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## Articles and Statements

### Traditional Agriculture of Central Kazakhstan in the Works of Researchers of the 1920s

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#### Abstract

The article examines the views of agricultural scientists, shed lighted on during the discussion that unfolded on the eve of collectivization. The article explores the works of Soviet historians, economists and agrarians of the 1920s, who studied agriculture in Central Kazakhstan. The thesis that agrarians and economists in the late 1920s studied the issues of determining the geographical and territorial boundaries of Central Kazakhstan, considered the ways and methods of economic development of the region. Explores the works of N. Tagiltsev, N. Mackiewicz, P.G. Amosov, N. In. Pavlov, B. Nikolaev, Nikolaev, S.M. Freudenberg and others. It must be emphasized that the majority of these researchers recognize the adaptive nature of the agriculture of the Kazakhs, supported the view that the geographic conditions, poor soil and water are responsible for the agricultural structure of the region.

**Keywords:** Central Kazakhstan, region, steppes, traditional agriculture.

#### 1. Introduction

Agrarians and economists in the late 1920s – early 1930s, studied the issues of determining the geographical and territorial boundaries of Central Kazakhstan, considered ways and means of economic development of the region. It must be emphasized that, by saying Central Kazakhstan, the majority of these researchers understood the region where the practice is only semi-nomadic pastoralism. This is evidenced by the meeting that took place February 2, 1930 in the Council of People's Commissars of Kazakhstan. Transcript of the meeting was published in print under the title "What is the Central Kazakhstan?" (*Chto zhe takoye...*, 1930).

Participants of the meeting, having tried to answer the above-mentioned question, expressed their point of view, not always matching, and sometimes even conflicting. R.E. Filimonov expressed the view that the Central Kazakhstan – a «region mostly semi-nomadic and nomadic way of life, which is dominated by the extensive pastoral household. It stretches from west to east, runs through Kazakhstan and is limited to the north by isohyet 200 – 250 mm». R.E. Filimonov argued that the Central Kazakhstan includes parts of the Urals, Aktobe, Kostanay, Akmola, Karkarala, Syrdarya districts of the Karakalpakstan autonomous region, Guryev and Kyzylorda region. The total area of it exceeds more than 160 million hectares.

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Unlike R.E. Filimonov, A.F. Wojciechowski was of the view that the Central Kazakhstan – is only sandy and rocky desert, while semi-desert territory, in his opinion, is not part of this region. Y.L. Abramovich determined the Central Kazakhstan as "a broad geographical band with unsuitable land and unfavorable – historical conditions." M.G. Sirius denied the very legitimacy of discussing this issue, citing the need to study more household opportunities of the areas ([Chto zhe takoye..., 1930](#)).

The continuation of the debate on the Central Kazakhstan was publication in the journal «The national economy of Kazakhstan». So, I.I. Maslov, as well as R.E. Filimonov, by saying the Central Kazakhstan meant a huge area covering 2 million sq. km (or 66 % of the entire space), and called the region the area of extensive nomadic economy I.I. Maslov supported the officially concept of sedimentation, but recommended to refrain from large-scale subsidence in the most arid areas in this region, while there will not be held by specialists, as he put it, "experimental work" ([Maslov, 1929: 84](#)).

I.M. Potashev expressed his disagreement with him, who believed that the Central Kazakhstan cannot take so much space, and the amount of annual precipitation is not a criterion for determining the area of the region, so isohyet 250 mm cannot be the dividing line that separates the Central Kazakhstan from other regions. Unlike I.I. Maslov, he was not an opponent of risky experiments in sedimentation and ignored climatic factors ([Potashev, 1929: 75](#)).

Thus, summarizing the above, we can state that in the early 1930s in the economic-geographical definition of Central Kazakhstan, the question of the ways and methods of development of this region, there were substantial differences. These differences indicate a lack of clear criteria for geographic, economic and geographical zoning, and then point to the shortcomings of administrative division in Kazakhstan.

These differences also show the complexity of regional problems, which always brought in domestic and Western science ambiguous points of view. This way, some researchers, questioning the relevance and appropriateness of zoning, hold the opinion that the districts are only a "mental constructions that exist only in our thoughts" ([Dvoskin, 1986: 21](#)). A logical extension of this statement is the assertion that the regions are "intellectual conception designed thinking of using certain features specific to the territory, and rejects all those features which are considered as not related to the analyzed issue" ([Dvoskin, 1986: 43](#)).

This point of view, in our opinion, is not quite justified from the perspective of our study, as the territory of Kazakhstan is a range of climatic and soil characteristics that justify the need for its zoning.

According to the scientist B.Y. Dvoskin, definition of the region should include features such as an integrated development of the region, industrial specialization as a manifestation of the territorial division of labor, economic unity, integrity, economic cohesion of a region, developed, as much as it is possible, rational intra- and inter-regional economic relations ([Dvoskin, 1986: 46](#)).

## 2. Materials and methods

The need to study the climatic conditions is due to the conception of geographical determinism, insisting on the existence of a direct link between the geographical features of the region and the specifics of the economic activity of people. After all, economic – cultural types depend, as is well known, on the specific geographical zones. As Grach D.A. wrote: "Because of this, for example, no one would ever think to look in the steppes of Mongolia hunters of sea mammals; equally it is impossible to search within the circumpolar zone, on the shores of the Arctic Ocean, people, herding sheep and camels" ([Grach, 1984: 127](#)).

A similar view was held by E. Huntington, arguing that climate, continuously pulsing, brings people to the prosperity, then decline. The decisive role in world events took place assigned to climatic factors: climate change could even lead to the death of a number of ancient civilizations of the East and led to the movement of nomads from Central Asia ([Grach, 1984: 126](#)).

In this article, we will adhere to the concept of geographical determinism, a theory which insists on the crucial role of the geographical factor in history.

## 3. Discussion

Problems of traditional household of the Kazakhs were the object of study of agricultural scientists and economists in the 20th – the first half of the 30s of the last century. Considerable

interest is presented by the study of K.A. Chuvelev, who believed that nomadic household – is household, "which used only power animals for disposal of the forces of nature" (Chuvelev, 1929: 41). According to him, an accurate and adequate definition of nomadic household is very difficult, since there are also unequal conditions for conducting cattle in different regions of Kazakhstan. In this regard, he singled out the plain-nomadic, mountain-nomadic, and wandering in the desert and other options herding household. It should be recognized that the K.A. Chuvelev was a supporter of gradual evolutionary development of the Kazakh household – from a nomadic to a more intensive forms of semi-nomadic and sedentary.

Similar views on the household of the Kazakhs and the problems of its development adhered researchers as M.G. Sirius A.I. Chelintsev, S.P. Shvetsov, A. Donich et al. They were guided by the view that a large part of the territory of Kazakhstan is suitable only for nomadic pastoral household. In other words they took into account climatic factors. So, M.G. Sirius in a series of articles carried the idea that a cattle breeding is the main sector not only agriculture but also the entire national economy of Kazakhstan as a whole. He rightly argued that areas for profitable agriculture in Kazakhstan may be only the small area where there is more than 300 millimeters of precipitation per year (Sirius, 1928: 17).

The scientist G.F. Prokopovich, who was later to become ranked "kondratevtsev" very reasonably emphasized that in the real Kazakhstan it is necessary to find such a course of action that would save valuable pastoral skills of the population. G.F. Prokopovich considered that these skills themselves constitute an irreplaceable capital, having of which is particularly important at a time when there is a reduction of worldwide the number of cattle (Prokopovich, 1926).

S.P. Shvetsov also like them, was a supporter of the evolutionary development of the Kazakh household. (Shvetsov, 1926). Thus, the process of sedimentation agricultural scientists considered not as a one-stage, but as a long-term process of household change of forms and the major factor they called, above all, historically natural conditions.

Researcher V. Blagoveshenskiy, as well as the above-mentioned scientists – agrarians, emphasizes the close relationship between the natural and climatic conditions and the household of the Kazakhs. In particular, a problem regarding sheep breeding he notes particularly the use of pastures in Kazakhstan. According to V. Blagoveshenskiy, the influence of climatic conditions can be traced at least in the fact that the Kazakh sheep well adapted to the natural environment, and they are capable of further crossing deserts and easily tolerate the cold, etc. (Blagoveshchenskiy, 1928).

Telzhan Shonan–ly rightly believes that the type of household develops under the influence of climatic conditions, which is why the Kazakhs were engaged in nomadic cattle breeding, rather than agriculture. For example, he claimed there are totally unsuitable for agricultural farm land south baganalinskih Atbasar county, mostly Karkarala county, and etc. (Shonanyly Telzhan, 1995).

A.A. Ermekov also believed that pasture-pastoral household with a nomadic way of life is the only viable form of management in the droughty steppes. A.A. Ermekov was not an opponent of the household changes, but was of the opinion that they should be developed gradually (Ermekov, 1995).

Natural conditions and household-economic prospects of Central Kazakhstan became an object of study of scientists such as N. Tagiltsev, N.I. Mackiewicz, P.G. Amosov, N.V. Pavlov, B. Nikolaev, G. Nikolaev, S.M. Freudenberg and others. In particular, N.N.Tagiltsev in his article "Lake Balkhash and the Balkhash region" explores the climatic, geographical conditions and economic structure of the region. The researcher recognizes the dependence of economic-cultural type of the geographical location from the region (Tagiltsev, 1928: 243).

Agronomist P.G. Amosov, by studying the features of the household of Karkarala district characterizes Kazakh pastoralism as an exclusively adapted to the natural conditions of the region, which was manifested in the animals breed, and in the methods of its breeding. According to P.G. Amosov, in the Kazakh cattle basis there is inherent "a healthy start in life, which has not yet been explored and studied" (Amosov, 1926: 73). P.G.Amosov is far from the interpretation of semi-nomadic household of Kazakhs as historically belated relic and does not support simplified and naive concept of progress according to which nomadism must inevitably be replaced by agriculture. He is convinced that the very nature dictates the choice of household system: "In what way, other than grazing, people could have used these spaces. There was no other way and they do not exist at present, and perhaps less likely that they will be accessible to our influence in the future» (Amosov, 1926: 69).

Researcher S.M. Freudenberg studied household and geographical conditions of Karkarala district areas: the radii of nomadism, population density, household structure. The author classifies the nomadic household of Karkarala District (depending on the radius of nomadism) into seven types: up to 5 versts, from 5 to 10 versts, from 11 to 50 versts, from 51 to 100 versts, and etc. (Freydenberg, 1929: 209). He concludes that the longest nomadic routes are typical for Balkhash area, differing by its lowest population density – 0.7 persons per 1 square kilometer. Study of S.M. Freudenberg differs by its low level of theorizing, but there is data in this work.

An article by N.N. Mackiewicz is aimed at the study of nomadic routes length, population density and types of nomadism in Semipalatinsk province (according to 1927). Considerable interest is presented by the description of Karkarala County, which, according to the author, has "the highest average length of nomadism" in the province – 776 versts (Matskevich, 1929: 22). N.N. Mackiewicz recognized the existence of the relationship between population density and radius of nomadism: a higher rate of population density influences, in his view, to the reduction of the length of nomadism. The researcher is of the view that the nomadic herding "in any case does not preclude the existence of culture." After all, no one doubts the fairly high cultural development of Switzerland or the Normandy, where the rural population prefers not to practice agriculture but cattle breeding.

N.N. Matskevich, while considering the economic structure of Karkarala county, comes to the conclusion that the maximum amplitude of nomadism was typical for county Degondelskaya – 776 versts. Long nomadic routes were also typical for Cato – Balkhash County and Shet County – 300-400 versts. At the same time, it should be emphasized that the distance is to one end. This means that in this county some households in the process of nomadism crossed more than 1.5 thousand versts which of course is a testament of their pronounced nomadic nature. This is confirmed by some of the numerical data. According Mackiewicz in Karkaralinsk county percentage of nomadic households was 95.3 % and settled – 4.7 %. The average length of nomadism was 54.5 versts. In 1926, during the nomadism households of Karkarala County passed 3 million. 911 thousand 530 versts (Matskevich, 1929: 13). These figures, of course, impress and convince us of the predominance in the Central Kazakhstan in the mid-1920s semi-nomadic household.

Cattle breeding was the dominant type of household of baganalins, the inhabitants of Baganalinsk region, economic history of which caused research interest in M. Sharipov. M. Sharipov considers the household structure, the level of availability of cattle, trading scope of baganalins in the early twentieth century and argues that Baganalinsky district in the pre-Soviet period was the richest (according to the number of cattle) district of Sary-Arka. Sharipov in his study presents some evidence indicating the scope of trading operations of baganalins at Atbasar fair. Russian merchant Baranov at the fair concluded commercial dealings only with baganalins twice a year. During only one trading operation he bought about 80 thousand sheep, which were then resold in Chelyabinsk (Sharipov, 1924: 151).

M. Sharipov in his study also notes the processes of impoverishment of baganalins caused by political events – the October Revolution and the Civil War. In particular, the researcher writes that in the early 1920s about 2 thousand households of baganalins were forced to migrate to the river Ishim and move into peasant villages as agricultural laborers, shepherds and seasonal workers; some baganalins started to employ in their household prosperous Kazakhs – pastoralists (Sharipov, 1924: 153).

According to the researchers, such trend was typical for the population of Kazakhstan in the beginning of the 1920s and "activity-channels of self-pauperized population" were varied. At the same time, scientists stress that it is about the pauperization not proletarianization of the Kazakh population.

In the work of A. Smolensky and G. Nikolaev there is an attempt for a statistical study of the Kazakh household (according to the budget survey Karkarala County in 1926). This study claims to be a comprehensive coverage of the problem: the study of the structure of the herd, a comparative analysis with the data of the survey of Shcherbina, the study of gross profitability of the Kazakh household, tax accounting, the degree of involvement in the market turnover. In particular, according to the budget survey of Karkarala County, the Kazakh household of this county were closely related to the provincial market, acting as a «sellers of livestock feed and livestock and buyers of industrial goods and bread».

A. Smolensky and G. Nikolaev noted the main features of semi-nomadic household on the eve of radical land reforms. However, significant differences in the levels of profitability among the various population groups were interpreted as an indication of primitive forms of animal husbandry, which, in our opinion, is the wrong point of view (Smolenskiy, Nikolayev, 1927).

Lack of trade settlements and infrastructure imposed on market relations of Karkarala County farms a unique imprint: a large part of the sales and purchases were carried out at fairs. As the researchers in end of the 1920s wrote: «... for such areas fair, on the one hand, is a major commodity artery, and on the other – a huge "procurement centers", where the nomad has the ability, without intermediaries, and without interrupting from the usual conditions of life, to sell the products of his household» (Nikolayev: 1928: 226). In particular, the increasing popularity had Koyandy (Botovskaya) Fair. G. Nikolaev wrote that at Koyandy fair there were held trading operations by representatives of villages such as Balkhash, areas of Akmola, Semipalatinsk and Jetysu provinces.

#### 4. Conclusion

Thus, nomadism as a lifestyle and as a type of household was dictated by the need to survive in the steppe and semi-desert areas of Central Kazakhstan. The geographical factor was decisive in the emergence of nomadic pastoralism. This type of household arose in the region in the late Bronze Age and passed a long way of development – until the 1920s.

It is also necessary to establish the fact that the traditional household of the Kazakhs of Central Kazakhstan, in particular, nomadic pastoralism, triggered a research interest in economists and agrarians in the 1920s. It must be emphasized that the majority of these researchers recognize the adaptive nature of the household of the Kazakhs, supported the view that the geographic conditions, poor soil and water are responsible for the household structure of the region.

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## Sensationalism in Reporting on Domestic Violence

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### Abstract

From the point of view of communication science, the author in the paper analyzes the way domestic violence is reported in the media of mass communication, especially daily press. Taking into account the formulated problem and the set goal of research, which is analyzing the way in which domestic violence is reported in newspaper articles, the used methods in this research are the methods of analysis and synthesis as basic scientific methods, and the case study method as a method for data collection. The sample of research consists of articles dealing with domestic violence in five different national daily newspapers during a period of one week, these newspapers being: "Politika", "Večernje novosti", "Blic", "Kurir" and "Alo!". A review is done on the way sensationalism is built around the stories dealing with domestic violence, very often ending fatally. Certain attention is also devoted to the role of the police in these matters and the image of it that is created in newspaper articles concerning domestic violence.

**Keywords:** sensationalism, domestic violence, mass media, daily newspapers, reporting, the police.

### 1. Introduction

The media of mass communication are commonly considered to be the four socially most present and most influential mass media: the press, film, radio and television. "On the basis of the technological procedure of substantialization of information in the form of a message it is possible to differentiate between printed and electronic media of mass communication" (Miletić, Miletić, 2012: 183).

Newspapers are the most widely spread printed media of mass communication which represent a synonym for press. "Journalism was born and developed in them together with numerous forms of launching political, economic and cultural ideas and interests" (Pavlović, Aleksić, 2011: 187). Taking into account the dynamics of publishing, there are two different kinds of newspapers: daily newspapers and periodical newspapers. Concerning the targeted reading audience, newspapers could be divided into local, national and multinational. The attention in the paper is devoted to daily newspapers, since the sample of research consists of five different national daily newspapers.

In the history of journalism it is stated that the first newspapers appeared in Rome in the year of 59 BC and they existed in the Roman Empire up to the third century AD. The first newspapers were wall newspapers, white wooden boards with black letters. Historians also mention handwritten newspapers that were sold in the squares of Venice from 13<sup>th</sup> century, and

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later in other Italian and European towns. The first printed newspaper appeared at the beginning of 17<sup>th</sup> century. “The early newspaper was marked by its regular appearance, commercial basis (openly for sale), multiple purpose (for information record, advertising, diversion and gossip) and public or open character” (McQuail, 1994: 13). The first newspaper in the Serbian language “Serbskija povsednevniija novini” was published in Vienna in 1791, while in Serbia “Novine srbske” was printed first in Kragujevac in 1834. Newspaper became a medium of mass communication in 19<sup>th</sup> century. The key moment was the appearance of the so-called penny-journal in the thirties of 19<sup>th</sup> century which caused the development of the so-called yellow press which uses the low cost and sensationalistic approach to attract readers’ attention. In 1901 the Daily Mail was the first newspaper to overcome the printing of one million newspapers (Miletić, Miletić, 2012: 219). “The aim is clear: to make as much profit as possible through a large circulation and expensive advertising space. A dull public and political debate is replaced by fun and sensationalism in the newspapers” (Radojković, Miletić, 2008: 115). The “yellow press” is built upon sensationalistic reporting on crimes, scandals, gossip, divorce affairs, adultery, accidents, violence etc. The articles are usually accompanied by very realistic photographs, sometimes blurred so that faces could not be recognized (in case of children abuse, for instance). However, “yellow press has created the institution of a daily newspaper as the most influential and widespread mass medium for a long time” (Bogdanić, 1996: 73). At the same time there appear “more serious and more objective” newspapers like the *Times* in the USA. At the end of the 19<sup>th</sup> century the yellow press loses the battle against the newspapers such as the *Times*, while its role is later taken over by other sensationalistic weekly newspapers and tabloids (Bogdanić, 1996: 73).

While newspapers are supposed to provide the readers with objective, relevant information, unfortunately very often that is not the case. In many circumstances the information launched in the published newspapers is only partially true. Those are usually the facts taken out of context and used to build up sensationalism on, not to mention the cases when the published news could be a complete fabrication.

#### Information

Let us try to define *information* in the first place. In the literature it is stated that even more than a hundred and twenty different definitions of information could be found. “Such abundance is a logical consequence of a large number of possible interpretations of the same phenomenon, but also of the fact that neither of these definitions has been universally accepted” (Radojković, Đorđević, 2005: 29).

Nevertheless, we shall state some mostly cited definitions of information. For a start, Zorica Tomić states that “the term INFORMATION originates from the Latin language and means to SHAPE, FORM, i.e. PRESENT something” (Tomić, 2003: 33-34). The author proceeds to explain that “the term *notification* originates from the same root as the words *news, consciousness, unconsciousness, conscience, history, command, narration (narrative)*, since they have the same root in the Old Slavic word VED, which means knowledge. To inform, in that sense, means to tell something to another person so that they can know it as well (*notification*)” (Tomić, 2003: 34).

Toma Đorđević defines information as “*practically acquired knowledge previously not known in the human experience and communicated by linguistic or non-linguistic systems of meaning so that it can be exchanged among the subjects of communicative acts as symbolically mediated experience significant for the direction and efficiency of human practice*” (Đorđević, 1979: 16).

Kathleen Reardon states that earlier models of communication considered information to be some kind of an object which is transferred from one person to another using a channel, e.g. interpersonal channel or a mass medium. According to such a model of communication, if there is no interference and the sender of the message possesses enough of a communication skill, the receiver of the information will understand the meaning of the message. According to the newer models of communication, people select information on the basis of their needs and wishes, so the meanings they are to get out of them are connected to the previous experience, our needs and expectations (Reardon, 1998: 15-16).

Jasna Janićijević claims that “in each communication, regardless its goals and intentions, there is some information. Via information we become aware of something, understand things and realize what they represent. Information message is something that the very receiver has to interpret” (Janićijević, 2000: 25).

In the end, here is probably the simplest and clearest of all the definitions: “Information in communication science is an announcement about a special event in some system, which means an announcement about the difference as compared with the previous condition of the system” (Mandić, 2003: 18).

This information, or announcement, must therefore be as objective as possible. Or it *should* at least be so. However we are witnesses of common non-objective reporting, and all due to attracting more readers by building up sensationalism around everyday stories, very often using this unpopular technique on some very delicate topics such as domestic violence and alike. This way we cannot be sure which part of the launched story is true and which one is built upon since mass media represent “a distinguished set of activities regarding their having a primary, not derived function to designate or construct reality ... Mass media are huge contributors to our perception both on the basis of information they contain and their interpretation of this information” (Lorimer, 1998: 45). Consequently, the media such as press can either report on reality or even create it. Therefore we can hardly distinguish between the two, while the motive for this reality creation is attracting more readers, meaning selling more newspapers, meaning increasing their profit. This could be called manipulation of the reading audience since some delicate topics are misused by creating sensationalism in order to sell more. “Serbian tabloids have a distinctive tabloid content – sensationalistic writing about private lives of celebrities” (Domazet, 2008: 151). It seems that freedom of speech in Serbia is sometimes misused. Articles on various topics are published. They are written in a way to cause different emotions with readers such as “fear, rage, anger, vulnerability or unhealthy curiosity, which constantly asks for the same content in larger amounts” (Domazet, 2008: 153). Readers therefore seek for more articles with topics like these, lured by this tone of sensationalism. Domestic violence is one of the most present topics of this kind being written about not only in tabloids, but in daily newspapers that are considered to be the objective ones. However, certain difference can be noticed in the way these topics are dealt with in different daily newspapers in Serbia. Some of them try to report objectively on the events that have happened, while in the others sensationalism is very present and overemphasized. The analysis that follows has the aim to present the difference that exists in the way various national newspapers deal with the topics of domestic violence.

## 2. Methodology of research

Taking into consideration the formulated problem and the set goal of research which is reflected in analyzing the newspaper articles dealing with domestic violence, devoting special attention to sensationalism built upon those stories, in this research methods of analysis and synthesis have been used as basic scientific methods and the study case method as a method for data collection.

The sample for analysis in this paper is represented by the articles published in the national daily newspapers. The sample consists of five different national daily newspapers published in the period of one week, from 17<sup>th</sup> April till 23<sup>rd</sup> April 2018, those newspapers being: “Politika”, “Večernje novosti”, “Blic”, “Kurir” and “Alo!”.

The newspaper articles dealing with domestic violence are analyzed from the point of view of the way these topics are dealt with in these articles. In some cases these events are objectively reported, while in others they are used in order to make sensationalistic newspaper headlines in order to attract more readers. Very often human destinies are misused for the sake of achieving more profit. When compared, the same stories in different daily newspapers contain information which differs more or less.

What is also interesting is that the very same stories are sometimes repeated from day to day, with very little variation in them. The information is still the same, sometimes with some new aspect being added to it, or just the same story being told in different words. This kind of reporting could especially be noticed in cases of reporting on celebrity domestic violence, which is overemphasized and repeated all over again in the newspaper articles for a longer period of time. The analyzed sample proves this point. In some cases the same story had been dealt with during the whole week, which was the research period, and there is a good chance of their being discussed in the days to follow which are no longer the subject of research in this paper.

### 3. Results

The analysis starts with the daily newspaper “Politika” concerning the tradition of publication, it being the oldest daily national newspaper in the sample, and also the image of it as being an objective medium not prone to “yellow” topics and sensationalism. The first glance at the articles dealing with the researched topic in the paper proves this assumption.

