PNAP

SCIENTIFIC JOURNAL OF POLONIA UNIVERSITY
PERIODYK NAUKOWY AKADEMII POLONIJNEJ

56 (2023) nr 1

CZESTOCHOWA 2023

PARTNERZY / PARTNERS

Scientific journal has the scores, is available in the Open Journal Systems database (http://pnap.ap.edu.pl/index.php/pnap) and has the DOI prefix.

PNAP – Scientific Journal of Polonia University is admitted to the following international scientific databases:

- DOAJ (Directory of Open Access Journals);
- Polish scientific and professional electronic journals;
- General Impact Factor;
- Punktacjaczasopism;
- UlrichsWeb;
- CiteFactor;
- DRJI;
- Nukat;
- Sindexs;
- ROAD;
- IndexCopernicus;
- Crossref;
- WorldCat;
- Universitätsbibliothek Leipzig;
- TIB;
- ESJI;
- PBN;
- Scilit;
- TIB;
- JIFactor.

The paper version of the Journal is the original version. The Journal is available in the electronic form on the website: www.pnap.ap.edu.pl

CONTENTS

LANGUAGE, CULTURE, COMMUNICATION

INNOVATION, WORK, SOCIETY

HEALTH, ENVIRONMENT, DEVELOPMENT

INTRODUCTION

Dear colleagues, authors and readers of the Scientific Journal of Polonia University (PNAP – Periodyk Naukowy Akademii Polonijnej)!

Congratulation on the release of a new PNAP 56 (1) (2023)!

In this issue we are presenting scientific articles, which deal with urgent problems of language, culture, communication, and education, as well as innovations and sociology, issues on health and environment development, technology, creativity, implementation.

Authors in the sphere of health and environment elicit psychotherapeutic assistance to families of military personnel during war, rehabilitation measures in the palliative department, clinical case of a patient after COVID-19, effect of melatonin on fibriniolysis in the brain of rats with dexamethasone diabetes, assessment of the receptivity of the endometrium to steroid hormones in women with chronic endometritis and the risk factors of perinatal pathology in women who had COVID-19 during pregnancy.

The scientific issue also contains interesting researches in language, culture, and communication that are focused on actual issues of intercultural communication, stylistics, and different kinds of discourse analysis. Special attention has been paid to the investigation of the cognitive study of aphorisms, the image of "an ordinary American" in J. Updike's short stories, the 'availability heuristic' cognitive pattern in the war-time Ukrainian humorous discourse, as well as verb word-forming derivation as a process of creation of the secondary nominative signs. A new insight has been gained into the mythical and mystical position of numbers in 13th–15th century Turkic language poetry, the sacred heritage of the Galitic metropolitan in historical, cultural, religious, and philosophical aspects.

In the education realm much attention is paid to theoretical aspect of the study of the management of the quality of education in institutions of general secondary education in historical perspective.

Authors in the sphere of innovation, work, society elicit post-war reconstruction of starostynsky districts in Ukraine, namely its financial aspect, historical interpretation of legal norms in the modern period of systematic axiological transformation, proposals and algorithms for criminal law and criminal procedure actions in fulfilling requirements of article 615 of the criminal procedure code of Ukraine.

We really appreciate all the articles that have already been sent to PNAP, and those, which are going to be submitted to our journal. We would also like to express our particular gratitude to all the members of the Editorial Board, to the reviewers, and to those who kindly accepted our proposal to work together and contribute to the creation and further development of PNAP.

Andrzej Kryński

LANGUAGE, CULTURE, COMMUNICATION

SELF-EDUCATION AND WAYS OF TEACHER COMPETENCE FORMATION

Ruhangiz Aliyeva
Doctor of Philosophy in Pedagogy,
Faculty of Pedagogy and Psychology, Nakhichevan Teachers' Institute, Azerbaijan
orcid.org/0000-0002-9466-422

Summary

The main aim of the article is to explore the self-education and ways of teacher competence formation. In the context of rapid informational flow, a number of high requirements are imposed on school education in the era of scientific and technological progress.The school should not only equip the younger generation with scientific knowledge, but also instill in them the skills of independent acquisition of knowledge, free labor skills, intellectual work culture, independent thinking, self-education, better readiness for independent work. This is one of the important directions of modern education reform. Self-education is one of the very necessary rings in a united complex intellectual work. This type of activity, which includes elements of independent activity, was in the center of attention in all structures and stages of public life as a means of improving socio-political and vocational training and acquiring knowledge by a person, besides has always attracted people with progressive views and has been highly appreciated it basing on its" utility coefficient". Very little attention was paid to the work on the organization and implementation of self-educational activities of specialists engaged in professional activities, it was not considered as a means corresponding to self-educational upbringing, personal development and self-control skills.It should be added that in pedagogy there is no complete concept on self-education and teacher competence.

Key words: self-education, teacher skills, teacher training, teacher competence formation, teacher ability.

1. Introduction

Self-education, the formation of teacher competence and instilling self-learning skills is an important condition for improving the effectiveness of teaching, increasing cognitive activity and creative independence of students. Therefore the effectiveness and success of learning largely depends on the efforts of the teacher, on the ability to work independently: knowledge cannot be taught mechanically, students must independently master them with the participation of the teacher. In this case, the main activity of the teacher's skills is transformed into successful activity.

