easier and easier for them to adapt by learning the culture and subtleties of another country. Furthermore, the above-mentioned factors show that support from the country where the student arrives is very necessary, as there is a psychological burden associated with living in a new area with a different language. Moreover, adopting the mentality of another country has a strong influence on a person's personality and can help in language adaptation, as it will be easier to speak in the familiar manner of that country. Only overcoming all difficulties creates a good experience for new opportunities.

METHODOLOGY

PURPOSE

The purpose of this qualitative study is to explore the experiences of international students, and examine in detail the relocation from one country to another, and consequently the acceptance and adaptation in the linguistic field, overcoming barriers.

In addition to this, the following sub-questions will highlight key research tasks in the linguistics area:

- What are the challenges?

- How do they overcome the challenges?

The following few questions from the interview will assist answer the sub-questions, therefore they are will answer the main question of a study:

- Do household questions arise?

- How do you deal with them?

- Do you have difficulty understanding speech?

- Could you tell me about your emotional state during your adaptation?

RESEARCH DESIGN

Qualitative design is perfect suitable in this research issue, as it includes a large mechanism that by small pieces of information collects a large picture. Since this design has a complex approach and the problem is considered from different points of view. In addition, based on the analysis and exception to biases - gives a full understanding of the problem. To achieve a detailed understanding, the phenomenal form of quantitative research is achieved through communication with people, who have experience of living abroad and linguistic and psychological adaptation. Moreover, their experience as the key to answering the main question (Silverman, 2013).

SAMPLING

In this section, we will talk about the participants. They were selected purposively, because of a specific type of my study, and sampling is convenient. Participants were selected according to the following criteria:

- The field of study is in the linguistic area, so participants should know at least 2 languages.

- Be in another country at the moment or be in your own country, however, have extensive experience of living and studying abroad.

In the field of education, I have met with a different people, including those who have experience with language adaptation in another country. Since these people fit the criteria they participated in interviews to share their experiences. All participants are 18 years old, and can participate in interviews without the permission of their parents.

Participants	Country	Language
Jane	USA	English
Kate	USA	English
Oca	Czech Republic	English and Czech with translator
Erik	Czech Republic	English and Czech with translator

DATA COLLECTION

In order to collect all the necessary data, it was decided to use interviews. Because in the process of the conversation to get more information on the topic. The type of interview constructed, and semi structured. Without no doubt, even if the interview takes a lot of time, it has the advantage of being able to ask follow-up questions during the conversation to get as much as possible for the research. Interviews were conducted online via messengers WhatsApp and Instagram, face to face interviews were not possible as the participants are abroad. The qualitative research interview is further described as “attempts to understand the world from the subjects’ point of view, to unfold the meaning of their experience, to uncover their lived world” (Rubin & Rubin, 2012; Warren & Xavia Karner, 2015, p. 3).

DATA MANAGEMENT AND ETHICAL CONSIDERATIONS

Frequency backup copies in storage (Kaczmarski et al., 2003). Created a list of pseudonyms and interview information, and if it will be necessary to find out who is under a pseudonym, find it in another list, which will be stored separately. Names classified with special pseudonyms. Information only be held by the researcher and do not be available to others. Also, personal information removed from the analysis. Before being interviewed, an agreement was taken to participate in the research.

DATA ANALYSIS

An analysis involves a broad process, to begin with, to collect data and information and conducting interviews. Then transcribe this to work further, then code it to facilitate the retrieval of the data. Also, interview was coded.

LIMITATIONS

There were few people were interviewed, due to not all people agreed to participate. As the interviews were conducted via messengers, the participants answered the questions a little later. Participants answered several questions by text message rather than by voice message.

FINDINGS

The study aimed to learn in detail about the experiences of international students, and what difficulties they encountered when they first arrived in the new location. In the context of this topic, attempts were made to learn about the experiences of Kazakhstani in another country in the academic field and further analyse the data to identify the challenges they faced. For example, problems caused by language barriers with local people, psychological aspects, and what strategies were used to overcome them. Indeed, as already mentioned in the literature review there were expected problems related to the type of personality, culture, stages, and language barriers. Participants in this study experienced the following challenges abroad: phycology, communication, and new learning experiences.

The first experience abroad turned out to be stressful for each participant, but it is interesting that everyone had a different duration, for example, those who went alone had a hard time adapting, however, there were also those who were getting well-used to their new surroundings. To adapt majority, go to classes is enough, 1 participant went to a speaking club and 2 participants attended themed events organized by the school. An interesting finding was that the group who went with friends or on academic mobility adapted in a week, as two participants stated.

«The emotional state changed very often in the other country because it was as if I was back in the 1st year at KAZGUU… but that lasted about a week or two and then it was back to normal « – Erik, and the same opinion has 1 participant Oca.

While one participant noted the opposite: “Stress affected everything, physical well-being, emotional state.... It’s the third month now, but I'm still adjusting. I think it's just a little while longer" – Kate.

1 participant noted the stages that most of people go through during adaptation: "It's like a book - Euphoria + then adjustment + then culture shock + boredom at home + then acceptance and adjustment - This is for the first visit. I don't get used to it after that - I adapt and get used to it easily" – Jane (text message).

The participants all had problems communicating with foreigners, they seemed strange because they had different perceptions of humor and world views. In addition to this, in terms of age differences is also a feature of communication. Particularly, it was difficult to talk to teenagers and older people due to, for example, in the Czech Republic, older people would only speak Czech and refuse to speak English. In the same way of communication, in the case of teenagers, the use of slang and the unwillingness to explain and speak a little slower to make the foreigner understand. To solve the issue of communication, participants went to events, parties, and museum, in addition to classes.

"Peers are much less tolerant, consumes much more slang expression which at the time were not quite available to me, speaks much faster" – Jane.

"It's also hard to understand slang and jokes, which I often google so I can understand later" – Kate has the same opinion as Jane.

2 participants had no difficulties in their studies when they were in another country, as they had originally studied in English before the academic trip. Unlike, the other 2 participants experienced difficulties with the language barrier. This suggests that all people are individual and require different amounts of time to prepare and accept new culture. What they have in common, however, is that you can improve your English much faster when you are in an English-speaking area, as participants mentioned in interviews.

"The experience of living abroad and studying in an institution helped to solve this problem within about three months" – Jane.

As the interviews revealed, the main purpose of the visit is to study abroad or were sent on academic mobility for a semester. Many have taken to developing for themselves not only the system which is in place in Kazakhstan, but also to find out if it is better abroad. Many participants noted that training in the West is much more effective and efficient than in Kazakhstan.

DISCUSSION

The issue of international students in adaptation issues as well as their way of overcoming them has always been a hot topic of discussion.

The first problem in adapting was the psychological state of the participants. Also, these people had different lengths of time during adaptation to accept the new characteristics of another country. This was probably due to the number of people coming and their emotional state. Those who arrived in a group and in company found it easier to adjust to the new country than those who arrived alone in a foreign country. Regardless of the circumstances, they will still go through the adaptation process, but it will be much longer and more difficult than for those who arrived with a group. As analysis of the interviews has shown, this is also due to the fact that people with low social adaptation find it more difficult to get used to new living conditions and unfamiliar places. As reviewed article «a Study on Turkish Cultural Adjustment of International Students Residing in Turkey» in this paper found similar findings about connection between language adaptation and social adaptation (Eynullaeva, 2021).

The next problem faced by people arriving in another country is communication skills. Moreover, interacting with foreigners was not always being to understand, as every country has its own specifics in speech.

In the USA, for instance, there are specific slang expressions used daily by locals and newcomers who don't understand jokes and expressions of native speakers. The specificities of different countries have to also be taken into account. Another thing to consider is that there are many Hispanics in the U.S. who do not speak English well. Not all person who comes from Kazakhstan understands Spanish. For example, in one interview it was mentioned that although the participant speaks English well, there were many people at work who speak Spanish, but poorly in English. In the Czech Republic, it is also necessary to use an interpreter to understand Czech by English speakers, because many Czechs do not want to learn English or have a basic knowledge of the language. Participants attended events as well as participants in the study 'The socio-linguistic adaptation of migrants: the case of Oralman students' studying in Kazakhstan' also used strategies that helped them adapt. For example, going to themed events.

For the purpose of self-development participants of the academic mobility programme arrived in another country to acquire new knowledge through other methodologies that differ from the Kazakhstani model of teaching. As the interviewees pointed out, the teaching methods are different as they provide knowledge for understanding and in Kazakhstan for learning purely academic material. Also, those who have a high level of English in Kazakhstan can know more words accordingly and the level will be much higher. In the US, the emphasis is on how well you understand and can communicate. Another participant said that even at pre-intermediate level, English improved faster in 3 months than in Kazakhstan.

In conclusion, it can be said that despite all the difficulties experienced, the language barrier and psychological difficulties can be overcome and with time one gets used to the new environment

CONCLUSION

Linguistic adaptation is closely related to social adaptation and the process is gradual. As discussed earlier, a person goes through several stages during adaptation. However, it also depends on the individual how long it takes or how quickly it passes. It is important to note that the help of acquaintances plays a direct role in the adaptation process. This makes it easier for the students to cope with problems and if the person he or she knows has common topics, it is much easier to overcome the language barrier without the fear of making a mistake.

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HUMOUR IN SIMULTANEOUS INTERPRETING: A CASE OF EURASIAN MEDIA FORUM IN KAZAKHSTAN

Mukanbednyarova Madina

Abstract: This qualitative, product-oriented observational study aims to analyse a case on humour in conference interpreting conditions in Kazakhstan, whether simultaneous interpreters face the humorous utterances in someone's speeches; moreover, the research pursues to observe the functions and types of humour there. The Kazakh case was studied hereby through the interpreters' work at the Eurasian Media Forum, English and Russian language pairs. The given forum provides the recordings of past plenary sessions which were used as a data analysis tool. To my best knowledge, the present research is the first one which explores the Kazakhstan case. As a result, the research has proved that humour is often seen at conferences; moreover, it is used in terms of unifying listeners rather than dividing. Besides, plenarists tend to use witticisms and conversational humour for keeping an event in a positive mode.

Keywords: simultaneous interpreting, humour, conference interpreting, interpretation strategies, Translation Studies, Eurasian Media Forum.

INTRODUCTION

Humour is an universal communication tool which is often met throughout a person's life, starting from routine gatherings to the official meetings and plenary sessions. The latter mentioned cases will be considered in this work, the humour from the point of a simultaneous interpreter in the Eurasian Media Forum (EMF) in particular. Since this work focuses on conference humour interpreting, it can be mentioned that humour can be used to ease some tension, to open someone's speech and to make a good impression. Following the Pöchhacher's (1995) claim in which humour interpreting can be a challenging task for interpreters, this paper aims to analyse how they render the humorous utterances in the conferences and forum; what functions and humour types can be used during the EMF plenary sessions. Additionally, the research on humour interpreting in simultaneous mode is lacking (Vymětalová, 2017). Besides, to my best knowledge, the paper is the first which investigates the mentioned phenomenon in Kazakhstan; thus, it can be considered as a unique research.

The givn research work consists of an introduction, a literature review, methodology results and discussion parts. In the beginning of work, there will be important definitions, theories and classifications discussed. Following the literature review, there can be found a thoroughly described practical part and the outcomes.

LITERATURE REVIEW

For a better understanding of the humour phenomenon, firstly, it is important to define verbal humour. Nash (1985) argues that humour is something that is recognized as funny among listeners who experienced a similar background, also, how they explain it (see also Zabalbeascoa, 2005; Efremova, 2000). Crawford (1994) agrees saying that the same humour perception benefits people to build social relations (see also Haig, 1986); besides, he adds this activity causes a positive cognitive reaction by listeners. Considering the phenomenon from the point of its function, some scholars (e.g. Meyer, 2000; Lee, 2016; Schmitz, 2002; Şahin, 2018) identify it as a communication tool; for example, Meyer (2000) claims humour can be used in order to break some ice, unite an audience, clarify their views as well as to contrast opinion with opposition. The given work perceives humour, combining the aforementioned definitions, as a verbal figure of speech which elicits listeners' positive response; moreover, it can be used in a strategic way to benefit a speaker.

Investigations on humour interpretation were raised by Pöchacker (1993) for the first time, he studied how humour was rendered from English into German in the simultaneous mode. He believes that conferences provide some roles that rely on "the functional characteristics of the conference ('skopos') and of the text within a given situation of interaction" (Vandaele, 2016, p. 387). Vandaele (2016) points that at conference interpreters play an important role in delivering a message to their audience; as a result, their duty is to take into consideration the conference environment factors, for example, the conference level or the culture differences between people. In addition, Vymětalová (2017) comments that this study has addressed the research gap in simultaneous interpreting of humour since humour can be often seen in the speeches (Pöchacker, 1993). Viaggio (1996) studies non-narrative forms of humour, for instance, illusions and puns. Further investigations were conducted on humour interpreting features (Pavlicek & Pöchacker, 2002; Antonioni, 2010; Lee, 2016; Vymětalová, 2017) in which it was discovered that humour interpreting is demanding; moreover, the most frequent humour forms can be seen at conferences are anecdotes, irony and jokes, their functions can be to defuse some tension, to lay the first stone and as an introductory tool.

Referring to the functions of the humour, there should be considered its theories; the main theory discusses the humour origin, in which it was distinguished in superiority, incongruity and relief theories (Monro, 1988). Hobbs (1840) explains superiority origin of humour, claiming it is "the sudden glory arising from the sudden conception of some eminency in ourselves, by comparison with the infirmity of others" (p. 45). The relief theory implies that people can laugh when they need to release their reaction to something (see also Freud, 1976; Hu, 2012); for instance, when they need to get away from problems and to improve their positive mood. The theory of incongruity investigates humour from its cognitive nature, suggesting that humour is caused from a recipient's realisation that their expectations did not meet reality (Malihina, 2016; Kant, 1951; Schopenhauer, 1966). There also can be mentioned Raskin's (1985) Semantic Script Theory of Humor (SSTH) and Attardo's (1994) General Theory of Verbal Humour (GTVH). Their explanation is that people laugh when they meet contrasting scenarios; for instance, as a demonstration of mistakes in a delicate way or a double meaning of a statement.

Meyer (2000) based on the humour origin theories develops a classification on humour functions. He mentions that humour can be used as a unifier and divider, dividing it into four functions, such as identification, clarification, enforcement and differentiation. Roles of identification and clarification can be merged into an audience unifying role and two others as a divider respectively. To be clear, there should be mentioned functions' explanations, identification serves a role to build a supporting relationship between an orator and a listener (Gruner, 1967) and to increase cohesiveness among the audience (Graham et al., 1992). Goldstein (1976) mentions that the clarification strategy is used to clarify a speaker's views and positions (see also, Gruner, 1967). Enforcement role can be implied to enform beliefs, level criticism in a delicate way (Graham et al., 1992). The fourth function, differentiation, is used by people to brutally contrast their points with opponents (Goldstein, 1976).