In the 17<sup>th</sup> April 2018 paper there is an article on domestic violence where celebrities are involved. It is a story about a pop star Nataša Bekvalac who was abused and beaten by her husband only a month after she had given birth to their baby daughter. However, there is nothing sensationalistic in this article, quite the opposite. The journalist is emphasizing sensationalism that has been built around this event in other daily newspapers and it has been carrying on. The title of the article is “*When Victims of Violence Become a Target of Media Torture* (Politika, 2018: 7). There is a photo of the singer from her professional period, but none from this mentioned event which had happened three days before. The journalist notes that this event has become the latest sensationalistic news in most of the tabloid papers, putting aside many relevant events from political, social and cultural spheres in Serbia today. Moreover, those newspapers have been competing in publishing more and more photos of the singer with bruises, completed with comments of the members of the spouses’ families, their ex partners etc., and all this with one single goal – making sensation out of a violent act. The worst of all are comments like “What has she done to provoke such a reaction?”, comments of people trying to justify the behavior of the tyrant and looking for the guilt on the victim’s part. It is stated that every ten days one woman in Serbia is killed by her father, husband or son. Vesna Stanojević, a coordinator of the Safe House for Women, states that reporting on domestic violence in the families of celebrities is very often unethical, banal and unprofessional, emphasizing the fact that a possibility of a tragic end is very often ignored. She warns that domestic violence has been on the rise since the beginning of the year – as many as 18 women have been killed (Politika: 7). The First Basic Court in Belgrade ordered Luka Lazukić, the husband, to be removed from the apartment up to 30 days and issued a restraining order the day before, all this in accordance with the new Law on Prevention of Domestic Violence. The prosecution is still waiting for the criminal charges on the part of the police, after which a hearing of Lazukić, Bekvalac and the babysitter who was present in the apartment at the time will be held. The Chairman of the Assembly Committee for Human and Minority Rights Meho Omerović has praised a fast reaction of the police and court in this case, expressing his hope that all the victims of domestic violence will be treated in the same manner in the future, regardless the fact whether they are celebrities or not. On the other hand, celebrities also have a right to protection of their privacy and basic human rights (Politika: 7). The bottom line is that mass media should not use situations like this for making sensationalistic headlines and attracting readers, but report objectively.

A good example of a non-biased, objective and realistic reporting on domestic violence is found in the same newspaper. A tragedy happened in Kula when a man, Blagoje B. (61), murdered a woman, Rada Đ. (50), and then killed himself. The Ministry of Internal Affairs has reported that the investigation had been completed and that the police are working on finding out all the details concerning this case. The bodies of the two have been sent to autopsy, the man’s body with a chest wound and the woman’s body with a wound in her head. Only three days before, a similar crime happened. In Ostružnica a man murdered his unmarried wife and then killed himself. Although the new Law on Prevention of Domestic Violence has been in use since 1<sup>st</sup> June 2017, unfortunately there has been a rise in the number of crimes over women from the beginning of this year. Eight women were killed in the first two months in domestic and partner violence, while during last year 26 women were killed (Politika: 9).

There is another article dealing with domestic violence with a fatal end. A folk singer Jelena Marjanović was killed on 2<sup>nd</sup> April 2016. Her husband has been the main suspect. However, the case has not been terminated yet, and there have been appearing new details in the investigation which are reported in a very sensationalistic way. This event was very present in the mass media two years ago when the crime happened. However, it is still present now, after two years from the murder. A journalist Mladen Mijatović has even written a novel with a title “*The Murder of Jelena Marjanović*”. This mysterious criminal case has become a sensation that goes on and on. In this paper there is also an article concerning the new details in this case, which seem almost irrelevant. Nevertheless, they make way for continuation of a sensationalistic reporting on the murder of this poor woman.

In "Politika" issued on 18<sup>th</sup> April 2018, there is an article with a title "*A Tragic Balance of Domestic Violence*" (Politika: 7). Statistics about domestic violence say that every third woman killed during 2017 had previously been reporting the violence to the police, states Vanja Macanović, a lawyer of the Autonomous Women's Center. A case of Jelena G. from Požarevac is mentioned. The woman was killed by her husband after the police officer who had been sent on field after their family fight estimated that there was no risk for the victim and sent the spouses to the Center for Social Work. The police officer was punished and fired from work. However, that cannot change the fact that a woman has been murdered. It is noted that there are great professionals in the system but also those who do not do their job right. For instance, in Belgrade only in four out of 17 police stations police officers have been designated to deal with domestic violence exclusively, while the situation in other Serbian towns is even worse (Politika: 1, 7).

In "Politika" from 19<sup>th</sup> April 2018 there is a continuation of the Bekvalac story; a very concise though. Luka Lazukić has initiated criminal charges against his wife for false reporting on domestic violence. Also criminal charges for the criminal act of domestic violence against Lazukić have been initiated by the police. The hearing of Lazukić, Bekvalac and the babysitter has been scheduled for 24<sup>th</sup> April. It is a short informative article with no sensationalism in it (Politika: 7).

In "Politika" issued on 20<sup>th</sup> April 2018 there is an article stating that the higher prosecutor's office has issued an indictment against Siniša Radovančev with residence in Pančevo for murdering his unmarried wife Biljana Mijatović in November last year. He is being held in custody and a trial is expected soon. He had murdered his wife, stabbing her in the chest, just about twenty days after they got a baby. The victim's eight-year-old daughter from her previous marriage and the baby are taken care of by the Center for Social Work "Solidarnost" Pančevo (Politika: 7). This time too, there was no sensationalism being built upon the reported domestic violence. The following three issues of "Politika", on 21<sup>st</sup> April, 22<sup>nd</sup> April and 23<sup>rd</sup> April 2018, do not contain any articles on domestic violence.

In "Večernje novosti" issued on 17<sup>th</sup> April 2018 there is a short article on domestic violence about a son, Vladan P. (50), who had brutally beaten his father Miljko P. (71) and broke him three ribs. While waiting to serve a sentence, the son beat his father again, since they still lived in the same house. This case should alarm the public and competent authorities to speed up the procedure of sentencing the perpetrator of violence or to keep them in custody till sentenced. As we can see, these two people were living together although the son had hurt the father badly before. The violence could have been prevented in case the son had been removed from the family house after the violent act. This short article offers facts only. There is no sensationalism present in it. However, that could not be said for the other article about the previously mentioned case of Jelena Marjanović. The text is several times larger, with a few photos from the crime scene. Let us only mention that the crime happened two years ago, not to mention that the article is about some seemingly irrelevant details like a short message the victim had sent to the doctor before her death. The doctor was summoned to hearing. Namely, the Higher Court had asked for more details in order to investigate further (Večernje novosti: 12). So this case goes on, as does the sensationalistic reporting on it. There are two reasons for this: an unresolved, mysterious case and, moreover, the case of a celebrity. Unfortunately, these cases are prone to sensationalism.

In the same paper there is an article about the murder of Rada Đukić (50), now with a full name, by Blagoje Bratić (61), also a full name. If we compare this article to the one published in "Politika" about the same event, this one is much more sensationalistic, starting from the effective headline "*A Bullet in the Head for a Woman, Two in the Chest for Himself*", not to mention the stories of neighbors, friends and colleagues speculating on the love affair between the two people involved (Večernje novosti: 13).

Another shocking article in the same paper states that a ten-year-old girl has been sexually abused by her father, J.Š. (43). This act was reported by her elder sister. The two of them lived with their father, two of their siblings with their mother after the divorce, while the four out of eight children were in foster families. The Center for Social Work in Novi Sad could not provide any information since all the information about personal and family matters that they find out in the Center are confidential (Večernje novosti: 13).

There are also two short articles reporting on domestic violence. Two people, D. I. (26) from Vranje and S. H. (29) from Bujanovac were arrested since suspected to have performed domestic violence. D. I. attacked his brother and his unmarried wife, while S. H. attacked and injured his father with a sharp object. Both of them have been kept in custody and are to be initiated criminal

charges against. A more tragic ending happened in Rožaje where Ernes Škrijelj (47) murdered his brother Mersad (37). In the first case only initials are used, while in the other full names ([Večernje novosti: 13](#)). However, the articles are very short, informative and not at all sensationalistic. This leads us to the conclusion that sensationalistic reporting is reserved for celebrities or cases full of intrigue like love affairs and similar.

In that manner continues the story of the murder of Rada Đukić in the 18<sup>th</sup> April edition. This time the article is full of assumptions that the murderer could have been a third party since it is unlikely that a person would have shot oneself twice ([Večernje novosti: 12](#)). Unlike these speculations, there is another short article containing the information that the police in Vranje have arrested S. S. (53) who is suspected to have attacked his mother. The person has been kept in custody and is to be initiated criminal charges against ([Večernje novosti: 13](#)).

In the same issue there is a continuation of the story of a molested girl. They report that the mother has also been suspected of child abuse. The children had been neglected, and that is the reason why four of them are already in foster families. Besides this, a part of the article is identical to the one published the day before.

Another story about domestic violence appeared in “Večernje novosti” issued on 19<sup>th</sup> April 2018 about Dragan Marković (66), an alcoholic, who fiercely murdered his mother Slobodanka Marković (94) in the village Radoševo near Arilje. Firstly, he said that she had died naturally, but since he did not allow anyone to see her body, his relatives called the police. Since there were bruises on the body of the dead woman, they ordered an autopsy which proved that she had been murdered, i.e. she had been beaten till death. Dragan has been retained for 48 hours and is going to be prosecuted ([Večernje novosti: 10](#)). This event seems to be reported objectively, accompanied with a photo from the funeral with a coffin in it, though.

The 20<sup>th</sup> April issue of “Večernje novosti” brings new stories of domestic violence. One of them ended fatally when Dejan Stanković (37) cut his grandmother’s throat. Zorka Stanković was 85. The two of them had lived together in the village Kovačevac near Mladenovac. The murderer is said to have had psychological problems which got even worse after his mother’s death last year. After the crime he called the police and told them what he had done. He did not resist the arrest. After 48 hours of retention, hearing will be held in the prosecutor’s office. His mental health will also be assessed ([Večernje novosti: 12](#)).

Another shocking story of a child abuse appeared in the same issue. Actually the stepfather, Ljubiša K. (71), had been sexually abusing his stepdaughter for five years before she had enough courage to report that to the police. It all started when she was only 9 years old. Moreover, he has made his stepdaughter be sexually involved with N. M. (71) for money. N. M. confessed the crime and he was sentenced to one year in prison, while Ljubiša K. was sent to prison hospital to be investigated. And what is even more shocking is the fact that the girl’s mother stated that she had suspected that something was wrong. However she did nothing ([Večernje novosti: 13](#))!

In the 21<sup>st</sup> April issue of “Večernje novosti” there is only a short article about Dejan Stanković who has violently murdered his grandmother with the information that he has decided to remain silent in the prosecutor’s office, although he himself had called the police and did not resist the arrest ([Večernje novosti: 12](#)).

The 22<sup>nd</sup> April and 23<sup>rd</sup> April editions of “Večernje novosti” do not contain any articles on domestic violence. What is also interesting is the fact that these two daily newspapers report on different cases of domestic violence. “Večernje novosti” does not even mention the case of Nataša Bekvalac, while it offers some other stories not mentioned in “Politika”.

“Blic” issued on 17<sup>th</sup> April 2018 presents the same story about the murder of Jelena Marjanović. It is still about the doctor who Jelena sent her last short message to about some prescriptions for her mother ([Blic, 2018: 16](#)). And it is the same old story retold again.

There is also an article about the father abuser previously mentioned, although this time the information in the article is different. Namely, in this paper the father is accused of sexual abuse of both son (12) and daughter (10) who lived with him, while in “Večernje novosti” it was two daughters living with him and he abused the younger one ([Blic, 2018: 26](#)). As we can notice it is a completely different story being told in two daily national newspapers.

Sensational reporting is continued in the case of Rada Đukić who was allegedly killed by her lover and employer after her attempt to reconcile with her husband. In one version of this event her son found the dead bodies with a policeman friend, while this time it was the company’s doorman

who found the bodies (Blic, 2018: 26-27). It is the second time that information in the articles differs. It seems that sensationalism in reporting is much more important than checking the credibility of the information. Do not the readers have a right to true information? How can they tell which one is true?

More sensationalism is noticed in reporting about the case of Nataša Bekvalac. In this paper there are two full pages about his event. There are speculations about the motive for Lazukić's beating his wife like the one that she was making a scene about certain "love" messages found in his phone after which they fought, or mentioning that he had been seen with two girls in town that night (Blic, 2018: 28-29). The whole two pages are speculations on their personal affairs. The only objectively stated part of the story is the one that criminal charges have been initiated against Lazukić in the procedure according to the new Law on Prevention of Domestic Violence, so he had to leave the apartment instantly.

The 18<sup>th</sup> April issue continues in the same manner – two more pages about the physical abuse of Nataša Bekvalac with huge photos documenting bruises and cuts on her face and body. The only new information offered is the one that Luka Lazukić has initiated criminal charges against her for slander, claiming that he has not beaten her at all (Blic, 2018: 20-21). Sensationalistic continuation of Jelena Marjanović story is also there, stating that out of fourteen witnesses, the key witness could be a bicyclist from Borča who must have seen the late Jelena and her husband minutes before the murder happened (Blic, 2018: 16-17). The case of Rada Đukić is present again, the journalist now speculating on the two shots in the alleged murderer's chest as being possible, but suspicious (Blic, 2018: 17). There is another continuation of the "father monster" story. This time, the mother of the molested children states that it has never crossed her mind that her ex-husband could have sexually abused their children. The two children that lived with her have been taken away from her due to neglect and criminal charges for neglecting children have been initiated against her (Blic, 2018: 18-19).

The Bekvalac saga continues in the 19<sup>th</sup> April issue with the same gigantic pictures of the singer with bruises and the same story being retold without any new information in it on another two pages (Blic, 2018: 18-19). This is a perfect example of sensationalistic reporting, using the name of a celebrity and the details of her private life in order to attract more readers. Unlike this event, there is another article, already mentioned before, about a son who brutally murdered his old mother with no sensationalism in it (Blic, 2018: 17).

In the 20<sup>th</sup> April issue another two pages about Nataša Bekvalac appeared outrageously with the same two photos as in the previous two editions and the same old story retold. Similar situation is seen in Jelena Marjanović story. The case of Nataša Bekvalac is repeated in the 21<sup>st</sup> April issue, just to be continued in the 22<sup>nd</sup> April issue with an interview with Nataša's father with a lot of private details again. The story continues in the 23<sup>rd</sup> April edition in which the whole event is repeated again, stating that this act of violence will be legally prosecuted (Blic, 2018: 21). This is where our sample ends. However, it is highly likely that the Bekvalac story will not end here, judging from the sample analyzed, since it was present in every issue of "Blic" during the week of the sample period. The situation is similar to Jelena Marjanović's murder, the story of which is also present in the 23<sup>rd</sup> April issue, now stating that the late singer's and the alleged murderer's seven-year-old daughter is going to be the last witness in the case (Blic, 2018: 14).

The 17<sup>th</sup> April issue of "Kurir" offers sensationalistic reporting on the previously mentioned cases of Jelena Marjanović, the "monster father" abuser and Rada Đukić (this time there are two bullets in Rada's body, one in the head and the other in the back, while one of the three ended in Batrić's chest while two only scratched him), while in the case of Nataša Bekvalac there are sensationalistic details about the spouses' fight for the property (Kurir, 2018: 12, 13, 16, 17)!

The 18<sup>th</sup> April issue continues in the same manner, with another two pages about Nataša Bekvalac with very little new information except for the fact that the singer will claim full custody over their daughter. All the rest is retelling the story, as well as in the 19<sup>th</sup> April edition in which another two pages appeared, full of gossip and other irrelevant private information and speculations with the very aim of building up sensationalism around this tragic event. The saga is present in the 20<sup>th</sup> April and 21<sup>st</sup> April editions with the same dose of sensationalism, as well as in the ones issued on 22<sup>nd</sup> April and 23<sup>rd</sup> April 2018, while stories about other events of domestic violence that appear in this paper, and were previously mentioned, are shortly reported.



Sensationalistic reporting is even more emphasized in “Alo!”. Speculations on the details of the love affair of the victim of a murder, Rada Đukić, or alleged adultery of Luka Lazukić are present in the articles, as well as Lazukić’s insults directed to his wife. In all the seven editions which represent the sample of research, the story of Nataša Bekvalac is present with a lot of detailed discussion about irrelevant topics not connected to the event of violence, while other stories of domestic violence are shortly reported.

#### 4. Conclusion

After the presented analysis, a conclusion that can be drawn is that domestic violence is differently reported depending on the daily newspaper in which it appears and depending on the fact who the victims or perpetrators of the violence are.

As the analysis shows, the most sensationalism is built upon the stories of domestic violence involving celebrities, in this case Jelena Marjanović, and especially Nataša Bekvalac. The only daily newspaper that condemned this pattern of reporting is “Politika”. All the rest, except for “Večernje novosti” (no reporting at all), reported on it in a more or less sensationalistic manner. The journalists keep using the fact that the victim of violence is a celebrity in a very ugly manner in order to make sensationalistic headlines and attract more readers, not to mention irrelevant details being brought and discussions on various private matters. A celebrity or not, a person is entitled to protection of their privacy.

In most of the articles analyzed, the emphasis is put on irrelevant details for the sake of sensationalism, putting aside the violent act itself and the consequences of it. Unlike this kind of reporting, newspaper articles could be used in a more positive manner in order to stress the fact that domestic violence is more and more present in everyday lives of citizens of the Republic of Serbia, their being celebrities or not. Not much is told about concrete actions that are taken when domestic violence takes place, starting from the intervention of an authorized police officer, removal from apartment to prosecuting the perpetrator, and all this in order to make space for sensationalistic reporting on irrelevant, gossipy details.

In some cases it is mentioned that the victim of domestic violence had reported on the repeated violent acts before the fatal one happened. However, violence was repeated. Besides, according to the Law on Prevention of Domestic Violence everyone is obliged to report on domestic violence if being a witness of it. Sometimes closing your eyes before it could have a fatal result. Therefore there is a need of raising public awareness on this matter and realizing that it is our obligation to act and call the police next time we happen to be witnesses of domestic violence.

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## The Police Assistance during the Enforcement Action

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### Abstract

The enforcement action represents the stadium of the enforcement procedure in which the claims of the executive creditor are finally settled forcedly. Depending on the kind of claims which are settled, the enforcement is implemented by taking certain actions, or by implementing special methods for enforcement action.

In certain situations the police assistance is necessary during the enforcement action. The public executive officer, as an institution implementing the enforcement, whose authority is the enforcement action in most of the executive legal matters, is authorized to ask for the police help, in accordance with the regulations of the Law on the Police. In cases when resistance during the enforcement action is anticipated, when some resistance has already been given during the previous attempt of the enforcement action, or if during undertaking executive actions there appear a need for elimination of a life or health danger for people or danger for property, there is a need for the police assistance during the enforcement action. The public executive officer is then authorized to request the police help, according to the legally regulated procedure.

Situations in which there is a need for the police assistance during the enforcement action are analyzed in the paper. It is also pointed to the regulations connected with the procedure of request for the police help, and the legal rules about the urgent police help are analyzed. The authors also analyze the measures that the police undertake in the scopes of their authority in order to take the enforcement action, as well as the possibility of pausing the enforcement action on the request of the police when violation of public order or some broader violence is anticipated.

**Keywords:** the enforcement action, the public executive officer, the police, the police assistance.

### 1. Introduction

Bringing a verdict in the Civil Proceedings, by which a defendant is ordered to perform a certain action, does not necessarily mean that the defendant will act according to the court order contained in the verdict and that the prosecutor will definitely be offered the legal protection. When the litigation court brings a condemnatory verdict for action and orders the defendant to perform a monetary or non-monetary action, the defendant is obliged to perform the ordered action in the voluntary deadline period. It is a deadline for voluntary performing the debt action, and it is a total of 15 days, while special regulations can order a shorter deadline (*Zakon o*

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parničnom postupku, 2011: art. 345. par. 2). If the deadline period is over, without performing of the action by the defendant, there is a need for a forced execution.

When there is a need for a forced execution, the executive creditor has a right to initiate the enforcement action in order to settle their claims. The enforcement action represents a special civil court procedure in which the executive creditor's claims are settled forcedly. The rules according to which to act in the enforcement action are regulated by the Law on Enforcement and Security of the Republic of Serbia (*Zakon o izvršenju i obezbeđenju, 2015*).

In the stage of the enforcement execution the final goal of the enforcement action is realized, since in this phase of the procedure the executive creditor's claims are settled forcedly. Settlement of the executive creditor's claims is achieved by implementation of different enforcement instruments on different subjects of enforcement, depending on the kind of claims that are settled, and in the scopes of the enforcement decision which represents a basis for the enforcement execution.

It is exactly during the enforcement execution when in certain circumstances the police assistance is necessary in order for the enforcement action to be implemented completely and for the executive creditor's claims to be finally settled. In cases when during the enforcement execution resistance has already occurred, or when resistance is anticipated, or when violation of public order or some broader violence is anticipated, the public executive officer who implements the enforcement has a right to request the police assistance, according to special rules regulated by law.

## 2. Discussion

### The Stage of the Enforcement Action

Two stages of the procedure comprise the whole of the enforcement procedure. The enforcement procedure is implemented through the stage of the enforcement permission and stage of the enforcement action, in which different process goals are achieved (*Stanković, Boranijašević, 2017: 109; Stanković, 2007: 159*).

In the stage of the enforcement permission, the enforcement court acts in accordance with the suggestion for enforcement that has been initiated by the executive creditor by which they have requested forced settlement of their claims. In case the request of the executive creditor for forced settlement is grounded, and court has determined this fact in this stage of the procedure, court brings a decision on enforcement and orders the enforcement by a certain enforcement instrument on a concrete subject of enforcement or the whole property of the executive debtor.

The stage of the enforcement action is a stage of the procedure that happens after the decision on enforcement has been brought. This stage of the procedure does not happen in accordance with some uniform rules, since the very stage of the enforcement action depends on the enforcement instrument and subject of enforcement, the kind of claims that are settled, and also on the fact whether the enforcement is executed by the court or public executive officer.

The enforcement is executed by either the court or public executive officer. Public executive officers, at the time called only "executive officers", have been introduced into our legal system in 2011 when the first Law on Enforcement and Security has been introduced in the Republic of Serbia (*Zakon o izvršenju i obezbeđenju, 2011*). Public executive officers were then delegated certain public authorization and court function was transferred to them concerning a specific special enforcement procedure (*Boranijašević, 2017: 16*). According to the valid legal norms at the time, whether the enforcement was going to be executed by the court or public (at the time private) executive officer depended on the will of the executive creditor, since they were obliged to note whether the enforcement was going to be executed by the court or private executive officer in the very decision on enforcement (*LES 2011: art. 35. par. 6*), except in the enforcement process matters that were in the exclusive authority of court at the time as well.

The new, valid, LES strictly regulates in which enforcement process matters the enforcement is executed by court and in which ones by the public executive officer. Court is exclusively in charge of the enforcement action by a joint sale of the real estate and movable property, of execution of the obligation to act, not to act or to endure, of the enforcement action in family-legal executive matters and the enforcement action for the sake of returning an employee to work (*LES: art. 4. par. 1*). On the other hand, public executive officers are exclusively in charge of the enforcement action in enforcement procedures on the ground of other executive documents, an authentic document, in the procedure of counter-execution and procedure of pronouncing court penalties.

It is evident that with new legal solutions the legislator has quit the parallel system of the enforcement action and the system of alternative authority in the enforcement action and whether the enforcement is going to be executed by the court or public executive does not depend on the will of the executive creditor any longer (Boranijašević, 2017: 16). From the aspect of division of authorization for the enforcement action, and the fact that the public executive officer is in charge of the most enforcement process matters, the legislator talks about the request of the public executive officer for the police assistance. However, court also has this authorization if in legal matters which are in its exclusive authorization appears a need for the police assistance.

### **The Police Assistance during the Enforcement Action**

In normal, factual, circumstances the enforcement action should be completed in a peaceful manner, without interference of persons who do not participate in the procedure, without danger for property or lives of people that the procedure does not relate to, and without violation of public order and some broader violence. In situations regulated by law, both the court and public executives during the enforcement action have to act in accordance with the regulations of law concerning the way and time of the enforcement action and they must not overcome their authorization. In regular life circumstances, as a rule, the police assistance during the enforcement action is not necessary.

However, if we take into account the social-economic conditions that we live in, a hard financial situation for most of population, and not much “affection” towards public executive officers\* situations in which the police assistance during the enforcement action is more than necessary are very common. The help of the police is necessary not only in the stage of the enforcement action, but also in some circumstances during the very enforcement procedure when there is a need for issuing a wanted list for the executive debtor who is on the run, or a need for publishing a post by the order of the public executive officer in order to find vehicles or other subjects of enforcement. In this case the police acts according to the court order to issue a wanted list, or publish a post, which represents a significant novelty in domestic law (Keča, Knežević, 2017: 561; Stanković, Boranijašević, 2017: 172).

In the scopes of their authorization, the police protect, provide and improve the security of citizens and property, while the role of the police, their tasks and organization represent a subject of regulations of the Law on the Police of the Republic of Serbia (Zakon o policiji, 2016). The LP, in the regulations from the article 47, regulates the police measures and actions that police officers in the status of authorized public officials apply while performing their police duties. One of the measures and actions is the “police assistance in enforcements and procedures of out-of-court settlements”. The general regulation of this law states that “if during the enforcement of the decision of a state authority or a legal entity of an individual with public authorizations, or an authorized legal entity or an individual in a procedure of out-of-court settlement, some resistance is anticipated, the police will offer assistance to these authorities and individuals in order to enable a secure enforcement implementation, with their written request”. It is indisputable that this assistance refers to both the court and public executive officer, as an individual with public authorizations, when the police assistance is necessary for the sake of a secure enforcement action. The essence of the police assistance, as a kind of a police job, is to enable the court or public executive officer implementation of a certain official act, applying the police authorizations, in cases resistance of people to implementation of that act or enforcement of a decision is anticipated (Posilović et al., 2014: 106).