Professor AzhdarAgayev calls self-education a continuous educational process that ensures the consistency of a person's intellectual development, allowing him to satisfy his need for learning *(Hashimova, 2004).*

Skill also arises as a result of correct techniques. Once the skill is formed, it becomes habits as a result of repetitions, that is, the performance of the activity is partially automated. In this case, one cannot speak of full automation, since even a fully formed habit is carried out under the control of consciousness.

Habits occupy a large place in the learning process. They facilitate the educational work of the students, create opportunities for his independent creative work.

Skills and habits are formed as a result of classes. The main purpose of the exercises is to consolidate skills and improve them to the level of habit. Unlike skills, the process of forming habits differs in certain features. These include:

a) combining a number of individual works into one;

b) elimination of unnecessary movements and tension;

c) weakening of the role of vision control and increasing the role of motion control;

d) the possibility of carrying out activities by various methods or rules.

Teacher competence formation, in terms of implementing the correct pedagogical guidance for this work, is of both theoretical and practical interest. The teacher must, first of all, have a good understanding of the essence of skills and abilities. To form skills, a teacher must know the purpose, techniques and conditions of the performed activity. The teacher cannot carry out the work at a high level if he does not know what he will ultimately achieve.In the modern conditions, a very rapid increase in the volume of scientific information, dynamic updating, makes it dependent on the ability of a person to continuously improve his general and professional culture in order to ensure a high level of creative nature of his labor in any specialty. The requirement of time and circumstances is such that every person should be ready for this type of activity. A teacher should always take care of increasing, deepening and enriching his knowledge in a special way, independently, have certain skills in this area, and acquire skills. The formation of personal initiatives, inclinations and abilities in the direction of the formation of self-education competence in future citizens, ensuring the success of work in this area set many important and big tasks for educational institutions in the work to achieve successful results.

2. Main part

On the basis of research, the conditions for the formation of habits are determined. The first condition is the accuracy of the goal and its comprehension by students. Also, in the process of self-education, the teacher should focus his attention on the goal. Because teachers sometimes forget about the goal that stands in front of them, paying all their attention to performing operations.

The second condition is proper planning of activities. Such planning allows to clearly understand the labor process, correctly determine the sequence of work. The realization of this condition gradually leads them to a common goal.

The work on the formation of teachers' competence in self-education, of course, requires pedagogical skills from the teacher. The third condition for the successful formation of habits is the implementation of control and self-control. Control should be carried out not only at the end of the work, but also in the process of work. The lack of control leads to the fact that the mistakes made by the teacher in the implementation of self-education activity are strengthened, as a result, incorrect activity is formed. With this in mind, advanced teachers carefully monitor

self-educational activities in the first moments of skill formation, patiently correct mistakes when necessary, focusing on self-control of their own activities.

One of the conditions that increase the effectiveness of habits is the evaluation of activity.

It creates negative emotions, discouragement of the teacher, reduces motivation for self-educational activities. The process of forming teacher competence is a complex process, closely related to a number of mental factors. Various aspects of the psyche are involved in this process. An important role in the activity of personal development is played by his conscious attitude to the work performed, the processes of thinking, premonition and imagination, as well as will.

Practice shows that a favorable emotional state of the teacher's activity creates betteropportunity for implementation of this activity. Teacher overcomes difficulties calmly, on his/her own, passes through self-improvement, assimilates the read materials, what increase spiritual joy and further interest in learning. The positive emotional tone of the educational process during the successful work of the teacher causes him to be in a good mood, as a result of which the teacher works more productively, shows enthusiasm for creativity and research.

At the heart of mental problems in self-education are certain contradictions. The emergence of contradictions stimulates the mental work of students, serves as "a signal to activate thinking, marking the beginning of an independent approach to facts and events" *(Abdullayev, 2000)*.

In the process of self-educational activity, individual differences between teachers are manifested. P.P. Blonski divided teachers according to their work skills into four groups: "good worker" (type I), "ordinary worker" (type II), "abnormal" (type III), "bad worker" (type IV).

Type I (”good worker"): Teacher shows consciousness, initiative, clearly understands the goal, works calmly, when faced with difficulties, tries to overcome them independently. They can check their business activity. They are interested in the result of the work.

Type II (”ordinary worker"): Teacher works calmly, confidently, understand the goal clearly; make new attempts in case of failure. But along with this, they do not show much initiative.

Type III (”abnormal"): Teacher is very emotional, has a lot of learning failures. Teacher says "I can't" without much effort. They quit at the first failure. Difficulties are hard to overcome for them. At work, they expect praise from others, especially from adults.

Type IV ("bad worker"): Teachers are mostly bad teachers *(Ananyev, 1968)*. Their working manner includes the following features:

– they inattentively accept the task, but often do not understand and realize it;

– they work passively, constantly feel the need for stimulation;

– they are not aware of their own shortcomings and difficulties;

– they do not always clearly imagine the sequence of work, the correct organization of educational work, etc.

P.P. Blonsky pointed out that teachers need to educate working ability constantly, and noted the importance of paying attention to a number of aspects:

– when receiving tasks: to be attentive, to understand the task, to ask unclear issues;

– when starting work: initiative, overcoming passiveness, external stimulation;

– when choosing the means of work: understanding the goal and attempting to achieve it, general management of the task in advance, self-control and awareness of mistakes;

– attitude to work: the ability to work seriously, calmly, without haste and nervousness, perseverance in overcoming difficulties, the transition from one method of work to more effective technique;

– attitude to the result of the work: checking the progress, trying to get the best result *(Hashimova, 2004)*.