The Dynel's (2009) classification on verbal humour can be mentioned here, she has combined it from different verbal humour types discussed in linguistics (e.g, Hockett, 1972; Sherzer, 1985; Suls, 1972; Coates, 2007; Everts, 2003); overall, there are 10 categories, such as jokes, conversational humour, lexemes and phrasemes, witticisms, retourts, banters, putdowns, self-denigrating humour and anecdotes. There can be added brief explanations of categories; for instance, Hocket (1972) describes jokes as a kind of verbal humour which typically consist of two units, they are a build-up and a punch (see also, Sherzer, 1985; Suls, 1972). Conversational humour cover spontaneous humorous instances, which appear during a conversation to make interactants laugh (Dynel, 2009); besides, they often can not be implied under one common humour category (Kotthoff, 1999; Coates, 2007; Dynel, 2009). Humour utterances, which are based on a reformulated-in-an-amusing-way word, are called lexemes (Mel'čuk, 1995; Dynel, 2009); as an illustration, there can be a word reuglification which means a someone or something is becoming uglified again (Dynel, 2009). Phresemes are based on well-known phrases (Mel'čuk, 1995; Denham & Lobeck, 2011). Witticims are described as witty and amusing comical unites (Dynel, 2009; Norrick, 1984); besided they can be based on stylistic figures as well as on puns and allusions. Retourts and benters are little pieces of humour, which can appear during a conversation; retort is a reply (Norrick, 1993; Schegloff & Sacks, 1973), while banter is a quick exchange of amusing conversation pieces (Norrick, 1993; Chiaro, 1992). An orator, who demonstrates themself as a subject of humour, illustrates the self-denigrating type of humour (Norrick, 1993; Boxer & Cortés-Conde, 1997). The anecdote category is characterised with stories which are about some humorous personal experience (Norrick, 1993).

Humour recognition can be based on several indicators, such as laughter, sense of humour presence and facial expressions of smiling, laughing as well as thrilling (Vymětalová, 2017). The third Meyer's (2000) approach, in which laughter and smiling are signals of humour, might be the most relevant for this research since laughter does not illustrate the full picture of humorous instances and it is unlikely achievable to judge a sense of humour.

The aforementioned theoretical data is going to be used throughout the practical part of the work, which will be described in the methodology, results, discussion and conclusions chapters below.

METHODOLOGY

The given chapter provides the methods which were taken to conduct this research. Recapitulating, this particular work investigates what humour types and functions can be used in conference speech humorous utterances, a case Eurasian Media Forum (EAF) is being analysed here. To be precise, the case study is conducted under the mode of qualitative research; moreover, the study is observational.

The reasons why EAF forum was chosen to observe humour there, are that this once-a-year forum raises different issues in the areas of economy, politics, media, futurology and so on; thus, it can be beneficial for interpreters and translators from various spheres. Furthermore, the Eurasian Media Forum uploads the videos from plenary sessions on their official Youtube channel, showing the realistic interpreters' environment; therefore, it is advantageous for a researcher to observe true to life tendencies (Gile, 1995). Besides, since there are speakers from more than 60 countries (XVII EURASIAN MEDIA

FORUM - About Us, n.d.) the plenary sessions are trilingual (English, Russian and Kazakh); however, this particular work aims to observe humorous instances only in English and Russian. Lastly, analysing a Kazakhstan case is also based on my own interest.

As it was mentioned before, the data of this qualitative observational case study was collected from videos, uploaded online for Eurasian Media Forum channel on Youtube. Overall there are 281 filmed sessions, starting from 2013 year till 2021; hence, the analysis covered 9 events. The total amount of time, which can be spent on watching all videos, is about 311 hours (310 hours 59 minutes 21 seconds); however, some of the videos were excluded since they are not applicable for analysis (promo and teaser videos, a final films, the recording of master-classes as well as the videos in Kazakh language). There also should be mentioned that some of the recordings were not included into analysis due to the lack of time. Consequently, 66 videos were used for data collection, which constitutes 77 watching hours (76 hours 16 minutes and 53 seconds).

Every video has been watched and observed to detect English and Russian humorous instances, applying a Meyer's (2000) approach. The utterance was transcribed into a data collection table, which is illustrated below:

Humour instance	A transcript of the part of a speech in which a humorous instance is observed. The instance is highlighted in bold font.
Interpretation	A transcripted text of humorous utterance interpretation, in which the utterance is in bold font.
Language	The source and target languages
Humour	The signs of laughing or smiling
Humour Function	The analysis of the instance
Humour Types	The analysis of the instance
Comments	Sections for commenting

Moreover, the types of reaction were recorded by Vymětalová's (2017) method, in which an orator's and audience's responses are divided, for instance, a speaker's smile (☺) and laugh (☺☺☺), audience's smile (☻) and laugh (☻☻☻). Lastly, according to the situational data, each instance was analysed on the function and type of the humour used there.

RESULTS

As aforementioned videos were discovered on the presence of humour, its function and type; consequently, 117 humour utterances were found, there were 81 smiling and laughing reactions from a person who gave a speech and 62 reactions by listeners.

FUNCTIONS OF HUMOUR

Applying the Meyer's (2000) humour function classification, there were observed 38 identification, 46 clarification, 10 differentiation and 22 enforcement verbal humour roles; thus, 83 utterances were used in order to unify listeners and 34 - to divide.

Moreover, it has been noticed that the identification function was used in order to break some ice, to ease some tension, to boost some credibility to the speaker as well as to keep the conversation in a positive way. It should be mentioned that opening jokes were the most popular type among others here. As an example, there can be suggested one of the instances, in which a moderator begun his speech with a joke:

I'm always reminded by a story told to me by the former British Prime Minister John Major. I heard him tell this story and it was very funny. He said that he went to visit the late president Boris Yeltsin at the Kremlin one time and thought he would ask him a tough question. So he said: «President Yeltsin, if you could describe the economy of Russia in one word, what would you say?», and President Yeltsin said: «Good!». He said: «How can you say it's good? If you could use more than one word, what would you say?», and President Yeltsin said: «Not good!». ☻☻☻

Referring to clarification, it can be mentioned that this particular function was used for supporting the speaker's viewpoint. Interestingly, people applied witticisms in a majority of cases (20 instances) in order to clarify their statements. There also were conversational humour, retorts, banters and so on. Also, the anecdotes are mostly detected for clarification (4 cases out of 5). Here is an example of an anecdote, in which the situation in Syria was a topic for discussion:

Even the speaker from what they call Israel, you see, we don't all recognize Israel. There are some places you don't recognize. I don't myself believe that it will happen but it will not be the end of the aggression. Ambassador Hunter imagined for a moment that I had forgotten the perfidious role of Albion in history. My Irish grandfather when I told him the teacher had said that Britain had an empire so vast that upon it the Sun never set. My Irish grandfather answered that's because God would never trust the British in the dark and I never had cause to doubt him. ☺☻☻☻

A way of contrasting someone's opinion delicately is implied under the enforcement function, there were 22 instances of it. In one of the videos, a moderator commented on a plenary session's participant, criticising her word delicately:

Вы сказали, проводить много времени в борьбе с начальниками. Начальники тоже люди, честное слово. Вот хочу по секрету сказать. ☻☻☻

The most harsh function and the least popular here was differentiation, it illustrates complete disagreement with an opponent. In one of the session a moderator asked a critical question to a guest, demonstrating a putdown:

Знаете, Джордж, есть вопрос, просто кратко на него ответьте. Почему когда коммунисты в оппозиции, то они поддерживаются сторонниками свободной прессы и левые газеты являются самыми независимыми, но стоит им взять власть как все оппозиционные газеты уничтожаются и мы все это прекрасно знаем по Советскому Союзу и все превращается в однотонное идеологическое пространство. В чем тут парадокс? ☺☻☻☻

TYPES OF HUMOUR

Addressing the type of the humour in speeches, there can be noticed that in majority of the cases, speakers use humour to express their beliefs smartly and witty, there were found 31 witticisms. Moreover, 21 instances of conversational humour out of 117 were seen as a part of conversation (conversational humour). Moreover, there were expressed jokes, banters, retorts, putdowns and self-denigrating humour, the least used types were phrasemes and anecdotes. It should be mentioned that there were no lexemes. The results are presented as follows:

Humour Type	Number
Jokes	12
Conversational Humour	21
Phraseme	1
Witticism	31
Retort	12
Banter	14
Putdown	14
Self-denigrating Humour	6
Anecdote	5

Addressing witticism as the most common humour type, there were observed witticisms, which demonstrated irony, allusion and comparison. To illustrate, there was a situation, in which one of the guests was in rush and a moderator used humour in order to point that they were running out of time:

Мы уже превысили лимит. Я хотел бы сейчас очень кратко, чтобы все участники после дискуссий и горячего обсуждения, за что я благодарю вас, за участие Константину Федоровичу, который опаздывает на Байконур, подобно Гагарину, который чуть было не опоздал на свою ракету. ☻☻☻

Conversation humour covers humorous utterances, in which people use situational humour, commenting on someone; moreover, these comments are out of definite categories. Besides, it should be said that the humorous effect can be lost, if a sentence is out of content and transcribed. One of the instances, panellists discussed Kazakhstan potential and a moderator asked some questions in a comical way in order to keep a flow of conversation:

А: Это немецкая модель, она называется фиксированный тариф или по-английски feed-in tariff. Есть еще одна другая модель ... Но мы выбрали вот эту модель feed-in tariff немецкую ... Б: Роберт, это вы посоветовали это немецкий закон, о котором говорил господин министр? ☺☺☺

Also, as situational humour instances, there were seen banters, which are exchange of little humorous comments; for instance:

A: It was announced that it was going to become non-nuclear country, now it should announce that it's going to be non-fossil fuel country, and it should guarantee that it's gonna leave all oil in the ground because that's only one responsible thing that oil-producing country can do today, and invest and replacing all fossil fuel energy with sustainable alternative energy. That will be an expensive thing to do, that will be a really big gesture. Nobody on Earth would miss it! Nobody on Earth would challenge it! Nobody would disbelieve it! Everybody would be obliged to say: «My god, they really mean it!». B: Or they are crazy A: No, they really mean it! ☺☺☺☻

To demonstrate a criticism, there was normally used putdowns, like as follows:

A: What do you think of Donald Trump's campaign? Is it harming the image of the republican's party or the United States overall? B: Oh god, I mean, every morning when I wake up I wish that Donald Trump would have never been born. ☻

Interestingly, jokes in majority cases were used as a part of open ceremony, typically a moderator was joking in the beginning of their speech, probably, in order to build a positive discussion environment. To proof, there is one of the examples:

Excellencies, distinguished ladies and gentlemen, welcome to the 13th Eurasian Media Forum. I'm Riz Khan. I'm very honoured to be your moderator for the forum once again. They say that 13 is an unlucky number but I think that's completely wrong since we've reached the 13th Media Forum and we are officially now "a teenager" so it's a good start. ☺☻

Self-degrading humour can be used to build a good relationship with the audience by belittling oneself. Case in point: a speaker was replying to a question from an audience, mentioning himself as an example:

А: С появлением социальных сетей изменилась ли ваша жизнь, то есть ведь не секрет, что сейчас есть некоторая такая болезнь «сити мания» - человек спешит там после работы на Фейсбук или еще куда-то, например Вконтакте, как профессиональный журналист может быть менее подвержены? Б: Нет, я очень подвержен, я - гаджетоман. К сожалению, после работы - это, знаете, прошлый век, это вместо работы, сплошь или нет. Есть даже английское выражение, кстати, я недавно узнал, очень хорошее называется face down culture. Это вот это (показывает). Это про меня, абсолютно, к сожалению. Это знаете, говорят, свадьба прошла тихо был бесплатный вайфай, вот это вот. ☺☺☺☻☻☻

Quick, amusing comments were also seen in the speeches; they were typically applied for clarifying someone's opinion or in case of mocking someone. For instance, once a panellist addressed a mockery to a moderator, commenting his previous statement:

Я подчеркиваю: лично знаю многих людей из этих игроков. Я говорю о том, что они не понимают Центральную Азию, также как они не понимают республики бывшего Советского Союза, еще тяжелее им разобраться в нюансах и деталях религии, языка, племенной конкуренции. И, да, Максим, не все такие умные как вы. ☺☻☻☻

Anecdotes were rarely seen in the speeches, a few times people told some personal real stories in order to entertain listeners; for example,

Могу маленький пример рассказать, когда руководил московским бюро, это было в 1999 году. 21 декабря мне звонок, и мне приятельница говорит: «Вот тебе подарок, Ельцин уходит и подает рапорт об отставке». Я испугался, потому что я знаю характер Ельцина. Если я подаю эту информацию, если это правда, он мог задуматься и отказаться от этого. 31 числа Ельцин объявляет, что он уходит в отставку. ☺ Сожалеть об этом или нет, не знаю. Она звонит мне в 6 часов вечера и говорит: «Почему не продал? Мог стать знаменитым во всем мире!» Я говорю «Хотел этого, но зная характер Ельцина, не мог». ☺☺☺

Phrasemes were met only once throughout the process of watching videos, it was used by a Chinese person who compared Chinese films about someone's tragedy life in poverty as "poverty porn"; the extract from his speech is as follows:

In Chinese films, someone mentioned the fifth generation filmmakers, famous Chinese film makers that travelled all over Europe going to film awards. I ... those movies are what we call «poverty porn» because what it is, it is a child from China, they are really poor, really backward, in fact, I'm not sure if it feels good by the Westerners. Back in 90th China was poor, today Europeans still want to watch «poverty porn» of people in impoverished and people in horrible situations like the government oppressing them and etc. but the reality is that it's not that bad anymore. People travel a lot, people for the most part have a decent life, not everybody but still a good portion. ☺☺☺

Since this paper aims to observe the functions as well as the types of the humour, which can be used in the conferences speeches, this chapter has provided some important results, in which a majority of cases humour was used to ally people and the most commonly used humour type were witticism and conversational humour. The following chapter provides discussion on the aforementioned results.

DISCUSSION

The given paper questions the humour presence in the conferences, considering the Eurasian Media Forum in particular. The work has scrutinised the detected humorous instances on its functions and types in EAF forum.

The research has found that humour was frequently met throughout the sessions, to be accurate there were detected 117 humorous utterances within 66 video recordings or about 77 hours of plenary sessions recordings; thus, I am inclined to believe that humour is a one of the significant parts of speeches in the international conferences and humour phenomenon in the context of conferences should be researched more. Nonetheless, it should be taken into account that humour recognition by the laughter and smiling indicators might be not always correct since a speaker can laugh without humour reference (see Attardo, 2001).

Due to the specificity of the forum, which was designed for a viewer from any country, it means that humour in this type of event tends to be universal. This conclusion coincides with a statement which was made by Lee (2016) who has investigated simultaneous interpreting of humour in Korea. Moreover, a majority of humour cases were dependent on the certain topic of discussion, on some common knowledge that people were sharing; such as the Arab spring or the future of European Union. Thus, it can prove Vandalae's (2016) belief that an interpreter should take into account the level of conference and be aware of the background information of the discussion topic.

Conducting a practical observation, it has been found that in 88 out 117 cases humour was used in order to unify people; to be precise, there were 38 identification, 46 clarification, 10 differentiation and 22 enforcement functions of verbal humour. I may assume that the reason why clarification is the most popular function out of others is that plenary sessions are organised for debating and people have to be clear, defending their viewpoints; thus, humour hereby serves as a supportive tool. Furthermore,keeping the event in a positive mode, it is seen that identification also plays an important role since the forum gathers politics, business people, journalists from different nations, and political tolerance is a vital part of their attitude (Chalov, 2020).