### **The Request of the Public Executive Officer**

The police assistance cannot be acquired without the procedure which is regulated by both the LP and LES. An important characteristic of providing the police assistance is that it is provided on the request of the court or public executive officer, it is provided according to a special

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\* See the text: „Ни полиција није могла да га спречи: син дужника штанглом претукао извршитеља“ – „The police could not even stop him: the son of a debtor beat the public executive officer with a bar“: <https://www.srbijadanas.net/ni-policija-nije-mogla-da-ga-spreci-sin-duznika-stanglom-pretukao-izvrsitelja/>, accessed on 6<sup>th</sup> May 2018.

procedure and the authorizations in providing the police assistance are regulated by the law. (Stanković et al., 2018: 587).

The public executive officer will require the police assistance in case some resistance has already been offered during the enforcement action or resistance is anticipated. For instance, in the enforcement procedure on real estate or movable property, there is a possibility of the executive debtor not allowing the public executive officer to make a list of items on which to implement the enforcement while threatening the public executive officer and other present people, endangering the security and lives of the people; in the procedure for emptying and handing over the real estate, the executive debtor may refuse to leave the real estate or may interfere with removal of furniture from the mentioned real estate etc.

The LES differentiates between two situations in which the public executive officer can request the police assistance. In the first one the police assistance is needed for the sake of implementation of enforcement when resistance has already been given during the enforcement action or is anticipated, while the other relates to the cases when urgent police assistance is necessary.

In the first situation the public executive officer is obliged to direct a request for the police assistance to the authorized organizational police unit before implementation of enforcement actions. Namely, when the public executive officer knows that in the enforcement procedure that they have been undertaking resistance has already occurred, there are grounds for them to request the police assistance anticipating for the resistance to occur again. On the other hand, even though there has not been any resistance, since no enforcement actions have been undertaken, the public executive officer may assess that in some cases resistance can be anticipated. In that case the public executive officer is obliged to hand in a submission, in writing, in order to request the police assistance. The public executive officer is obliged to request in writing the police assistance during the enforcement action from the authorized organizational police unit at least five days before the enforcement action (LES: art. 143. par. 1). Unlike the LES, the LP states that the request is directed to the locally authorized organizational police unit at least five week days before the day of the enforcement action (LP: art. 54. par. 1). Therefore the regulations of these two laws concerning the deadline have not been harmonized.

When the legislator mentions the written form, they do not define the contents of the submission that contains the request for the police assistance that the public executive officer initiates. It is logical that the submission should contain the name of the locally authorized organizational police unit, the identification data of the parties in the enforcement procedure and of the public executive officer, the time and place of the implementation of the action – enforcement action, the request for the police assistance and the signature of the public executive officer. The very request of the public executive officer has to be explained, i.e. the public executive officer is obliged to state in the submission what the police assistance is needed for. The explanation of the request itself has to be complete and detailed, so that out of these details the authorized organizational police unit could conclude that the police assistance is necessary. On the other hand, every unjustified request for the police assistance leads to inadequate usage of police resources, unnecessary costs of the enforcement procedure and misuse of the public executive officer's authorizations. The LP is more detailed concerning the contents of the submission, so it states that besides noting the reasons for the police assistance and the copy of the decision that is to be implemented, it is necessary to enclose the evidence that the enforcement has been attempted without the police assistance and evidence of engaging the following services necessary for the enforcement (LP: art. 54. par. 2).

With the submission which contains the request for the police assistance, the public executive officer is obliged to enclose the copy of the decision on enforcement which is a basis for the enforcement action. The decision on enforcement is necessary to be enclosed because the authorized organizational police unit this way informs itself about the court decision which offers the justification of the enforcement action. On the other hand, in the decision on enforcement the concrete locally authorized public executive officer for the enforcement action is defined, so in this way the public executive officer proves their authorization to request the police assistance during the enforcement action.

The second situation in which the public executive officer can claim the police assistance during the enforcement action is specific and the above described rules for requesting the police

assistance are deviated from. More accurately, in certain situations the police assistance can be claimed orally. In cases when the police assistance is necessary in order to eliminate life or health danger or danger for larger property (LES: art. 143. par. 2) there is an urgent case in which the police assistance can be requested orally. For instance, the executive debtor is holding a bomb in their hand and threatening that they will activate it and therefore endanger lives of people and property; the executive creditor is threatening to use firearm; the executive creditor, being under influence of alcohol or drugs, is threatening to pour gasoline on the house and put the house and the people inside on fire, etc. (Stanković, Palačković, Trešnjev, 2018: 587; Stanković, Boranijašević: 2017: 171).<sup>\*</sup> Then, the public executive officer orally, urgently, claims for the assistance from the authorized organizational police unit. An urgent case and urgent need for the police assistance does not deprive the public executive officer of obligation to deliver a written request for the police assistance to the authorized organizational police unit. They are obliged to deliver the request within 48 hours (LES: art. 143, par. 2; LP : art. 54. par. 3). The need for the written request to be delivered is justified, since this way the urgent engagement of the police is justified, as well as the costs that the police action causes in the enforcement procedure.

### The Police Action

After receiving the submission from the public executive officer which contains a request for the police assistance, the manager of the authorized organizational police unit brings a decision on providing the police assistance during the enforcement action. If, concerning the reasons mentioned in the submission of the public executive officer, the manager of the authorized organizational police unit determines that the police assistance is necessary during the enforcement action, they bring a decision on engagement of the police during the enforcement action in the concrete executive legal matter.

The chief of a police department, or of a police station, decides on the engagement of the police, as well as on the way and scopes of the assistance during the enforcement action. The manager of the authorized organizational police unit promptly informs the public executive officer or court about the brought decision and the way and scopes of the police assistance to be provided.

Before the very police assistance during the enforcement action, the police are obliged to immediately perform all the security checks. On the other hand, the police check the persons that the enforcement is related to in the data base and records in the Ministry of Internal Affairs (LP: art. 55. par. 1). The police are also obliged to temporarily take away the legal weapons and other objects convenient for endangering security before the enforcement if they determine that the person the enforcement is related to (the executive debtor) or some other person who is a member of the household legally possesses weapon, and to undertake other legally regulated actions that provide conditions for a secure enforcement action. The police officer is obliged to return the taken away weapons or other objects within 48 hours from the moment of completion of the action, except in cases when a person does not fulfill the criteria for legal keeping of weapons according to the regulations on weapons and ammunition.

According to the LES, before the very implementation of the action, the police is obliged to warn the executive debtor and other present people that the coercion instruments are going to be used if they interfere with or prevent the implementation of the action, and actions that can be undertaken according to law are also going to be undertaken during the enforcement action, by their own initiative or on the request of the public executive officer (LES: art. 144. par. 2). This legal regulation is in accordance with the regulation from the article 31 of the Rulebook on the Way of Conduct of Police Affairs (Pravilnik o načinu obavljanja..., 2007. Hereinafter: RPA) which states that a police officer will use the coercion instruments if conditions for their use are fulfilled and if

<sup>\*</sup> See also: the text named: „Драма у Лебану: Полио се бензином и чека извршитеља, око њега живи зид“ („Drama in Lebane: Poured gasoline on himself and is waiting for the executive officer, a live wall around him“), available at: <http://jugmedia.rs/drama-lebanu-polio-se-benzinom-ceka-izvrshitelja-okonjegazivi-zid/>, accessed on 6<sup>th</sup> May 2018; the text named: „Да би спречиле исељење, мајка и ћерка напале полицију и извршитеље“ (“In order to stop the eviction, the mother and daughter attacked the police and executive officers”), available on: <http://nadlanu.com/145930/da-bi-sprecile-iseljenje-majka-i-cerka-napale-policiju-i-izvrshitelje/>, accessed on 6<sup>th</sup> May 2018.

moving away the person who is preventing or interfering with the enforcement cannot be provided by mere implementation of the police authority – warning and order. Therefore, before the implementation of the coercion instruments for the sake of unhindered implementation of the enforcement, a police officer is obliged to use their authorization in order to warn the executive debtor and other persons which potentially can interfere with the enforcement action that they will use the coercion instruments and order them to leave the premises or building in order to implement the action. In case the executive debtor and other people do not act according to the police officer's warning and order, they can use the coercion instruments for the sake of unhindered implementation of the enforcement. In case the conditions for the use of the coercion instruments are not fulfilled, the police officer informs the court or public executive officer and their competent manager about this.

A situation in which during the enforcement action disturbance of public order or some broader violence is expected is also possible. In a situation like this, after they have received the court or public executive officer's claims for the police assistance, and upon the reasons mentioned in it they determine that disturbance of public order or broader violence could be anticipated, the manager of the authorized organizational police unit has specific authorizations. Namely, they can request from the court or public executive officer in writing to pause the enforcement action (Stanković, Boranijašević, 2017: 171) 48 hours at the latest before the enforcement action starts. This deadline is justified since it is necessary for the court and public executive officer to delay the already scheduled enforcement action about which they have informed the police in writing and asked for their assistance. The manager of the authorized organizational police unit will request a pause in the enforcement action in order to take the measures and actions necessary for a secure enforcement action, concerning the fact that disturbance of public order or broader violence is anticipated. Since there is a pause in the enforcement action, the public executive officer and manager of the authorized organizational police unit are obliged to define together the date for implementation of the enforcement action within the deadline not longer than ten days (LES: art. 144. par. 3).

As the police assistance is not without order, the police make a plan of assistance. That plan is approved by the chief of the police department, or a commander of the police station in charge in the area of providing assistance (RPA: art. 30).

Police officers while providing assistance in the enforcement action have to act according to law. While providing the assistance, police officers may use police authorizations regulated by law exclusively for the sake of protection of lives, human and minority rights and freedom of citizens and property, protection of public order, as well as prevention and detection of criminal acts and offences, and data collection concerning those acts and their perpetrators. They can use only those coercion instruments and in the amount necessary to reject the attack on them, the public executive officer or a third party, or to overcome the resistance that disables the enforcement action (RPA: art. 32).

During the assistance, police officers have to act according to the regulations of the Code of Police Ethics (Kodeks policijske etike, 2017) and the Rulebook on Technical Characteristics and the Way of Usage of Coercion Instruments (Pravilnik o tehničkim..., 2007). Police officers are obliged to act in a legal, professional, just and humane way, acting in accordance with the rules and basic principles of conduct regulated by the Code. For instance, police officers are obliged to respect the integrity of an individual during the action, to protect the reputation and integrity of police officers, to protect official duty and official data, to act professionally and independently etc. On the other hand, applying the principle that a preventive action has the advantage over a repressive action, since the warning and order have not been successful, while using coercion instruments in that situation, police officers use the coercion instrument that enables a successful completion of the police work with the fewest consequences for the person that the coercion instrument is used on (RCI: art. 2). The RCI regulates certain coercion instruments that police officers can use (physical force, a police stick, binding instruments etc.), but also the way of usage of those instruments (LP: art. 110-128; RCI: art. 4 and art. 6–9).

During the enforcement action the most frequently used coercion instruments are physical force and binding instruments, since persons giving resistance to the process of enforcement or persons who are to be held or caught could be restrained by these instruments. Their self-injuring or injuring of other people and property can also be prevented in this way. For instance, a police



officer can use their physical strength and binding to restrain the executive debtor who is trying to prevent listing of their movable property in order to sell it and settle the executive creditor's claims; a police officer can also use physical force and binding to make the executive debtor leave the real estate when they show resistance during the enforcement action of emptying and handing over the real estate, etc. The essence of the police assistance is for a police officer to use a coercion instrument at a time that achieves the goal of the police action with as few consequences to the person the coercion instrument is used on as possible.

### **Responsibility of the Police and Costs of Providing the Police Assistance and Undertaking Police Actions**

The manager of the authorized organizational police unit is obliged to act according to the request of the public executive officer for the police assistance. As previously mentioned, if out of reasons noted in the submission they determine that conditions for providing police assistance have not been fulfilled, since it cannot be determined that during the enforcement action resistance will occur or that disturbance of public order or broader violence may be anticipated, the manager of the authorized organizational police unit will reject the public executive officer's request. However, not acting in accordance with the public executive officer's request represents a violation of duty. In this case the public executive officer informs the Ministry of Internal Affairs and the authorized prosecutor for the sake of undertaking a procedure for determining responsibility of the manager of the authorized organizational police unit. Then, rules on disciplinary responsibility are applied which are contained in the LP and in the Regulation on the Way of Implementation of the Disciplinary Procedure in the Ministry of Internal Affairs ([Uredba o načinu..., 2017](#)). According to the LP, police officers are held responsible for serious and minor violations of official duties and if they do not perform the police work conscientiously, professionally and in the planned deadlines ([LP: art. 202 – 203, par. 1](#)). Not acting of the manager of the authorized organizational police unit according to the request of the public executive officer for the assistance during the enforcement action can be defined as a serious disciplinary violation – non-taking or insufficient taking of measures in their scope of authority for the security of people, property and entrusted items ([LP: art. 207. par. 1. point 5](#)), for which disciplinary measures are regulated by article 209 of the LP.

The police assistance during the enforcement action is not free of charge since the very action requires engaging human and material police resources and the consequent costs. Both the LP and LES define the rules concerning the cost of providing the police assistance. The LP only with a general regulation states that the fee for providing the police assistance during the enforcement action is defined in accordance with the regulations related to services provided by the Ministry of Internal Affairs ([Art. 53, par. 2](#)). On the other hand, the LES states more in detail the costs of the police assistance, noting that costs for providing the police assistance and undertaking police actions on the request or order of the court or public executive officer are: “costs of engaging police officers and usage of police vehicles and equipment“ ([Art. 147, par. 1](#)) the amount of which is determined by the regulation for defining the reimbursement for services provided by the Ministry of Internal Affairs. The reimbursement for providing the police assistance and undertaking police actions is defined by the Regulation on Reimbursement for Services Provided by the Ministry of Internal Affairs ([Uredba o visini..., 2014](#)).

When the police assistance during the enforcement action is provided, the authorized organizational police unit calculates the costs of the police assistance and undertaking of police actions and delivers the bill to the public executive officer. The costs of the police assistance and undertaking police actions represent a part of the costs of the enforcement procedure and are to be paid to the account for payment of public revenues of the Republic of Serbia.

### **3. Conclusion**

The police assistance during the enforcement action represents a very important issue to which a lot of attention has been devoted in legal regulations. However, in the literature of civil law there are neither scientific articles nor monograph studies concerning this topic.

The introduction of public executive officers into our legal system has been followed by entrusting the members of this legal profession with a lot of authorizations. Therefore, public executive officers are authorized to implement the enforcement in most of executive legal matters.

However, besides great authorizations, public executive officers do not have the right to use physical force and that way fight the resistance during the enforcement action. When during the enforcement action some resistance or disturbance of public order or some broader violence is anticipated, the public executive officer has a right to address the police and request the police help during the enforcement action. The LP and LES undoubtedly regulate in detail the procedure for requesting the police assistance, define the contents of the claims of the public executive officer for providing the police assistance and norm in detail the rules concerning the police actions, costs of undertaking the police actions and possible responsibility of police officers for not acting according to the request of the public executive officer. In support of this conclusion a large number of regulations and rulebooks are added. These regulations and rulebooks comprehensively regulate the way of coercion implementation and the way of undertaking police actions in the area of providing assistance to the court or public executive officer during the enforcement action.

Regulating the issues related to providing the police assistance during the enforcement action is of large significance since situations in which resistance of executive debtors during the enforcement action is present are common. As the resistance of executive debtors or third parties has to be overcome, avoiding damage to human lives and property, disturbance of public order or broader violence, a general conclusion can be drawn that the police assistance according to predefined standards, in individual, delicate and hard life situations, is the only way to overcome a crisis and provide unhindered implementation of the enforcement action.

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## Media Education in Kazakhstan

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### Abstract

This article presents the genesis of media education development in Kazakhstan (1992–2018). The author analyzed goals and objectives, key concepts, the main stages of historical development, structure, content, models of mass media education in Kazakhstan; the theoretical sources and practical experience of leading figures of the Kazakh media education; the structure, the basic directions, theoretical concepts, the purposes and problems, the maintenance, technologies of mass media education. The comparative analysis and systematization of the material under investigation has been carried out, the main theoretical concepts and technologies of mass media education in Kazakhstan have been revealed, which can be a promising basis for further successful development in the system of Russian education.

**Keywords:** media, media education, goals, objectives, key media education concepts.

### 1. Введение

Развитие медиаобразования в странах бывшего Советского Союза имеет самобытную историю, своеобразные теоретические и методологические подходы. В каждой республике бывшего СССР с получением статуса независимых государств сложились свои традиции школьного, вузовского и массового медиаобразования. В таких странах, как например, Украина, медиаобразование еще в первом десятилетии XXI века начало уверенно развиваться, получив признание на государственном уровне, медиаобразовательные технологии и методики стали внедряться в школах и вузах, были разработаны учебные планы и программы, в которых обеспечивалось включение медиаобразовательного компонента на всех ступенях образования.

В Белоруссии, Молдове, Грузии, Армении и некоторых других бывших советских республиках, как, впрочем, и в России, медиаобразование не получило пока официального статуса и развивается в большинстве случаев в интегрированных и факультативных формах (Чельшева, 2017). Тем не менее, в этих странах наблюдается активный интерес к медиаобразовательному процессу, который проявляется в организации научных исследований, затрагивающих теоретические и практические аспекты медиаобразования, развития технологий внедрения медиаобразовательных аспектов в программы образовательных и социокультурных учреждений различных типов. Кроме того, общей тенденцией развития медиаобразования в странах бывшего СНГ выступает актуализация разработки массовых форм и методов медиаобразовательной деятельности населения разных

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возрастных и социальных групп. В связи с этим тематика развития медиаобразования в странах бывшего Советского Союза в современных условиях очень актуальна.

В данной статье представлен анализ развития медиаобразования в Казахстане, включая исследование генезиса медиаобразовательных теорий и концепций, методик и технологий, форм и методов медиаобразования, анализ наиболее значимых научных исследований казахских медиапедагогов.

## 2. Материалы и методы

Материалом нашего исследования выступают теоретические, методические и практические аспекты медиаобразования в Казахстане (1992–2018). В процессе исследования мы обратимся к осуществлению сравнительно-сопоставительного анализа основных научных исследований медиаобразования в Казахстане в постсоветский период; к обоснованию целей и задач, ключевых концепций, основных этапов исторического развития, структуры, содержания, моделей массового медиаобразования в Казахстане; к выявлению основных теоретических положений, составляющих методологическую основу медиаобразовательных подходов и концепций; к обзору практического опыта ведущих деятелей массового казахского медиаобразования. Проведенный анализ нацелен на выявление основных тенденций и перспектив использования казахстанского опыта внедрения массового медиаобразования в современных российских условиях.

В данном исследовании используется следующий комплекс методов: теоретический анализ и синтез, сравнение и классификация, историографический и описательно-аналитические методы.

## 3. Обсуждение

В постсоветский период проблемы медиаобразования в Казахстане стали предметом научных трудов многих исследователей: Л.С. Ахметовой (Ахметова, 2013, 2015, 2016), К. Абдезилу, Г. Болатова и К. Мадимабаева (Abdezyly et al., 2013), С.В. Венидиктова (Венидиктов, 2017), Ж. Жуманова (Жуманов, 2008), Н.А. Завалко и С.Г. Сахариевой (Zavalko, Sakhariyeva, 2013), А.К. Назарбетовой (Назарбетова, 2017), Т.И. Пранович (Пранович, 2017), А.И. Скрипниковой (Скрипникова, 2015), Н.И. Стадниченко (Стадниченко, 2015) и др.

Активное развитие интернет-технологий способствовало тому, что в Казахстане, как и во многих других странах, на одно из первых мест вышла задача компьютерной грамотности населения. Этот аспект раскрывается в исследовании Ж. Жуманова (Жуманов, 2008), где акцентируется необходимость формирования компьютерной грамотности в республике как одно из условий широкого использования информационных систем, в том числе – сети Интернет, так как «с момента обретения независимости Казахстан занял позиции интеграции в глобальное информационное сообщество и активно реализовывает программы по построению информационного общества. В настоящее время проводятся работы по созданию «электронного правительства» республики и развитию единого информационного пространства казахстанского сегмента сети Интернет» (Жуманов, 2008).

Вхождению Казахстана в единое информационное пространство посвящено исследование С.В. Венидиктова (Венидиктов, 2017), которым медиаобразовательный процесс в Казахстане представлен в контексте коммуникативного взаимодействия государств Европейско-Азиатского экономического союза. Автором проведен анализ современного развития гражданского медиаобразования в ряде стран, куда вошли и страны СНГ. Развитие единого поля медиаобразовательных концепций рассматривается автором как важный пусковой механизм интеграции в контексте формирования гражданского сознания населения этих стран. Так, С.В. Венидиктов считает, что «на каких политических решениях ни основывалось бы коммуникативное взаимодействие, какие шаги ни предпринимали бы медиаструктуры для создания общего информационного пространства – о полноценном функционировании ЕАЭС мы сможем говорить только в случае адекватного отображения его образа в гражданском сознании. Поэтому одним из важных направлений оптимизации коммуникативного взаимодействия государств ЕАЭС нам представляется развитие и унификация их медиаобразовательных систем. В случае успешного решения данной задачи можно вести речь об унификации коммуникативных компетенций граждан, что является мощным ресурсом гражданской интеграции» (Венидиктов, 2017).

К. Абдезилу, Г. Болатова и К. Мадипбаева (Abdezylyu et al., 2013) представили исследование, посвященное анализу и интерпретации произведений, в том числе – и на материале медиакультуры. Их коллеги Н.А. Завалко и С.Г. Сахариева рассмотрели процессы развития медиакомпетентности преподавателей общего среднего образования. В частности, этими авторами рассмотрены основные документы (Концепция развития образования в Республике Казахстан до 2015 года и Государственная программа развития образования в Республике Казахстан до 2020 года), где развитие «профессиональной компетентности учителей, их самообучение, а также их готовность и способность адаптироваться к меняющимся социальным, политическим и экономическим условиям» (Zavalko, Sakhariyeva, 2013: 36) выдвигаются в качестве приоритетной задачи в модернизации казахской образовательной системы. В этом контексте авторами рассматриваются проблемы включения медиаобразования в учебные планы (где изучаются как ставшие уже традиционными медиа – пресса, радио, звукозапись, кино, телевидение, так и современные средства (массовой) коммуникации – мобильная телефония, CD, DVD, компьютерные коммуникационные сети, интернет и т.д.). Медиаобразование представлено авторами как важный ресурс «для содействия самореализации личности и самоактуализации ее потенциала» (Zavalko, Sakhariyeva, 2013: 36).

Целый ряд исследований, посвященных политическим аспектам влияния масс-медиа на современное общество, представлен в работах казахского исследователя А.К. Назарбетовой (Назарбетова, 2013, 2014, 2015). Так, например, ею рассмотрены структурные компоненты современных масс-медиа с точки зрения выполнения ими коммуникативных функций в политике и социальных отношениях; механизмы и инструменты воздействия медиа на массовое сознание» (Назарбетова, 2013). Анализируя роль СМИ в политическом пространстве современного социума, автор акцентирует внимание на манипулятивных механизмах медийной культуры, так как «практическая деятельность масс-медиа показывает, что СМИ с одной стороны, могут способствовать развитию демократии, сознательному участию граждан в политической жизни, с другой стороны, могут быть использованы и для манипулирования общественным сознанием» (Назарбетова, 2014).

Тема политического контекста масс-медийного пространства продолжена в диссертационном исследовании А.К. Назарбетовой с точки зрения опыта политической компаративистики. Проведя анализ целого ряда научных исследований, изучив основные медиамодели современного общества путем проведения сравнительного анализа их развития в Казахстане и Германии, а также стратегических документов современного Казахстана, А.К. Назарбетова приходит к обоснованному выводу, что духовное возрождение страны немислимо «без должного освещения в масс-медийном пространстве, без активного участия отечественных масс-медиа, первостепенная функция которых заключается в формировании общественного мнения, влияющего на модернизацию общественного сознания (Назарбетова, 2015).

В работах Т.И. Пранович рассматриваются проблемы развития молодежной журналистики. В частности, в исследовании, посвященном молодежной прессе в Казахстане, автором предпринята успешная попытка осуществить обзор молодежных печатных изданий с точки зрения их функционирования в постсоветском пространстве. Автор отмечает, что в современном Казахстане создание молодежных печатных изданий, сохранив лучшие традиции, направлено на нравственное и духовное воспитание молодого поколения: «В Казахстане сумели в целом сохранить и обновить СМИ для детей и юношества и создали условия для их успешного функционирования в современных условиях. В данное время около 50 периодических изданий Казахстана адресовано детской и молодежной аудитории. Причем наряду с государственной программой поддержки молодежных СМИ в стране активно работают и неправительственные организации» (Пранович, 2013).

К наиболее успешным проектам в данной области Т.И. Пранович относит создание Центра «Детское время», объединяющего в своей деятельности печать, радио, телевидение и кинематограф. Этот центр, функционирующий в Казахстане с середины 1990-х, стал базой для создания Молодежного медиасоюза Казахстана, который выступает организатором Международных фестивалей и форумов молодежных СМИ, конкурсов и семинаров для начинающих журналистов. Особая роль казахстанского Молодежного медиасоюза состоит в

том, что он «обеспечивает участие журналистов страны в международных мероприятиях, связанных с деятельностью молодежных СМИ, в ближнем и дальнем зарубежье, выступает координатором создания информационной сети, включающей «субъекты во всех областных и 9 малых городах страны, выпускающие несколько десятков детских и молодежных газет, радио- и телепередач, молодежных страниц во взрослых изданиях (Пранович, 2013). В число самых известных на сегодняшний день изданий входят многочисленные региональные печатные издания, радиопередачи, телевизионные программы, функционирующие в нескольких городах страны.