The life and creative activity of the brilliant Azerbaijani poet NizamiGanjavi is full of facts of self-improvement, lifelong learning, constant development, deepening and enriching his own treasury of knowledge. With age, the great poet became more demanding of himself, worked with great zeal and enthusiasm. From his notes in the works "Seven Beauties" and "Iskendername" it is clear that the poet did not stop reading in his old age, wanting to write each of his works, read hundreds of books and got acquainted with various written sources:

Dünyada nə qədər kitab var belə,
Çalışıb, əlləşib gətirdim ələ.
Ərəbcə, dəricə, yeri düşərkən,
Buxari, Təbəri əsərlərindən
Oxudum, oxudum sonra da vardım
Hər gizli xəzinədən bir dürr çıxardım *(Nizami Ganjavi, 2004).*

(Meaning: The more book are in the world, I have read many of them,in diferent languages, And I found a treasure in them).

Since learning self-control skills is closely related to knowing the essence of these methods, let's focus on this issue, albeit briefly. What does self-control mean? What elements does this skill consist of?

I.Q. Barsukov also defines the content orientation of self-education and rightly comes to the conclusion that there are three main directions for the development of mastering self-education: traditional (self-education, educational activity), school or academic self-educational activity (the process is directed by a teacher-teacher) and subject courses on self-education (under the guidance of a teacher-teacher, lecturer) *(Babanski, 1977).*

3. Conclusion

These mentioned aspects are of great importance for instilling competence to the teacher, enriching him with effective methods of work, implementing proper pedagogical guidance in activities.

Among the issues of education, mental issues occupy an important place. Every mental activity is connected with the solution of a certain mental question: "a person begins to think when he needs to understand something" (S.L. Rubinstein). Such a requirement is usually associated with mental problems, new questions: the student seeks answers to the questions and problems posed, makes independent judgment, draws conclusions.

One fact should not be overlooked – the result of the teacher's activity must necessarily be evaluated by the pedagogical leadership. This will give motivation to both the teacher and other fellow teachers.

Application importance: the material can be used in seminars and lectures in higher education institutions and can be useful for stakeholders who is interested in this field.

References

1. Abdullayev B. (2000) About pedagogical terms and concepts, The journal "Azerbaijan school", № 6, p. 132.
2. Ananyev B.G. (1968) Man as an object of knowledge. Leningrad, p. 339.
3. Babanski Y.K. (1977) Optimization of the learning process. Moscow, p. 254.
4. Hashimova A. (2004) The system of self-education training of students and youth: Dissertation of the Candidate of Pedagogical Sciences. Nakhchivan, p. 146.
5. Nizami Ganjavi (2004) Isgandarname. "Lider publishing" house, Baku, p. 210.

COGNITIVE STUDY OF APHORISMS

Oksana Anastasieva

Ph.D., Assistant Professor, State Biotechnological University, Ukraine
e-mail: anastasievaxenia@gmail.com, orcid.org/0000-0003-3856-3741

Summary

This paper deals with the cognitive study of the conceptual field of the English language aphorism. The methodology of the cognitive analysis of the textual concepts has been proposed and applied for the study of the means of verbalization of concept WISDOM in English aphorisms. Based on the application of the proposed methodology of the cognitive study of English-language aphorisms, it can be stated that the concept WISDOM has the following constituents: 1) conceptual, the scope of which is much wider than reflected in dictionaries: «wisdom is the possession of knowledge», «wisdom is common sense», «wisdom is the ability to make spiritual sense of life», «wisdom as freedom from feelings», wisdom is sophistication», «wisdom is the heritage of the age», «wisdom is an aphorism»; 2) figurative, which is represented by figurative metaphors: «wisdom is power», «wisdom is knowledge of the truth», «wisdom is self-demanding», «wisdom is moral impeccability», «wisdom is modesty», «wisdom is freedom»; 3) valuable, represented mainly by a positive and exalted assessment.

Key words: cognitive-communicative approach, concept, megaconcept, conceptosphere, constituents, means of verbalization.

1. Introduction

An aphorism is a concise, communicatively oriented, conceptually conditioned expression that belongs to a certain author, asserts a deep, universally significant truth, has a significant pragmatic potential and an artistically refined, complete form, which is distinguished by the sophistication and stylistic expressiveness of the wording. At the same time, the aphorism is characterized by a two-part structure, two concepts are always juxtaposed in it, namely, the peripheral, subordinate attribute of the first concept is juxtaposed with the main attribute of the second concept. Due to this, the persuasiveness and expressiveness of the aphorism in general is strengthened *(Anastasieva, 2017: 15)*.

The analysis of the state of study of the English-language aphorism and the degree of development of certain aspects of it gives reason to conclude on the need to conduct a comprehensive study in pragmatic and cognitive aspects with the involvement of linguistic synergistic tools. In particular, the application of elements of cognitive analysis is necessary to understand how concepts form the conceptosphere of texts of a certain genre.