Moreover, to clarify themselves plenarists tend to use witticisms, I may assume that witticisms are used hereby as a defensive weapon (Speier, 1998). While in majority cases witticisms were used as a situational comment to someone and to demonstrate irony, the non-presented types of witticism were allusions, puns, metaphors, hyperboles and paradoxes which are commonly described as challenging for interpreting (Vymětalová, 2017); hence, although it is commonly claimed that humour is demanding task for simultaneous interpreters (Pöchhacker, 1995), this view has not been proved and might be argued. It also coincides with a research finding which was made by Lee (2016).

CONCLUSION

To recapitulate, the study has analysed the Eurasian Media Forum on the humour functions and types there. The provided article has considered the given platform for the sake of defining the role of humour as well, one of the most definite conclusions to be made is that humour was used as a tool for clarifying one's standpoint. Provided that the given event was not constructed with a purpose of delivering humorous instances, it was still vital in some cases to appeal to this particular sense as a means of finding a common ground. Having said that, the use of witticism appears to have a rather defensive role on the speaker's account, which was used to establish a room between participants. As far as phrasemes are concerned, their utterance was reduced to a bare minimum, supposedly due to the fact that it requires more shared context or knowledge outside of the discussed topics.

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TRANSLATION OF EMPHATIC CONSTRUCTIONS FROM ENGLISH INTO RUSSIAN: A COMPARATIVE ANALYSIS OF TRANSLATIONS OF JACK LONDON'S NOVEL MARTIN EDEN

Khamidullova Mergul

Abstract: There is a number of studies which focus on the expressive means of language and their translation. Emphatic constructions are one of those, and they play a pivotal role in accentuating a part of the sentence. However, translating this type of emphasis-putting structures is considered a challenge owing to diverse aspects. Therefore, this study strived for analyzing what translation transformations are used when translating emphatic constructions from English into Russian language. To do that, with the help of purposive sampling, the novel by Jack London Martin Eden was chosen. In this novel, the types of emphatic constructions which were found served as pre-established codes in analyzing the gathered data using conceptual content analysis. This way, 215 extracts containing emphatic constructions were detected in the source text together with their Russian counterparts in three target texts by Zayaickii (1929), Kalashnikova (1955) and Oblonskaya (1984). The results depicted that although not all, but the greater number of translation transformations from Komissarov and Barkhudarov's categorization were used.

Key words: emphatic constructions, translation transformations, emphasis, translation.

INTRODUCTION

The concept of emphasis has already been examined by many authors (Collins, 1991; Hedberg, 1990; Pushinina, 2009; Volek, 1977). Thus, broadly speaking, it is understood to mean the "special importance that is given to something" (Oxford Learner's Dictionary, n.d.). A more precise linguistic formulation of emphasis which was advanced by Great Soviet Encyclopedia, however, alludes to "highlighting independent elements and shades of meaning of the utterance … which is reached by various means" (Academic.ru, n.d.). These contain prosodic (changes in intonation) and lexico-semantic means such as intensifying functional words, neutral-distinct word order, repetitions and emphatic constructions (Academic.ru, n.d.).

The current study focused on the latter of the abovementioned means of emphasis, i.e., on emphatic constructions, because, apparently, research in the sphere of their translation is subtle. Moreover, translating these constructions is thought to be problematic (Parshukova and Telitsyna, 2018). Therefore, this work aims at discussing as well as comparing the ways of translation of emphatic constructions. To attain these goals, answering research questions is needed: first, what techniques do translators use to reach adequacy in Russian; and second, to what extent do these techniques vary in Russian translated texts.

In English, emphatic structures fall inro several categories: It is … that clefts, What … is pseudo-clefts and other types of clefts, verb do which is placed before the notional verb, inversion as well as inversion with negative adverbs, and double negation (Collins, 1991; Hedberg, 1990; Levitskaya & Fiterman, 1972; Shanaeva, 1989; Sokolova, 2008; Zinatullin & Chibisova, 2009). Whereas in Russian, classification of emphatic constructions includes intensifying particles and adverbs, negation, inversion, using conjunctions and particles, singling-out-constructions (Korovkina, 2016; Kuchkina, 2021; Volek, 1977). I classified the English and Russian emphatic constructions under one unified group presented in table 1 below.

Table 1

English and Russian Emphatic Constructions

Russian Emphatic Constructions	English Emphatic Constructions
• intensifying particles and dverbs • negation and double negation • inversion • conjunctions and particles • anteposition • singling-out-constructions	• clefts • pseudo-clefts • other types of clefts • emphatic do • inversion • inversion with adverbials • double negation

Taking a closer look at each means of emphatic constructions from both groups, it is noticeable that there are three categories of cleft sentences. Basically, each and every of them is made up of similar parts. That is, a sentence being "cleaved" and having two components, namely, the main and the subordinate. In such manner, pronoun it and the verb to be in a particular tense are ordered in the main clause. Following that, the part of the sentence before subordinate clause is termed as the "clefted constituent" or "the focus" (Hedberg, 1990, p. 1). Needless to say, it is this part where the emphasis is put. On the other hand, the subordinate part is started with that. Nonetheless, wh-words appropriate in meaning are used as well: It is Martin Eden who became a writer and It is Martin Eden that became a writer. Studies have also advanced that diverse parts of the sentence may be put under focus, i.e., Martin Eden, became, and a writer (Gerald, 1984).

Secondly, pseudo-clefts, which are sometimes referred to as wh-clefts, demonstrably, begin with wh-question words. However, what makes these clefts diverse from the aforementioned one is its feature of variability in structure. To be more accurate, these two sentences are correct: What Martin Eden did was becoming a writer or Becoming a writer was what Martin Eden did.

Last but not least, Pushinina (2009) and Collins (1991) presented a supplemental group of cleaved sentences. Namely, The (only) thing and All … is: The thing he did was becoming a writer and All he did was becoming a writer.

Interestingly, apart from being used in questions and negatives, the verb to do is placed in emphatic contexts as well. Hence, this verb accords an intensifying and highlighted effect to the focused part of the sentence (Hedberg, 1990). By this means, put in proper form and tense, verb to do stands ahead of the notional verb. To illustrate, Martin Eden did become a writer.

It goes without saying that inversion is attributable to permuted word order. Therefore, it results in a sentence having an emphasized part, too (Znamenskaya, 2008). Moreover, this type of emphatic constructions is put subsequent to adverbs with a negative connotation, like never …, no sooner … than, hardly … when, only … when (Slepovich, 2006; Suleimanova et al., 2010).

Finally, double negation is considered a type of emphatic construction where a negation not is paired with a negative prefix in adverbs or adjectives (un-, in-, ir-, etc.). From this perspective, the meaning of the sentence convert into affirmative (Andreeva & Pushkin, 2016).

Indisputably, any language is in possession of evocative instruments which are conductive to strengthening the language making it more colorful. However, as a matter of fact, each language does it in their own special way. Although the translator is in control of conveying the meaning of a source text thoroughly and to the fullest extent, of course, it brings about peculiar obstacles in the translation process (Parshukova & Telitsyna, 2018; Sokolova, 2008; Zinatullin & Chibisova, 2009). As Parshukova and Telitsyna (2018) presented in their work, the problems include lexica-semantic (which concern terminological alternation), grammatical, syntax (which emerge in inversion, for instance), rhetoric (figures), pragmatic (differentiating between official and unofficial language styles) and intercultural. The reason for confronting those problems is that English and Russian are composed of diverse language systems and rules (Parshukova and Telitsyna, 2018). This, in turn, accounts for distinction in conveying meaning not to mention emphasis-making structures. Thus, with the purpose of addressing translation process constraints, there is a need for translators to put forward the relevant strategies. In this vein, the present work is designed to come up with the translation techniques which are applicable in the translation of emphatic constructions. In an attempt to do this, Jack London's 1909 novel Martin Eden was adopted as a source text (ST) and translations by Zayaickii (1929), Kalshnikova (1955) and Oblonskaya (1984) as target texts (TZ, TK, TO respectively). Moreover, bearing in mind the aforementioned necessity, Komissarov (1990) and Barkhudarov's (1975) translation transformations were also instrumental in conducting this research. These include semantic (lexical), grammatical and lexica-grammatical (complex) translation transformations. To recall, semantic transformations are transcription and transliteration, calque translation, specification and generalization, modulation, omission, and lexical additions. Grammatical transformations consist of literal translation, sentence portioning and integration, as well as grammar compensations. Lastly, antonymic and descriptive translation, and compensation are unified as complex translation transformations.

METHODOLOGY

Sampling strategy applied in the current study was purposive, so as to "help the researcher understand … the research question" (Miles & Huberman, 1984, as cited in Creswell & Creswell, 2018, p. 262). Thus, Martin Eden was chosen to examine the ways of translation of emphatic constructions from English into Russian. This qualitative research has also used conceptual content analysis for analyzing the gathered data. Furthermore, to collect data taking note of emphasis-specific structures, extracts were first gathered via keyboard search shortcut. This way, approximately 60% of all emphatic constructions were found. However, this strategy came down to ethical problem of incompleteness of emphatic constructions exploration. Thus, scanning the whole book allowed for full data gathering. In this regard, 215 sentences with entire types of emphatic constructions presented before were put together on the list. Moreover, as this study is comparative, three translations were then contrasted with each other to identify the differences in translators' transformation choices.

FINDINGS & DISCUSSION

Analysis of emphatic constructions and their Russian equivalents depicts that most frequent means of expressing emphasis were cleft sentences and inversion .

EMPHATIC CONSTRUCTIONS BY FREQUENCY

Furthermore, when collecting the translated data, it was found that 66%, i.e., 142, TZs and TKs were done with a hundred-percent similarity. That is why, transformations used for translation in those cases are identical, and this will be seen in some examples below.

WAYS OF TRANSLATION OF EMPHATIC CONSTRUCTIONS

Cleft sentences totaled for 64 examples which are structured with the use of present and past tense forms. To translate this type of emphatic constructions, translators utilized grammar compensations for the most part. These compensations include parts of speech as conjunctions, particles именно, вот, как раз, ведь and prepositions. Moreover, word order and sentence type changes were detected as well. Another often used transformation was lexical addition of intensifying particles, pronoun такой, and conjunctions.

To illustrate:

ST: Yet it was right here, in his reticence, that the strength of his wooing lay. It was because of this reticence that he never alarmed her.

TZ: Но именно сознание этой невозможности и сдержанность, им обусловленная, незаметно для самого Мартина, вели его к цели. Благодаря этой сдержанности он ни разу не возбудил в Руфи тревоги. (grammar compensation with particle именно; in the second sentence, cleft part was omitted)

TK: Но именно сдержанность незаметно для самого Мартина вела его к цели. Благодаря своей сдержанности он ни разу не возбудил в Руфи тревоги. (cleft is translated in the same way as in TZ)

TO: Однако именно в этой сдержанности и таилась сила его обаяния. Именно благодаря своей сдержанности он и не отпугивал Руфь. (in both sentences, grammar compensation with particle именно and lexical addition of conjunction и were used)

As it is seen from the example, this result is consistent with Levitskaya and Fiterman's (1972) work who stated that not only именно is utilized in translation of clefts.

The second mostly used emphatic construction was inversion with 62 extracts. Similarly, grammar compensations and lexical additions were of utmost usage in rendering inversion. Nevertheless, let us consider another translation transformations such as sentence integration, specification and modulation, which were the least used in this case. For instance:

ST: He did not play at school. Nor did he study.

TZ and TK translated this sentence similarly: В школе он уже не мог играть, забросил ученье. (sentence integration, modulation of the second part)

TO: В школе он не играл, и не учился тоже. (sentence integration, lexical addition of conjunctions и and тоже)

Although it was proposed that inversion is typical to both Russian and English, the results did not reveal many cases of translating English inversion using Russian inversion.

The next emphatic construction on the list (32 extracts) is verb to do which again was translated with the help of diverse compensations in grammar: using adverb, particles, adjectives, pronouns and conjunctions; changes in word order, tenses and voice, as well. Apart from those, lexical additions, omissions, compensations, and modulations. Example with specification and omission is:

ST: He found no such statement, but he did find that which made him suddenly wilt.

TZ and TK: Этого объяснения он не нашел, но зато прочел нечто такое, что внезапно поразило его, как удар грома (lexical addition of conjunction зато, specification of the verb find using прочел).

TO: Такого объяснения он не нашел, зато нашел нечто, отчего разом сник (omission of emphasis).

Most importantly, intensifying particles and adverbs did show that they are of service in emphasis translations since these data are conforming with what theorists presented in their works (Levitskaya & Fiterman, 1972; Korovkina, 2016).

Showing 23 cases out of 215, pseudo-clefts appear next by frequency. These made use of lexical additions, compensations, grammar compensations, omissions, specifications, and literal translation transformations. The following extract, for example, utilized omission of emphasis in pair with compensation to transfer the meaning:

ST: What he heard was no longer the philosophy of the dry, printed word, written by half-mythical demigods like Kant and Spencer.

TZ and TK: Это не была сухая философия печатного слова, созданная мифическими полубогами вроде Канта и Спенсера.

TO: Философия перестала быть сухими печатными строчками из книг легендарных полубогов вроде Канта и Спенсера.

In both cases, the units of emphasis of the source language which were lost in translation were replenished with different structures.

On top of that, inversion with negative adverbs including never, no sooner … than, only when … that are considered as emphatic constructions, and they occurred 17 times. This is in line with studies such as by Suleimannova et al. (2010) and Slepovich's (2006). Besides, Slepovich (2006) presented that this group of emphatic structures is predominantly translated by literal translation transformation, like here:

ST: …but scarcely had he taken his position on the edge of the sidewalk when the two girls appeared.

TZ: …но едва он занял свою наблюдательную позицию, как появились те две девушки.

TK: но едва он занял удобное место на краю тротуара, - появились те две девушки.

TO: но едва занял место на краю тротуара, как появились обе девушки.

Moreover, lexical additions of particles as ведь, еще, grammar compensations of word order, specifications and generalizations were of use.

The following empathic construction with 10 cases is double negation which mainly made the most of compensation, grammar compensation, literal translation, as well as specification and lexical addition transformations. By way of an illustration:

ST: His sadness was not untouched with bitterness as he thought it over.

TZ and TK: Он думал об этом с грустью и с горечью (generalization, i.e., a more general meaning).

TO: Мартин думал обо всем этом, и печаль его окрасилась горечью (compensation with a metaphor).

Last but not least, All- and The (only) thing-clefts were extracted only seven times from the source text. Therefore, it substantiated ideas of Pushinina (2009) and Collins (1991). These clefts were rendered by means of antonymic translation, lexical additions, grammar compensations by the most part. For instance:

ST: All you have to do is wait and see.

TZ and TK: Ты должна только ждать. А там увидишь! (antonymic translation with using restrictive particle только, sentence portioning)

TO: Вот подожди – и увидишь. (grammar compensation with particle вот and compensation)

To conclude, this section provided information on the ways of translation of each emphatic construction which was presented by frequency of appearing in the source text.

CASES WITH DOUBLE EMPHATIC CONSTRUCTIONS

Findings gathered from the data have put on view that there are extracts which contain two types of emphatic constructions. These entirely were searched out in emphatic do type. To show:

ST: What I do ask of you is to love me and have faith in love. (emphatic do together with pseudo-cleft)

TZ and TK: Единственное, о чем я вас прошу, - это верить в мою любовь и любить меня по-прежнему. (grammar compensation with The only thing-cleft)

TO: Об одном прошу: люби меня и верь в любовь (omission of pseudo-cleft, grammar compensation using preposition and number)

As it can be distinguishable, Zayaickii and Kalashnikova attempted to translate the ST example compensating it with another type of cleft sentence. It is worth mentioning that samples with emphatic construction being translated with the use of another emphatic constructions were also identified. These will be subject to an examination in the following section.