Проблемы развития детской и молодежной прессы в Казахстане рассматриваются и в работах Н.И. Стадниченко (Стадниченко, 2015). Так, например, в исследовании автора представлена деятельность детской газеты «Зеленое яблоко» – одного из центров юнкорского движения в Казахстане. За время своего существования (с 1999 года) данное печатное издание приобрело большую популярность школьной и молодежной аудитории и в настоящее время эта газета не только источник информации для школьников из многих городов и районов Казахстана, но и способствует к привлечению детей и подростков к медиаобразовательной юнкорской деятельности, приобщая их к медиаторческому процессу создания репортажей, эссе, информационных обзоров и т.д. В 2015 году издание уже имело «более ста юных корреспондентов, которые являются постоянными авторами этой газеты. При этом возможность стать юнкором газеты есть у каждого школьника, у которого есть желание попробовать себя в этой профессии, потому что в редакции работают и взрослые журналисты, которые делятся опытом работы в процессе подготовки каждого номера «ЗЯ». В результате, приобщаясь к журнализму, школьники учатся работать с информацией, осознавать чувство ответственности за публичное слово, развивать в себе задатки критического мышления и чувства патриотизма» (Стадниченко, 2015).

Работа в данном направлении очень важна для современного казахского медиаобразования, так как в стране пока еще «слабо отражен процесс формирования традиционных духовно-нравственных ценностей у молодежи. Более того, через СМИ РК молодежь чаще принимает за собственные ценности постулаты американского и западного образа жизни, те стандарты массовой культуры и потребления, которые характерны для менталитета населения Европы и США» (Стадниченко, 2015). В связи с этим в качестве ключевых целей развития медиаобразования в Казахстане автор выделяет сохранение национальных культурных традиций, развитие духовного потенциала подрастающего поколения, осуществляемые через призму молодежных средств массовой информации, которые должны стать частью функционирования государственной молодежной политики Казахстана: «необходимо активно использовать осуществление государственной пропаганды собственной системы ценностей посредством СМИ, ведь именно газеты и ТВ – один из самых эффективных механизмов формирования у современной молодежи традиционных, духовно-нравственных систем ценностных ориентаций. И это должно стать одной из первоочередных задач в выработке единой стратегии молодежной политики в Республике Казахстан» (Стадниченко, 2015).

Особая роль в освещении процессов развития медиаобразования в Казахстане в постсоветский период принадлежит исследованиям Л.С. Ахметовой (Ахметова, 2011, 2012, 2013, 2014, 2015), которые представляют собой анализ вопросов методологии, теории, истории и технологии медиаобразовательного процесса. Так, например, очень значимым вкладом Л.С. Ахметовой было руководство трехлетним проектом «Разработка технологий медиаобразования для формирования интеллектуального потенциала страны» (Ахметова, 2014), который позволил выявить основные проблемы развития медиаобразования в Казахстане и наметить ключевые векторы его дальнейшего развития на современном этапе.

В процессе реализации проекта исследовательская группа провела большую работу по разработке основных концептуальных основ программ по массовому медиаобразованию с учетом специфики казахской медиапедагогике; провела анализ и выявление методологических и философских оснований в контексте генезиса медиаобразования в Казахстане, при этом «основные структурные компоненты медиaprостранства РК представлены с точки зрения качества, достаточности, адекватности восприятия и объективности представления информации как в техническом, так и в содержательном аспекта» (Ахметова, 2014). На основе анализа ведущих мировых исследований в области

медиаобразования (в том числе – и российских научных трудов по тематике медиаобразования) осуществлено уточнение терминологического аппарата медиаобразования; рассмотрены проблемы национальной безопасности и обеспечения гражданско-значимой информацией населения (Ахметова, 2014).

Особенно важным в контексте нашего исследования выступает определение основных направлений медиаобразовательного процесса в Казахстане, проведенное исследовательской группой во главе с Л.С. Ахметовой на материале различных медиа. В результате были выявлены «основные факторы социокультурной и образовательной ситуации в Казахстане, а также современное состояние медиаобразования, его цели, задачи, содержание, организационные формы, модели, методы, средств» (Ахметова, 2014).

#### 4. Результаты

Анализ генезиса и сущности современных медиаобразовательных концепций и практических подходов в Казахстане постсоветского периода позволил нам выделить два основных этапа его развития.

На первом этапе (1992-1999) характер развития казахстанского медиаобразования во многом определяли политические преобразования, происходящие в бывших республиках СССР. В начале 1990-х произошло изменение статуса Казахстана: бывшая союзная республика СССР превратилась в суверенное государство. Преобразования, касающиеся ключевых изменений политической и социальной системы Казахстана, оказали существенное влияние на сферу культуры и образования. Изменились подходы и к медиаобразовательному процессу.

Если на предыдущих этапах кино/медиаобразование развивалось в Казахстане в унисон традиционным подходам советского периода с акцентом на эстетическую, защитную и практическую платформу, то уже в 1990-х годах внимание медиапедагогов все больше сосредотачивается на инновационных подходах западных медиапедагогов, связанных с развитием критической автономии, семиотическим и культурологическим анализом медиапроизведений. Процессы формирования информационного общества, бурного развития интернет-технологий, расширения цифровых каналов передачи информации способствовали все большему привлечению широких слоев населения к переходу на медиаформат как в повседневном, так и в деловом общении, стали универсальным информационным, образовательным и социокультурным каналом. При этом практическая платформа медиаобразования на этом этапе продолжает сохранять достаточно сильные позиции, и ее реализация на данном этапе связывается с практическим освоением интернет-умений. Так, «в 2006 году лишь 5 % населения Казахстана активно использовало компьютеры в повседневной жизни. Для повышения компьютерной грамотности населения страны правительство республики в 2006 году приняло Государственную Программу снижения информационного неравенства (СИН)» (Жуманов, 2008). Реализация этой программы способствовала развитию компьютерной грамотности населения, включению Казахстана в мировое сообщество. По свидетельству Ж. Жуманова «достижение уровня проникновения Интернет 20 % приводит к активному, даже взрывному, развитию Интернета в стране. Следствиями этого будут являться: рост количества интернет-проектов, дальнейший рост количества пользователей, все более активное использование онлайн сервисов. Последнее должно оказать большое влияние на «электронное правительство», развитие которого напрямую зависит от развития Интернета в стране» (Жуманов, 2008).

Реализация данного проекта, в котором принимали участие не только школьники и студенты, но и широкие слои населения (в числе которых – лица с ограниченными возможностями здоровья, социально незащищенные категории граждан и т.п.), принесла положительные результаты. В связи с этим в Казахстане, как и во многих других странах бывшего СССР, постепенно актуализировалась необходимость массового медиаобразования, включающего аудиторию всех возрастных групп населения.

Второй этап развития медиаобразования в Казахстане (2000–2018) тесно связан с интенсивным развитием медиатехнологий и внедрением медиа в образовательное пространство. В качестве ключевых теоретических платформ развития медиаобразовательного процесса в стране укрепляются позиции теории критического мышления, семиотической, культурологической и социокультурной подходы (Ахметова,



2014). Во многом этому процессу способствовало обращение к мировому опыту медиаобразования. По свидетельству Л.С. Ахметовой «Казахстан идет в ногу в современном мире в разработке теории и практики новых медиатехнологий. Нашими задачами являются сегодня вопросы медиаграмотности в первую очередь детей и молодежи» (Ахметова, 2013).

Основополагающие документы мирового сообщества, касающиеся развития медиакомпетентности и формирования нового информационного общества также имели важное значение для казахских медиапедагогов и медиаисследователей. Медиаобразовательные идеи ЮНЕСКО и Совета Европы нашли свое отражение в концепциях казахской медиапедагогики, нацелив страну на внедрение массовых форм медиаобразовательного процесса в содержание учебных программ средних и высших учебных заведений. Отойдя от чисто практического подхода к медиаобразованию, характерного для предшествующего периода и включавшего в себя обучения компьютерной грамотности населения Казахстана, в стране развиваются идеи развития медийной и информационной грамотности (МИГ) – «осознание права на свободный доступ к информации, в том числе и медийной, умение пользоваться этим правом, включая право на свободу самовыражения и участие в средствах информации» (Ахметова и др., 2015). Понятие медийной и информационной грамотности рассматривается казахстанскими исследователями в унисон основополагающим документам ЮНЕСКО и рассматривается в качестве экосистемы, включающей в себя «практически весь спектр средств и способов распространения информации – начиная от традиционных книг и заканчивая новейшими IT-разработками. Сюда относится: медийная грамотность, библиотечная, новостная, компьютерная, цифровая грамотность, также свобода не только доступа, но и самовыражения, интернет-грамотность, грамотность в сфере кино, телевидения, рекламы, компьютерных игр и т.д.» (Ахметова и др., 2015).

Нужно отметить, что ЮНЕСКО еще с 2002 г. оказало поддержку мероприятиям по развитию медийной и информационной грамотности в Центральной Азии, куда включен и Казахстан. При этом, как отмечает директор Бюро в Алматы и Представитель ЮНЕСКО в Казахстане, Кыргызстане и Таджикистане, «ЮНЕСКО ставит своими приоритетными задачами расширение прав и возможностей граждан, особенно молодежи в доступе к информации и знаниям, так же, как и поощрение стран-членов интегрировать медийную и информационную грамотность (МИГ) в учебные программы и национальные стратегии, совместно с молодежными организациями и другими партнерами» (Ахметова и др., 2015).

В качестве ключевых в Казахстане в настоящее время успешно развиваются два основных направления в медиаобразовательном процессе: профессиональное и массовое.

Говоря о профессиональном медиаобразовании, можно отметить богатые традиции в подготовке будущих журналистов, где явным лидером выступает Национальный университет имени Аль-Фараби. Здесь будущие медийные специалисты осваивают профессиональные компетенции на уровне бакалавриата и магистратуры, а уже состоявшиеся профессионалы имеют возможность повысить свою квалификацию.

Что касается массового медиаобразования, то его развитие осуществляется в следующих сегментах: «а) обучение в профессорско-преподавательской среде университетов и педагогов школ; б) обучение казахстанского сообщества в целом; в) обучение детей в школах и средних учебных заведениях» (Ахметова, 2013).

По мнению Л.С. Ахметовой, наиболее интенсивно процесс массового медиаобразования в Казахстане стал развиваться с 2010 года. О росте роли медиаобразования в стране свидетельствуют трансформационные процессы, происходящие «и в государственной информационной политике, и в деятельности гражданского сектора. Медийные организации проводят огромную работу по обучению новым технологиям среди лидеров неправительственного сектора. Действует online-правительство» (Ахметова, 2016: 14).

При этом одной из центральных теоретических платформ массового медиаобразования в контексте развития казахстанской национальной медиасистемы выступает развитие критического мышления, которое рассматривается «в плоскости медийной и информационной грамотности. Человек, владеющий основами критического мышления, знающий, что далеко не вся информация является проверенной и заслуживающей доверия, способен адекватно реагировать на провокационные сообщения, тем самым защищая себя и общество от посягательств на свободное и стабильное развитие

личности и государства» (Ахметова и др., 2015). Эту же мысль в своем диссертационном исследовании подчеркивает А.К. Назарбетова: «В эпоху популизма, дезинформации и манипуляции информацией, в том числе деструктивного характера, становится актуальной развитие новой медиакультуры, включающей в себя навыки критического мышления» (Назарбетова, 2017: 121).

Также как и во многих странах мира, казахские медиапедагоги опираются на семиотический, культурологический и социокультурный подход. Комплексное освоение медиапространства и составляет в конечном итоге понятие медийной и информационной грамотности (медиакомпетентности). «Медийная и информационная грамотность (МИГ) – это своего рода ключ, открывающий доступ к информации и свободе самовыражения. Грамотный в данном вопросе гражданин знает не только, что он обладает правом получать информацию и творчески себя выражать, но еще умеет пользоваться альтернативными способами получения информации, анализировать разнообразные источники, интерпретировать и давать оценку. Он понимает и пользуется разнообразием средств информации» (Ахметова и др., 2015).

Как можно заметить, обращение казахских медиапедагогов и медиаисследователей к понятию медийной и информационной грамотности, позволяющей комплексно подходить к проблеме медиакомпетентности личности включающей умение самостоятельно и критически оценивать медиаинформацию, осуществлять ее анализ и творчески осваивать медиаконтент, имеет важное значение для развития основных теоретических подходов к медиаобразовательному процессу, выступающих ключевыми во всем мировом сообществе: «для человека открывается дверь в мир богатый событиями и возможностями. Это уже не бездумный винтик в системе государственного механизма, а полноценная личность, способная принимать решения с учетом полноты полученной информации и познавать окружающий мир. МИГ формирует чувство причастности к сообществу, позволяет поддерживать общественный диалог, а также участвовать в обучении на протяжении всей жизни» (Ахметова и др., 2015).

Л.С. Ахметова и ее коллеги, на наш взгляд, справедливо утверждают, что «медийная грамотность предполагает, что человек не просто читает информацию, не просто соотносит ее с контекстом актуальной жизненной ситуации, но еще и анализирует на предмет того, какие последствия эта информация может повлечь за собой» (Ахметова и др., 2015). В этой связи одними из важных и актуальных вопросов в казахстанском медиаобразовании выступает обращение к анализу медиаинформации, его информационной, семиотической, этической, социальной структуре, а также к проблеме развития медиавосприятия массовой аудитории, так как «одно и то же слово можно произнести с разной интонацией и его смысл изменится кардинально. То же можно сказать и о восприятии человека, который услышал это слово. Один будет понимать его прямолинейно, другой же услышит иронию, которой возможно даже и не было, но в контексте ситуации она напросится сама собой» (Ахметова и др., 2015).

Еще один важный аспект современного медиаобразования в Казахстане заключается в обращении к проблемам структуры медиатекста, проблемам медиаязыка. Л.С. Ахметова, Д. Шорохов и А. Ниязгулова определяют специфику медиаязыка следующим образом: «Язык» – это средство передачи информации, объединяющее в себе не только лексическую составляющую, то есть слова, но еще и технические эффекты, которые выражаются в символах и кодах. Эти символы и коды умело используют режиссеры, операторы и журналисты для создания необходимой атмосферы. С их помощью профессионалы медиаиндустрии расставляют акценты, транслируют идеи, информацию и знания» (Ахметова и др., 2015). Как можно заметить, данные позиции достаточно близки пониманию медиаязыка в контексте шести ключевых понятий медиаобразования.

Опора на теоретические платформы развития критического мышления, семиотический, культурологический и социокультурный подходы к медиаобразованию, характерная для многих стран мира, нашла свое отражение в методиках и технологиях медиаобразования, применяемых в Казахстане. Например, в работе с медиатекстом казахские исследователи обращают особое внимание на понятие установки на восприятие медиатекста, позволяющей подготовить аудиторию к вдумчивому и критическому общению с медиапроизведением, распознаванию в нем этических и социокультурных контекстов. Зритель, читатель,

слушатель, пользователь медиаресурсов «должен отчетливо помнить, что отправной точкой процесса восприятия информации является установка» (Ахметова и др., 2015).

Одной из важных особенностей структуры развития современного медиаобразования в мире выступает создание и функционирование научно-образовательных центров, занимающихся медиаобразовательной тематикой. Нужно сказать, что в структуре казахстанского медиаобразования мощных «национальных центров медиаобразования, ассоциаций и иных структур» (Венидиктов, 2017) в Казахстане пока нет. К тому же «культурологические особенности не позволяют осуществить в регионе механическое копирование зарубежных медиаобразовательных программ и стандартов, в связи с чем наблюдается нетипичная картина: теория следует впереди практики» (Венидиктов, 2017). В связи с этим, немаловажная роль в процессе развития массового медиаобразования отведена информационным центрам, которые, наряду с вопросами информационной грамотности, видят свои задачи в развитии медиакомпетентности, включающей формирование «критического мышления, полноценного восприятия, интерпретации, анализа и оценки медиа содержания» (Ахметова и др., 2015). С этой целью Международным университетом информационных технологий начата разработка «материалов для курсов повышения квалификации десяти онлайн-центров Кызылординской области по содействию доступу к информации, особенно для женщин и молодежи» (Ахметова и др., 2015).

Медиаобразование Казахстана, как, впрочем, и многих других стран СНГ (Белоруссии, Армении и др.), столкнулось с целым рядом проблем. Среди них – обеспечение квалифицированными кадрами медиапедагогов, что связано с недостаточным вниманием системы высшего образования к внедрению медиаобразовательных компонентов в реализацию образовательных программ уровней бакалавриата и магистратуры. За редким исключением системная медиаобразовательная подготовка будущих педагогов, психологов, культурологов и социологов, в Казахстане до сих пор не осуществляется. Еще одна проблема, связана с недостаточной согласованностью исследователей медиасферы в контексте теоретико-методологических основ медиаобразовательного процесса.

Л.С. Ахметова отмечает, что и в настоящее время, к сожалению, проблемы медиаобразования в Казахстане не имеют системного разрешения, а носят, скорее, «дискуссионный характер среди ученых, блоггеров, участников социальных сетей, продвинутых в области новых технологий людей. Все понимают, что это необходимо. Однако особо на такие вопросы не обращают внимания» (Ахметова, 2013).

Кроме того, информационные угрозы, связанные с медиасферой: интернет-зависимость, экспансия образцов западной массовой культуры (связанная с утратой национальной идентичности и культурных традиций, смещением ценностных ориентаций) коснулись молодого поколения Казахстана также как и молодежи всего постсоветского общества. В связи с этим Н.И. Стадниченко констатирует, что «в процессе социализации особенность казахстанских СМИ в том, что усвоение информации, полученной посредством СМИ, у детей и молодежи в настоящее время (семейное и религиозное воспитание, школьное и вузовское образование и воспитание) носит в большей степени индивидуальный характер. Их эффективность является отсроченной во времени. При этом роль средств массовой информации в формировании системы ценностей молодого поколения может носить характер как позитивный, так и негативный» (Стадниченко, 2015).

Одним из важных событий настоящего периода стало создание Молодёжного медиасоюза. Под эгидой этой организации проводятся тренинги, семинары, мастер-классы, молодёжные информационные форумы (например, «кольцо Евразии», неотъемлемой частью которого является конкурс юнкоров), конкурсы, фестивали (в том числе – и международные, как, к примеру, Международный фестиваль молодёжных средств массовой информации «Юная столица глазами юных», представляющий собой яркое культурное событие для молодых людей в Астане).

Одной из важных задач Молодёжного медиасоюза Казахстана выступает развитие творческого потенциала подрастающего поколения путем вовлечения молодежи, проявляющей живой интерес к журналистике, к медиаторческому процессу. Во многом этому помогает единая информационная сетевая поддержка, обеспечивающая доступ к медиаконтенту молодёжной тематики. Так, например, к настоящему времени «в Казахстане под патронажем Молодёжного медиасоюза сложилось информационная сеть, имеющая

субъекты во всех областных и 9 малых городах страны, выпускающие несколько десятков детских и молодежных газет, радио- и телепередач, молодежных страниц во взрослых изданиях (Пранович, 2009).

Кроме того, в Казахстане при поддержке ЮНЕСКО функционирует независимый сайт казахстанской школы социально-независимой журналистики (<http://unesco-kaznu.ucoz.kz/>), учредителями которой выступает кафедра ЮНЕСКО КазНУ им. Аль-Фараби – Центр по изучению проблем журналистики. На страницах сайта можно найти информацию о наиболее значимых проектах по тематике медиаобразования; результаты научных исследований по тематике медиа и журналистики; отчеты о проведении конференций, круглых столов, встреч с казахстанскими и зарубежными экспертами в области СМИ; результаты научного сотрудничества в области медиаобразования, в том числе – и международного. Также на сайте можно ознакомиться с презентацией наиболее значимых международных программ, научных публикаций, грантов, конкурсов журналистской, медиаобразовательной проблематики, тематики связей с общественностью, PR и рекламной деятельности и т.д.

Беспорным лидером медиаобразования в Казахстане вступает Казахский национальный университет имени Аль-Фараби (Алматы), осуществляющий в последние годы при международной и государственной поддержке целый ряд крупномасштабных медиаобразовательных проектов. Например, в ряду ключевых проектов по разработке теоретических и методических вопросов медиаобразовательного процесса в Казахстане можно назвать международный проект «Наращивание профессионального потенциала и поддержка институтов, укрепляющих свободу слова, плюрализм и разнообразие», осуществленный под эгидой ЮНЕСКО в 2011–2012 годах; государственный проект Министерства образования и науки республики Казахстан «Разработка технологий медиаобразования для формирования интеллектуального потенциала страны» (2012–2014); «Разработка технологий медиаобразования для формирования интеллектуального потенциала страны», осуществленное при поддержке Министерства образования и науки Республики Казахстан в 2012–2014 годах; проект при поддержке Министерства и науки Казахстана «Формирование медийной и информационной грамотности в молодежной среде в контексте обеспечения национальной безопасности и реализации Государственной программы «Информационный Казахстан – 2020» (2015–2017) и др.

Опыт своей медиаобразовательной деятельности казахские медиапедагоги делятся на конференциях и форумах, в том числе – и международных. Важными информационными ресурсами распространения медиаобразовательных практик и популяризации медиаобразования в Казахстане выступают научные журналы и сборники научных трудов. В качестве примеров здесь можно привести «Вестник КазНУ. Серия Журналистика», издаваемый под руководством кафедры ЮНЕСКО по журналистике и коммуникации КазНУ имени Аль-Фараби; ежегодный сборник научных трудов, выпускаемый в центре ЮНЕСКО по журналистике и коммуникации и кафедре ЮНЕСКО, международной журналистики и медиа в обществе КазНУ имени Аль-Фараби – «PR и СМИ в Казахстане». К настоящему времени уже опубликовано 13 выпусков статей, посвященных медиаобразовательной тематике.

Как и во многих странах мира, медиаобразование в Казахстане носит междисциплинарный характер. Расширяющееся научное поле исследований, связанных с медиасферой, способствует значительному расширению изучения возможностей синтеза медиаобразования с журналистикой, государственной политикой, развития социальных процессов, трансформационных изменений в области культуры и образования и т.д. Поэтому в унисон с международными тенденциями, медиаобразовательная тема в Казахстане разрабатывается сегодня не только педагогами, но и становится поводом для исследований филологов, социологов, философов, политологов, культурологов. При этом современные казахстанские междисциплинарные проекты направлены на развитие медийной и информационной грамотности самых широких слоев общества с особым акцентом на медиаобразование подрастающего поколения – школьников и молодежь: «будущие казахстанские специалисты, выпускники вузов должны быть всесторонне образованными, культурными, развитыми. Это достигается изучением профессиональных дисциплин специальности, чтением научно-познавательной, художественной литературы, развитием творческих способностей, погружением в информационные потоки,

проецируемые бурным развитие медийных технологий... Медийная и информационная грамотность стоит, по существу, в центре всего этого потока образовательных и воспитательных задач, особенно в эпоху развития глобальной информационной цивилизации» (Лифанова, 2015).

Кроме научных разработок теоретического характера (подготовки статей, выступлений на конференциях, докладов, где рассматриваются вопросы как казахского, так и российского медиаобразования), медиапедагогами Казахстана разрабатываются справочные и методические материалы для медиапедагогов-практиков, а результаты научных дискуссий представляются в настоящее время не только на страницах научных журналов и сборников, но также и в интернет-пространстве, в частности, они представлены в социальных интернет-группах «Media and Information Literacy (MIL)» и на созданном при поддержке ЮНЕСКО сайте «Казахстанская школа социально-ответственной журналистики (<http://unesco-kaznu.ucoz.kz/>).

Очевидные успехи профессионального медиаобразования в Казахстане дают толчок и намечают новые векторы развития для разработки массовых форм медийной и информационной грамотности всего населения республики Казахстан, страна «стремится развивать информационные образовательные технологии: принята государственная программа «Информационный Казахстан – 2020», представляющая собой дорожную карту для развития информационной грамотности в ближайшие годы» (Венидиктов, 2017).

## 5. Заключение

Итак, в результате проведенного анализа развития и основных перспективных направлений медиаобразования в Казахстане (1992–2018) мы можем сделать следующие выводы.

Проблемы развития медиаобразования в Казахстане носят междисциплинарный характер и рассматриваются в последние годы многими исследователями (Ахметова, 2013, 2015, 2016; Abdezylyu et al., 2013; Венидиктов, 2017; Жуманов, 2008; Zavalko, Sakhariyeva, 2013; Назарбетова, 2017; Пранович, 2017; Скрипникова, 2015; Стадниченко, 2015 и др.). Анализ научных трудов последних лет свидетельствует об актуализации проблем медиаобразования, развития медиакомпетентности (медийной и информационной грамотности) для дальнейшего социального, культурного и образовательного секторов современного Казахстана.