2. Methodology of research cognitive aspect

The analysis of the cognitive aspect of the aphorism is believed to be an important vector of its comprehensive study. We consider such an analysis appropriate, based on an understanding of the special nature of the aphorism phenomenon. At this stage, we apply the method of

conceptual analysis, within which we examine the structure of the conceptual sphere of the English-language aphorism and the speech implementation of its key concepts.

In our research, we understand the concept as a multidimensional mental formation in which the image-perceptual, conceptual and value components are distinguished *(Vorkachev, 2005: 7; Karasyk, 2005: 73; Krasavsky, 2001: 110; Prykhodko, 2008: 55),* therefore, the analysis of the key concepts that form the conceptosphere of the English-language aphorism necessarily involves the description of these components.

According to V. A. Maslova, the method of conceptual analysis is determined by the structural features of the concept. In particular, the core of the concept is formed by the dictionary meanings of a certain lexeme, and the periphery consists of subjective experience, pragmatic components of the lexeme and connotations *(Maslova, 2001).*

The object of research, namely an English-language aphorism, presupposes the use of the so-called 'detextual approach', which involves the analysis of a concept in an artistic text *(Bolotnova, 2003; Turaeva, 1986).* Within this approach, the analysis of the verbalization of the key concepts of the English-language aphorism must begin with the semantic analysis of the word as the name of the concept. Various lexical-semantic, lexical-thematic, associative groups, as well as key words, paradigmatics and syntagmatics are defined to identify the concept and study its specifics. Therefore, in order to identify the specifics of the concepts that make up the conceptual sphere of the English-language aphorism, we consider it expedient to conduct a multi-aspect conceptual analysis in such a scope:• analysis of the etymology of the name of the concept;• analysis of the synonymous and antonymous series of the name of the concept;

• semantic analysis of meanings given in dictionaries;• semantic analysis of meanings that are not represented in dictionaries, but actualized in English-language aphorisms;

• analysis of associative, connotative and axiological components of the concept, which are verbalized in English-language aphorisms.

In addition, to analyze the conceptosphere of English-language aphorism in our research, we use functional analysis and the interpretive method, and also rely on the concept of precedent texts *(Karaulov, 1986; Slyshkin, 2000 (1)).* We consider an English-language aphorism as an example of a precedent text that forms a concept characterized by multidimensionality and value significance. We consider it expedient to also use O. M. Kaganovska's idea, according to which concepts are subordinated to 'the peak concept', namely the mega-concept *(Kaganovska 2002: 46).*

3. The structure of conceptosphere of the aphorism

Conceptosphere is an organized set of concepts existing in the form of generalized representations, mental images, schemes, concepts, frames, scenarios, gestalt, generalizing a variety of signs of the outside world *(Likhachov, 1993: 64).* According another explanation conceptosphere is a certain set of psychological representations of any ethnic group, surrounded by its invisible halo *(Likhachov, 1993: 108).*

Herewith, the conceptosphere of the English-language aphorism is organized predominately by the fields of concepts: WISDOM, MAN / WOMAN, LIFE / DEATH, WEALTH / POVERTY, HAPPINESS / POVERTY, MARRIAGE, VIRTUE / VICE, LOVE / HATE, WAR / PEACE, SUCCESS / FAILURE, LAW, POLITICS, HEALTH / DISEASE, SCIENCE / FAITH.

Aphorisms are a prime example of a precedent text. As a result of consideration of the speech objectification of concepts, the fields of which form the conceptosphere of the

English-language aphorism, it was proved that they are subordinate to the mega-concept WIS-DOM. *(Anastasieva, 2017: 16).*

Thus, the concept WISDOM corresponds to an abstract concept, therefore this concept acquires the status of a mega-concept in the conceptual sphere of English-language aphorism. The following examples demonstrate how concepts are subordinated to the mega-concept WIS-DOM:

LIFE: May you live every day of your life (Jonathan Swift)

= WISDOM is living each day of your life with full dedication.

LOVE: *A baby is born with a need to be loved – and never outgrows it (Frank Howard Clark)*

= WISDOM is in the fact that every person is born and lives with a need for love.

4. Analysis of the concept WISDOM

Based on the idea of the concept as a multidimensional mental formation, in which the image-perceptual, conceptual and value components are distinguished *(Vorkachev, 2005: 7; Karasyk, 2005: 73; Krasavsky, 2001: 110; Prykhodko, 2008: 55),* as well as on the idea of a concept as an entity that has a core (the meaning of a certain lexeme given in the dictionary) and a periphery (subjective experience) *(Frumkina, 1992),* let's consider how these components of the WISDOM concept are verbalized in English-language aphorisms.

The name of the WISDOM concept is the lexeme '*wisdom*'. Etymologically, the word '*wisdom*' comes from the Old English '*wīsdōm*', which consists of the root '*wīs*' – '*wise*', which belongs to the Germanic vocabulary, and the suffix '*dōm*', where '*wīs*' has the semantic meaning: 1) having sound judgment; 2) learned.

The analysis of the explanatory articles of the English-language sources of the lexeme '*wisdom*' shows that these meanings of the etymon of the lexeme are reflected in modern dictionaries, and allows us to single out the following basic meanings *(Webster's School Dictionary, 1986: 1074):*

1 a: accumulated learning: knowledge;

b: ability to discern inner qualities and relationships: insight;

c: good sense: judgement;

2: a wise attitude or course of action;

3: the teachings of the ancient sages;

4: Bible (Book of the Old Testament).