Yet another ST example with double emphasis is: All that he did know was that a climacteric in his life had been attained.

TZ: Он знал только: в жизни его наступил перелом. (grammar compensation with the use of particle только)

TK: Он знал только одно: какой-то этап в его жизни пришел к концу и нужно было закруглить фразу, прежде чем поставить точку. (grammar compensation using particle только, lexical addition of a number одно)

TO: Знал только, что в жизни его наступил перелом. (grammar compensation using particle только)

In short, results revealed that within the types of emphatic constructions presented earlier, extracts have one more type of construction in it. Thus, this section presented the ways of translating double emphatic constructions.

EMPHATIC CONSTRUCTIONS IN TRANSLATIONS

As far as translation is concerned, to translate a slight share of emphatic constructions, translators applied grammar compensations other than changes in part of speech or word order and so forth, but grammatical substitutions with other types of emphasis. For instance, in the example below, pseudo-cleft was rendered by means of All-cleft:

ST: What I want to know is whether or not you will put a thousand dollars in on this deal?

TZ and TK: Все, что я хочу знать – это вложите вы тысячу долларов в мое предприятие или нет? (this Russian emphatic sentence is translated literally from English All-cleft)

Furthermore, the ST example with inversion was translated by compensation with inversion plus negative adverb: Nor did she waste time in coming to the point, upbraiding him sorrowfully for what he had done.

TK: Едва успела она войти, как начала

горько упрекать его за неуместный поступок.

Meanwhile, in this ST, negation was applied to translate inversion: … but not one hint did they breathe of intention to pay him for it.

TZ: Но ни один не высказал ни малейшего желания выразить свой восторг более существенным способом.

TK: Но ни один из троих не выказал ни малейшего намерения заплатить ему причитающиеся деньги.

In short, this section showed a small fraction of examples found from the data which have been translated using emphatic construction distinct from that in the original sentence.

COMPARISON OF TRANSLATIONS

Taking into consideration the transformations for translation of each type of emphatic constructions by different translators, it is observable from the data that there are only slight distinctions between their choices. Firstly, for example, in translation of emphatic do, all three translators used these transformations by frequency as follows: grammar compensations, lexical addition, omission, compensation, modulation. However, Zayaickii and Kalashnikova depicted using two cases of one more transformation which is specification.

As for clefts, translation choices are grammar compensation, omission, lexical addition, compensation, generalization and specification, literal translation, sentence portioning and modulation. What differentiates three translations is that Oblonskaya did not make use of specification and generalization strategies. For example, in the next sample, she rather used grammar compensation with the use of именно and lexical addition of conjunction и, whereas TZ and TK omitted translating focused constituent:

ST: It was his old spirit of humor and badinage that had made him a favorite in his own class, …

TZ and TK: Это сказывался его природный юмор, за который его всегда любили товарищи, … (omission of emphasis, specification of was using сказывался)

TO: Именно веселые шутки, способность добродушно подтрунивать и сделали его любимцем в своем кругу, …

All- and The (only) thing-clefts were translated by lexical additions and antonymic translations mostly, then literal translation and compensation in all three works. Besides, Kalashnikova and Zayaickii utilized omission, whereas in contrast, Oblonskaya translated with grammar compensation:

ST: But the thing I'm after is I liked it.

TZ and TK: И мне понравилось (omission of emphasis).

TO: Ну, и, стало быть, нравится мне это (lexical addition of interjection ну and parenthesis, стало быть, grammar compensation of word order and verb tense)

The succeeding cleft type to take into account is pseudo-clefts. In this case, TO only partially share the same transformations by frequency. If TZ and TK utilized specifications more than omissions, Oblonskaya did it contrariwise:

ST: What I want is to be paid for what I do.

TO: Я желаю получить что положено за свою работу. (omission of emphasis, and compensation)

TZ and TK: Я требую, чтобы вы мне заплатили за мою работу, и больше ничего. (lexical addition of больше ничего, and specification of want using требую)

Transformations involved in inversions translation in each of works are grammar compensation, lexical addition, literal translation, omission, generalization, sentence integration, and modulation.

Withal, differences are (a) in the use of compensation, i.e., TO made less use of this transformation; (b) in specification and antonymic translation. Thus, so as to give substance to (a), the following example is to be explained:

ST: Not alone did it give him the same dark and murky aspect of the Silva house, inside and out, but it seemed to emphasize that animal-like strength of his which she detested.

TZ and TK: От щетины на подбородке и щеках оно казалось таким же мрачным и грязным, как все жилище Сильвы, и в нем еще усиливалось ненавистное Руфи выражение животной силы. (compensation of the lost emphatic colour)

TO: Это не только делало его таким же мрачным, нечистым, как домишко Сильва снаружи и изнутри, но, казалось, подчеркивало в нем животную силу, так ненавистную Руфи. (literal translation)

In addition, the next example is to attest (b):

ST: … nor did he dream that in the world there were few pale spirits of women …

TZ and TK: … ему не приходило в голову, что на свете не так уж много нашлось бы женщин (omission and compensation)

TO: ему и в мысль не пришло, что немного найдется на свете бледноликих фей … (grammar compensation of emphasis using conjunction и and changes in word order)

In essence, along with previous emphatic constructions, inversion in pair with negative adverbs was translated with the aid of literal translation, lexical addition, specification, and, lastly, grammar compensation. However, unlike TO, TZ and TK used antonymic translation like in this example:

ST: Never had she seen him so angry…

TZ and TK: Она впервые видела его в таком неистовстве … (antonymic translation)

TO: Никогда еще не видела она его в такой ярости … (literal translation, lexical addition of particle еще)

As a final point, TZ and TK utilized less grammar compensations and literal translations in comparison with TO, which is contradictory to the usage of compensation transformation. That is, seven and five cases in TZ and TK respectively alongside only three cases in TO. To illustrate:

ST: "Yes, I ain't no invalid," he said

TZ and TK: Да, я вообще здоров, как бык. (compensation of the meaning with a metaphor)

TO: Верно, я не хилый, – сказал он. (literal translation)

Moreover, contrasting with Oblonskaya, TZ and TK generalized the sentence to render the example which was listed in the previous section.

In conclusion, this section shed light on some similarities and differences in translated works.

CONCLUSION

To answer what techniques were used by translators and how do they differ from one another, the current research aimed at delving into the means of translation of emphatic constructions from English into Russian based on the material of Jack London's 1909 novel Martin Eden. For that purpose, lexical, grammatical and complex translation transformations provided by Komissarov and Barkhudarov were made use of. Following that, the results indicated that translation transformations from all three groups are used. To be more precise, lexical transformations were specification and generalization, lexical additions, modulation as well as omission. Whereas grammatical ones comprised literal translation, sentence portioning and integration, and grammar compensations. Lastly, lexica-grammatical transformations were antonymic translation and compensation. On top of that, the data depicted two more points to touch upon. First is that there is a possibility for using one emphatic construction along with the other.

Secondly, a small group of emphatic constructions was translated by employing a spare type of those. These results answer research question number one. However, to answer the second question, in comparison of translations, the similarities and discrepancies are provided.

As a consequence, the conclusions drawn from the present study may contribute to many areas. Firstly, apparently, there were no studies concerning the analysis of translations of emphatic constructions. Thus, this study was an attempt to fulfil the gap. Secondly, the unified classification of English emphatic constructions may be applicable in teaching or in researching this topic. Moreover, the results of the study may help translators practice professional skills in literary translation.

To put in a nutshell, the section above attempted to present the recapitulation of the study along with a number of possible contributions.

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PART 02

KAZGUU LIBERAL ARTS DIGEST

BOOK REVIEWS

STRATEGIC DOING: TEN SKILLS FOR AGILE LEADERSHIP

Abilkaiyr A.T.

Abstract: Numerous issues surround people, affecting their businesses, society, as well as the world. Such intricacy, as well as rising networking, are altering the procedure called agile leadership. To drive development and transformation, modern management must fully comprehend the methods of coordinating involved partnerships that traverse organisational barriers. “Strategic Doing: Ten Skills for Agile Leadership” provides a better method for executing decisions inside a fragmentary, non-hierarchical context. The evolution of versatile techniques and organisational linkages is putting pressure on the standard strategic planning approach. A variety of leadership issues were examined. “Strategic Doing: Ten Skills for Agile Leadership” encompasses all 10 skills to direct the learners across numerous cyclical techniques. To deal with the complex challenges pertaining to strategic planning, the writers have devised a new operational technique. This book describes the rapidly changing, transparent, and budget-constrained setting in which many organisations could be positioned. As a result of this review, it was concluded that this work is a useful guide for expanding knowledge in the field of leadership, furthermore, noticeable features of this book are the improvement of previously existing leadership methods and the application of relevant skills.

Keywords: leadership, skills, strategic planning, techniques

“Strategic Doing: Ten Skills for Agile Leadership” lays out a different system for strategizing. It offers an improved technique for decision making in a fragmented, non-hierarchical setting, like that seen in entrepreneurial beginning organizations.

The authors begin by laying forth strong arguments about how strategic thinking procedures can alter. Researchers report that the old strategic planning approach stands being strained by the growth of greater sophisticated flexible mechanisms, organizational interconnections, but also an increasingly dynamistic setting. Furthermore, the creators of this book describe the approach as the response to 2 fundamental queries: in what direction people are headed and why people are headed to do it. The essence for the claim, as well as the justification why this book is being studied inside an entrepreneurial publication, would be the setting that the writers designate as ideal for this form of strategic thinking fits most of those particles but also notions found in entrepreneurship. This book, particularly, deals with a shortage of assets, dispersed workgroups, and the necessity to mistakes quickly, adjust and gain pace in a fresh project. Such a short collection of topics is relevant to either entrepreneurs or academics, yet it is expertly treated inside this work.

Albeit the writers comply with their strategies definitions stated, their strategic organizing guidance has shown them how such topics seldom give sufficient direction to encourage teammates. Rather, researchers divided these subsequent problems into 4 phases, each of them including concerns such as what kind of commencement group might perform, what needs to really must accomplish, what would do, as well as at what point of time the crew shall assemble next.

The Book's recurrent cycle approach is built around these 4 issues. This book describes a guide to put the approach into action using 10 particular abilities, whereby the authors also elaborate on during the proceeding chapters, albeit it is unlikely how each person will acquire or use all 10 abilities. Such concepts are well-presented, with a section on intellectual variety and also the importance of teamwork.

All of these 10 capacities in the book contain their dedicated section after the initial, as well as every section, maintains an analogous sequence: an explanation of the ability, scientific factual evidence, real-world illustrations about wherever the ability might be observed and utilized, and strategies for developing the competence. Somewhere at the conclusion of every section, there is an illustration of the implementation and outcomes of every ability. Furthermore, this book is intended to facilitate the procedure of studying these abilities for an individual or a group very straightforward. Profound dialogue, supportiveness, trustworthiness, respect, ideal team number, nimble directors, and fairness of participation are just a few of the problems discussed in this book, and also the writers back up their concepts and theories with scholarly objective research. The writers demonstrate ways of learning or using a given ability by explaining and outlining certain views. The authors mention shared expectations of politeness in Section two, as an instance. Rather than assuming that individuals would be respectful, the audience is advised to clarify civility or provide instances of civility toward the crew. Whenever an individual is speaking, for example, nobody must stare at their smartphone. Interruptions must get set down, and also the presenter ought to have your undivided focus. The abilities covered in Section Two may seem obvious, however, through keeping ideas clear, an attitude is formed that aids in the development of mental security and, eventually, trustworthiness, which also will lead to better effective cooperation or collaboration.

The last part consolidates all 10 capabilities and leads its learner to multiple cyclical approaches that are precisely defined. Overall, the execution of every chapter, as well as the concluding review, is excellent in teaching the tactical planning process. The textbook offers several advantages from my perspective. Firstly, it concisely identifies a dilemma as well as a potential resolution in a quiet manner that the textbook is intelligible and practical to a user while also being factually backed to satisfy an expert's quest for proof. Next, its organization and pace are designed to make studying and incorporating innovative information as simple as possible. Finally, I believe both businessmen and business teachers can benefit from this work since this book teaches businessmen how to strategize in an environment where businessmen might be. Furthermore, I do not believe that this book is only a supplementary, but instead a complete overhaul of the tactical organizing procedure. The writers are not simply rewording a well-known procedure. Alternatively, they have developed a modern operational method to deal with the emerging realities of strategic planning as well as implementation in a changing, transparent context.

Nevertheless, I noticed some flaws. Surprisingly, although the writers could not capture certain issues perfect in my view, such flaws would not contradict the hypotheses or primary claims in this book. The strategy organizing approach outlined in this book is considered antique among businessmen or theorists, so it differs from the ways such disciplines have been represented in institutions. Present strategic education seems to be slighter ranked and focuses mostly on application, diverse standpoints, and greater groups. Although the writers may not accurately express existing tactical planning, I believe it will not detract from their statement that this book outlines the quite evolving, transparent, budget-constrained climate in which numerous businessmen could be.

The next issue I encountered with this book is small, yet it has to get improved in my opinion. A 12-page intro that focuses on the authors' achievements. To get to the materials and not enter in reading personal biographies inside the introduction, you will need to skip 12 pages. Since the content itself is useful and instructive as such, the authors should not forget about the introduction. The introduction of this book left me with a bad first impression, because if you spend time and money on this book, then you would like that everything coherent and as short as possible without unnecessary information.

Generally speaking, This book can be suggested to anybody working in the industrious sector. This book is ostensibly a guidebook, yet it is factually sound. This book is notably original, despite the fact that most of the material on this topic just repeats existing patterns. The writers had undoubtedly contributed to the current corpus of business publications.

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THE 360 DEGREE LEADER: DEVELOPING YOUR INFLUENCE FROM ANYWHERE IN THE ORGANIZATION BY JOHN MAXWELL

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Abstract: Currently, leadership is one of the most brightly lit and hotly debated topics. There is a broad consideration among people that leadership can be the pivotal quality that will facilitate achieving triumph in the workplace. However, several instruments, books, and guidelines on the issue are designed for those who occupy a senior position. In this regard, the book "The 360-degree leader: Developing your influence from anywhere in the organization" by John Maxwell is dedicated to those who are in all levels of an organization, in particular, who are in the middle. Regardless of your position, the book assists to lead in all directions - up, down, and across. John Maxwell has considered a leadership guru with years of experience, in the book he debunks myths that are a stone on the way to being a leader and inspires to develop leadership influence. This work is a book review, where we briefly described the advantages of the book.

Key words: leadership, lead up, lead down, lead across.

Leadership is one of the major features of human nature, to which more and more attention is being placed. Therefore, it is very important to refute the difficult achievability of leadership, by showing that everyone in the world has the opportunity to become a leader. With this respect, the book «The 360-degree leader: Developing your influence from anywhere in the organization» by John Maxwell is advantageous and can fill readers with energy and determination for new beginnings. The goal of the book is that person can be a leader from any position and most importantly, be able to lead in any direction: lead across (with peers), lead down (with followers) and lead up (with leader).