Генезис развития медиаобразования в Казахстане (1992–2018) можно рассматривать в контексте двух основных этапов. Первый этап, хронологические рамки которого определяются периодом 1990-х годов, характеризуется началом трансформационных процессов, знаменующих собой смену тенденций, характерных для медиаобразовательного процесса бывшего Советского Союза. В теоретическом плане сюда относится отход от опоры на идеологическую, эстетическую и практическую платформы медиаобразования, характерную для предшествующих периодов. На смену этим подходам приходит концепция развития критического мышления, культурологический, семиотический и социокультурный контекст медиакультуры.

Для второго этапа развития казахстанского медиаобразования в постсоветский период (2000–2018) к наиболее характерным особенностям медиаобразования можно отнести включение медиакультуры в образовательный процесс, продиктованное переходом к информационному обществу и внедрением интернет-технологий во все сферы жизни современного человека. Если для предшествующего этапа практическая концепция медиаобразования (обучение компьютерной грамотности и т.д.) сохраняла свои достаточно сильные позиции, на данном этапе становится очевидным, что важным условием жизни в современном информационном поле становится развитие медиакомпетентности личности. В данный период казахское медиаобразование активно включается в мировое медиапространство: идет сотрудничество с ЮНЕСКО, получают свое развитие массовые формы медиаобразования и т.д. Таким образом, современное развитие медиаобразования в Казахстане соответствует мировым тенденциям, включающим конечную цель медиаобразования – медиакомпетентность, предполагающую всестороннее освоение медиапространства, нацеленное на развитие аналитического мышления, творческое освоение медиасферы, развитие медиавосприятия и т.п.

Проведенный нами анализ позволил выявить основные ключевые перспективные направления развития школьного и вузовского медиаобразования в Казахстане:

- активное внедрение методик и технологий медиапедагогики в образовательный процесс школ и вузов;
- дальнейшее развитие внедрения медиаобразовательного компонента в учебные программы общего и профессионального образования;
- подготовка медиакомпетентных медиапедагогов.

Как можно заметить, эти задачи остаются актуальными для многих других республик бывшего СССР, в том числе и для Российской Федерации.

Проведенный анализ позволил нам выявить сходные тенденции, характерные как для казахстанского, так и для российского медиаобразовательного процесса. Например, одной из актуальных задач, объединяющих развитие медиаобразования в Казахстане с мировыми тенденциями (в том числе – и с российским медиаобразованием) выступает внедрение медиаобразовательного компонента в программы образовательных и социокультурных учреждений различных типов. Ключевой вектор развития медиаобразовательного процесса в Казахстане близок с проблемами российского медиаобразования и заключается в системном развитии массового медиаобразования с целью развития медиакомпетентности, где основными теоретическими концептуальными подходами выступают развитие аналитического мышления, культурологические и социокультурные концепции медиаобразования.

Сходные позиции ближайших перспектив развития казахского и российского медиаобразования (как, впрочем, относится и другим странам бывшего СССР) мы видим в разработке и внедрении массовой медиаобразовательной деятельности, приобщении к этому процессу населения разных возрастных и социальных групп. К настоящему времени для этого и в России, и в Казахстане имеются необходимые предпосылки: об этом свидетельствует появившиеся в последние десятилетия многочисленные научные исследования, предметом которых выступает разработка методологии, теории и практики медиаобразовательного процесса с учетом культурно-исторического и национального своеобразия; развиваются научные школы, реализуются проекты медиаобразовательной тематики и т.д.

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## Медиаобразование в Казахстане

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**Аннотация.** В статье представлен генезис развития медиаобразования в Казахстане (1992-2018 гг.). Автором статьи проведен анализ и синтез целей и задач, ключевых концепций, основных этапов исторического развития, структуры, содержания, моделей массового медиаобразования в Казахстане; проанализированы теоретические источники и практический опыт ведущих деятелей казахского медиаобразования; исследована структура, основные направления, теоретические концепции, цели и задачи, содержание, технологии массового медиаобразования; осуществлен сравнительный анализ и систематизация исследуемого материала, выявлены основные теоретические концепции и технологии массового медиаобразования в Казахстане, которые могут быть перспективной основой для дальнейшего успешного развития в системе российского образования.

**Ключевые слова:** медиа, медиаобразование, цели, задачи, ключевые медиаобразовательные концепции.

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## Motivation of Employees in Hotel Patria (Serbia)

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### Abstract

The main goal of this research is to determine the motivational factors affecting employees at the Patria Hotel in Subotica (Serbia). In order to achieve this we conducted a survey in the hotel. The managers in each department distributed the surveys to the employees. All employees were randomly selected. Based on 50 surveyed employees who completed the questionnaire, our results revealed that there are significant differences between men and women when it comes to reasons why they chose this hotel as their workplace. Results further reveal significant differences between genders when it comes to main motivational factors in the workplace.

**Keywords:** motivation, hotel, employees, Serbia.

### 1. Introduction

The hotel industry is a significant part of the tourism industry world wide and its employees play a key role in delivering the service to customers. The motivation of employees, whether professional, skilled or unskilled, is a major issue in all service organizations. For the hotel industry, employee motivation is a major issue. It is a challenge for the hotel industry to motivate employees, to stay on the job, and to offer the efficient, good service which customers expect.

Hotel Patria is placed beside the main square of the city. A decade ago it was the only hotel in Subotica, but today you can find a lot of new young and modern hotels or motels too. It is placed between the rail and bus station. There are a lot of well-known buildings and monuments and business centers very close to the hotel. The Patria Hotel consists of 141 rooms, a restaurant, a cafe bar, a nightclub, an aperitif bar, a hairdresser, a sauna, a rent-a-car agency, boutiques and a summer garden. All rooms contain air conditioning, mini bar, LCD TV, Cable TV with 68 channels, ADSL high speed internet, direct telephone, and card access to rooms. The hotel also has a conference room with capacity up to 280 seats, air-conditioned and equipped with modern equipment: projector, canvas, flip chart, sound, chair with the addition of notes and telephone line. Also, the Hotel offers press room, seating people is ideal for press conferences. The fitness center is equipped with the latest equipment, Technogym multi-functional machines, free weights, cardio program. Next to the fitness center, the hotel offers a swimming pool, sauna, massage etc.

Because of the high turnover and high absenteeism within the hospitality industry service, managers now realize the importance of employee motivation to retain quality staffing. When employees maintain a high level of motivation, quality services will result. The purpose of this study was to assess the motivational factors of employees at the Patria Hotel in Subotica, Serbia.

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Three objectives were included in this study: The first was to determine the reasons employees choose to work at the Patria Hotel. The second was to determine the workplace motivational factors for hotel employees and the third one was to investigate motivational differences between genders at the Patria Hotel.

## 2. Literature Review

Motivation in simple terms may be understood as the set of forces that cause people to behave in certain ways. Many people know motivation as the driving force behind an action. This may be the simplest definition of motivation. Motivation can be considered the state of having encouragement to do something.

In any organization a motivated employee generally is more quality oriented. Highly motivated employees are more productive. Motivated employees are needed in our rapidly changing workplaces. Motivated employees help organizations to survive. To be effective, management need to understand what motivates employees within the context of the roles they perform. For the hotel industry, employee motivation is a major issue. It is a challenge for the management of the hotel industry to motivate employees, to stay on the job and to offer the efficient, good service which customers expect (Cheng, 1995).

### Motivation theories

Five major approaches of motivation are Maslow's need-hierarchy theory, Herzberg's two-factor theory, Vroom's expectancy theory, Adams' equity theory, and Skinner's reinforcement theory.

**According to Maslow**, employees have five levels of needs (Maslow, 1943): physiological, safety, social, ego, and self-actualizing. Maslow argued that lower level needs had to be satisfied before the next higher level need would motivate employees.

**Herzberg's** categorized motivation into two factors: motivators and hygiene (Herzberg et al., 1959). Motivator or intrinsic factors, such as achievement and recognition, produce job satisfaction. Hygiene or extrinsic factors, such as pay and job security, produce job dissatisfaction.

**Vroom's theory** is based on the belief that employees efforts will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated.

**Adams' theory** states that employees struggle for equity between themselves and other employees. Equity is achieved when the ratio of employee outcomes over inputs is equal to other employee outcomes over inputs (Adams, 1965).

**Skinner's theory** simply states those employees' behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not be repeated (Skinner, 1953). Management should positively reinforce employee behaviors that lead to positive outcomes. Management should negatively reinforce employee behavior that leads to negative outcomes.

### Importance of motivation

Motivation is required for the organizations, because:

- Motivated employees are always looking for better ways to do a job.
- A motivated employee generally is more quality oriented. This is true whether we are talking about a manager spending extra time in handling a restaurant or hotel or an associate taking extra care when arranging a function.
- Highly motivated worker are more productive than apathetic worker.
- Main purpose of motivation is to attract employees not only to join the organizations but also to remain in it.
- Motivated employees perform the tasks in a dependable manner.

### Some of the motivational factors for hotel employees

There are many motivational factors which can be used or are using to motivate the employees:

### *Communication*

Within a hotel organization, communication is utmost important for passing information from one individual or group to another. It can be in different ways such as verbal, nonverbal, upward, and downward. Lack of good communication causes low productivity, poor service, and increased costs (Drummond, 1990).

Communication is one of many factors to motivate employees into a cohesive working module which results in objectives being achieved (Morgan, 1990).

### *Training*

Powers and Barrows (1999) noted how training becomes an important activity for any hotel organization. Training provides on-the-job experiences and information that help employees become more proficient or qualified at a task at their current jobs. A well trained employee results in a reduction of costs, stress, turnover, and absenteeism and a corresponding increase in efficiency and customer satisfaction (Mill, 1998). Steven Hickey, senior vice president of T.G.I Friday's, noted "training is probably the most important aspect of reduced turnover because it minimizes mistakes and that minimizes a lot of reasons for turnover" (Powers, Barrows, 1999).

### *Wages and Salaries*

Salaries are the most obvious motivational factor when it comes to our jobs. Employees constantly compete for positions that offer the quickest, most easily accessible reward. Sometimes, many other motivational factors may be sacrificed by employees to attain job satisfaction. That is why whenever any associate got good pay in another hotel or another service sector he moves.

Pay, is a major consideration in human resource management because it provides employees with a tangible reward for their services (Bohlander et al., 2001). Stone (1982) indicated that people are motivated by money for many different reasons. The need to fulfill the basic necessities of life motivates most people. Some people think of money as instrumental motivational factor, to satisfying non economic needs such as power, status and affiliations with desired groups. Money is often viewed as a symbol of personal success and achievement.

### *Fringe Benefits*

Fringe benefits are additional to wages of workplace compensation. The fringe benefits for the workers in hotel organizations help the operation by having a positive, motivating work climate, increases in productivity, sales, profitability, excellent quality and cost control.

Money is an important factor to motivate employees but today, fringe benefits become equal to money as an important role to motivate employees. Following are the different fringe benefits given in hotel organization to its employees:

- Health insurance: Health insurance is the most common benefit in the hotel industry.
- Leave Travel Allowances: Mostly Hotel organization provide LTA (Leave Travel Allowances) to its employees, in which they are given vacations with pay and some extra amount in the form of travel allowance. It is generally agreed that vacations are essential to the well being of an employee. This benefit also favors employees who need extra time to care for their aging parents or those simply wishing to spend their time with their family.
- Meals: In many hospitality operations, employees receive one free meal per daily shift and an unlimited amount of coffee and soft drinks. At Subway, for example, employees can eat for free in the company's cafeteria; most hotels also serve meals in the employees' cafeteria and do not permit employees to use food and beverage outlets at their place of employment (Jerris, 1999).
- Uniform: Every hotel organization provides two set of uniform, which are laundered in hotel itself and provide to employees on rotation basis, i.e. washed against soiled uniform.

### *Good Working Environment*

Wheelhouse (1989) noted that the working environment can often be a cause of low productivity. Employees need adequate equipment, space, heating, lighting and ventilation. Color also has a significant impact on the work environment. Restrooms and lockers need to be clean, secure, and well maintained. The food provided should be the same for line employees as for the managers. Managers, including top executives, should be expected to eat at the cafeteria except when entertaining. If it's not good enough for managers, it should be considered not good enough for line employees. Therefore, Cheng (1995) noted that a good working environment means employees want the same conditions in their work as similar to the management. They need challenge,

support from superiors, a quality workplace, friendly co-workers and respect. To have a good working environment, management has to trust and value its employees.

### **3. Methodology**

The purpose of this study was to research the motivational factors that affect employees in the Patria Hotel in Subotica, Serbia. This was done by contacting the hotel director and asking for his approval to distribute a questionnaire to the managers in each department of the hotel. Then the managers in each department distributed the surveys to the employees. All employees were randomly selected. The managers of each department collected the completed questionnaires and brought them back to the researcher. The 50 employees who completed the survey in this study consisted of 24 males and 26 females. The survey was distributed between April 7<sup>th</sup> – 18<sup>th</sup> to the employees.

It addressed two major concerns of this research: the reason for choosing to work in the Patria Hotel and motivational factors that make employees perform their jobs the best. Also, the questionnaire was based on a previous study conducted by Cheng (1995). The questionnaire consisted of two parts. The first was designed to collect respondents' demographic data and the second part was designed to gather the respondents' motivation characteristics. The questions include: the reason for working in the Patria Hotel and the most desired motivational factors.

The second part of the questionnaire can answer the objectives of this study regarding the reasons people choose to work at the hotel and to find out the most significant motivational factors for employees. In this part of the questionnaire, respondents were asked to rate the motivation factors that they like on a five-point Likert scale (1 = less important, 2 = somewhat important, 3 = important, 4 = very important, 5 = the most important).

For data analysis we used the Statistical Program for the Social Science (SPSS). The analysis of the survey results combined with the statistical applications allowed us to draw conclusions regarding to the objectives of the study.

### **4. Results and discussion**

This chapter presents the analysis of the data collected by the previously mentioned methodology.

#### **Respondent profile**

The participants were asked to provide information about demographic data such as gender, age, position and working status. The results from 50 employees showed that: twenty four (48.6 %) were male and twenty six (51.4 %) were female.

In question No. 2 fifty respondents indicated that 21 were from 18 to 28 years old. Fifteen of 50 respondents were from 29 to 39 years old. Four were from 40 to 50 years old. And 10 of 50 respondents were over 50 years old.

Out of 50 respondents, 42.4 % worked in room positions, 31.6 % of the respondents worked in food position. 26 % of the respondents worked in other positions

The results also showed that 39 respondents were full time employees and 11 were part time employees.

In question No. 5, Respondents indicated their working period in the hospitality industry. Seven respondents have been working in the hospitality industry less than one year. Nine respondents have been working in the hospitality industry for one to three years. Ten respondents have been working in the hospitality industry for four to six years. And twenty four respondents have been working in the hospitality industry for more than six years. This data shows that most of employees in the Patria Hotel have been working in the hospitality industry for a long time.

Question No. 6 indicated nine respondents have been working in the Patria Hotel less than one year. Seventeen respondents have been working in the Patria Hotel for one to three years. Nine respondents have been working in the Patria Hotel for four to six years. And sixteen respondents have been working in the Patria Hotel more than six years.

#### **Reasons for Choosing a Career in the Patria Hotel**

The second part of the questionnaire tried to determine the reasons employees chose to work at the Patria Hotel. Because of the importance of the reasons listed in the question, the Likert scale was used for answering (1 = less important, 2 = somewhat important, 3 = important, 4 = very

important, 5 = the most important). Thus, this question was analyzed by using the mean to identify the rank of each reason.

The results show that, “Class of hotel” was ranked first (3.90), “Interesting job” was ranked second (3.76), “Salary” was ranked third (3.59), “Flexible hours” was ranked fourth (3.51), “Fringe benefits and Close to my home” were ranked fifth in the same level (3.23), “Opportunity to meet people” was ranked sixth (3.11), “Become manager in this field” was ranked seventh (2.39), “Friends work here” was ranked eighth (1.99), “Could not find any other job” was ranked ninth (1.58), and “Somebody in my family works here” was ranked tenth (1.46).

**Table 1.** The reason for choosing a career in the Patria Hotel (n=50)

Reasons	Mean Ranking	Standard Deviation	Ranking
Class of hotel	3.90	1.22	1
Interesting job	3.76	1.10	2
Salary	3.59	.94	3
Flexible hours	3.51	1.05	4
Fringe benefits	3.23	1.11	5
Close to my home	3.23	1.34	5
Opportunity to meet people	3.11	1.27	6
Become managers in this field	2.39	1.47	7
Friends work here	1.99	1.22	8
Could not find any other job	1.58	1.21	9
Somebody in my family works here	1.46	1.09	10

#### **The most significant motivation factors in the Patria Hotel**

The third part of the questionnaire tried to determine the workplace motivational factors for the Patria Hotel employees. Because of the importance of the factors listed in this part of the questionnaire, the Likert scale was used for answering (1 = less important, 2 = somewhat important, 3 = important, 4 = very important, 5 = the most important). Thus, this question was analyzed by using the mean to identify the rank of each reason.

The results show that “Salary” was ranked first (3.75), “Job security” was ranked second (3.74), “Interesting job” was ranked third (3.71), “Working environment” was ranked fourth (3.70), “Co-workers” was ranked fifth (3.67), “Loyalty to employees” was ranked sixth (3.63), “Part of the team” was ranked seventh (3.52), “Flexible hours” was ranked eighth (3.39), “Fringe benefits” was ranked ninth (3.26), “Empowerment” was ranked tenth (3.17), “Opportunity for advancement” was ranked 11<sup>th</sup> (3.16), and the last one is “Training” (3.14).

#### **The motivational differences between genders at the Patria Hotel**

The goal of the final part of the questionnaire was to investigate motivational differences between genders at the Patria Hotel. In this objective, we analyzed data by using the mean to identify different motivation factors between genders. [Table 2](#) below shows the data of motivational differences between males and females in order to identify the rank of each motivational factor.

**Table 2.** Male and Female Motivation Factors: Side by Side Comparison

Work Motivation	Ranking	
	Male	Female
Salary	1	4
Job security	2	5
Loyalty to employees	3	7
Co-workers	4	3
Working environment	5	2

Interesting job	6	1
Fringe benefits	7	11
Flexible hours	8	8
Part of team	8	6
Training	9	10
Opportunity for advancement	10	9
Empowerment	11	8

The study results indicated that the employees chose to work at the Patria Hotel because of (1) Class of hotel, (2) Interesting job, (3) Good pay.

The most significant motivation factors regarding the Patria Hotel employees are (1) Good pay, (2) Job security, (3) Interesting job.

Overall, males' and females' ratings were different. Male concerns were about salary first, then job security and loyalty to the employees. Female concerns about an interesting job were first, then working environment and co-workers.

This study provides information which could benefit the human resources department in better understanding the needs of hotel workers. The human resource director could consider and develop the following factors to respond to the needs of his employees:

- To provide the right motivational factors to employees, the human resources director should evaluate the needs of employees every year.
- Management should be concerned about the basic need of employees first because the results of this study showed that salary and job security were the first and second rank of work factors for employees.
- Management can make a job more interesting by using job design such as job rotation or job characteristics, because an interesting job is in the first rank for a female motivational factors.
- Managers of each department should develop a family atmosphere within the hotel.

## 5. Conclusion

The purpose of this study was to research employees' attitudes toward motivation and discover the reasons behind why workers chose to work at the Patria Hotel. Moreover, the aim was also to help hotel management, especially human resource managers to better understand the employees' motivational factors, therefore reducing the turnover and absenteeism through an efficient motivational approach.

Our results show that the main reason people chose a career in the Patria Hotel was "Class of hotel", followed by the fact that it was an "Interesting job". In their research, Jerald and Robert (1997) revealed that motivation can be enhanced by making jobs more appealing to people. Today's organizational scientists have discovered many ways of creating jobs that can not only be performed very efficiently, but also are very pleasant and enjoyable. These include job enlargement, job enrichment and job characteristics model. The former is one of the first modern approaches to redesigning jobs, suggesting that such unwanted could be minimized by having people perform an increased number of different tasks all at the same level. Job enrichment provides workers not only more tasks to do, but also more tasks to do at a higher level of skill and responsibility.

The third reason was salary. The Patria Hotel provides higher salaries than other hotels of in the city. Wheelhouse (1989) stated that job salary must be an important goal for the worker as well as one of the biggest motivators. The stronger a worker wants more money, his efficiency and production will also improve.

One of our objectives was also to learn what motivates employees at the Patria Hotel to perform the best on their jobs. Our results showed that the best motivational factor for workers was "Salary". In his study, Wheelhouse (1989) revealed that the main goals of the salary program are to help companies attract and keep qualified people, provide them equal pay for equal work, reward good performance and maintain a cost parity with other competitors in the same branch of business. Therefore, the human resource manager should carefully consider higher salaries as a main motivator.



The second placed motivator was “Job security”. According to Maslow’s Hierarchy of Needs, after being satisfied by the first level, such as money, they will go to the next level, the need for security. Therefore, Maslow’s theory can exemplify the motivational factors of the Patria Hotel worker because the primary factor the worker chose was salary, and job security was the second factor. Furthermore, research of Daschler and Ninemeier (1989) about strategies for employees’ motivation revealed that most workers look for job security assurance. Thus, one of the the main factors that should concern the hotel management is job security.

The third motivator was “Interesting Job”. As already mentioned, an interesting job is a motivation factor that can minimize the turnover and absenteeism rate in every organization. Research conducted by Daschler and Ninemeier (1989) about strategies to improve workers’ motivation revealed that other factors that motivate workers are dynamic, challenging jobs, tasks that yield a sense of personal accomplishment, increased responsibility and the opportunity to advance in the workplace. Several other factors that are positive for employees are job rotation, job enlargement and job enrichment. Jerald and Robert (1997) reviewed Frederick W. Taylor’s book about treating people like machines often meant having them engage in repetitive movements which they found highly routine and monotonous. After a while, people became bored with such jobs and frequently quit. Therefore, every organization should find several ways of designing jobs to keep good workers with the organizations as long as possible. One of those ways is certainly job rotation.

According to our research results, the main motivation factors of employees in the Patria Hotel are: good salary and job security. Therefore, hotel management should do their best to meet the needs of their workers even though they require different motivators because they come from different backgrounds. People come from different backgrounds with different experience, education and family so they require different things. Hotel managers need to make an effort to adjust to these differences in the best possible way. Motivational factors can vary in each hotel and each period. Human resources department should evaluate the employees’ needs every year.

Review of the work motivation analysis shows a significant difference in male ranking and female ranking. The male ranking had “Salary” as the first one and “Job security” second and “Loyalty to employees” third. Meanwhile, the female ranking had “Interesting job” as the first one, “Working environment” second and “Co-workers” as the third one.

According to Simons and Enz (1995), there is no difference in motivational factors by gender. Our research results show that this is not always the case. Also, Daschler and Ninemeier (1989) stated in the strategies of employees’ motivation that employees are individuals. Everybody comes from a different background, experience, education and family so they need different things. Therefore, motivation is a personal, individual concept that depends on the situation at that moment and the background of each person.

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## Organizational Commitment of Hospital Nurses: an Empirical Study on Work-Life Balance and Burnout Management

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### Abstract

This research aims to determine the correlation between work-life balance and burnout management toward nurse's organizational commitment and job satisfaction as intervening variable. The respondents of this research are female nurses in dr. R. Soeprapto Cepu Hospital which amounted to 113 people. All female nurses working there are the respondents. This research applies quantitative approach in which the hypothesis testing uses path analysis (SPSS 22), open questionnaire, and interview approaches. The in-depth interview approach aims to better understand the management and attitudes of individuals in dealing with the work-life balance and stress they experience. Stress management of the nurses can be divided into three types namely: stimulus/reactive, preventive/responsive, and transactional/common. The research findings found that the effect of work-life balance toward organizational commitment directly was positive and significant. The effect of burnout toward organizational commitment directly affected negatively. This research analyzed the results of open questionnaires, so as to understand the problems experienced by the nurses more deeply. In addition, it is expected to provide input for hospital institutions in taking policy to solve the stress problems experienced by hospital nurses.

**Keywords:** work-life balance, burnout, organizational commitment, job satisfaction.

### 1. Introduction

Hospital nurses are the dominant human resources involved in providing hospital services. According to the data (Ministry of Health..., 2017), nurses have the largest number of 49 % (296,876 people) of the total human health resources utilized in health care facilities. The largest number of nurses in Central Java is 33,773 people. According to Law No. 38 of 2004, nursing services are a form of professional service from an integral part of health services based on the science and tips of nursing to individuals, groups and communities in good health and ill health (Ministry of Health..., 2017).

Health services are provided constantly and continuously (24 hours) to patients every day, so that the nursing profession contributes greatly in determining the quality of care in hospitals (Murtianingrum, 2009). This service condition affects every effort in improving the quality of hospital service and accompanied by efforts to improve the quality of nursing service (Mulyono et al., 2013).

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In performing their duties professionally, a nurse has high work demands and uses a shift system as the work hours. The shift system causes a high level of stress if it only prioritizes the duty of work. In this condition, a person may experience health problems, both physical and psychological disorders (Felstead et al., 2002). Due to this factor, the work-life balance and burnout discourse in the life of the nurse is widely known.

Work-life balance has become an important issue in the work environment. It is considered a key factor in determining employee satisfaction, loyalty, and productivity (Yadav, 2014). The research found that female workers in educational field are more satisfied compared with female workers in IT field. However, this research did not discuss further on how to cope with this situation. This research is supported by a research conducted by Tanushree (2013) which suggests that modern organization is implemented in an effort to retain the employees. The practice of work-life balance can be done to influence organizational performance, save costs, improve productivity and reduce turnover. If the practice of work-life balance is reduced, employee turnover intentions also decrease in which reducing the errors can endanger patients and environmental staffs (Avgar et al., 2011). Workplace that fosters kinship and mutual support is important for all organizations in creating healthy working conditions (Sharma et al., 2016).