But the name of the concept is not the only means of activating the concept. Any concept is characterized by the ability to be implemented in various iconic forms. «The more diverse the potential of the symbolic expression of a concept, the more ancient this concept is and the higher its value significance within a certain linguistic community» *(Slyshkin, 2000 (2): 1).*

An important stage of the conceptual analysis of the concept is the analysis of its synonymous series, since «synonymous alternatives of the name of the concept, no less than its direct nominations, are able to vividly reflect the uniqueness of the national worldview» *(Prykhodko, 2008: 115).*

The synonym series of the lexeme '*wisdom*' contains such units as: *sagacity, sageness, judgment, discernment, reason, prudence, judiciousness, common sense, insight, penetration, sapience, understanding, rationality, clear-sightedness, clear-headedness, perspicacity, percipience, perception, perceptiveness, intelligence, acuteness, acumen, astuteness, sharpness,*

shrewdness, long-headedness, knowledge, learning, erudition, lore, scholarship, enlightenment (Urdang, Laurence, 1994: 2040).

According to the semantic meaning, these lexemes can be divided into the following groups:

1) wisdom as possessing knowledge (*erudition, knowledge, learning, enlightenment, lore, scholarship*):

This meaning is reflected, for example, in this aphorism:

There is no great concurrence between learning and wisdom (Francis Bacon)

However, the first group is not fully reflected in aphoristic expressions, because the authors of aphoristic expressions note the inequality of book knowledge as a collection of information and life wisdom, and even the opposite of the notions of *wisdom* and *knowledge*, which can be explained by the paradox of the aphorism.

An example shows how this opposition is realized through *to confuse wisdom with knowledge and knowledge with information*:

In our age… men seem more than ever prone to confuse wisdom with knowledge, and knowledge with information, and to try to solve problems of life in terms of engineering (T. S. Eliot)

Among the corpus of English-language aphorisms, there are also those in which wisdom is contrasted with the results of schooling:

Wisdom is not a product of schooling but of the life-long attempt to acquire it (Albert Einstein);

2) wisdom as common sense (judgment, reason, common sense, clear-headedness):

Common sense in an uncommon degree is what the world calls wisdom (Samuel Taylor Coleridge);

3) wisdom as ability to spiritual understanding of life (shrewdness, insight, astuteness, acumen, discernment, perspiracy, penetration):

The invariable mark of wisdom is to see the miraculous in the common. (Ralph Waldo Emerson).

In the following statement, this meaning is objectified through opposition *a wisdom of the head – a wisdom of the heart*:

There is a wisdom of the head, and a wisdom of the heart (Charles Dickens);

4) wisdom as sophistication (sapience, sageness):

The wise through excess of wisdom is made a foo (Ralph Waldo Emerson);

Antonym series of lexeme '*wisdom*' includes the lexemes: *absurdity, bêtise, foolishness, idiocy, injudiciousness, nonsense, senselessness, silliness, stupidity* (Oxford Dictionary of Synonyms and Antonyms (2007)).

In this aphorism, wisdom is defined as the opposite of stupidity by means of the antithesis *'fool' – 'wisdom'*. Thus, the inability to hide ones wisdom is claimed to be a sign of stupidity:

He's a fool who cannot conceal his wisdom (Benjamin Franklin).

Certain aphorisms contain meanings of the concept WISDOM that are outside the range of synonyms of its name. For example, English-language aphoristic sayings depict wisdom as an asset of the age:

Common sense is the collection of prejudicies acquired by the age eighteen (Albert Einstein);

The author notes of this paradoxical aphorism emphasizes the self-confidence of youth and the their belief in omniscience.

But some aphorisms contain the opposite statement indicating that there is no direct relationship between age and wisdom:

The older I grow the more I distrust the familiar doctrine that age brings wisdom (H. L. Mencken).

In addition, aphoristic statements contain examples of contrasts between wisdom and feelings, that is, wisdom is considered as freedom from feelings, in particular, romantic love:

It is impossible to love and to be wise (Francis Bacon).

The idea *'aphorism is wisdom'* is also common in aphoristic sayings:

Exlusively of the abstract sciences, the largest and the worthiest portion of knowledge consists of aphorisms: and the greatest and best of men is but an aphorism (Samuel Taylor Coleridge).

The figurative component, that is, knowledge, images and associations wich are evoked in the mind in connection with one or another denotation of the WISDOM concept, can be represented by aphoristic statements containing figurative metaphors:

«wisdom is power»:

Wisdom is the strength of the weak (Joseph Joubert)

The valuable component or «the most important hypostasis of the concept, which is determined by the attitude towards it» *(Prykhodko, 2008: 61),* is widely represented in aphorisms. Predominately, wisdom is a assessed positively and exaltedly in English-language aphorisms. In fact, wisdom equals all the best human traits:

«wisdom is knowledge of truth»:

Wisdom, properly so called, is nothing else but this: the perfect knowledge of the truth in all matters whatsoever (Thomas Hobbes);

«wisdom is self-demanding»:

What is it to be wise?
This but to know how little can be known,
To see all other's faults, and feel our own (Alexander Pope);

«wisdom is moral impeccability»:

A wise man will desire no more than what he may get justly, use soberly, distribute cheerfully, and leave contentedly (Benjamin Franklin);

«wisdom is modesty»:

Knowledge is proud that he has learned so much; Wisdom is humble that he knows no more (William Cowper).