The content of the book is meticulously constructed by the author, so the basic concepts are always in sight. The main term of the book is the 360-degree leader what means the leader that can lead in all directions (peers, followers and leader) from anywhere of the organization. In fact, the author makes suggestions and statements that explores deeper that term. The book is composed of six sections with one special section and workbook. Section 1, the Myths of leading from the middle of an organization, deals with seven superficial myths that mislead most people. At the outset of the way of becoming the 360-degree leader who can influence regardless of his/her position, we need to acknowledge and dispose of these prejudices. Section 2, the Challenges the 360-degree leaders face, discusses a number of challenges that may arise during the process such as tension, frustration, multi-hat, ego, fulfillment, vision and influence. Section 3, the Principles 360-degree leaders practice to lead up, examines the main principles of leading up e.g., the ways how to influence the person who is in high position than you. Section 4, the Principles 360° leaders practice to lead across, explores another aspect of a competent leader - the ability to lead other leaders. Section 5, the Principles 360° leaders practice to lead-down, considers that by helping your followers to become a part of something bigger, you are also helping yourself. Section 6, the Value of 360-degree leaders, addresses the importance to create a strong team and the essence of its value. In the special section, the author gives extra information about the theme and suggestions to create an environment that unlocks the potential of the 360-degree leaders. Moreover, in order to anchor the received knowledge, we can take advantage of the workbook.

The preeminent statement of the book is «ninety-nine percent of all leadership occurs not from the top but from the middle of an organization» (Maxwell, 2011, p. 10). By looking at this percentage given in the statement, you begin to understand and realize the fidelity of this fact. Most people have the possibility to be a leader from the middle. In that way, they can make more contributions and be more effective than those who are at the top. The fact that the author is very realistic about the challenges of being the 360-degree leader and explains that every position has its own cons and pros, has its own limits is influential. We really liked the attitude of the author that "position does not make a leader but a leader can make the position" (Maxwell, 2011, p.19). This motivating statement means that leadership needs further preparation and is applicable for everyone. Maxwell not only identifies the challenges and problems of being the 360-degree leader, but also gives the effective tips, given as principles, to overcome them, such as first to lead yourself to lead up, to listen to your peers and refrain from gossiping at the workplace to lead across, to invest in talented followers to lead down, and many others. However, there were some principles that are contradictory, for instance, the author states that in order to lead up we need to follow the 'heartbeat' of the top leader. He explained it in his book as paying attention to every word of your leader (jokes, statements, etc.), knowing his/her hobbies and interests and trying to be pleasant for his/her family members. In fact, these actions are aimed to help you to promote, and be friends with your leader. Although, this statement counteracts the norms of professional relationships within the organization, moreover, you can achieve your goals, promotion or recognition by excelling in your work. Therefore, we do not consider that this part is obliged to be followed. The interests and hobbies should match naturally, not adjusted to the preferences of the ones. Another example of contradiction is the statement that 360-degree leaders need to do 'not their job' (Maxwell, 2011, p. 105) for the benefit of the organization, which is quite irrational, because as it was stated middle position leaders have a lot to deal with, so there emerges a relevant question, why they need this extra load. We consider that it can lead to the burnout of the person, because, no matter how hard we try to be a superhero at work, there exist physical and mental limitations of human beings that cannot be neglected. The analysis above shows that some of Maxwell's statements can be perceived critically during the reading of the book, that the statements of the book can contradict with the opinion of the reader and that they are dependent on readers' judgments.

As we said before the book gives light to the importance of the middle position because it is the important but unseen bridge that connects the leader with the followers. The author's statement that "people should strive for the top of their game, not for the top of the organization" (Maxwell, 2011, p.26), in our view, brings something new to the table, while people tend to think that only those who are number one have a power and aspire to be the first. He also suggested that 360-degree leaders wear multiple hats, which hints at the presence of multiple tasks and responsibilities at their work. They need to know what hat to apply in different situations, know their boundaries and not overstep them, also recognize how to work with ineffective leaders by helping them to find their strength and adding value to their work. As we can see, 360-degree leaders have a lot on their plate and that is why people give up on that position and prefer to have less complicated jobs. However, Maxwell points out that every position has obstacles and prejudices and reminds the reader that he/she is not alone in their struggle and difficulties, and there exist millions of others who deal with the same problems. He also gives the true picture of the work of 360-degree leaders, that it is about knowing where to 'push' and 'back off', that it is along with rewords about sacrifices. To be the 360-degree leader requires an extensive amount of energy and resources and a careful approach.

One more point that should be mentioned is concerning the structure and writing style of the book. The visual content is well-organized and has a logical order. The key quotes are highlighted and support the ideas of the author. The style is understandable and reader-friendly, without complicated professional terms. Each chapter is supported with real life and historical examples and experiences of real people. Also, the author gives the link to the free online questionnaire that is constructed with the care of your time and takes only 10 to 15 minutes to conduct, in addition, we can send it to other people in order to know our leadership personality better. The one comment is that there are few illustrations. Adding some pictures, tables, figures would assist to reinforce insight information.

John Maxwell's book «The 360-degree leader: Developing your influence from anywhere in the organization» is a useful tool to define and refine abilities to lead from the middle of an organization. There was not only a description of the theme but also factors that impact us, ways for amelioration and awareness of your own capacities. The book will give you a lot of information on leadership and leads you to have a look at it from a totally different perspective. This book leaves you with some questions, and in some cases can emerge resistance to some points of the book. This book definitely has a lot to offer and we strongly recommend reading it for the beginners, who are just trying to find out their leadership style and starting their career, and for those who are working in that middle position, and even for leaders the book can give a lot of insights. So, one needs to give it a try and explore the new approach of leading as the 360-degree leader, because this is about knowing the way, going the way and showing the way.

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LEADERSHIP SECRETS OF THE WORLD'S MOST SUCCESSFUL CEOS" BY ERIC YAVERBAUM

Muratova Assylzhan

Abstract: The review examines Eric Yaverbaum's book "Leadership Secrets of the World's Most Successful CEOs: 100 Top Executives Reveal the Management Strategies That Made Their Companies Great." This book is about leaders from diverse companies throughout the world and their experiences to become leaders. The review's goal is to provide a concise assessment of the book by categorizing the leaders' comments. In addition, the review informs readers about the book's benefits and drawbacks. The review will be beneficial to students who are interested in leadership or who are studying in this area.

Key words: leader, leadership, book-review, management strategies.

SUMMARY

Eric Yaverbaum has almost 40 years of business experience in networking, journalism, and media affairs. He established Jericho Communications. Eric is a worldwide public relations specialist and influencer who has assisted his clients in increasing their visibility in media venues ranging from the Today Show to NBC Nightly News, Good Morning America, CBS This Morning, The Wall Street Journal, and The New York Times.

In terms of the book, it focuses on two primary questions: «What is the most powerful leadership technique?» and «How can a person become a better leader?» (Yaverbaum, E., 2004). The interview featured the world's most successful 100 CEOs, who shared their most important approaches and work-life experiences. Some even skills are best on how to be a better leader.

ANALYSIS

The book's goal is to share the real-life experiences and critical cases of individuals who have achieved success and worked with others who desire to accomplish more in life. That is, the road to becoming a leader and the attributes that are preferable to possess in order to be a successful leader.

The book was exciting to read as it contains various information about different people, and how did they deal with critical situations in order to rule their company. There are several leadership tactics stated, such as communicating, having a clear vision, particular direction and plan, and conducting business with love and enthusiasm. However, I'd want to draw your attention to certain seemingly basic but, in my opinion, highly important and fundamental traits of a leader. «Listening ability» is a quality that I've found in about 70% of leaders. Yes, if we look around, we can see that most people can hear but not listen. So, being a leader is being a listener: to your staff, to ideas, to visions, to other leaders, to consumers, to critique, to praise, to everything. A person discovers his or her advantages and weaknesses by first listening and then thinking and evaluating.

As a result of listening, you will be able to ask questions. Not to ask for the sake of asking, but to gain something useful for the greater good. I just saw a comment regarding asking questions on social media. It's a shame that in the current world, we focus on the person's living standards rather than his being, by asking questions like «How much...?» or «What...» rather than «Why...?» or «How...?» So, asking the proper questions may lead to success and the discovery of true experts with strong skills.

The third is about focusing on, doing, and accepting responsibility for no more than three things. While the rest of the world is learning to multitask, great leaders advocate doing only one or two things at a time, but doing them extremely well, and emphasizing priorities. According to Archie W. D, Chairman of ConocoPhilipps, one cannot accomplish everything everywhere, and this has an impact on the outcome. I agree with him on this point, because most people nowadays are experiencing «burn-out,» which occurs when they are unable to balance their abilities and complete many tasks at the same time and become exhausted. That in the end, people have to give things up. As a result, the concept of prioritizing work and focusing on real-time obligations appears to be well-thought-out. These are the abilities that lead me to believe that our environment can create them on its own. and can help them to be a good leader.

ADVANTAGES AND DISADVANTAGES OF THE BOOK

Despite the fact that the book is quite intriguing to me, I have identified two positives and one disadvantage. As for the book's advantages, even as a privilege, I can refer to its «true-stories» based format. This book is not just about theories, but also about directors and leaders from all around the world who shared their secrets with others. It truly encourages and inspires people to accomplish their best.

The second aspect to mention is the book formatting; it is simple and straightforward; each chapter (every interview) has a core point, and each thought is discussed independently in distinct paragraphs, making it extremely easy to read and understand.

Personally, one of the downsides was a lack of background knowledge about the leaders. If every CEO were characterized and given a piece of concise information, that book might be on par with Napoleon.

Nevertheless, I believe the book will be important because, in the current world, people are increasingly shifting from a group type of labor to an individual form of management. The younger generation has begun to construct their own enterprises and engage in freelancing, and they require the skills to manage businesses and people, which is where this book will assist these individuals in creating themselves. Because, as previously said, the book comprises the paths of CEOs of numerous successful organizations as well as their techniques.

In conclusion, I would like to add that the book is worth reading because it offers a lot of important leadership strategies, as well as certain scenarios that one may confront within the firm. Even if a person is unable to read lengthy volumes, there is a short and quick summary of the book at the end of the book. In addition, I can say that the material in the book is useful not only for people who are improving their leadership skills, but also for those who are developing themselves in terms of profession or life. I hope you have a good time reading the book.

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SERVANT LEADERSHIP IN ACTION: HOW YOU CAN ACHIEVE GREAT RELATIONSHIP AND RESULTS

Gazizova Samal, Prmagambetova Diana

Abstract: Every aspect of our society has been harmed by leaders who are only looking out for themselves, and we have all witnessed this. They frequently wind up being responsible for the downfall of their entire corporation. However, there is yet another approach, and that is servant leadership. Leaders who are servants to their followers gain power not by elevating themselves but by serving those they lead. This compilation features the contributions of forty-four renowned servant leadership experts and practitioners. These contributors include prominent business executives, bestselling authors, and respected spiritual leaders. They offer advice and tools for implementing this proven, but for some still radical, leadership model. This is the most comprehensive and all-encompassing guide that has ever been published for what is, in every respect, a superior way to lead. It was edited by Ken Blanchard, a renowned business author who has been a servant leader his entire life, and Renee Broadwell, who has been his editor for many years.

Key words: business, leadership, relationship, results, servant leadership

RELEVANCE OF THE BOOK AND ITS TOPIC

Corporate responsibility is frequently viewed in the business sector as accomplishing goals getting the maximum profits for investors and customers. However, there is a broader understanding of business practices, so that is where service leadership plays its role, keeping us responsible for our own attitude regarding staff and enabling us to create an organization with a better workforce, that is more efficient and achieves greater results. (Mozhenkov, 2017) As a result, this topic is really acute and needs to be more investigated given the lack of researches and information.

BACKGROUND INFORMATION

This is a book which consists of various writings. The authors have selected writings by tens of the world's key leaders and orators, including John Hope Bryant (Bryant, 2009) , Erwin Raphael McManus (Blanchard, Broadwell, 2018), and many others. The book is divided into six sections. The first section gives explanation to underlying concepts regarding this topic. The second section discusses a few various perspectives of servant of such a way of leadership. In the third section it is told about life experience and acquired knowledge of people practicing this leadership style. In the fourth part is it said about the people who consider themselves as "typical" or "traditional" adherents of a such leadership style. The fifth section provides personal experiences of individuals who have brought this leadership style into life in order to make a business function more effectively. And in the final sixth section we can read about how this leadership style may have a significant influence on an organizational performance and personal happiness.

Even though there have taken place numerous instances of leaders throughout the history and time, Robert Greenleaf was the one who gave a definition to a «servant leadership» in 1970 (Greenleaf, 1970). However, while Robert Greenleaf gave a definition, this definition does not correspond to contemporary realities and a modern definition of "servant leadership". There are several allusions to Jesus, who has been a prototype of a leader of a servant leadership style.

To follow the principles of «leadership and service» is to do everything possible to improve the lives of others. Many successful organizations have used «leadership service» principles in their work. The management of these companies recognizes the importance of the contribution of employees and their achievements. The book combines elements of autobiography and a management manual. The author was able to prove that «servant leadership» was the only way to maximize the potential of the organizations. It explains why managers who seek to improve financial performance need to set aside their personal ambitions and focus on staff development and talent.

This book contains unique observations, advice and recommendations that are the result of his rich life experience. The philosophy of management is corrupted by credibility. The methods of work and ideas of Ken Blanchard and Robin Broadwell are recommended to anyone who leads or intends to act like that in the future.

The authors seek to analyze key provisions of leadership-service theories that are traditionally mentioned in leadership studies in this regard.

OTHER RESEARCHERS' OPINIONS REGARDING THIS TOPIC

Reinke has characterized a servant leader as «an individual which is dedicated to the progress and development of any person and the company, and who tries to establish a society inside these companies.» (Reinke, 2004). Even if people do not know or understand the term, the greatest majority of them attempts to exemplify a few features of this leadership style. More recent studies have revealed a significant obstacle to purposefully implementing this leadership style as a lack of understanding (Andrew Honeycutt, Amy R. Savage-Austin, 2011). Leaders may demonstrate a servant leadership, while their followers or workers can also learn how to be servant leaders. (David E. Melchar, Susan M. Bosco, 2010). Furthermore, when implemented in voluntary groups, servant leadership has a beneficial impact on individual's happiness, devotion, even on a desire to leave a company. (Schneider,George, 2011).

BENEFITS OF THE BOOK'S PHILOSOPHY

A servant leadership style is a hard, revolutionary perspective;

A servant leadership is often compared to transformational leadership approaches that also emphasize collaboration. the servant leader's main focus is to assist his or her people. A transformational leader is more concerned with engaging followers and supporting organizational tasks. A way of any leader to manage and transfer a main emphasis of a governance from any company or institution to its workers distinguishes leaders as being democratic, servant, authoritarian, transformational or any other type.

Limiting concepts disadvantages of a book's philosophy

It is not an easy-to-use approach; it is not easy outside of the organization;

May be perceived by some as a gentle approach overemphasis sympathy may lead to indecision or lack of vision.

WHY SHOULD THIS BOOK BE CHOSEN FOR READING?

Nowadays we live in the servant communities. We seek to gain a full understanding of what is it to be a servant leader. Ken Blanchard and Robin Broadwell were likely researchers in the field of servant leadership. Their approaches endure, resonating in recent book projects. This paper has got a great influence on us while reading this book; and also, what we considered a leadership as a kind of service to be, when we first began to study a course on leadership a few months ago.