The current nursing profession is synonymous with female workers who account for 71 % of the total nurses in Indonesia; based on the Indonesian National Nurses Association in April 2017. It puts the role of the working women tradition to face multiple roles. It contributes to the conflict between work and the family that becomes an obstacle in their work. Traditional or domestic roles include the role of women as wives, mothers and household managers. Meanwhile, the role of transition includes the definition of women as workers, community members and human development. In the transitional role, women as laborers are also actively involved in economic activities (earning a living) and in various activities in accordance with the skills and educational background and the available employment (Sukesu, 1991).

Work conflicts perceived or experienced by female workers will cause burnout. Inconsistent research findings on burnout correlation with employee performance, as in Prasetyorini, Prawesti's (2012) research found that there is no burnout correlation with nurse performance in nursing care at Inpatient Installation of Kediri Baptist Hospital, as all nurses have a good and enough performance despite experiencing burnout. However, other research has shown that there is a significant direct influence between burnout and performance. This research found a significant direct influence between burnout and lecturer performance. It means that the higher burnout experienced by lecturers at Widyagama University Malang, it will lead to decreasing performance (Anggarani, Ficilia, 2014). Emotional fatigue in the burnout dimension has no direct effect on organizational commitment but teacher job satisfaction. Commonly, emotional fatigue directly affects the teacher's job satisfaction and will subsequently affect the organizational commitment (Wirajaya, Supartha, 2016). Research conducted at PT. Jasa Raharja (Persero) North Sulawesi Branch obtains the findings that burnout has negative effect but not significant to job satisfaction of employee of PT. Jasa Raharja (Persero) branch of North Sulawesi but work-life balance and burnout simultaneously have a significant effect on job satisfaction (Pangemanan et al., 2011). It opens up the possibility that there is an intermediary variable for a person experiencing burnout toward the desire to stay in the organization and the performance within the organization.

Human resources play an important role in an organization. They are the greatest resources and their uniqueness makes them a pillar for an organization because they are committed to making the organization competitive. Committed employees are expected to be responsible for improving performance and devoting their time to the organization. Organizational commitment is often described as a key factor in relationships between employees and organizations (Griffith, Kraneburg, 2013).

The problems that become the formulation of research problem in this topic are: how does work-life balance affect job satisfaction? How does burnout affect job satisfaction? How does work-life balance affect organizational commitment? How does burnout affect organizational commitment? How does work-life balance and burnout affect organizational commitment with job satisfaction as intervening variable? How to manage nurse's work-life balance and burnout?

## 2. Literature Review

### 2.1. Work Life Balance

Hospital nurses are the dominant human resources involved in providing hospital services. According to the data (Ministry of Health..., 2017), nurses have the largest number of 49 % (296,876 people) of the total human health resources utilized in health care facilities. The largest number of nurses in Central Java is 33,773 people. According to Law No. 38 of 2004, nursing services are a form of professional service from an integral part of health services based on the science and tips of nursing to individuals, groups and communities in good health and ill health (Ministry of Health..., 2017).

The term of work-life balance was first recognized by the British people in the late 1970s. Work-life balance at that time was defined as a balance between individual work and individual personal life. However, within a few years after the term is known, work-life balance is still rarely mentioned and discussed in everyday life.

The awareness of the importance of paying attention to work-life balances on employees has not been realized by the existing companies at that time. However, as time went on, the awareness began to increase. Before World War II, Kellogg Company tried to make changes by changing the work system: namely from 3 shifts with each 8 working hours to 4 shifts with each 6 working hours. It had a significant effect on the positive increase in employee morale and efficiency levels (Lockwood, 2003).

People's awareness of work-life balance became stronger until Rosabeth Moss Kanter finally managed to bring the issue of work-life balance into an interesting topic to study, through her book "Work and Family in the United States: A Critical Review and Agenda for Research and Policy". In the 1980s, several developed and developing companies began to offer work programs that pay attention to work-life balance for its employees. Work programs that pay attention to work-life balances were first applied to help women employees who were already married and had children. However, currently, the application of work-life balance programs is not limited by gender. As awareness increases, both men and women are committed to families as they are committed to the company they work.

Nowadays, the issue of work-life balance is not just a trend in major countries in Europe as well as in the United States. The employees globally have realized the importance of work-life balance, so they want a more flexible type of work. Although they are workers, they can also pay attention to their personal lives in the family.

### 2.2. Burnout

Burnout is a term that refers to the syndrome that is a collection of individual responses to stress. Burnout is a prolonged response to the ongoing stress factors that occur in the workplace in which the outcome is a mixture of workers and their work (Papalia et al., 2007).

Weiten (2010) explained that burnout includes physical, mental, and emotional fatigue caused by work-related stress which is common in individuals who work in social services. Physical fatigue includes feeling power loss, feeling weak or chronic fatigue. Mental fatigue may arise with a high negative attitude to a person, work, and life. Emotional fatigue arises from feelings of helplessness, hopelessness, and feeling trapped in the work.

### 2.3. Job Satisfaction

Kinicki, Kreitner (2006) define job satisfaction as a response to the overall part of an individual's work. They mean that an individual can be satisfied in one aspect of his/her work, but not satisfied with other aspects. An individual, who has a high level of job satisfaction, will have a positive feeling to his/her work. Conversely, an individual, who has a low level of job satisfaction, will have a negative feeling to his/her work (Robbins, Judge, 2013). Job satisfaction is the emotional response of an individual to the part of his/her job, which is related to the physical or social conditions in his/her workplace. A person's job satisfaction also includes the psychological side of an individual, associated with certain expectations of the work he/she does. In fact, the measurement of the level of job satisfaction is one of the forms of attention to the existing human resources (employees).

### 2.4. Organizational Commitment

Organizational commitment is the loyalty of employees to an organization through the acceptance of goals, organizational values, willingness to try to be part of the organization, and the desire to survive in an organization.

Organizational commitment involves individual attachment to his/her work (Spector, 2000). Organizational commitment is a variable that reflects the degree of relationship that an individual perceives to a particular job in an organization. Organizational commitment reflects the level of individual identification and involvement in work and the unwillingness to leave the job.

From the above explanation, it is clear that commitment is a part related to employee performance in relation to the work.

This research uses path analysis. In data analysis, the concept of analysis process is carried out by using the concept developed by Sarwono (2007). The causality relationship will be used in path analysis or intervening variable. Path analysis is a technique of statistical analysis developed from multiple regression analysis. This technique is known as cross analysis or path analysis. Mathematically, this analysis is nothing but multiple regression analysis of standardized data. Thus, statistical software capable of performing multiple regression analysis can also be used for path analysis. The main subjects of this analysis are the correlated variables. This analysis bases itself on the relationship model among variables that was determined before by the researchers.

## 2.5. Hypotheses

### 2.5.1. Work-Life Balance Affects Job Satisfaction

Work-life balance can be defined as a life balance of leisure time, family, religion and work in which the career and ambition of an individual should be equal and balanced with the aim of reducing the tension between employee work and employee life, especially female nurses. Hospitals will help female nurses balance their life and work by creating family friendly benefit programs that support nurse welfare so that the nurses do not sacrifice their responsibilities.

Job satisfaction perceived by female nurses can be influenced by the level of life balance including spare time, family, religion and work namely the career and ambition of a nurse. Low levels of conflict will lead to job satisfaction. Thus, it can be said that if the work-life balance of an individual is good, in this case the female nurse, then it will have a positive effect on the individual's job satisfaction.

Based on the above description, the first hypothesis can be proposed as follows:

H1: the effect of work-life balance toward job satisfaction

### 2.5.2. Burnout Affects Job Satisfaction

Burnout can be interpreted as physical, mental, and emotional fatigue caused by work-related stress. It is common for individuals working in social services. Female nurses in hospitals with high workload tend to experience physical exhaustion, mental and emotional exhaustion.

Job satisfaction experienced by a female nurse can be affected by the level of stress. Thus, if an individual has a high burnout level then it can affect the individual's job satisfaction within his/her work.

Based on the above description, the second hypothesis can be proposed as follows:

H2: the effect of burnout toward job satisfaction

### 2.5.3. Work-Life Balance Affects Organizational Commitment

Based on a research that has been conducted by Moedy (2013), work-life balance can be interpreted as satisfaction and good function in workplace and home with low level of conflict. With a low level of conflict, it will create a commitment to its work. So, it can be said that if the work-life balance of an individual is good, then it will have a positive effect on organizational commitment of the individual.

Based on the above description, the third hypothesis can be proposed as follows:

H3: the effect of work-life balance toward organizational commitment

### 2.5.4. Burnout Affects Organizational Commitment

Weiten (2010) explained that burnout includes physical, mental, and emotional fatigue caused by work-related stress which is common in individuals who work in social services.

Female nurses who experience physical, mental, and emotional fatigue due to work-related stress will have an effect on their individual commitment. So that burnout can affect the organizational commitment to the individual's work.

Based on the above description, the fourth hypothesis can be proposed as follows:

H4: the effect of burnout toward organizational commitment

2.5.5. Work-Life Balance and Burnout Affect Organizational Commitment with Job Satisfaction as Intervening Variable

Robbins, Judge (2013) stated that an individual who has a high level of job satisfaction will have a positive feeling toward his/her work. Conversely, an individual who has a low level of job satisfaction will have a negative feeling toward his/her work. It may affect the individual's commitment to his/her work.

Organizational commitment can be interpreted as employee loyalty, especially in this research is female nurse, to organization or workplace (hospital) through the acceptance of goals, values, willingness to try to be part of hospital where they work and stay in the hospital.

If an individual has high job satisfaction, it will certainly affect the organizational commitment of the individual.

Based on the above description, the fifth hypothesis can be proposed as follows:

H5: the effect of job satisfaction toward organizational commitment

### 3. Research Method

This research uses quantitative approach by distributing closed questionnaires, open questionnaires and interviews on female nurse nurses in dr. R. Soeprapto Hospital Cepu. The aim of distributing closed questionnaires is to obtain the results of hypothesis testing while the open questionnaire distribution is to better understand the process of work-life balance and burnout management on female nurses which cannot be answered only by using closed questionnaires.

#### 3.1. Respondents

The population of this research is the female nurses as many as 113 people who work in dr. R. Soeprapto Hospital Cepu. The data collection of questionnaires and interviews was conducted at the end of January 2017 until March 2017. The population was used as a whole as research respondents.

#### 3.2. Description of Respondents

Based on age, most respondents are aged 30-35 years as many as 35 people. It shows that the female nurses are in a productive age. Based on education, most respondents graduated from bachelor's degree and associate's degree as many as 67 people. It indicates that a nurse is required to have a high professional level with educational background in accordance with professional provisions. Based on marital status, most respondents have married status as many as 73 people. It illustrates that a nurse must perform a dual role (family and work).

#### 3.3. Validity Test

Based on the validity test, it indicates that all variables are valid because the r-count of all research instruments has a value above 0.185.

**Table 1.** The Results of Validity Test

No	Variables/ Items	r-count	r-table (p=113)	Description
1.	Work-Life Balance (X1)			
	It would be more convenient if the work at the hospital can be completed on time without having overtime	0.344	0.185	Valid
	It would be relieved and satisfied if able to complete the job well without any obstacles	0.524	0.185	Valid
	It is easy to organize various roles as nurses, wives and social roles in the society	0.604	0.185	Valid
	After work, there is still time for family, relaxation and hobby	0.675	0.185	Valid
2.	Burnout (X2)			
	Exhausted after work	0.521	0.185	Valid
	Feel bored in carrying out the job	0.554	0.185	Valid
	It was difficult to gain valuable experience during work	0.630	0.185	Valid
	Feeling agitated and irritable when remembering about the job	0.615	0.185	Valid

3.	Job Satisfaction (Intervening Variable)			
	Get the appropriate work wage with the level of qualification, ability and expertise	0.368	0.185	Valid
	Co-workers are very cooperative (working together) in work	0.490	0.185	Valid
	The workplace is comfortable so it supports the job	0.439	0.185	Valid
	The workplace hospital policy is flexible	0.425	0.185	Valid
	Being motivated to learn more with clear career opportunities	0.412	0.185	Valid
4.	Organizational Commitment (Y)			
	Currently, staying in this organization is both a necessity and a desire	0.606	0.185	Valid
	Having a strong sense of belonging to this organization	0.606	0.185	Valid

**Table 2.** The Results of Reliability Test

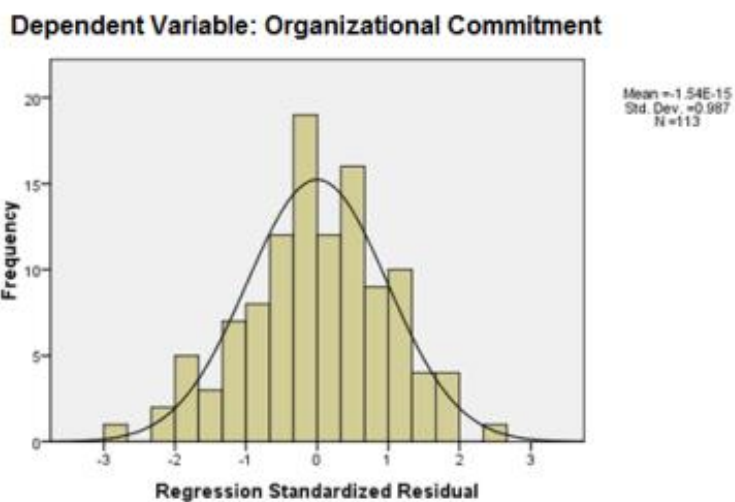
No	Variables	Cronbach's Alpha	Sig. $\alpha$ 60% (0.6)	Description
1.	Work-life balance	0.731	0.06	Reliable
2.	Burnout	0.774	0.06	Reliable
3.	Job satisfaction	0.667	0.06	Reliable
4.	Organizational Commitment	0.739	0.06	Reliable

Based on all the above reliable results, with sig.  $\alpha$  60% (0.6), then it can be stated that all instruments used are reliable.

#### 4. Findings and Discussions

##### 4.1. Classic Assumptions

##### 4.1.1. Normality Test



**Fig. 1.** Regression of Organizational Commitment

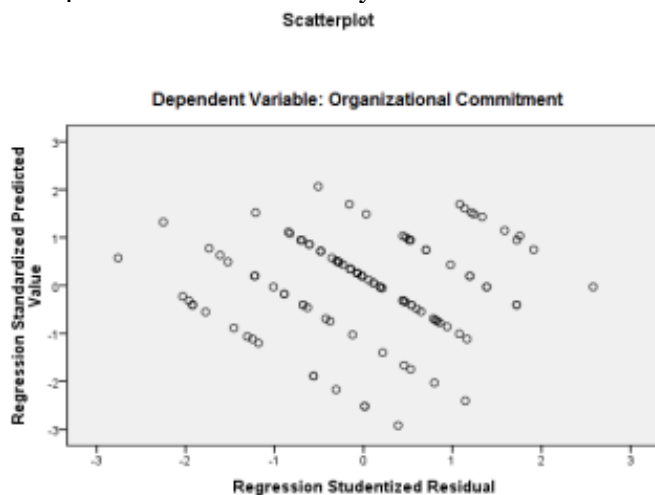


**Table 3.** Multicollinearity Test Results

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.527	1.281		6.655	.000		
	Work-Life Balance	.106	.045	.188	2.362	.020	.801	1.248
	Burnout	-.278	.039	-.556	-7.156	.000	.839	1.191
	Job Satisfaction	.043	.052	.068	.823	.413	.749	1.335
a. Dependent Variable: Organizational Commitment								

Table 3 shows that between the independent variables there is no multicollinearity problem in which the Variance Inflation Factor (VIF) test results indicate a value less than 10 ( $VIF < 10$ ).

#### 4.1.2. Heteroscedasticity Test

**Fig. 2.** Scatterplot of Organizational Commitment

From Figure 2, it can be seen that the data distribution appears irregular and does not form a specific pattern. It can be seen in the dispersed plots above and below the number 0 on the Y axis. Thus, it can be concluded that there is no heteroscedasticity problem in this regression model. In other words, this regression equation can satisfy the assumption of heteroscedasticity.

#### 4.2. The Effect between Work-Life Balance and Job Satisfaction Variables

**Table 4.** The Effect between Work-Life Balance and Job Satisfaction Variables

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.364	1.272		10.507	.000
	Work-Life Balance	.376	.076	.424	4.939	.000

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.364	1.272		10.507	.000
	Work-Life Balance	.376	.076	.424	4.939	.000
a. Dependent Variable: Job Satisfaction						

The perception of work-life balance, from the perception of the respondents obtained through the questionnaire, shows that work-life balance is in good category. Based on the formulation of the research problems that have been described previously, from the results of hypothesis testing by t-test, it was found that there is a positive and significant effect between work-life balance and job satisfaction variables of nurses working in dr. R. Soeprapto Hospital Cepu. It means that the hypothesis proposed by the authors is accepted in which there is a positive and significant effect between work-life balance and job satisfaction variables of nurses working in dr. R. Soeprapto Hospital Cepu.

Work-life balance can be defined as a life balance of leisure time, family, religion and work in which the career and ambition of an individual should be equally balanced to reduce the tension between employee work and employee life, especially female nurses. Hospitals will help female nurses balance their life and work by creating family friendly benefit programs that support nurse welfare so that the nurses do not sacrifice their responsibilities. So, if the life balance of nurses working in dr. R. Soeprapto Cepu well preserved, then it will have effect and affect job satisfaction perceived by the nurses.

#### 4.3. The Effect of Burnout and Job Satisfaction Variables

**Table 5.** The Effect of Burnout and Job Satisfaction Variables

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.065	.825		27.947	.000
	Burnout	-.296	.069	-.376	-4.271	.000
a. Dependent Variable: Job Satisfaction						

Based on the formulation of the research problems that have been described previously, from the results of hypothesis testing by t-test, it was found that there is a negative and significant effect between burnout and job satisfaction variables of nurses working in dr. R. Soeprapto Hospital Cepu. It means that the hypothesis proposed by the authors is accepted in which there is a negative and significant effect between burnout and job satisfaction variables of nurses working in dr. R. Soeprapto Hospital Cepu.

Burnout can be interpreted as physical, mental, and emotional fatigue caused by work-related stress. It is common for individuals working in social services. Female nurses in hospitals with high workload tend to experience physical exhaustion, mental and emotional exhaustion. So, if the level of physical, mental, and emotion fatigues caused by stress associated with the work of nurses working in dr. R. Soeprapto Hospital Cepu is high, then, it will have an effect and influence negatively on job satisfaction perceived by the nurses.

#### 4.4. The Effect between Work-Life Balance and Organizational Commitment Variables

**Table 6.** The Effect between Work-Life Balance and Organizational Commitment Variables

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.367	.826		5.284	.000
	Work-Life Balance	.211	.049	.375	4.266	.000

a. Dependent Variable: Organizational Commitment

Based on the formulation of the research problems that have been described previously, from the results of hypothesis testing by t-test, it was found that there is a positive and significant effect between work-life balance and job satisfaction variables of nurses working in dr. R. Soeprapto Hospital Cepu. It means that the hypothesis proposed by the authors is accepted in which there is a positive and significant effect between work-life balance and job satisfaction variables of nurses working in dr. R. Soeprapto Hospital Cepu.

Work-life balance can be defined as a life balance of leisure time, family, religion and work in which the career and ambition of an individual should be equally balanced to reduce the tension between employee work and employee life, especially female nurses. Hospitals will help female nurses balance their life and work by creating family friendly benefit programs that support nurse welfare so that the nurses do not sacrifice their responsibilities. So, if the life balance of nurses working in dr. R. Soeprapto Cepu well preserved, then it will have effect and affect job satisfaction perceived by the nurses. If the balance of life is achieved well, then the organizational commitment will be achieved as well.

#### 4.5. The Effect between Burnout and Organizational Commitment Variables

**Table 7.** The Effect between Burnout and Organizational Commitment Variables

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.583	.437		26.528	.000
	Burnout	-.318	.037	-.635	-8.661	.000

a. Dependent Variable: Organizational Commitment

Based on the formulation of the research problems that have been described previously, from the results of hypothesis testing by t-test, it was found that there is a negative and significant effect between burnout and job satisfaction variables of nurses working in dr. R. Soeprapto Hospital Cepu. It means that the hypothesis proposed by the authors is accepted in which there is a negative and significant effect between burnout and job satisfaction variables of nurses working in dr. R. Soeprapto Hospital Cepu.

So, if the stress level of the nurses who work in dr. R. Soeprapto Hospital Cepu can be lowered or minimized, then it will have an effect on the increased organizational commitment perceived by the nurses.

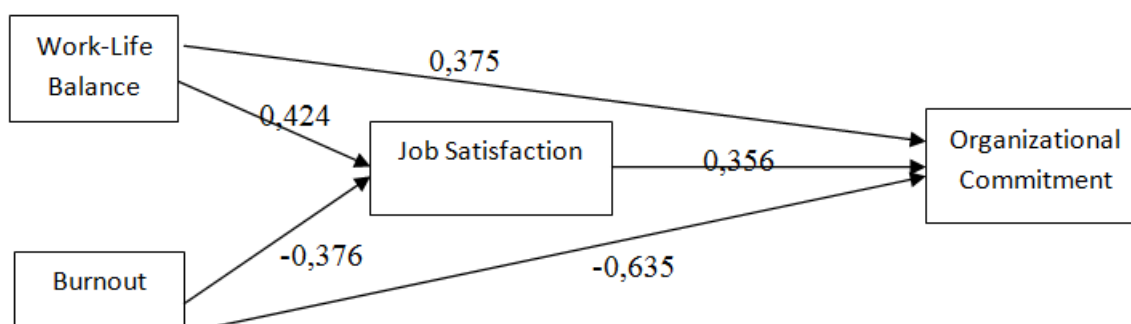
#### 4.6. The Effect between Job Satisfaction and Organizational Commitment Variables

**Table 8.** The Effect between Job Satisfaction and Organizational Commitment Variables

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.435	1.108		3.101	.002
	Job satisfaction	.226	.056	.356	4.017	.000
a. Dependent Variable: Organizational Commitment						

Based on the formulation of the research problems that have been described previously, from the results of hypothesis testing by t-test, it was found that there is a positive and significant effect between job satisfaction and organizational commitment variables of nurses working in dr. R. Soeprapto Hospital Cepu. It means that the hypothesis proposed by the authors is accepted in which there is a positive and significant effect between job satisfaction and organizational commitment variables of nurses working in dr. R. Soeprapto Hospital Cepu. So, if the satisfaction of nurses who work in dr. R. Soeprapto Hospital Cepu is well preserved, then it will be job satisfaction that has a positive effect on their organizational commitments.

#### 4.7. Direct and Indirect Effects

**Fig. 3.** Final Result of Research Model Coefficient

##### 4.7.1. Direct and Indirect Effects between Work-Life Balance and Organizational Commitment Variables

Based on the figure above, it can be seen that the direct effect between work-life balance and organizational commitment variables is 0.375. While indirect effect between work-life balance and organizational commitment variables through job satisfaction is equal to  $= 0.424 \times 0.356 = 0.151$ .

Based on the above calculation, it is known that the value of direct effect is 0.375 and the indirect effect is 0.151 which means that the value of direct effect is greater than the indirect effect. Thus, it can be concluded that the direct effect of work-life balance toward organizational commitment variable is more significant.

##### 4.7.2. Direct and Indirect Effects between Burnout on Organizational Commitment Variables

Based on the figure above, it can be seen that the direct effect between burnout and organizational commitment variables is equal to -0.635. While indirect effect between burnout and organizational commitment variables through job satisfaction is equal to  $= -0.376 \times 0.356 = -0.134$ .

Based on the above calculation, it is known that the value of direct effect is -0.635 (negatively affected) and the indirect effect is -0.134 (negatively affected) which means that the value of direct effect is greater than the indirect effect although the effect is negative or opposite. Thus, it can be concluded that the direct effect of burnout on organizational commitment variable is more significant.

## 5. Discussion

From in-depth interviews conducted to 113 female nurses, it was found out that the management of work life balance and burnout is divided into three main types: stimulus (reactive), preventive (responsive) and situational (common). It can be seen from the nurses' answers recapitulation in managing the situation at hand. The questions posed are: how do you (nurses) face a lot of work situation and are required to solve it? How to deal with stressful situations? Then, the results can be seen in [Table 9](#).