In addition, the analysis of its presentations in separate types of discourse is important for understanding the features of the verbalization of the concept WISDOM. «One of the fundamental features of the existence of a concept, which is the result of the objectification of knowledge, is its correlation with a certain discursive sphere or set of discourses, within which (which) it functions, revealing one or another of its facets» *(Radziievska, 2006: 163).*

In particular, the reflection of the concept in philosophical and religious discourse is utterly specific. For example, in philosophy, WISDOM is a concept that denotes the highest, holistic, spiritual and practical knowledge, which is aimed at understanding the absolute meaning of being and is acquired through the spiritual and vital search for truth by the subject of knowledge. Most of the definitions of Wisdom that can be found in the classical ethical and philosophical tradition emphasize precisely the moment of the highest knowledge in its value expression *(FES, 2002).* It is this thought that is stated in aphorisms:

Philosophy is harmonized knowledge making a harmonious life; it is the self-discipline which lifts us to serenity and freedom. Knowledge is power, but only wisdom is liberty (Will Durant).

In religious discourse, the following two types of wisdom are clearly distinguished: human and divine ones. The biblical concept of wisdom is fundamentally different from the classical idea of human wisdom, which consists in searching for the meaning of being and the universe with the help of philosophical reflections and conclusions. Human wisdom is wisdom given to man by God. The most important principle of biblical wisdom is a person's obedience to God and unwavering obedience to the commandments. This idea can be traced in all the biblical books of wisdom:

For knowledge to become wisdom, and for the soul to grow, the soul must be rooted in God: and it is through prayer that there comes to us that which is the strength of our strength, and the virtue of our virtue, the Holy Spirit (William Mountford).

5. Conclusions

Based on the application of the proposed methodology of the cognitive study of English-language aphorisms, it can be stated that the concept WISDOM has the following components:

1) conceptual, the scope of which is much wider than reflected in dictionaries: «wisdom is the possession of knowledge», «wisdom is common sense», «wisdom is the ability to make spiritual sense of life», «wisdom as freedom from feelings», wisdom is sophistication», «wisdom is the heritage of the age», «wisdom is an aphorism»;

2) figurative, which is represented by figurative metaphors: «wisdom is power», «wisdom is knowledge of the truth», «wisdom is self-demanding», «wisdom is moral impeccability», «wisdom is modesty», «wisdom is freedom»;

3) valuable, represented mainly by a positive and exalted assessment.

References

1. Anastasieva O. A. (2017) Anhlomovnyi aforyzm: prahmastylistychnyi ta kohnityvnyi aspekty [English Language Aphorism: Pragma-Stylistic and Cognitive aspects] (PhD Thesis). Zaporizhzhia: ZNU.

2. Bolotnova N. S. (2003) Poeticheskaya kartina mira i eyo izuchenie v kommunikativnoj stilistike teksta [Poetical worldview and its study in communicative stylistics of text]. Sibirskij filologicheskij zhurnal, pp. 198–207.

3. Kahanovska O. M. (2002) Tekstovi kontsepty khudozhnoi prozy [Textual concepts in the belles-lettres]. Kyiv: KNLU. (in Ukrainian)

4. Karasik V. I. (2005) Etnospecificheskie koncepty. Vvedenie v kognitivnuyu lingvistiku. otv. red. M. V. Pimenova [Ethnospesific concepts: introduction into cognitive linguistics]. Kemerovo: Kuzbassvuzizdat. (in Russian)

5. Karaulov Yu. N. (1986) Rol precedentnyh tekstov v strukture i funkcionirovanii yazykovoj lichnosti. Nauchnye tradicii i novye napravleniya v prepodavanii russkogo yazyka i literatury [The role of the precedent texts in thre structure and functioning of the language personality. Scientific traditions and new trends in teaching the Russian language and literature]. Procedings of the VI kongress MAPRYaL. Moscow: Russky yazyk, pp. 105–126.

6. Krasavskij N. A. (2001) Emocionalnye koncepty v nemeckoj i russkoj lingvokulturah [Emotional concepts in the German and Russian lingvoculture]. Volgograd: Peremena. (in Russian)

7. Lihachev D. S. (1993). Konceptosfera russkogo yazyka [Conceptosphere of the Russian language]. Izvestiya RAN, Seriya «Literatura i yazyk», T. 52, n°1. pp. 3–9.