“Servant Leadership in Action” are the series of stories full of fun and a lot of life experiences which have made us really curious about the topic of this leadership style no matter what book part we were reading or how long these book’s parts were. The authors have made a nice try by structuring the paper and the writings inside it, separating the writings, beginning with a description of the fundamental aspects of this leadership style, demonstrating in what manner a servant leadership style can dramatically impact the performance, outcomes and personal fulfillment in the companies. The writings are entertaining and informative enough that you may leave out and read what really interests you. If you are fond of learning about this leadership style and once you are fine with anecdotes connected with religions, we suppose that its future readers will like it.

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START WITH WHY: HOW GREAT LEADERS INSPIRE EVERYONE TO TAKE ACTION

Kudaibergenova R.S., Koigeldiyeva A.A.

Abstract: The name of the book is Start with Why: How Great Leaders Inspire Everyone to Take Action. The author is Simon Sinek who is considered an American-British writer and inspiring speaker. His aim in writing the book is to help people accomplish the job that inspires them, and then use real-life examples of exceptional leaders to demonstrate how they communicate and how you may apply their ideas to inspire others. Sinek (2009) found that his major purpose is to teach people how leaders may motivate each other and what questions they should ask before taking any action. He highlights three major questions that are relevant to everyone. He ignores ancillary topics and just covers solutions that truly work in this book. In addition, he shows why it is critical to begin your business by asking the appropriate questions.

Keywords: golden circle, WHY strategy, action theories, behaviour.

We have learned from the book that you may convince people to follow you in one of two ways: by forcing them or by piquing their interest. The second strategy is used by the most effective leaders. Essentially, people will only follow you if they share your interests. Accordingly, we must find an approach for everyone in order to arouse their interest.

The book by Simon Sinek examines several case studies to establish the success of leaders who inspire action. The book provided examples of Apple's, Martin Luther King's, and the Wright brothers' success. The author evaluates their behavior concerning three concerns: What? How? Why? Individuals and organisations are all aware of WHAT they do, many are sure of HOW they do it, and only a tiny minority are mindful of WHY they do it. Starting this approach with the question of WHY is a quality that characterises exceptional leaders.

Everyone is aware that everything has both strengths and drawbacks. This did not go unnoticed by this book. The author explores the stories of each case he uses, which we believe to be the book's most unique aspect. That is, he discusses each incident in detail and explains why it occurred and why we feel it contributed to the leaders' success.

Unfortunately, strengths are always accompanied by weaknesses. The book itself is titled “Start With Why”, and it complements how great leaders inspire each other to take action. According to the author, you need to ask questions such as «what?» and «how?» as well as «why?» when setting up a business. However, the author does not clarify what to do after asking the major questions. Before doing anything, the book explains what questions should be asked. The author does not provide a precise and correct direction for what we should do next and what decisions we should make after that. The extremely poor concept here is, to begin with, the question “why” when describing why you do what you do - or why you are in business. The question «why» is not a strategy. It is not even a strong starting point, and the book is superficial. We also feel Mr Sinek is unsure of the difference between mission and vision statements. The physical expression of where you are going is described in a vision statement. As noted by Sinek (2009) it is called a vision statement because it is something you can see.

After weighing the benefits and drawbacks of this book, we are led to the realisation that there are many more shortcomings. Of course, reading the author gives you some useful insights, but the book is still only about one item and is full of fillers that advocate for that one idea. The book is divided into sections that all deal with the same subject. Despite the author’s use of examples from various fields and practises, there is no obvious strategy for doing so. With the same title, the author has a Tedx talk. Many readers of the book and watchers of this video, including us, felt that watching the video was sufficient because everything expressed there is the core component of the content in the book.

Despite many disadvantages, this book is a useful supplement to the Leadership Psychology course since it looks at the psychological element of motivation and how it is influenced by the leader’s inspiration and actions. In consequence, complementing the book with experiences of outstanding leaders might serve as models for future leaders or those practising their leadership skills. These examples can help you get an understanding of leadership, analyse your leadership traits, identify your strengths and weaknesses and begin working on them. The book also includes advice from some of the world’s most influential and compelling leaders, which is considered its most distinguishing characteristic. One of the book’s important concepts that stuck with us was that if you have a powerful Why, you will naturally attract people to your business who share your Why. Instead of using manipulative strategies like pricing, services, and bonuses, a strong Why will allow you to promote based on these beliefs. Another crucial element to consider is the hiring process (or being hired). To have the greatest performing team, everyone in the company must believe in the same Why. This necessitates a leader who understands their Why and how to communicate it to others. In addition, leaders are those who are driven by good attributes. Motivating and encouraging the other person by making the right use of the means at their disposal is part of this. Leaders must recognize that certain people require inspiration to behave.

Drawing conclusions, we can note that in spite of some weaknesses, the book turned out to be compelling and easy to read. Moreover, we can say that this book is intended for a wide range of readers, because each person should strive to be a leader, despite his work activities. The most important thing to remember while reading any motivational book, including this one, is to know why you are reading it. Furthermore, it is critical to employ all of the approaches suggested by the author. We strongly advise you to read this book, and we hope it will help you develop your leadership abilities.

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LEADERSHIP IS LANGUAGE: THE HIDDEN POWER OF WHAT YOU SAY - AND WHAT YOU DON'T" BY L. DAVID MARQUET

Kurbanova D.G.

Abstract: In the modern world, the concepts of leadership have become an integral part of human life. The book "Leadership is Language: The Hidden Power of What You Say - and What You Don't" written by L. David Marquet will help people become successful leaders. The purpose of this book review is to briefly analyze what was written by the author and highlight the main points that influenced the value of this book. The main idea of the book is that the right words must be used when managing people. The primary goals of this book are to learn a new language and become a successful leader by drawing lessons from the loss of "El Faro". The author focuses on the language, on how to correctly express one's thoughts to subordinates. In order to achieve the goals, he developed a modern playbook. The playbook describes six "games" that will help us improve our teamwork skills and become the leader we trust and follow.

Key words: leadership, language, playbook, "games"

A leader is someone who can lead a crowd, but in order to become a real leader, you need to have basic knowledge and skills. Now there are a lot of books devoted to leadership, but my attention was drawn to the book "Leadership is Language: The Hidden Power of What You Say - and What You Don't" written by L. David Marquet because the title already says that the book will be very informative. The book will introduce us to the basic concepts of leadership, and team spirit from the author's own example. Definitely suitable for both beginners and strong leaders. David Marquet is a retired United States Navy captain. In this book, he talks about how the nuclear-powered submarine "Santa Fe" changed his approach to command management. Despite the fact that he already had extensive experience in this area, it was the submarine that made him a successful leader. The value of this book will be determined by the fact that the author, using his own experience and examples, describes the consequences of the right and wrong decisions of the team leader.

The main purposes of this book are to take a lesson from the tragedy of "El Faro" and learn a new language that becomes an effective leader. The author reimagined the story, giving the same situations, the same equipment, environmental conditions, but the captain who ran the entire team was different. And the main difference was how they talk to each other. The outcome of two identical situations was different, in the first case they achieved great results and received many prizes, in the second case it was a tragedy that took the lives of people. David Marquet developed his own methods of achieving teamwork and reflected them in his work.

The main idea of this book: leadership is about people. The author claims that leadership can't be effective without an appropriately balanced interplay using words. The author's statement "Changing our words changed our world" impressed me deeply because it is the main key to proper interaction with people (Marquet, 2020, p. 13). The essence of these words was fully reflected in the book. The introduction part began with his own biography, the author talked a little about his life path, described the process of losing "El Faro" and then, based on his and other captains' experience, described the formation of a successful leader. I think the title of the book speaks for itself. The keyword leadership is language, and then is a description of how the words that form speech affect people's lives. The author described the ways of changing language. There are 3 main ways (Marquet, 2020):

1. proactive language of "intent and commitment to action" (Marquet, 2020, p. 15).
2. a language of "improve and learn" (Marquet, 2020, p. 15).
3. a language of "vulnerability and curiosity" (Marquet, 2020, p. 15).

It is necessary to replace old statements with new ones.

The manner of communication is very important, the leader must be able to clearly have a goal and step by step achieve it. It is clear that many leaders want to create an environment where their people speak up when they see problems, bring their full creative minds to work, and contribute discretionary effort, like new ideas and solutions.

David Marquet created a new playbook, which comprises six main plays:

The first is to control the clock, not obey the clock (Marquet, 2020, p. 17). If you want to become an effective leader you need to do more pauses, think about some difficulties without panic and try to avoid the rush.

The second is to collaborate, not coerce (Marquet, 2020, p. 17). He explained that many employers are used to giving instructions to employees and they often fail their assignments. The author suggests finding a common language with employees, giving information than instruction, asking them questions and letting them make decisions too.

The third is to commit, not comply (Marquet, 2020, p. 17). An effective leader must continuously learn and develop in the field of work, and not just give tasks. It is important to set a goal and gradually move towards it.

The fourth is complete, not continue (Marquet, 2020, p. 17). It is better to focus on the journey, not the destination. The leader should show the people their results during the journey, it will be like motivation for them.

The fifth play is to improve, not prove (Marquet, 2020, p. 17). Many people can't admit their mistakes. It is necessary to understand that without mistakes, you will not have progress. Instead of proving and blaming others, you need to improve your skills.

The sixth is to connect, not conform (Marquet, 2020, p. 17). The connection isn't about superficial "friendship", it is about caring for someone and wishing all the best. Connect is the enabling play that makes all the other plays work better (Marquet, 2020, p. 197).

This play is based on balancing deliberation and action. The author called it "redwork" and "bluework" (Marquet, 2020, p. 64). Thinking increases variability, while taking action reduces it (Marquet, 2020).

It is necessary to add some rules, which are helpful during the interaction between people:

1. Admit you don't know (Marquet, 2020, p. 187). Being the leader of your team, you need to admit your mistakes, and if you don't know something you need to ask others. It is better to ask than to make a gross mistake, that will lead to dire consequences.

2. Be Vulnerable (Marquet, 2020, p. 187). The key is to create a culture where being

vulnerable and exposed feels perfectly safe (Marquet, 2020, p. 189).

3. Trust First (Marquet, 2020, p. 187). A good leader must create a trusting atmosphere at work. First, he should ask for the opinion of his team, and then express his point of view. Only then will the employee trust their leader. This is an important part of building trust. To draw the conclusion, one can say that the author has covered his topic completely and all the goals have been achieved. One must admit that the main idea was traced throughout the book. The key concept is to replace the Industrial Age language with a new one.

In conclusion, I would like to write my opinion about this book. Firstly, let's consider some pros and cons of it. The book has a lot of advantages, like a full description of the process of becoming an effective leader, the development of a new model, and examples from the place of tragedy. I can say only one disadvantage, there were a lot of repetitive examples and that is why the book runs a little long. But despite it, I really liked this book, I believe that every leader and anyone who wants to become one should read it. It clearly describes the process of becoming an effective leader. Life is a fleeting process, days and nights replace each other, so we must engage in constant self-development. Knowledge is very important, but it must be applied in practice, create your own skills and experience. I consider that after reading this book, the views on team management will change for many leaders, they will find themselves many useful tools that will allow them to become outstanding leaders. All you need to do is just follow the author's instructions.

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LEADERSHIP STRATEGY AND TACTICS: FIELD MANUAL BY JOCKO WILLINK

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Abstract: This paper reviews the book Leadership Strategy and Tactics: Field Manual by John 'Jocko' Willink. Jocko Willink is a former Navy SEAL officer from America with an extensive experience in leading other people. The book review sheds a light on the main topics considered by the author and correlates these ideas to personal experience. In the first part, the ideas of the author on the Leadership Strategies are discussed. They are foundations and core principles of leadership that allow readers to understand the prerequisites. Jocko Willink's Leadership Tactics are discussed in the second part of the book review. In addition, at the end of each section of the Book Review, some suggestions for practical application are presented.

Keywords: leadership, strategies, tactics, manual.

INTRODUCTION

This review paper builds on the book of Leadership Strategy and Tactics: Field Manual by John 'Jocko' Willink and prepared by the group of three students. This paper reflects our common perception of leadership as we made great efforts to analyze the entire content and come to a common understanding. In this book review we highlighted the most important and noteworthy themes from the book and demonstrated their connection to our experience.

BOOK SUMMARY

Jocko Willink is a retired American Navy SEAL officer who tries to share his vast experience of combat leadership with a world community. His long-term experience of serving in Navy SEAL has dramatically changed his attitude to life. Starting as an enlisted man with no distinctive features, John made his way to a commander of the platoon by developing his own strategies and tactics to become a better version of himself. The variety of leadership approaches makes this book a great tool to be used not only by novice, but also more experienced leaders.

This book consists of Introduction, Leadership Strategies part, Leadership Tactics part and Conclusion. Leadership Strategies shed a light on the foundations and core principles that allow readers to understand the prerequisites and the theory of leadership that makes some leaders more successful than the others. Leadership Tactics emphasizes the practical part including necessary skills and maneuvers to take a step forward and guide others under your command.

All the concepts are developed based on the personal experience of the author as he backs them up with real-life and practical examples. Although all the recommendations given by Jocko are from a military point of view, they can be easily applied in work-related situations and for the personal growth of each individual. Moreover, the ideas of the book coincide with the believes and thoughts we have shaped as a team during the Leadership Psychology classes. The following paragraphs review the core notions in more detail in order to draw a holistic picture of the John's theory of leadership and they will contain our honest personal reflection on them.

LEADERSHIP STRATEGIES

Strategy planning is one of the most important principles of leadership that provides team members with a sense of direction and outlines the clear and visible steps to reach the cohesion. As a SEAL platoon leader, Jocko has been taught many lessons from his own failures occurred on the battlefield, which eventually laid the foundation for the development of the following powerful leadership strategies that could be also implemented in ordinary life situations.

That being said, Jocko emphasizes that leadership is always about building trust and relationships between fire team members. As long as we have a common assignment, we could not agree more with the idea that good relationships lead to effective communication, and the fact that the more people trust each other, the stronger they will become as a team. Good relationship means being honest. The Leadership Psychology course has several group works trying to make us act as leaders. We have to tell the truth to our peers to effectively accomplish a task. As we always try to use our true intensions when giving feedbacks to each other during the project works, we share Jocko's opinion that this behaviour is appropriate both in military life and any other fields.

Despite the fact that armed operations had a great impact on Jocko's worldview and ideology, he showed himself as a caring and aware person. "You are the most important member" is what he always tells his subordinates to strengthen their confidentiality and assure that they are highly appreciated (Willink, 2020, p. 97). This strategy can double the motivation of the employees, as it does not require much efforts, however there are also some limitations. For example, we should use words with a great caution. Leaders who use too many words have a risk to lose their credibility in front of their subordinates. At some point we ourselves realized that empty words become meaningful when supported by the relevant actions. Leaders should always remember that "the more they talk, the less people listen to them" (Willink, 2020, p. 41). We do think that seeking the balance between too much and too little information given is the one of the crucial leadership strategies.

Another strategy that determines the success or failure of any task refers to incentives that raise the pride having both positive and negative effects. Negative effects reveal when individuals feel more superior than others. As a result, the ignorant actions may disrupt the team from the inside because 'leadership is not about you, it is about the team', so these people may cause a danger to integrity (Willink, 2020, p. 218). On the contrary, the unit pride is something that can be instilled at the early stage of group work being a driving force to better results and performance. Pride comes from the past performance, people or place you work or study with. Studying at KazGUU University with a competent academic staff is a good reason to be proud of and never allow each other to the established performing standards.