**Table 9.** The Results of Interview

Interview Result	Substances
Group 1 1. Having a lot of problems 2. Experiencing stress that requires life balance 3. Lazy to work 4. During institutional accreditation 5. Getting a problem at home 6. Having many tasks	Stimulus / Reactive
Group 2 1. Trying to reduce stress level 2. Overcoming the stress by seeking entertainment after work 3. Seeking entertainment 4. Having work leave 5. Leaving the work for a moment 6. Seeking entertainment after work 7. Playing game or web surfing for a moment 8. Looking for friends to talk or tell a joke 9. Enjoying coffee and relaxing in the canteen	Preventive / Responsive
Group 3 1. Act normally 2. Sometimes, I ignore it to avoid stress 3. Not knowing what to do 4. Getting confused about what to do	Transactional / Common

An environment that makes a person very depressed can create stress ([Bartlett, 1998](#)). In addition, such individuals receive only direct stress stimuli without any assessment process ([Staal, 2004](#)). The causes of stress contribute to determining how much stress a person may receive. Therefore, pressure from situations in an environment can be a cause and a deterrent to health disorders if it occurs in frequent and dangerous times ([Bartlett, 1998](#)). Possible situations to be the trigger for stress are workload, heat, cold, noise, stinky room, too bright light, dirty environment, inadequate ventilation, etc. ([Staal, 2004](#); [Hariharan, Rath, 2008](#)). When a person fails to deal with situations or changes that are extreme, then there are bad effects, such as the emergence of anxiety feeling ([Lumban Gaol, 2016](#)). Nurses might be triggered by stress when there is an event that depresses them at a certain time. For example, at the time of hospital accreditation, the nurse gets enough duties such as to serve the administration and keep doing patient duty. This condition can lead to a reaction to cope with stress (see [Table 9](#)). This condition occurs in the short term because if the work has been completed then it will return as before.

The results of stress are sourced from within the individual ([Staal, 2004](#)). The stress results include changes in psychological, emotional, and psychological conditions ([Carr, Umberson, 2013](#)). For example, when a person experiences an alarming situation, the body spontaneously reacts to the threat. Such threats include sources of stress and the body's response to the threat which is known as a stress response ([Schneiderman et al., 2005](#)). Thus, the combination of the source of stress and the result of stress leads to the notion that stress cannot be separated from the body's

reaction. In other words, the body will not respond to anything without stimulation. When these conditions are experienced by the nurses, they anticipate it in various ways to cope with the stress they experience. Each individual has a different way of dealing with it (see [Table 9](#)).

The stress of the transactional model focuses on emotional responses and cognitive processes based on human interaction with the environment ([Jovanovic et al., 2006](#)). In other words, the stress of this model emphasizes the role of individual assessment of the causes of stress in which it will determine the individual's response ([Staal, 2004](#)). Some nurses feel that stress is a common thing or even feel that it is not a serious thing to be a problem. This condition is considered as a common thing or someone does not care and feel that they must avoid such situation (see [Table 9](#)). Stress is the result of the occurrence of transactions between individuals with stressors involving the evaluation process ([Dewe et al., 2012](#)). The source of stress is an event or situation that exceeds the ability of the mind or body when experiencing with the source of stress. When this situation occurs, the individual will do appraisal and coping. Therefore, stress may progress to a more severe stage or diminish gradually. It determines on how a person's efforts in dealing with the source of stress.

Job satisfaction is an emotional attitude of employees in loving their work ([Hasibuan, 2008](#)). Job satisfaction reflects the attitude of employees to their work. If the employees are positive about the work they are doing, they will get a feeling of satisfaction with what they are doing. Conversely, if employees behave negatively (dislike), then they will feel dissatisfied with what they will do. This situation will be very profitable, so the company can run the strategy and targets to be achieved. Kristianto et al. (2011) found that job satisfaction had a positive and significant effect on organizational commitment. Stress is one of the things that can trigger an employee's dissatisfaction. Based on the empirical results, the findings state that 21 nurses working in dr. R. Soeprapto Hospital Cepu obtained job satisfaction because of the appropriate salary, 13 people because of work facilities that were fulfilled, 8 because of pleasant friends, and 71 people did not answer. The highest number of 71 people did not answer because job satisfaction is a situational condition that depends on each individual.

Companies must be able to create job satisfaction for employees in order to maximize the service quality ([Munhurrun et al., 2010](#)). Job satisfaction can be viewed from two sides; from the side of the employee, job satisfaction will bring a feeling of pleasure in working, while from the side of the company, job satisfaction will increase productivity, attitude improvement, and employee behavior in providing excellent service ([Suwatno, Priansa, 2011](#)). Hammer, Avgar (2005) stated that employees will tend to leave the organization if they are not satisfied with the work climate and job characteristics. From the interview results, that asking whether or not the nurse wanted to leave work, 26 people answered never, 15 answered that they sometimes had a desire to leave, while 72 did not answer. Most unresponsive people considered that this condition was unimportant and there is a more driving and retaining factor in deciding whether they want to stay or leave the company. A research conducted by Putranti, Tiyoso (2017) found that there are retention factors from employees that affect the intensity of a person before deciding to leave the company.

## 6. Conclusion

Work-life balance has a positive and significant impact on job satisfaction. The life balance including leisure time, family, religion and work including career and ambition of an individual should be equally balanced because it is intended to reduce the tension between work and life of employees, especially female nurses. Hospitals will help female nurses to balance their lives and work by creating family friendly benefit programs that support nurse welfare so that the nurses do not have to sacrifice their responsibilities.

Burnout has a negative and significant effect on job satisfaction. High stress and burnout cause dissatisfaction in working. Based on empirical studies that have been conducted before, each individual has a different way to complete the stage of stress and burnout respectively. This is because each nurse has a different meaning in facing the stress.

Work-life balance has a positive and significant effect on organizational commitment. So, if the life balance of the nurses working in dr. R. Soeprapto Hospital Cepu is well preserved, it will have a positive effect and may affect the organizational commitment perceived by the nurses. If the life balance is achieved well then organizational commitment will be achieved as well. Burnout has a negative and significant effect on organizational commitment. The higher the stress that leads to burnout, it will cause the organizational commitment of the employee decreases and

the desire to leave the company increases. However, stress at this particular stage generates stimulation to do so. This condition is highly dependent on each individual and the type of stress that is being experienced with various types of factors that trigger the stress.

### 7. Limitation of the Research

This research has not revealed the direct effects caused by the decreasing organizational commitment process and increasing organizational commitment caused by independent variables of work-life balance and burnout. Thus, further research is required to find out more data in the process of these effects that are accompanied by time and effect factors.

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## The Hermeneutic Analysis of Italian Feature Films about the School

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### Abstract

The analysis carried out in the article makes it possible to trace the transformation of the images of a schoolboy, teacher and family relations on an Italian screen. The solution of this problem was facilitated by: the study of the cultural, social, political context and economic state; the analysis of ideology, including the influence of the Catholic religion on the cinema; analysis of genre stereotypes.

The article describes the character of social and cultural transformations in Italy, their influence on child-parent relations, world view of schoolchildren and their attitude to traditions and values are analyzed. Historical examples are presented reflecting the change of ideology, the loosening of patriarchal foundations, the changing role of women, the sexual revolution, which had a tremendous impact on the image of a schoolchild's in Italian cinema. Examples of representations by the authors of images of Italian schoolchildren in the cinema in various genre forms are given: from author dramatic to commercial comedian and erotic.

The article concludes that over time, schoolchildren on the Italian cinema screen became more freethinking and selfish. In most Italian films, they expressed individual freedom in various forms of protest. In the 1960s, they resisted pedagogical influence and authoritarianism of teachers and parents. In the 1970s and 1980s, cultural prohibitions on the open expression of sexual desires were overcome. In the 1990s they demonstrated a subjective attitude towards moral principles, protested against "absolute truth".

**Keywords:** cinema, Italy, school, hermeneutic analysis, media education, representations, values, culture.

### 1. Введение

Социокультурные преобразования в Италии отразились на детско-родительских отношениях, мировоззрении школьников, их отношении к традициям и ценностям. Смена идеологии, расшатывание патриархальных устоев, изменение роли женщины, сексуальная революция оказали колоссальное влияние на образ школьника в итальянском кинематографе. Авторы репрезентировали его в различных жанровых формах: от авторских драматических до коммерческих комедийно-эротических.

Проведенный в статье анализ позволяет проследить трансформацию образов школьника, учителя и семейных отношений на итальянском киноэкране. Решению этой задачи способствовали: изучение культурного, социального, политического контекста и

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экономического состояния; анализ идеологии, в том числе влияния католической религии на кинематограф; анализ жанровых стереотипов.

## 2. Материалы и методы

Материал исследования – итальянские игровые фильмы школьной тематики, проведен герменевтический анализ (Эко, 2005: 209; Бээлгэт, 1995; Silverblatt, 2001: 80-81) итальянских аудиовизуальных медиатекстов о школе, который, на наш взгляд, особенно важен для медиаобразовательных задач при обучении будущих историков, культурологов, искусствоведов, социологов, филологов, теологов, психологов, педагогов.

## 3. Обсуждение

За исключением десятка фильмов комедийно-эротического жанра (вышедших в прокат в 1970-х – 1980-х годах) в Италии за последние 70 лет было снято относительно небольшое количество на тему школы: «Учитель из Виджевано» (1963, режиссер Э. Петри), «Все в школу» (1979, режиссер П.Ф. Пингитор), «Школьная поездка» (1983, режиссер П. Авати), «Я надеюсь, что выкарабкаюсь» (1992, режиссер, Л. Вертмюллер), «Школа» (1995, режиссер, Д. Луккети), «Приветствие профессора» (1997, режиссер, Р. Милани). Образ школьников в них раскрывался в двух аспектах. В одном случае школьники были показаны отчужденными, одинокими или активно протестующими против позиции и поведения учителей, в другом – равнодушными к окружающим и активно репрезентирующими образ собственного Я.

В итальянских неореалистических фильмах 1940-х – 1950-х годов дети «страдают во взрослом мире» (Ж. Делез). Тема отчуждения детей и родителей определила основную драматургическую линию итальянского кинематографа о детях и школьниках этого периода. Еще в 1943 году В. Де Сика снял фильм «Дети смотрят на нас». В ней глазами четырехлетнего мальчика показано разрушение семьи.

Как ни странно, но итальянские кинематографисты в этот время не сняли ни одной картины, рассказывающей о тайных мечтах детей, их эмоциональных переживаниях, экзистенциальных проблемах. Ведущую роль в фильмах о школьниках играла социальная критика. Аналогичные тенденции можно проследить и во французском кинематографе: «восстание мальчиков против правил, наложенных репрессивным образованием, - тема «Ноль за поведение» (1934) Жана Виго, где школьники организуют восстание против начальства» (Roberti, 2006).

В итальянских игровых фильмах 1950-х – 1960-х между миром детей и миром взрослых ощущается непроходимая граница. Учителя – часто напыщенные педанты, а школьники – нерадивые хулиганы, не желающие приспособиться к школьным правилам поведения. Таковы они в «Учителе из Виджевано» (1963, режиссер Э. Петри), за исключением одного персонажа из мира взрослых, способного понимать детей. Это Антонио Момбелли, стремящийся сохранить собственную честь и достоинство профессии учителя. Однажды он идет на сделку с собственной совестью – уходит из школы, но после всех мытарств и смерти жены возвращается в школу, несмотря на «узость коллег и высокомерие директора» (Nuvoli, 2012: 113).

В итальянских фильмах о школе 1970-х отношения учеников и учителей становятся не просто более демократичными, но даже распушенными. Произошедшая в 1960-х – 1970-х годах в западных странах сексуальная революция и уменьшение влияния католической церкви в итальянском обществе заметно повлияли на поведение как школьников так и учителей. Если в «Амаркорде» (1973) Ф. Феллини в воспоминаниях о своей юности рассказывал не только о страсти подростков к местной красотке Градиске, но и о «бессознательном влечении к красивому и идеальному миру, который таится где-то по ту сторону сказочно густого тумана» (Кудрявцев, 2008), то в других итальянских фильмах о школе 1970-х годов («Аппассионата» (1974, режиссер Д. Кальдероне), «Учительница» (1975, режиссер Н. Цицери), «Частные уроки» (1975, режиссер В. де Систи), «Смешанный класс» (1976, режиссер М. Лауренти), «Учительница в колледже» (1978, режиссер М. Лауренти) и др.) демонстрировалось в основном воплощение эротических фантазий старшеклассников. В большинстве случаев в основе их сюжета путь юноши к овладению привлекательной

учительницей, появляющейся в начале фильма и, влюбляющей в себя группу старшеклассников.

Пожалуй, самым пуританским итальянским фильмом о школьниках 1970-х годов была «Любовь и гимнастика» (1973, режиссер Л. Ф. д'Амиго) (Nuvoli, 2012: 111).

В итальянском кинематографе школьной тематики в этот период, как, впрочем, и всей второй половине XX века, не получили отражения экзистенциальные проблемы юношей и девушек. Правда, намек на экзистенциальные переживания подростков есть в фильме П. Пьетранджели «У поросят есть крылья» (1977), где школьники Рокко и Антония из-за неудовлетворенности окружающим миром ищут утешения в интимной близости.

Не нашел яркого воплощения в итальянском кино и бунтарский дух 17-18-летних школьников. Разве что в «Первой ночи покоя» (1972) В. Дзурлини есть эпизод, в котором учащийся лица, проходя по аудитории, зачитывает свой манифест: «Мы требуем права обсуждать свои проблемы; мы требуем, чтобы ... ученики выбирали совет класса и участвовали в обсуждении оценок». А в вышедшем в 1979 году фильме П.Ф. Пингиторе «Все в школу» тема студенческого бунта была представлена в комедийном жанре. В школе с учителем Пиппо Боттини происходят странные вещи. В одном эпизоде ему кажется, что учащиеся, одев на голову маски, и, вооружившись игрушечными пистолетами (Боттини они кажутся настоящими) окружили его, в другом, ученики, пробегая мимо него, срывают с него одежду, и т.п. В фильме есть даже комедийный революционер – Франко Цзеллетта.

В 1980-х годах рост уровня потребления и материального благополучия итальянцев негативно сказался на отношениях детей и родителей. В 1985 году на экраны вышел фильм П. Дель Монте «Маленький огонь». Главный герой Томази – маленький мальчик, волшебный и таинственный мир которого замечает только юная няня Мара, а его «родители, молодые и необузданные интеллектуалы, утонули в благополучии и не замечают присутствие Томази, который хочет сказать: "я существую"» (Ciccotti, 2006: 150). В другом фильме «Миньон уехала» (1988, режиссер Ф. Арчибуджи), по мнению Е. Чикотти, была показана «мелкобуржуазная семья, экономически состоятельная, где дети и подростки, растут погруженными в свое одиночество» (Ciccotti, 2006: 150). Это мнение перекликается с анализом мира итальянской молодежи и семьи 1970-х – 1980-х годов, сделанной Л. Манчино: «Родители часто отсутствуют в процессе формирования своих детей, делегируя воспитательные задачи другим... Молодые чувствуют себя все более одинокими» (Mancino, 1987: 218).

Словно в ответ на эти переживания детей и молодежи в итальянских фильмах о школе в 1990-х годах появляются персонажи, пытающиеся им помочь.

Главный герой фильма Л. Вертмюллер «Я надеюсь, что выкарабкаюсь» (1992) – М. Спирелли, начиная работать учителем третьего класса в новой школе, вскоре «выясняет, что большинства мальчиков нет в классе, потому что они на работе, они помогают отцам в семейном бизнесе... Учитель собирает детей, вытаскивает их из магазинов и газетных киосков и отправляет их обратно в класс» (Ebert, 1994). Постепенно школьники начинают доверять ему доверять, и даже самый нерадивый ученик и малолетний преступник – Рафаэль – в финале картины принимает его как старшего друга.

Фильм «Школа» (1995) Д. Лукетти повествует о «двух отдельных мирах» учителей и учеников, которые только время от времени находят способ встретиться друг с другом» (Rufo, 2009). В школе явно наблюдается кризис, вызванный «теми учителями ..., которые интересуются только карьерой и нечувствительны к потребностям учеников» (Rufo, 2009). Однако среди них есть и «положительные примеры, такие как Вивальди и Маджелло, которые увлечены учебным процессом, внимательны и близки к ученикам» (Rufo, 2009).

В фильме «Приветствие профессора» (1997, режиссер Р. Милани) продолжена тема героя-одиночки, стремящегося помочь ученикам. Однако, как и в предыдущей картине, школьная атмосфера «некоммуникабельности» становится непреодолимым препятствием в реализации его стремлений.

#### 4. Результаты

*Технология герменевтического анализа итальянских художественных фильмов о школе.*

*Место действия, исторический, религиозный, культурный, политический, идеологический контекст*

*1. Исторический контекст.*

*а) особенности исторического периода создания медиатекстов, условия рынка, которые способствовали замыслу, процессу создания медиатекстов, степень влияния событий того времени на медиатексты.*

Италия после второй мировой войны оказалась отстающей в экономической и социальной сфере от многих европейских стран и США. Однако в первые десятилетия итальянская экономика не только преодолела кризис, но и вышла в лидеры: «на 1950-1970-е годы пришелся... период так называемого итальянского экономического чуда, когда страна обогнала по темпам прироста промышленной продукции все западноевропейские страны» (Маслова, 2014: 61).

Улучшение экономического положения, демократизация политических и социальных институтов, борьба с социальной несправедливостью привели к постепенной либерализации бывшего монархического и дикторского общества.

В 1950-х – 1960-х годах римская католическая церковь играла одну из ключевых ролей в регулировании отношений в сфере культуры. В энциклике Папы Пия XII от 1957 года «*Miranda Proorsus*» («Удивительный прогресс») звучит призыв создавать фильмы высокой нравственности, оказывающей положительное воспитательное воздействие на аудиторию.

Имевшая значительную поддержку населения и пользовавшаяся монополией власти христианско-демократическая партия в первые послевоенные годы вела цензурный контроль в производстве кинематографа. Хотя он был и не такой жесткий, как в Советском Союзе, но в числе nereкомендованных верующей аудитории фильмов оказалась, к примеру, «Сладкая жизнь» (1960) Ф. Феллини, а в начале 1970-х годов Организация потребителей Италии грозила сжечь фильм Б. Бертолуччи «Последнее танго в Париже» (1972). Впрочем, это была одна из последних попыток ограничить появление на итальянском киноэкране откровенных сцен. В 1970-х – 1980-х годах итальянских кинематографистов уже не сдерживала цензура, и студии выпускали фильмы о школьниках в комедийно-эротическом жанре.

В 1990-е годы Италия переживала политический кризис, связанный с коррупцией и «партократией». В фильмах школьной тематики в этот период поднимаются остросоциальные темы: авторитаризм директора и коррумпированность его подчиненных, аморфность учителей.

*б) примеры исторических ссылок в данных медиатекстах.*

В принятой Италией в 1947 году Конституции были закреплены права детей всех сословий на первоначальное бесплатное образование, однако обучение в лицее (третьей ступени среднего образования, после которой учащиеся получают возможность поступать в университет) было доступно детям из обеспеченных семей. Частным лицам и организациям было дано право учреждать коммерческие школы и институты. (Лупенкова, 2017: 156). До середины XX века в Италии частными были только католические школы и университеты.

Бурное экономическое развитие («экономическое чудо») 1950-х – 1960-х годов и новый этап социально-политического развития Италии в демократическом и либеральном направлении, позволили возникнуть новому формату не католических коммерческих школ. В одном из фильмов на школьную тематику – «Обнаженная... ты умрешь» (1968, режиссер А. Маргерити) – воссоздан образ коммерческой школы для обучения девушек. Большая закрытая территория учебного заведения, бассейн, ипподром, оранжереи, вымощенные булыжником дорожки, отдельные большие комнаты для проживания, напоминающие апартаменты пятизвездочных отелей – все это позволяет сделать вывод о немалом финансовом состоянии родителей, оплачивающих обучение своих дочерей, которые нежатся на солнце, катаются на лошадях, прогуливаются по ухоженным аллеям и т.п.

С момента объединения Италии в 1840-х – 1870-х годах имеющиеся отличия в экономическом и культурном уровне северных и южных областей стали поводом для формирования стереотипных мнений у самих итальянцев друг о друге. Жители севера считают южан ленивыми, необразованными и патриархальными, а жители юга видят северян заносчивыми, замкнутыми и скупыми. В современной Италии «существует огромная разница между развитым и богатым Севером и более бедным, но гордым Югом»

(Титова, 2004: 271). Это итальянская особенность легла в основу одного из фильмов школьной тематики- «Я надеюсь, что выкарабкаюсь» (1992) Л. Вертмюллер, где сюжетная линия и отдельные сцены повествуют «о вечном конфликте Юга и Севера, противостоянии грубых, невоспитанных южан и заносчивых... северян» (Кудрявцев, 2009). По сюжету фильма учитель с Севера по ошибке направлен в одну из школ южного города Италии, где он сталкивается с невежеством местных жителей, незаконной эксплуатацией детей и безразличием взрослых к их судьбам, а его новые подопечные – младшие школьники – не стесняются в выражениях, ведут себя несдержанно и вульгарно.

## 2. Социокультурный, идеологический, мировоззренческий, религиозный контекст

*а) идеология, мировоззрение авторов данных медиатекстов в социокультурном контексте; идеология, культура мира, изображенного в медиатекстах.*

В послевоенные годы одни итальянские кинематографисты изображали драматизм борьбы итальянцев с бедностью, другие показывали разлагающуюся буржуазную интеллигенцию. В начале 1960-х годов в фокусе их внимания оказались семейные отношения. Внешними причинами разрушения семьи в фильмах «Рокко и его братья» (1960, режиссер Л. Висконти), «Сладкая жизнь» (1960, режиссер Ф. Феллини), «Ночь» (1961, режиссер М. Антониони), «Развод по-итальянски» (1961, режиссер П. Джерми) были все те же скудные бытовые и материальные условия бедных и внутренняя пустота и отчуждение богатых персонажей. В 1963 году на экраны вышел фильм Э. Петри «Учитель из Виджевано», где авторы в образе школьного педагога выразили бессилие сопротивления простого и честного человека власти имущим и аристократам.

Такого рода конфликт был положен в основу сюжетов многих итальянских фильмов конца 1940-х – первой половины 1960-х. Между тем ситуация в итальянском кинематографе менялась: уже в 1960-х годах «наступившая эра продюсерской диктатуры рассматривается в Италии как важнейшая причина и одновременно как симптом кризиса... национального кино» (Кукаркин, 1966: 7). Кризис привел к уменьшению числа авторских фильмов и увеличению количества развлекательных, коммерческих картин, финансируемых американскими продюсерами и предпринимателями. Авторское кино в 1970-х годах переключилось на политические темы, а коммерческое кино – на комедийный и эротический жанры.

Появлению комедийно-эротического жанра способствовали масштабные культурные явления: молодежные протесты, массовые феминистские демонстрации, сексуальная революция в западных странах. Итальянской молодежью утверждалась индивидуальная свобода, преодолевающая культурные запреты на открытое выражение эротических желаний. Ситуация усугублялась «систематической и окончательная эрозией религиозных, моральных и идеологических убеждений» (Ferrante, 2017). К тому же «в 1971 году была проведена либерализация пропаганды контрацептивов; в 1974 году после референдума развод окончательно утвердился в Италии» (Calanca, 2011).

В итальянских фильмах школьной тематики 1970-х – 1980-х годов субъектами эротических желаний стали учащиеся лицея, мечтающие о сексуальных связях с привлекательными молодыми учительницами. Сюжеты этих картин незамысловаты – юноши тратят все свое время на то, чтобы каким-то образом привлечь внимание красотки-учительницы или увидеть ее обнаженной, а самому удачливому из них удается вступить с учительницей в интимные отношения.

Итальянский экран 1970–1980-х гг., как правило, не пытался подойти к школьной теме серьезно, однако эта тенденция изменилась в 1990-х. Сначала о состоянии детей и молодежи заговорили специалисты: психологи, социологи, преподаватели, а затем и кинематографисты.

В конце 1980-х авторитетный итальянский филолог К. Оссола сокрушался по поводу утраты интереса школьников к литературе: «сегодня мальчики сердечно ненавидят литературу и поэзию» (Ossola, 1988, с.13), но отсутствие мотивации к учебе было только одной стороной медали. В 1980-е годы социально-экономические изменения «привели к ослаблению идеологической напряженности» (Gobbo, 2017), что послужило одной из причин размывания традиционной для Италии регламентированной социальной структуры. Воспринятый молодежью новый глоток свободы был одним из поводов формирования морального релятивизма в отношении к различным сферам жизни,

например, к интимным отношениям. По мнению Л. Томази, несмотря на то, что молодые люди в 1990-х годах считали себя верующими католиками, их субъективная культура в области сексуальной морали имела явные «противоречия между учением церкви и их реальным поведением» (Томази, 1995, с.152).

В 1990-х годах в Италии было снято три фильма на школьную тематику, которые объединяет одна особенность. В них появляется герой-одиночка, пытающийся спасти школьников от общества морального релятивизма, царящего не только среди учащихся, но и среди самих учителей. Это отчасти удается только М. Спирелли в фильме «Я надеюсь, что выкарабкаюсь». В двух других фильмах: «Школа» (1995) и «Приветствие профессора» (1997) попытки были, на наш взгляд, менее удачны.

Как и в фильме «Школа» (1995), главный герой в «Приветствии профессора» (1997) – «харизматичный, разочарованный, но все же популярный среди школьников учитель, несмотря на истощенное состояние школы и его конфликт со своими коллегами, особенно с директором» (Skullerud, 2002).

*б) мировоззрение людей школьного мира, изображенного в медиатекстах (пессимизм/оптимизм, успешность/неуспешность, способность управлять своей судьбой, возможность быть счастливым и пр.), иерархия ценностей согласно данному мировоззрению; ценности преобладающие в финалах данных медиатекстов; как данные медиатексты отражают, укрепляют, внушают, или формируют отношения, ценности; поведение, мифы.*

*Изображение школьного мира в итальянских фильмах второй половины 20 века:*

- *мировоззрение:* у персонажей школьного возраста 1960-х годов несмотря на жесткую дисциплину, крайне ограничивающую их свободу поведения; преобладает оптимистическое мировоззрение, проявляющееся в их надежде на жизненные перспективы, в то время, как у экранных школьников 1970-х – 1990-х оптимистическое мировоззрение, связано со свободой поведения.