8. *Maslova V. A. (2001). Lingvokulturologiya: ucheb. posobie dlya stud. vyssh. ucheb.zavedenij [Linguokultorology: textbook]. Moscow: Akademiya. (in Russian)*

9. *Oxford Dictionary of Synonyms and Antonyms (2007). Oxford University Press.*

10. *Prykhodko A. M. (2008) Kontsepty i kontseptosystemy v kohnityvno-dyskursyvnii paradyhmi linhvistyky [Communicative and pragmatic aspects of text creation]. Zaporizhzhia: Premier. (in Ukrainian)*

11. *Radziievska T. V. (1999) Komunikatyvno-prahmatychni aspekty tekstotvorennia [Communicative and pragmatic aspects of text creation] (Doctoral Thesis). Kyiv. National Linguistic University.*

12. *Slyshkin G. G. (2000, a) Lingvokulturnye koncepty precedentnyh tekstov. [Linguocultural conceptsof the precedential texts]. Moscow: Academia. (in Russian)*

13. *Slyshkin G. G. (2000, b) Ot teksta k simvolu: lingvokulturnye koncepty precedentnyh tekstov v soznanii i diskurse [From the text to the symbol: linguocultural concepts of the precedential texts in mind and discourse]. Moscow: Academia. (in Russian)*

14. *ShynkarukV. I., eds. (2002) Filosofskyi entsyklopedychnyi slovnyk: entsyklopedyia. NAN Ukrainy, In-t filosofii im. H. S. Skovorody [Philosophic encyclopedic dictionary: encyclopedy]. Kyiv: Abrys. (in Ukrainian)*

15. *Turaeva Z.Ya. (1986) Lingvistika teksta [Linuistics of the text]. Moscow: Prosveshenie. (in Russian)*

16. *Urdang, Laurence (1994) The Oxford Thesaurus: An A-Z Dictionary of Synonyms Oxford University Press.*

17. *Vorkachev S. G. (2005) Variativnye i associativnye svojstva teleonomnyh lingvokonceptov [Variative and asossiative properties of the teleonomic linguistical concepts]. Volgograd: Paradigma. (in Russian)*

18. *Webster's School Dictionary (1986). USA: Merriam-Webster Inc.*

THE IMAGE OF "AN ORDINARY AMERICAN" IN J. UPDIKE'S SHORT STORIES

Olena Bezhan

Ph.D., Associate Professor, Odesa National I. I. Mechnikov University, Ukraine
e-mail: a.bezhan@ukr.net, orcid.org/0000-0001-5165-5355

Summary
The article is devoted to the study of the short story genre in the context of the second half of the twentieth century American literature, an attempt is made to show the way of the genre from the form of standard story to so called "psychological sketch". The short story manifested the national originality of American prose, the peculiarities of the national character and local color earlier and more fully than other forms. It developed the traditions of folk stories, folk humor, and satire. The object of analysis is J. Updike's short story "Pigeon Feathers", that is concentrated on the middle class problems of American society and the "ordinary Americans". Updike became an innovator in the short story genre, embodying the best ideas of his predecessors and developing his own ideas of genre diversity. According to both national and American critics, the main stylistic feature of Updike's short story collections is the close connection between them, most of them continuing each other, leaving behind a through plot and a single emotional experience.

Key words: short story, standard story, "psychological sketch", "ordinary American", national originality and national character

1. Introduction

The twentieth century American short story century occupies a special place in the literary process of the United States. The tendency to fill the twentieth-century American short story genre with elements of poetic narrative brings it closer to lyrical genres and inspires American writers of this period to create novelistic cycles. The peculiarities of the short form – its mobility, flexibility, and ability to respond to important events of the time – also helped to establish the short story in the American literature. The short story manifested the national originality of American prose, the peculiarities of the national character and local color earlier and more fully than other forms. It developed the traditions of folk stories, folk humor, and satire. Despite its close connection with European literature, the American short story has been overestimating the artistic experience of the Old World since its inception. The works of John Updike were no exception; it is the appeal to the writer's works in the genre of short fiction that gives a more complete picture of the artistic world, the peculiarities of world perception and stylistic features of the writer's fiction.

2. The American "short story": from standard story to "a psychological sketch"

Despite its rather "modest scope", the short story genre has a complex dialectic: every era leaves its mark on it, and life requires not only expressing new relationships and contradictions but also rethinking them in a new way. The definition of the short story and its specifics are the subject of much debate in both national literary studies and foreign literary criticism.

In this regard, the critic Mikhail Bakhtin wrote: "A genre is always both this and that, always old and new at the same time. The genre is revived and renewed at each new stage of the development of literature and in each individual work of this genre" *(Bahtin, 1975)*. The specificity of the American short story development is that it was and remains simultaneously in the realm of literature and journalism, and many short story writers are, were, and remain journalists at the same time. The demand for short stories by American magazines has always been high, and in the late nineteenth and early twentieth centuries, with the proliferation of commercial publications that sold at cost, it grew as never before. In the nineties, the process of merging the American short story with journalism reached its highest level, and numerous guidelines appeared on the content and technique of story construction. Editors developed their own templates according to which they selected stories for magazines, which often led to the leveling of writers' creativity. The standardization of such a dynamic literary genre as the short story reflects the process of standardization of all of American life during the period of industrialization. At the beginning of the century, this process led to the psychological story underestimation as pioneered by W. Irving and N. Hawthorne, and this leads to the absolutization and idealization of the fabulist short story.

But numerous instructions for writing short stories did not bring anything new to the theory of the fabulist short story. They mechanically transferred the principles of constructing Aristotle's dramatic works to short stories, and provided for the obligatory presence of a "happy ending" and suspense. However, the artificial spread of the standard story with an unexpected ending did not stop the development of the psychological tradition, which is continued by the masters of American short fiction, such as H. James, T. Dreiser, S. Anderson, and others. The dominance and influence of the constructive fabulist short story was such that any story that did not conform to the canon was not considered a story. It was called a "mood piece", a "realistic sketch", a "psychological confession", but in no way it wasn't associated with the classic American short story.