LEADERSHIP TACTICS

Any tactic always starts with the first move determining the pace and the results of the battle. The leadership tactics builds on the concept that any process starts at the moment when leaders decide to take a step forward. Jocko perfectly describes this momentary process as a time when no one takes responsibility under high pressure.

Therefore, there should always be a person who can take initiative in the right time and prove themselves reliable in a critical situation. To some extent this may seem obvious, but high-quality work in unpleasant circumstances and determination is what makes people powerful leaders. Another tactic here is to focus not only on yourself and the final goal, but on the way how your team can contribute to the common cause. As students who worked the whole course as one team, we realized how important it is to care and help each other to achieve one common goal. This simple principle has led us to better implementation of our individual skills and knowledge within the group projects.

Jocko once said that 'there can be no leadership when there is no team' (Willink, 2020, p. 68). That simple quote alone shows how much impactful the way the leaders approach their team members may be. Navy SEAL missions often require deploying troops far away from the target, so the entire platoon usually makes the final approach on their feet. That means that there are always some team members going in the tail. Being last is always a challenge due to the fog of war and zero understanding of what is happening around those at the beginning of the row, especially if the enemy starts unexpected ambushed shootout. That is why it is important for a leader to make sure that everybody is informed about every minute on their way to the target. Being informed is unmatched in that scenarios but let us reflect on our everyday lives. Have you ever noticed how the performance changes when your managers explain the need for your certain job at your working place? Having an understanding of how your contribution moves the process is already an excellent motivation. The correlation in leadership between extremely dangerous situations and our ordinary lives is something that people are usually missing being in a routine. Soldiers who are aware of approaching enemies and ready to respond to any attack, and the employees of the companies, who understand what they need to do are the scariest performers for their opponents.

Without disputing the importance of approaching people and understanding a group of subordinates, it is extremely undesirable to become the 'Easy Button' for them. The concept of 'Easy Buttons' goes for those leaders who are willing to do all the job by themselves without challenging their teams. No challenges imply no room for improvement. Moreover, this ineffective approach lays more responsibility on the leader's shoulders making them much slower to react to opponent moves and endangering the entire team. The lack of maneuvering allows the enemy to make actions, which logically gives them an upper hand. The entire idea builds on the constant movement, even the slightest one that may lead people to the highest hills. According to our personal experience, making several small steps towards our goals always shortens the distance, even if it is less than 5% of the whole progress.

CONCLUSION

The Leadership Strategy and Tactics: Field Manual is an easy-to-read book that is highly recommended for reading not only for military servants as it may seem at a first glance, but for any person who wants to strengthen and improve their way of leading. The book provided us with knowledge which can be beneficial when conducting our future group projects. In this review we tried to correlate the core concepts of the book with our life experience and the Leadership Psychology course.

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LEADERSHIP AND SELF-DECEPTION. GETTING OUT OF THE BOX» BY AUTHORS OF ARBINGER INSTITUTE

Baltabay D.G

Abstract: The book that is called «Leadership and self-deception. Getting out of the box» was published by a group of authors under the brand of the Arbinger Institute consulting company. The Arbinger Institute offers training, consulting, coaching and electronic tools to help people and organizations change their mindset, transform, stimulate innovation, resolve conflicts, and achieve sustainable improvement in results. The book offers an interesting and unexpected analysis of leadership problems in a modern organization. The book has told how the new leader of the fictional Zagrum Corporation abandoned his old ways of behaving and learned a new, more effective way of leadership. «Leadership and Self-Deception» has shown clear examples of what self-deception was, how it worked and, most importantly, how it can be overcome. The book has covered useful human skills, methods, and systems of leadership, this book goes deeper, fully covering the source of what makes leadership truly effective.

Keywords: self-deception, blinders, get out of the box, leadership, self-betrayal

The first thing I need to emphasize before I start reviewing the book is the fact that caught my attention connectedness between leadership and self-deception. For a long time, only deep thinkers, scientists, and researchers of key issues of human sciences have been dealing with the problem of self-deception. The public knows almost nothing about it. But the fact is that self-deception is so ubiquitous that it affects almost all aspects of our lives and “effects” is perhaps too soft a word to describe this phenomenon. Self-deception practically predetermines a person`s experience in all aspects of mankind`s life. The scale of the phenomenon and especially the extent to which it determines the nature of a person`s impact on others and his relationship with them is discussed in this book.

«Leadership and self-deception. Getting out of the box» was first published in 2000 and immediately became an international bestseller. The Arbinger Institute and its activities were little known to anyone, however, instantly generated a response throughout (The Arbinger Institute: the authors of the Anatomy of peace, 2009). Since the sales of the book have grown steadily, it remains on the bestseller list today, many years after its publication.

The given book addresses the following issues:

1. Leadership and personal growth
2. Decision-making and communication
3. Conflict resolution
4. The relationship between work and family

The authors have focused on the perception of the people as a person rather than objects to overcome self-deception in the workplace. In general, the book was a production novel about the company «Zagnum», in which a young ambitious top manager whose name was Tom got a job. A few weeks passed, and the vice president of the company called the young specialist and told him that there was a problem, and the problem was in the youngest Tom. In the novel business book, the most important attribute was that character Tom did not see any problem in himself. Having caught up with the horror of the sweating top manager, vice president of the company Bud Jefferson opened Tom's eyes, it turned out that there were people everywhere in self–deception. Numerous Leaders consider themselves similarly know-it-all thinking they are better than everyone in this way looking at the world through a prism. To be in self-deception in the terminology of a business sensei means to be blinded. Further in the book, there were several instructive stories and instructions, and at the end of the training, a promising specialist successfully applied the acquired knowledge not only at work and in family life. The main message of the book is that people do not leave their boxes during the communication situations, which completely distorts our connection with followers, and the given business novel work consists of 3 main chapters:

1. Self-deception and blinders
2. How we get in the «box»
3. How to remove the blinders.

1. Leaders often fail to understand the attitudes of employees and others towards them. Because people in positions always think that employees always try to use and outsmart, sometimes even take their chair. For example, leaders usually do not love or react if their colleague is making out with them, displays an active hearing and ask about their family members. Here the big problem is hidden in a person who thinks that the whole world revolves around him, and if not the whole world, then all his employees. Another example of when a person is blinded is when they look at a person as an object, and that is a clear sign of being in the box. Mankind in many cases does not remember the name of the employees, thinking that it is not their concern and interested in the person only as a simple employee and object of the organization.

2. According to my opinion, the most interesting part of the book, is how leaders face self-deception not only at work but even in their family including putting on blinders without even knowing themselves. The first conception of how people get in the «box» is self-betrayal sometimes we call it going against your soul. Negative and positive actions that run counter a person thinks that he should do for another are called self-betrayal. When the cheater begins to justify himself to what that they do not act, their perception of reality is distorted. Over time, some blinders mentally encourage others to put on blinkers. In consonance with Antonio Meneghetti self-betrayal plays an essential role in egoistic identity and it leads to the cumulative result that the subject obtains the facts that run counter to a human being`s conscious and desired goal (Meneghetti, 2009).

3. The contrast between the 2 chapters above, the authors of the Arbinger Institute provided readers with solutions or if we speak the language of the book, ways out of the box. The leaders in the «box» should regain their eyesight, due to not seeing their role in mediocre results, respectively, they do not understand that they blame their followers not for their mistakes, but their own. This book has given some directions to improve the quality of leadership by removing the blinders. First, leaders should stop being spectators in the «magic show», and it is important to look into yourself and start treating people as a person, not as an object (The Arbinger Institute: the authors of the Anatomy of peace, 2009). Secondly, unfortunately, there is no definite solution to how to get out of the box, the commander should focus on changing himself, not others.

Summing up, I would like to emphasize the fact that the book by the authors of the Arbinger Institute presents an interesting look at behaviour not only in the corporate environment but also in everyday life in relation to the family. I presume, this work approaches the study and is part of the «Leadership Psychology» course for some important reasons:

1. The main thing that made this book more instructive and interesting is the living stories of vice presidents of companies where they shared using metaphors and stories from their own experiences, showing the problem of modern leadership and the concept of self-deception

2. Understandable advice on their own life

3. A clear thesis is that changes should start with the leader, and he should not be concerned that followers do not help him and worry about whether they help others.

Nevertheless, I encountered some moments in the book that I did not like:

1. It begins to seem that the authors double repeated themselves, presenting the same idea from different angles

2. When I have chosen the given book, I made it randomly the I liked it However, the authors did not give the solution to the self-deception and self-betrayal.

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PART 03

KAZGUU LIBERAL ARTS DIGEST

ESSAYS

YOUNG PEOPLE DON'T WORK BY CHOSEN SPECIALTY

Frolova Yelizaveta

While approximately one century ago, in the gilded age of pre-industrial society, the dilemma of customizability between education and job or being "career stranded" would sound utterly ridiculous, nowadays, in the relatively unfettered and free era, it has been converted into a real pain in the neck for modern human resources field. Since the low likelihood of being efficiently employed and fortuitously placed has become the so-called "litmus test" for both undergrad's validity and universities' viability, the educational institutions have been stripped away from the reputation of "assembly line" for top adepts in the undergoing specialty. The consistency and continuity of the stipulated school-college-job model have been woefully undermined by the fact that virtually the raft of contemporary alumni is tuned to come off the initial career path and jump into diametrically opposed vacancies. Overwhelmingly, according to the recent astonishing infotainments, the rash of egregious occupational incongruities has churned the market with crippling statistics of more than one-third of "marooned" undergrads ubiquitously from the emerging regions of the "old world" and well-known students' hotspots of the "new world" (Boyadjieva et al., 2020, p. 108; Farooq, 2011, p. 540; Kupets, 2016, p. 149; Pholphirul, 2017, p. 540; Redpath, 1993, p. 98). Should the aforementioned data be dissected with rose-tinted glasses taken off, it will be incontrovertibly revealed that the derailment from chosen specialty does not only foil the expectations of newly minted students but also, as Pholphirul (2017) punctuates, wastes both governmental and personal investments down the drain (p. 535). By and large, since job mismatch frequently goes along with squandering vital sources, it is urgent to dive deeply into both its external and internal premises, including a backlog of edification from the incumbent economy and the phenomenon of career prejudice, as well as put forward appropriate strategies to exterminate them completely.

Firstly, the paramount aspect that government should keep its eyes peeled on in scrutinizing the underlying reasons for a discrepancy between degree and occupation is the absurd separateness of tertiary institutions from what is happening across the board. More pertinently, they impudently neglect obvious nuts-and-bolts of supply and demand patterns in terms of workforce, but they even seemingly contradict these blueprints. For instance, as Kupets (2016) elucidates, at the dawn of the 2000's for-profit Ukrainian educators tended to stamp graduates woefully disregarding economic requests of up and running workplaces at the mercy of students' payability which led to the floods of redundant would-be specialists (p. 127). Alongside this, the rigidity and stagnation of universities can be markedly exacerbated by irrational surges in the economical background, which are constantly "moving the goalposts" for smooth enrollment in the job field. Some illuminating examples of such widespread predicaments are discerned both, in Thailand and Spain and entail lopsided augmentation of work niches towards blue collars aggravated with floating bureaucracy (Albert et al., 2021, p. 17; Pholphirul, 2017, p. 536). In other words, the isolation of higher education, as well as its inability to suit unanticipated fluctuations of the market, is an obvious culprit of job mismatch. Turning to its resolutions, the most cost-effective one to squarely address the ordeal is making rapport between higher educational institutions and adjacent employers. For example, according to Kvilhaugsvik (2021), in Scandinavian states, these extensive tactics were narrowed down as going to the drawing board in running tertiary institutions under the auspices of local companies' executives have streamlined delivering undergrads to entities (pp. 10-11).

Moreover, a similar newfangled initiative was launched in Bulgaria in the framework of inclusive internship spots, which sparked the rates of students who dovetail into the enterprises in the following specialty by about 90% (Boyadjieva, 2020, p. 113). Namely, the ascribed method has made a noticeable difference in conflating preliminary theoretical instructing with on-site training for amateurs who are "fresh from the oven". The profit can also be amplified by such workable novelty as establishing inextricable correlations between majors and transcending the stipulated suites of correspondent aptitudes. Practically, as Redpath (1993) and Pholphirul (2017) put forward, it can be relegated to blending curricula incited by the inter-disciplinary mergers and acquisitions, which are also emphasize on by Lichy and Kvatova's (2019) nurturing "humanitarian" capabilities for administrative branches. As a result, it braces undergrads up for the dynamic shifts in job credentials, thereby obscuring the fossilized limits of the outmoded term "profession" and varying indicators of skills suitability.

Another apparent root cause of the staggering rift between preceding schooling and actual placement is opting for erroneous calling when enrolled in a university that can be triggered by evident or vicarious compression from social surroundings. More explicitly, should the individual drives of choice be unambiguously overweighed by foisted predilections from the social circle in knowingly losing the three-to-five ratio, as Shumba and Naong (2012) stress, it will be sufficed to say that the dissenting voice of a university applicant is either simply muted or subverted, which can induce later repulsion to wrongly selected field and giving up the imposed path (p. 173). Coming down to the pieces of parental advice that are the most notorious for their futility in guiding insecure university entrants, the top-ranked ones tend to be "bequeathed" post-soviet stereotypes depicted by Higgins (1976) as an urge to contend for socially respectful and prestigious post, go with the flow to "save the family face", or jump on the bandwagon, resulting in the plunge in putting down the roots in profession by virtually 40% (p. 158). Apparently, allegedly well-intended recommendations from near and dear people can measurably misconstrue immature career-seekers, turning them off from fallaciously instilled occupation in the long term. Nevertheless, the mechanisms of professional orientation are still not in the doldrums thanks to a range of implementable approaches inaugurated by the "time-outs" method to facilitate firm and concrete academical aspirations. To instantiate this point, a reasonable interim can manifest a so-called "buffer zone" for graduates to not exclusively recuperate from after-school turmoil but also dip their toes into trying out rigor and application in manifold working realms, which has both bolstered their immunity to obtrusion and won over respect and consideration from relatives (Leah, 2019, p. 25). That is, it lends a hand of support to bewildered students in sorting out and advocating for their preferences. At the same time, double-pronged aid for youth going astray in a raft of vacations is prolonged by meticulous university info-boxes that enlighten aspects of profession lurking under the surface, which inhibits jumping into the obscure domain (Breen, 2003, p. 17). Therefore, the combination of measures presented above is a silver bullet that kills two birds in one shot.

Keeping in perspective the adverse aftermaths of education-job incoherence, the deviation of tertiary educated youth onto the wrong vocational track can be pre-empted by tackling segregation of institutions by employers' companionship and grappling with career aversion by authenticating priorities before university enrollment. Chiefly, should the regulatory bodies not tinker at the edges but cut to the chase in nipping these issues in the bud, not only the subject matter will be resolved with flying colors, but also such vicarious challenges as protracted market recession and average career resentment will have vanished without a trace. In the ensuing decades, ascribed predicament can act as a cautionary tale to not treat human resources with negligence and succinctly adumbrate the education-job convergence, which can accelerate workforce targeting processes. On balance, later on, emphasis can be placed on redirecting or outsourcing already inappropriately taken on workers to eschew the phenomenon of "written off" employees.