- *иерархия ценностей:* для персонажей-школьников характерно стремление к удовлетворению желаний, интимной близости, самовыражение во внешнем образе, избегание трудностей в учебе (отсюда вытекает и не соотносение своих успехов в учебе с будущими достижениями в карьере, финансовым благополучием);

- *основной стереотип успеха в этом мире:* привлечь к себе внимание окружающих, весело проводить досуг, добиваться расположения и интимной близости девушек/юношей (в 1970-х годы и молодых учительниц).

*3. Структура и приемы повествования в данных медиатекстах*

Схематично структуру, сюжет, репрезентативность, этику, особенности жанровой модификации, иконографии, характеров персонажей можно представить следующим образом:

*место и время действия медиатекстов:* Италия в настоящем и прошлом, городские и частные провинциальные школы, лицеи, дома, квартиры;

*характерная для данных медиатекстов обстановка, предметы быта:* здания коммерческих или городских школ выполнены в классическом стиле с арками, колоннами, просторными помещениями; в фильмах 1970-х годов учебные классы светлые, яркие без архитектурных излишеств, в них появляются географические карты, глобусы, макеты человеческого тела и другое наглядное оборудование для обучения; в фильмах 1990-х годов на стенах коридоров и помещений школ много рисунков и надписей; в фильмах 1960-х годов домашний быт большинства школьников скромен (маленькие помещения с серыми стенами), но единичные персонажи живут в больших и роскошных домах; начиная с 1970-х годов бытовые условия школьников становятся более комфортными: комнаты просторнее с большим количеством мебели и украшений.

*жанровые модификации:* драма, комедия, эротическая комедия, гораздо реже – фильм ужасов (например, «Суспирия» (1977) Д. Ардженто);

*(стереотипные) приемы изображения действительности:* в фильмах 1960-х годов учителя изображены в несколько гротескном виде: их строгость и педантичность воспринимается как излишняя напыщенность, создаваемая для поддержания авторитета; учащиеся, чтобы не скучать на уроках, подшучивают друг над другом и над учителем; начиная с 1970-х учителя выглядят проще, менее строги в одежде и стиле речи; учащиеся

часто ведут себя вульгарно: перебивают учителя, садятся на стол, разговаривают, эпизодически курят;

*типология персонажей (черты характера, одежда, телосложение, лексика, мимика, жесты персонажей, присутствие или отсутствие стереотипной манеры репрезентации персонажей в данных медиатекстах):*

- *возраст персонажей:* 10-70 лет;

- *уровень образования:* начальное, среднее, высшее;

- *социальное положение, профессия:* варьируется и зависит от их учебного и профессионального статуса: школьник, учитель, священнослужитель, домохозяйка и пр.;

- *семейное положение персонажа:* как правило, персонажи молоды и еще не успели вступить в брак;

- *внешний вид, одежда, телосложение персонажа, черты его характера, лексика.* До конца 1960-х годов экранные школьники носили форму: мальчики брюки (в теплое время года – шорты), рубашки; девочки – длинные платья. С начала 1970-х годов школьники стали одеваться вольно: юноши – в рубашки, свитера, джинсы, подчеркивающие и стройную фигуру, девушки – щеголяли в брюках/джинсах, коротких платьях и мини-юбках.

Школьники на итальянском экране 1960-х годов эмоциональны, активны, непосредственны, в чем-то наивны; в последующие десятилетия, сохраняя непосредственность, они стали вульгарнее и агрессивнее, а их лексика – более грубой.

*существенное изменение в жизни персонажей медиатекстов:*

- сюжетный вариант № 1: учащиеся не имеют мотивации к учебе. Учитель стремится их заинтересовать.

- сюжетный вариант № 2 (возникший, начиная с 1970-х годов): в школе появляется молодая учительница, становясь объектом эротического внимания учащихся.

*возникшая у персонажей проблема:* нарушение привычной жизни персонажа;

*поиски персонажами решения проблемы:*

- персонажи-школьники пытаются измениться к лучшему – преодолеть негативные формы собственного поведения:

- попытка персонажей-школьников вступить в интимную связь с учительницей.

## 5. Заключение

В фильмах о школе 1960-х годов воссоздавалась атмосфера «разделения на мир детей и на взрослый мир» (Di Scianni, 2011). Школьники сдержанно реагировали на наигранно-возвышенную лексику, высокомерие и кичливость учителей, в целом находясь в рамках учебной дисциплины. С начала 1970-х до начала 1980-х гг. Италию захлестнула волна коммерческого эротического кино. Юноши-старшеклассники предстали соблазнительями привлекательных учительниц, отвечающих им взаимностью. Начиная с 1990-х на экраны стали выходить авторские фильмы, анализирующие отношения учителей и учащихся, воссоздающие атмосферу отчуждения. Однако в итальянском кино иногда появлялись и персонажи, пытающиеся служить педагогическому долгу и находить подход к учащимся.

Образ учителя в итальянских фильмах школьной тематики заметно менялся. Если в 1960-х учитель был похож на педантичного тирана, кичащегося собственным статусом мудреца, вещающего вечные истины, то с наступлением 1970-х годов он стал выглядеть глупее, комичнее, агрессивнее и вульгарнее. Затем педагоги все чаще становились на экране корыстными карьеристами, не заботящимися о проблемах учащихся.

С течением времени школьники на итальянском киноэкране становились более вольнодумными и себялюбивыми. В большинстве итальянских фильмов они выражали индивидуальную свободу в различного рода протестных формах. В 1960-х годах они сопротивлялись педагогическому воздействию и авторитаризму учителей и родителей. В 1970-х – 1980-х - преодолевали культурные запреты на открытое выражение сексуальных желаний. Начиная с 1990-х, демонстрировали субъективное отношение к моральным принципам, протестовали против «абсолютной истины».

Путь школьников-персонажей к свободе сопровождался охлаждением семейных отношений. Отношения родителей с учащимися становились эпизодическими, родители равнодушно относились к их учебной деятельности и практически не участвовали в воспитании.

## 6. Благодарности

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## Герменевтический анализ итальянских игровых фильмов о школе

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**Аннотация.** Проведенный в статье анализ позволяет проследить трансформацию образов школьника, учителя и семейных отношений на итальянском киноэкране. Решению этой задачи способствовали: изучение культурного, социального, политического контекста и экономического состояния; анализ идеологии, в том числе влияния католической религии на кинематограф; анализ жанровых стереотипов.

В статье дается характеристика социокультурных преобразований в Италии, анализируется их влияние на детско-родительские отношения, мировоззрение школьников и их отношения к традициям и ценностям. Представлены исторические примеры, отражающие смену идеологии, расшатывание патриархальных устоев, изменение роли женщины, сексуальную революцию, оказавшие колоссальное влияние на трансформацию образа школьника в итальянском кинематографе. Приведены примеры репрезентации авторами образов итальянских школьников в кино в различных жанровых формах: от авторских драматических до коммерческих комедийно-эротических.

В статье делается вывод о том, что с течением времени школьники на итальянском киноэкране становились более вольнодумными и себялюбивыми. В большинстве итальянских фильмов они выражали индивидуальную свободу в различного рода протестных формах. В 1960-х годах они сопротивлялись педагогическому воздействию и авторитаризму учителей и родителей. В 1970–1980-х гг. преодолевали культурные запреты на открытое выражение сексуальных желаний. В 1990-х годах демонстрировали субъективное отношение к моральным принципам, протестовали против «абсолютной истины».

**Ключевые слова:** кино, Италия, школа, герменевтический анализ, медиаобразование, репрезентации, ценности, культура.

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## Investigation of the Attitudes of Primary and Secondary School Students Toward Music Lessons Depending on Some Variables

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### Abstract

The aim of this study is to investigate the attitudes of primary and secondary school students toward music lesson by variables. The study was done to 340 female and 334 male, a total of 674, students who are studying in different schools in Isparta. “Müzik Dersine Yönelik Tutum Ölçeği (Attitude Scale for Music Lessons)”, which was formed by Özmenteş (2006), was used to determine the attitude of the participants towards music lessons. One Sample Kolgomorov-Smirnov, Mann Whitney U, Kruskal Wallis H tests were conducted in SPSS 15.0 for Windows program and descriptive statistics were used to analyze the data. As a result of the study, it was determined that there is not a significant difference in the level of attitude of the participants towards music lessons depending on their gender, grade, educational status of their parents, and the number of individuals in their family ( $p>0.05$ ). On the other hand, it was observed that some participants agree the considerations about music class in different levels.

**Keywords:** primary school, music education, attitude.

### 1. Introduction

Music education is a subject that humankind has been curious about since the early ages. Many thinkers and scholars approached music with its spiritual and philosophical extents. Having assigned various meanings and being an integral part of life; music has a great influence in the world of human beings. Music, which is an important part of the life of human beings, is also an educational appliance since it has a big role in the growth of children both physically and mentally. Therefore, music education is to be considered as an important factor to raise qualified individuals, especially in childhood (Ergen, Bilen, 2010). Also, it is known that rhythm education, which is a part of music education, supports psychomotor improvement of children (Dündar, 2003).

In order to succeed in music education, there is a need for an education program that contains the assessment and evaluation program for the behavior that is to be provided to the students. Regulations on music education are made in 1968, 1984, and 1994, in Turkey. The new music education program, which was come into operation in 2005-2006, was made by constructivist perspective (Kırmızıbayrak, 2012). Form teachers perform music education in the classes that are in primary school level. In the classes that are in secondary school level, branch teachers perform music education (Bilgin, Şaktanlı, 2008). General music education consists of these aspects; musical hearing and voice education, instrument education, creativity education, rhythm education and basic musical knowledge education (Kutluk, 2010). Additionally, music

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education is done on the basis of making music, in Turkey. Teachers play instruments in the class on this basis (Uluocak, Tufan, 2010).

The attitude of students toward lessons and learning is better when the lessons are taught individually. The main reason for this phenomenon is the teachers and students communicate better when there are less people in the class. In many institutions that provide fine arts education like music education individual education programs are frequently applied (Yalçınkaya, Eldemir, 2013). However, there are a huge number of problems that is encountered in schools about music education. Although the general conditions about the education are satisfied, one of the main problems that are encountered in schools is that the proper education is not done considering the voice of the students (Noyan, 2012). Besides, type and feature of the materials that are used in music education cause some negative outcomes. For instance, flute is widely used in Turkey for music education since it is relatively cheap, portable and it does not have accord problems. Although it is possible to play the tune with flute, teaching the songs with flute is hard (Küçükosmanoğlu, Çakırer, 2012).

Attitude is a mental, emotional, and behavioral pre-reaction tendency which is organized based on the experience, knowledge and emotions of the individuals against the individuals themselves or against a matter, a social issue or an action which is in the environment of the individual (İnceoğlu, 2010). In social sciences, attitude is considered as a concept that has not been defined yet (Şeker, Saygi, 2013). Attitude of an individual is a phenomenon that is learned afterwards, and may vary in socialization process by the time (Levent, Umuzdaş, 2013). Therefore, attitudes come off by experience and may be formed by time (Gömlüksiz, 2003).

Primary schools students are children that are in their playing ages. In this period, music education contributes these students to improve their creativities, productivities; to explore their environments; and to make them participant individuals (Helvacı, 2012). Hence, it is needed to be ensured that the attitudes of primary and secondary school students toward music education need to be improved and they are to be provided to benefit from music education. Because, attitude towards music education is one of the main factors that influence the success of the students in music education (Varış, Cesur, 2012). In order to provide this, firstly, the attitudes of students toward music education and the factors that influence the attitudes toward music education need to be determined. Therefore, in this study, it is aimed to investigate the level of attitudes of primary and secondary school students toward music education depending on some variables.

## 2. Materials and Methods

**2.1. The Model of the Study:** This study, which aims to investigate the level of attitude of primary and secondary school students towards music education depending on some variables as; the grade of the students, educational status of their parents, genders of the students, and number of individuals in their family; is a descriptive study that is properly modeled in general scanning model (Karasar, 2005: 77).

**2.2 Research Group:** A total of 685 students, who are studying at various elementary schools in Isparta, participated to the study voluntarily. Descriptive information about the participants is given in Table 1.

**Table 1.** Descriptive statistics about participants

Variables	Sub variables	f	%
Gender	Female	340	50.4
	Male	334	49.6
Grade	2-4	60	8.8
	5-6	250	36.9
	7-8	368	54.3
Educational status of the father of participants	Elementary school graduate or below	137	21.9
	High school graduate	156	24.9

	University graduate or above	333	53.2
Educational status of the mother of participants	Elementary school graduate or below	201	31.1
	High school graduate	200	30.9
	University graduate or above	246	38.0
Number of individuals in the family	2-4	444	66.4
	5-6	225	33.6

**2.3 Data Acquisition:** “Müzik Dersine Yönelik Tutum Ölçeği (Attitude Scale for Music Lessons)”, which was formed by Özmenteş (2006), was used as the data collection tool. Attitude Scale for Music Lessons is a one dimensional scale that consists of 20 items (12 positive, 8 negative). Cronbach’s Alpha reliability coefficient of the scale was found as 0.86. The items in the scale were graded as: Strongly agree (5 points), Agree (4 points), Slightly Agree (3 points), Disagree (2 points), Strongly Disagree (1 point). The possible results that can be obtained from the scale vary from 20 points to 100 points. Increasing points that is obtained from the scale show that the attitude towards music education is high.

**2.4 Analysis of Data:** The analysis of the data that is acquired from the study was done by using the program SPSS 15.0for Windows. By using OneSampleKolmogorov-Smirnov test, the data were investigated whether they show a normal distribution; and, it was observed that the data do not show a normal distribution. Therefore, nonparametric tests were used to make comparisons. Mann Whitney U test was used to make comparisons on gender and on the number of individuals in families. Kruskal Wallis H test was used to make comparisons on gender and on the educational statues of the parents of the participants. Descriptive statistics (mean, standard deviation, frequency) were also used.

### 3. Findings

**Table 2.** Average points that participants obtained from the scale

N	X	Ss
685	42.01	17.92

Considering the maximum point that can be obtained from the scale is 100, the attitude of the participants of this study can be defined as average.

**Table 3.** Comparison of the attitude of the participants toward music education depending on some variables

Variables	Sub variables	N	X	Ss	Z/X <sup>2</sup>	P
Gender	Female	340	40.96	17.47	-1.309 <sup>z</sup>	.191
	Male	334	42.90	18.34		
Grade level	2-4	60	38.97	16.63	4.334 <sup>x2</sup>	.115
	5-6	250	40.81	17.50		
	7-8	368	43.28	18.30		
Number of individuals in the family	2-4	444	41.70	17.80	-.387 <sup>z</sup>	.699
	5-6	225	42.40	17.82		
The educational status of the father of participants	Elementary school graduate or below	137	42.33	17.28	.608 <sup>x2</sup>	.738

	High school graduate	156	42.79	18.77		
	University graduate or above	333	41.53	17.94		
The educational status of the mother of participants	Elementary school graduate or below	201	41.32	17.26	.498 <sup>x2</sup>	.780
	High school graduate	200	42.80	18.42		
	University graduate or above	246	42.18	18.21		

<sup>z</sup>MannWhitney U test; <sup>x2</sup>Kruskal Wallis H Test

When the table is analyzed it is observed that the attitude level of male participants is greater than female participants; the attitude level of the participants that are in 7<sup>th</sup> and 8<sup>th</sup> grades is greater than 2<sup>nd</sup> and 4<sup>th</sup>, and 5<sup>th</sup> and 6<sup>th</sup> grade students; the attitude level of the participants that have 5 or 6 people in their family is greater than the participants that have between 2 and 4 people in their family. Also, the attitude level of participants that the educational status of their father is high school graduate, and the attitude level of participants that the educational status of their mother is high school graduate are greater than the others. Although there are differences for the results depending on these variables; statistically, there is not a significant difference depending on these variables ( $p > 0,05$ ).

**Table 4.** Frequency and percentage distribution of the answers that the participants gave about music education

Variables	Descriptive Statistics	Yes	No
Is there anyone in your family who is interested in music?	f	367	310
	%	54.2	45.8
Do you play any instrument?	f	458	213
	%	68.3	31.7
Would you choose to attend Fine Arts High School, Department of Music, after the graduation?	f	477	184
	%	72.2	27.8
Do you think that you are talented at music?	f	544	138
	%	79.8	20.2
Do branch teachers need to perform music classes in 1st 2nd 3rd and 4th grades?	f	570	98
	%	85.3	14.7
Do you think that songs and topics of the textbook are interesting?	f	572	110
	%	83.9	16.1
Do you give importance to music lessons as much as you do to other lessons?	f	592	80
	%	88.1	11.9
Does your family give importance to music lessons as much as they do to other lessons?	f	538	139
	%	79.5	20.5
Does your teacher give importance to music lessons as much as they do to other lessons?	f	574	102
	%	84.9	15.1
Does getting a low grade from music make you upset as much as getting a low grade from any other class?	f	538	133
	%	80.2	19.8
Do you feel that you succeed at other classes when you succeed at music?	f	446	238
	%	65.2	34.8
Would you like to attend the music classes in a class that with musical instruments?	f	413	256
	%	61.7	38.3

Do you think that it is sufficient to get the music lessons 1 hour in a week?	f	455	196
	%	69.9	30.1
Is music lesson need to be elective in elementary school?	f	218	464
	%	32.0	68.0
Would it be better to have a teacher whose branch is musical education?	f	588	89
	%	86.9	13.1
Would you like to be a music teacher in the future?	f	81	595
	%	12.0	88.0

In the families of more than half of the participants, there are individuals who are interested in music. 68.3 % of the participants play a musical instrument. A significant portion of the participants consider attending Music Department in high school. Approximately, every 4 participants out of 5 thinks that branch teacher should perform music lessons in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades; and they think that the songs and topics of the textbook are interesting. Almost all of the participants give importance to the music lessons as much as they do to other lessons, and they think that their families and their teachers give importance to the music lessons as much as they do to other lessons. Approximately, every 4 participants out of 5 think that getting a low grade from music make them upset as much as getting a low grade from any other class; and approximately two-third of the participants feel that they succeed at other classes when they succeed at music. 61.7 % of the participants would like to attend the music lessons in a class with musical instruments. More than two-third of the participants think that attending to music lessons one hour in a week is sufficient; and one-third of the participants think that music lessons should be an elective course. The majority of the participants think that branch teachers should perform music lessons, and only 12 % of the participants would like to be a music teacher in the future.

#### 4. Discussion

The effect of gender factor to primary and secondary school students on music education is an issue that to be emphasized (Rife et al., 2001). It was observed that there is not a significant difference in the attitude of the participants toward music education depending on their genders. In some studies, it was also observed that the gender factor does not affect the attitude of the students toward music education in educational environment (Koca, 2013). Contrarily, in some other studies, it was observed that gender factor is an influencing factor on the level of attitude of individuals toward music education (Otacioğlu, 2007; Nacakçı, 2006; Uluocak, Tufan, 2011; Varış, Cesur, 2012). Considering the attitude is an important element for learning (Ergen, Bilen, 2010), it is very important to determine the factors that influence the attitude of female and male students toward music education. Although it was observed in this study that the gender of the students does not have a significant effect on the attitude of these students toward music education, it should not be forgotten that the needs and the interest of female and male students differ in many subjects.

It was observed that there is not a significant difference in the attitude of the participants toward music education depending on their grade levels. Although it was observed in this study that the grade level of the students does not have a significant effect on the attitude of these students toward music education, Nacakçı (2006) indicates that there should be a program developed in elementary schools, considering the grade levels of the students in order to improve the level of attitude of the students toward music education. Therefore, in order to obtain a difference in the level of attitudes of the elementary school students toward music education depending on their grade levels; firstly, the present music education programs should be reviewed. In a similar study which was done to elementary school students, it was stated that the level of attitude of the students toward music education depending on their grade levels differs; and, the main reason for this phenomenon was stated as the interests of the students differ depending on their grade levels. As a consequence of that study, it was emphasized that the music classes should be organized by considering the age and grade level of the students (Otacioğlu, 2007).

It was observed that there is not a significant difference in the attitude of the participants toward music education depending on the number of individuals in their families. Additionally, in the families of most of the participants there are individuals that are interested in music. Although the majority of the individuals who are in the families of the participants are interested in

music, it was observed that the number of individuals in the families of the participants is not a key factor that affects the level of attitude of the students toward music education. However, in some studies, rather than the number of individuals in the families of the students, the musical atmosphere of the family environment is a significant element to influence the level of attitude of the students toward music education. According to the study that was done by Özmenteş (2012), it was determined that the musical atmosphere of the home environments of the elementary school students influences the level of attitudes of these students toward music education.

It was observed that there is not a significant difference in the attitude of the participants toward music education depending on the educational status of their parents. In some similar studies, it was determined that there is not a significant difference in the attitude of the participants toward music education depending on the educational status of their parents (Nacakcı, 2006; Uluocak, Tufan, 2011). According to the study that was done by Özmenteş (2012), it was stated that the having parents who are interested in music, having parents who motivate their children to do some musical activities, and having parents who cooperate with school and music teachers influence the level of attitude of the students toward music education positively. Although it was observed in this study that the educational status of the parents of the students does not have a significant effect on the attitude of these students toward music education, parents may affect the level of attitudes of the students toward music education in different ways.

It was determined that the level of attitude of the participants toward music education is average, and most of these participants (68.3 %) can play at least one musical instrument. Also, it is observed that the majority of the students want to continue their education in a school that provides musical education, and they think that they need to get their music grades as high as possible. It is prior to provide a proper environment to have the children playing a musical instrument (Uluocak, Tufan, 2011). According to the study that was done by Nacakcı (2006), primary school students are enthusiastic to play a musical instrument. According to various studies, the level of attitude of the students toward music education is generally positive (Koca, 2013; Babacan et al., 2011; Uluocak, Tufan, 2011). The level of attitude of the students toward music education is rather important in order to succeed in music classes. The desired success in music classes can be achieved by the program that is provided according to the interests of the students, and a program that increases the level of attitude towards the classes (Nacakcı, 2006). It can be stated that having an average value of the level of attitude of the participants towards music classes prevents the students to get adequate efficiency from the classes.

It was determined that the majority of the participants find the songs and the topics of the textbook interesting, and they think that branch teacher should perform music classes. Nacakcı (2006) stated that the attitudes are the features that change by time; therefore, beginning from primary school, having branch teachers to perform the music classes and providing the usage of any kind of musical instrument in the class would increase the attitude of the students toward music education. Additionally, in that study, it was stated that the opinions of the students should be received while organizing and improving the educational programs on music education. In the study that was done by Otacioğlu (2007), it was determined that while the level of attitude of the elementary school students towards music education is increased, the success in music classes increases accordingly. Therefore, it can be stated that the usage of proper educational materials and having branch teachers performing music classes would increase both the attitude of the students towards music education, and the success of the students in music classes.

It was determined that the majority of the students think that the classes should be carried out in a classroom that has musical instruments, and they think that the weekly course hours are not sufficient. Also, it was determined that the teachers and the parents of the students give importance to music classes as much as they do to the other classes. In a similar study that was done by Koca (2013), it was determined that the students think for the music classes, the course hours are not sufficient. In the same study, it was emphasized that the weekly course hours for music classes are not sufficient. Since music education has a critical importance for the elementary school students (Uluocak, Tufan, 2011), it is considered to increase the weekly course hours for music classes in elementary school curriculum as a significant factor for the students. Moreover, it is a natural approach for the students to want to music classes to be performed in a classroom with musical instruments. In some studies it was observed that it is a requirement to have different musical instruments in music classes, and the musical instruments that the



teachers play in the classes influences the level of attitude of the students toward music education (Levent, Umuzdaş, 2013).

According to the study, the majority of the participants think that music classes should be elective courses. According to the study that was done by Varış and Cesur (2012), choosing the music classes as a must or an elective course is a factor that influences the level of attitudes of the students toward music education. It should not be forgotten that as long as the music classes remain as a must course in the curriculum, the students have a low attitude toward music education will affect the attitude of the other students toward music education. Therefore, changing the music classes as elective courses would contribute to attendance to the classes only by the students that have high attitude toward music education, and to increase the efficiency of the classes both for the students and the teachers.

## 5. Conclusion

The level of attitude of the primary and secondary school students toward music education was found to be average, and there is not a significant difference that was observed depending on the grade level of the students, gender of the students, educational status of their parents, and the number of individuals in their families. In addition, it was observed that the majority of the participants can play a musical instrument, want to attend to a music department after primary education, state that there is a need for branch teachers to perform music classes, and find songs and topics of the textbook interesting. Moreover, it was determined that the most of the students want to get high grades from music class, think that the classes should be performed in a classroom with musical instruments, find the weekly course hours inadequate, and think that the music classes should be elective courses. The obtained findings are considered to contribute to the literature in order to perform the music classes more efficiently.

## 6. Suggestions

Based on the obtained finding, the following suggestions are made:

- Studies, which involve more participants, can be done to determine the attitude of students toward music education in more detail.
- Studies that aim to determine the factors that influence the attitude of students toward music education negatively can be done.
- By doing studies that aim to increase the attitude of primary school students toward music education, the efficiency of the music classes can be increased.

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