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GRADS UNEMPLOYMENT BY THEIR SPECIALITY

Ismagul Merey

Young people have gained more professional freedom in recent years. Personal choices and opinions are universally acknowledged and expected in the current social framework, including professional path choices and interaction with their entire life, assorted as they can be. Despite this, a sizeable proportion of urges in Kazakhstan do not work in their field. The components of this issue are not merely reelected; they are the byproduct of collisions among several indicators of academic life and the state of culture in Kazakhstan.

The freedom of choice being a very platonic dilemma, the changes in Modern Kazakhstani culture are constantly under modifications, mainly by the influence of the west and developed countries in the east, like Japan and Korea; the idea of liberality and accessibility in prime had a confirmation in giving young adults the affirmation of choice. Following then, the freedom in picking their major and elements of interest modifications play significant aspects in the actual happenings of this dilemma.

Contrary to freedom of choice, the practices of cognitive inquiry on the issue's subject are indeed a natural outgrowth of one's privilege. Not every high school graduate is involved in their future employment. Cases including such young people being pressured by their elders' perceptions and deflective thinking, competitiveness in securing free-tuition education, and opponents of the country's economics are impacting the roles of academic institutions to shift the desired pick (Kazistaev, 2019). Per the statistics, many high school grads nowadays concentrate their college/university degree on trends. Trends encompass a variety of factors in the practicality of enrolling in the desired field and the applicability in the professional world. More explicitly, trends are followed, so they ensure that degree holders will have a better chance of landing a job right after graduating due to its popularity. These preconditions are routinely checked in a compelling, but not a tale, manner in Kazakhstani culture through acquaintances and relatives that presently participate in these industries. The drawback of determining the major based on current trends will have the inverse effect because trends are a well-known subject of change. For illustration, specializations in IT domains are reportedly highly desired in the workforce; nonetheless, the situation is a shred of existing empirical evidence to change within the next 10-15 years due to the scene of intellectual intelligence advancing hastily and having roots in eliminating folks in the IT business (Nugerbekov, 2016). The subsequent most considerable prominent rationale behind grads not working in their industry is a change of interest. As the average formal higher education lasts up to four years, students' views and perspectives on their future careers may differ from those they had when they first enrolled at the university. Moreover, it is reasonable because of our subject of human psychology and young folks being prompted to learn and experience that may not leave space for their primary specialty.

To assist countless graduates who are not working in their specialization, the crux of the start date would be the interval from the last semester of a student's senior year. During this time, high school counselors and facility promoters frequently ring school clocks to emphasize to their pupils about decisions they have still yet to make on whether to seek further education (Ham & Hayduk, 2013). Higher education is viewed as a luxury that one may have over another, enabling the individual with far more leverage and a greater variety of career possibilities (Resolution of the Government of the Republic of Kazakhstan No. 316, 2011).

That is why, without the idea of taking a gap year and taking the time to make a solid future employment plan, parents generally encourage their students to continue their education immediately after finishing their senior year. So, the first proposal for strengthening graduates' capacity to operate with their specialization is to offer students ample time to make the best conclusions. A gap year could be the optimal method to minimize the difficulty of seniors making poor decisions right from the outset of their journey, sparing their parents' income, who may well have committed to their tuition and the unpleasant.

Moreover, squandered experiences in the unwanted profession (Coetzee & Bester, 2019). The moral of selecting the best fitting specialty for the pupil is that they are most zealous. Thus, no matter how many derivations and irritating changes occur in their career area, the purely driven individuals offer the most delicate work. The following proposed solution for lowering unemployment substantial is to categorize the appropriate workplace divisions and maximize their specialty allied work. It can be done by higher education institutions coordinating in pitching their soon-to-be graduates to specialty-related corporates or by organizations that provide free tuition. Financial investments in high school students through passing countrywide marked examination require their students to work in their area of expertise for at least three years after graduation, which leads to a boost in the rate of graduates working in related jobs; even so, this happens because of students having no other way around the terms and conditions, they assigned themselves to receive tuition-free education.

The problem of degree holders not actively engaging in their specialty should undoubtedly be regarded as a diversified subject, with multiple and no precise methods in leveling its rates in Kazakhstan. Consequently, permitting high school graduates to have and invest more consideration and importance into their career and education is perhaps the most versatile solution to this versatile onset. Most people are uninformed of such a venture as a gap year since it is misunderstood as a year of doing nothing, which sways people away from its initial and truly beneficial premise. Spreading information and educating high school seniors about their alternatives in taking a break or furthering their education might be acceptable to begin on the road to lessening total employment. The applied forces in luring or assigning university graduates may momentarily increase the rates. However, there is no strategy to select the professional destiny of grads for themselves, instead of for the sake of the, not only concerned in Kazakhstan but globally.

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HOW TO PREVENT THE HIGH NUMBER OF SUICIDES AMONG YOUNG PEOPLE STRUGGLING WITH THE UNT EXAM FAILURE?

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According to the «World Health Organization», Kazakhstan belongs to the group of countries with a high suicide rate, where suicide is the leading cause of death. Studies suggest that the average suicide rate per 100,000 people is 26.9, which is considered a critical level by the WHO scale (Paragraph, 2012). The failures in UNT are the main reasons for committing self-killing in the Central Asian country. The same issue can be seen in the research carried out by CHOSON (2011) in Korea, in which 53.4 percent of participants pointed out that the frequent reason for committing suicide was low exam marks and pressure from studying. Every year Kazakhstani students of different educational organizations pass the decisive final Exam, (Unified National Test) UNT. For high school students, passing the Exam is considered the only way to get a state grant by showing parents that they can use their knowledge to enter the university of their dreams.

Nevertheless, a considerable number of students may still fail the Exam. The realization that they did not get a better score and succeed in the Exam could result in many regretful thoughts. Consequently, some of the pupils, unwilling to handle this struggle and cope with the emotional pressure, choose to commit suicide, assuming it would be the best option to ease their minds. Such behavior turned into a large-scale issue for the community. To be more precise, not being able to pass the Exam successfully triggers various mental conditions during which a student feels helpless and becomes vulnerable to any criticism. A student pressured by parents can aggravate this condition even more during that period. Parents keep aggressively motivating a child to get a better score while not seeing how hard it can be for another. Thus, it’s necessary to properly treat students from stressful situations resulting from the UNT failures. Alternatively, the best option will be to incorporate new measures. The Kazakhstani government and all citizens, especially the adults, should pay special attention to what it is like to be in place of a student preparing for the Exam.

Therefore, the solutions are divided into two directions viewed from the political and social perspectives. The political contribution of the government includes changes in the system of distributing awareness. This means that the state should consider the drawbacks of the current education sector. In comparison, the actions from the social point of view involve the responsibilities of society. Social interference encourages parents to avoid harsh motivational language and aims to provide better psychological consultations.

First, the substantial problem and cause of suicidal behavior hide under the educational system, which the government constructs. What matters to the education system is not the unique soul of the student, and not even its creative individual personality or intellect, but correct answers to common questions (Shevtsova, 2016). This knowledge makes high school students depressed, thinking they should follow strict rules on how to prepare and what to study to succeed on exams. It means that the only thing that a student is capable of is preparing in compliance with the requirements of the government. Due to this, students get under the influence of extreme thoughts that everything they do is not their individual choice, but the system decides what to prepare for. In addition, the entire school environment implanted the idea that exams are not a natural stage of learning but the greater goal of life. For that reason, students who fail the final Exam feel lost entirely, leading to a fallacious sense of direction about the future (Bell, 2001). Correctly speaking, no opportunities or goals can cause many confusing thoughts about the future and the purpose of living. Ultimately, an adolescent has no other choice but to commit suicide. As an illustration, South Korea can be taken as a model, in which plenty of students think about taking their own lives due to failing the Exam named «수능» (similar to UNT). Although compared with the Kazakhstani Exam, the Korean one takes about eight hours to complete, increasing pressure on a student. Yonhap Agency's (2021) survey showed that nearly one out of three middle and high school students felt suicidal due to poor academic performance in Korea.

Another cause resulting in suicidal behavior is related to society's incapacity to keep a student motivated and, at the same time, less suppressed. In truth, the social environment plays a significant role in the mental health of a teenager. Meaning that the way people communicate with a student affects the academic performance and the student's attitude in life. The more positive interactions a student has the less probability of experiencing suicidal thoughts. Hence, it is reasonable to ensure that the student's environment is supportive enough, which allows a pupil to feel confident and not restless.

As stated earlier, two kinds of solutions can be executed by the government and society of Kazakhstan. First and foremost, the base of the measures is spreading awareness about the concern over suicide. It has been found that the more people talk about suicidal behavior, the more reluctantly they think about the negative outcome (Wasserman, 2014). The government can apply the following solutions by implementing primary conditions for exterminating suicide. Starting from the first solution, it would be proper to explain what can be done by governmental interference. It is known that not all students can afford to attend courses or buy materials for the Exam. Therefore, instead of spending many material resources on exam procedures, like cameras, inspection, and security, it is better to use that money to financially assist high school students, providing them with all necessary equipment for preparation (Shevtsova, 2016). The given measure has effective results since a considerate number of students committing suicide are coming from underprivileged families who cannot pay for some needs. This system is progressively used in many aspects of living. For instance, several benefits, like being exempt from paying taxes and state duties, are given to large families, disabled people, etc., since they most need financial help.

The second solution is the social support of the neighborhood, which implies that the inner condition of a student should be positively affected by the surrounding. To successfully finish this task, the schools and parents should be ensured of a student's intentions. One of the feasible actions is to hold psychological consultations with a student while preparing for the UNT exam. Together with a psychologist, they reflect on the student's future, prioritize life goals, and think about what needs to be done now to move along the chosen path (Yaylaci, 2015). By doing so, schools help their students to deal with teenage crises, like fear of the future, uncertainty, loss of motivation, and willingness to contribute to the well-being of a future.

Indeed, not only students themselves must be involved in honest conversations, but the initiative from the side of teachers and parents should also be taken. As an example, teachers can help relieve the suicidal thoughts of their students by learning from the psychologist how to organize children's education without burdening their mental health. The individual study approach for each student helps to understand the feelings and worries that a student possesses. On the other hand, parents with whom a pupil spends most of the time must also be considered, as they are a primary source of support and education for a child (Lysenko, 2012).

Bearing everything in mind, suicidal behavior is quite a common phenomenon in all parts of the world, especially seen among the young population. Numerous reasons drive such behavior in the society of Kazakhstan. Nevertheless, failures in UNT are still the most frequent cause despite many other factors. According to Kazakhstan's context, by implementing two solutions seen from the point of government and society, it is possible to preserve the children from committing suicide. The given measures are to support the future of our country since teenagers are considered a new source of power and thinking that will develop Kazakhstan in a short time. That is why the Kazakhstani society should be cautious of what is happening with their children and guide them to combat the hindrances of being a teenager.

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FAKE NEWS CAUSING ISSUES ON DIFFERENT SOCIAL LEVELS

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Facebook-Cambridge Analytica data scandal is the most violent world-known informational crime, which happened in 2018 to Facebook users from the USA and the UK. The Facebook company harvested and gave data about over 87 million people to the Cambridge Analytica company, which then used this information to persuade US users to elect Donald Trump as the president of the United States in 2016. This crime against human choice, rights, and liberty was made public after the 2019 Netflix company documentary named “The Great Hack,” where the realization of how people’s identity is not safe in this time comes to every single person. While watching this documentary, you start to think of different ways to prevent your personality from being stolen. Another similar case is represented in the documentary “The social dilemma” Tristan Harris, a former Google design ethicist, tells the viewer why he decided to quit his work. One of the reasons is the described method used by big technological corporations to steal your habits, temperament, and, what is more, whole your identity to spread fake news then.

Recently, fake news spread in Kazakhstan during the January protests over rising gas fuel prices, mushrooming into numerous riots against government offices. At the same time, a plethora of fake news about the satiation in different cities spread all over the country. To prevent expanding negative thoughts President of Kazakhstan Kassym-Jomart Tokayev took actions such as limiting the internet and closing the TV signal. This kind of situation does not happen only in Kazakhstan but also in either developed or developing countries. For example, in mid-march, 2018 EU Parliament set up a new committee to detect issues targeted in the spread of disinformation via social media. This endeavor has already had results: now, they are collaborating with tremendous social networks such as Facebook, Twitter, and Google. This committee wants them to allow researchers access to their data. Another country to take decisive action against spreading fake news in Brazil. The government of this country launched special penalties starting from $400 or up to eight years being imprisoned for crimes such as broadcasting inaccurate information via mass media or social networking websites. What is more, creating and spreading misinformation is an issue that every individual could cause. There are at least three solutions to avoid becoming a victim of this large-scale online crime: thoroughly read the user’s agreement policy, set a law against fake news, and prevent big companies from sharing personal details and deep fakes.

As was mentioned ahead, the first solution is for ordinary people to look at the user’s agreement policy comprehensively. According to Zuckerberg’s testimony in front of the United States Congress in the case of handing out the data of 78 million users to Cambridge Analytica company, “the mention of information being harvested was written in the user’s agreement policy.” (Zuckerberg, 2018) That is why thoroughly read the user’s policy, not just read through the information before registering to this web platform. If you have some adverse feelings after reading it, the only idea is to register on another social media.

This way to solve spreading fake news is beneficial for human beings all over the World, which then prevents this on the national level. Also, it is not only the issue of each individual; government should set up draft bills to avoid the massive propagation of political disinformation. The fast spread of fake news will decrease if only prohibiting it on the governmental level—for example, country of Cote d’Ivoire, where imprisonment is punishment for this type of crime. The most famous occasion related to this Law is the arrest of minister Alain Lobognan for publishing false information about a state prosecutor who had taken into custody another Member of Cote d’Ivoire Parliament. Another precedent to prove this point is a special law forcing Global media corporations to comply with the notion of illegitimate advertisements on their platform. This leads to the next appropriate idea in trying to solve this controversy is to prevent big companies such as Twitter, Facebook, and others, from sharing personal details and controlling the appearance of deep fakes. The deep fake is the machine-learning technology that fabricates video or audio of things a person has never done or said. The proof described here is a situation that happened to Rana Ayyub, an Indian journalist who works to uncover government corruption. Danielle Citron, a lawyer of human rights, who researched this situation, said in 2019 at TEDx Talks that “this happened in 2018, while she was sitting in a café, she saw a two-and-a-half-minute video of her involved in intercourse, which, of course, was a complete deep fake. Unfortunately, thousands upon thousands of people believed it was her.” Moreover, this shows people how a short video can undermine self-confidence, mental health, 8-years career, and make nearly every person in the city bully you for the action you had never been engaged in. The crime against her personality would not have happened if social networks had established special committees to control the appearance of deep fakes and check if they were true.

To sum up, with all three solutions described ahead, people can decrease the speed of fake news spreading and consequently prevent some of the social dilemmas on personal, governmental, and planet levels. Moreover, reducing the amount of fake news will contribute to the rapid settlement of various civil or global wars. Mentioned solutions such as the careful reading of the user’s agreement, setting tightened laws against people or companies spreading disinformation, and preventing big companies from sharing personal data and deep fakes, would change the way different political or individual issues appear in 4-5 years if the humanity starts to be guided by these three roots avoiding massive propaganda.

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