Gradually, the American reader began to feel that constructive storytelling sacrificed psychologism for structure and that the inability to delve into human psychology within the tight confines of the conventional model largely "robbed" the story and made it look "limited" in a sense. Non-standard stories, devoid of exposition, often without a climax in the conventional sense of the word, and without the unexpected that was popular at the time, very O. Henry-like, were becoming more and more common in the United States. A significant event in the literary life of America was the publication in 1919 of the "Winesburg, Ohio" by Sherwood Anderson, who opposed the dominance of the fabulist novel in US literature, denied the need for a storyline in the conventional sense, and believed that the main thing was not to create an interesting intrigue but to convey the depth of feelings and impressions. However, it should also be emphasized that in addition to a powerful social coloring, the twentieth-century short story is characterized by a significant weakening of the plot action, an increase in psychological side, and an active lyrical current. That allows critics to call this type of short story "a psychological sketch" *(Pattee, 1923)*.

3. J. Updike: "a barometer of American sentiment"

A worthy follower of the classics became the American writer John Updike, known to the general public as the author of the Rabbit Tetralogy, the first volume of which was published in 1960. He also became an innovator in the short story genre, embodying the best ideas of his predecessors and developing his own ideas of genre diversity. In the English-speaking world,

John Updike (1932–2009) is consistently associated with the mainstream of "serious" American literature, and was considered a classic during his lifetime. Awarded all the honorary American prizes, two Pulitzer Prizes, the National Book Award, and the Howells Medal of Honor, the writer left behind a significant literary body of work: poetry and short story collections, essays, and 23 novels.

As for Updike's aesthetic preferences, critics consider him to be a writer who personifies "pure American realism", the object of his work being mid-twentieth-century America and ordinary Americans. J. Updike belongs to the postwar generation of writers whose work largely determined the philosophical orientation and aesthetic level of the literary process in the United States in the second half of the twentieth century. His works are the subject of attention not only of journal reviewers, but also of university and academic criticism.

An important stage in Updike's development as a writer was his experience gained at the renowned New Yorker (American weekly magazine that publishes reports, commentary, criticism, essays, fiction, humor, etc.), where he began his career as a cartoonist, and, more than twenty years later, he acted as an art critic who commented on art exhibitions – most often for The New York Review of Books (The New York Review of Books is a magazine that publishes articles on literature, culture, economics, science, etc.) It was in the early period of the writer's work, approximately between 60–70 years, that the first short story collections of the writer appeared, such as "The Same Door" (1959), "Pigeon Feathers" (1962), "The Music School" (1966), "Bech: A Book (1970), "Museums and Women" (1972), "Too Far to Go" (1979) and "Problems" (1979).

The writer's work is represented primarily by socio-psychological and ironic prose about the attempts to atone for the modern soulless life and the search for moral pillars of resilience by the "ordinary American" provincial. The main themes of his works are the fears and hopes of his characters, which are activated in their perception of the latter through the prism of religion, family relationships, intimate relationships and death. Confirming the author's interest in cutting and observing the ordinary and everyday life, critic T. N. Denysova wrote that "in literary circles Updike acquires a stable reputation as a "barometer of American sentiment"" *(Denysova, 2002)*, and the researcher of the writer's work D. Gardner, in turn, noted: "Updike's fiction … is social and is a metaphor for mid-century America" *(Gardner, 1962)*.

According to both national and American critics, the main stylistic feature of Updike's short story collections is the close connection between them, most of them continuing each other, leaving behind a through plot and a single emotional experience. His stories usually resemble instant sketches, miniatures imbued with the longing to say goodbye to childhood and youth. Thus, our appeal to his early short stories is explained by the fact that it determines the tone of his later work, in particular, the gap between the cozy, warm, humane world of childhood and the harsh reality of adults.

4. In search of an "ordinary American" in J. Updike's "Pigeon Feathers"

The short story "Pigeon Feathers" (1962), which will be discussed in the article, is the title of the writer's collection of the same name, and this undoubtedly indicates its importance in the author's intention in general. The first thing that comes to mind when analyzing the text is that it is narrated in the first person, so we perceive life through the eyes of a 14-year-old boy, David Kern, an "ordinary American" teenager who grew up in the small Pennsylvania town Olinger. Circumstances force his parents to move to a farm owned by his mother's relatives. For the boy, this means not only an actual change of residence, but also the need to reconsider his

skills, views, and preferences. Moving to the farm, he grows up and experiences an internal crisis. The change of environment, the memories of his past in Olinger, and the difficulties of getting used to the new place are perceived by the boy as quite painful: "WHEN THEY MOVED TO FIRETOWN, things were upset, displaced, rearranged. A red cane-back sofa that had been the chief piece in the living room at Olinger was here banished, too big for the narrow country parlor, to the barn, and shrouded under a tarpaulin. Never again would David lie on its length all afternoon eating raisins and reading mystery novels and science fiction and P. G. Wodehouse" *(Updike, 1962)*». This quote indicates that the move was not easy for the teenager, that the family's material conditions had deteriorated significantly, which also had an impact on a person who was just preparing to enter life.

In this case, the choice of narrative is not accidental, because it is aimed at bringing the author and the hero closer together, and if the author and the hero are the same, the meaning of personal presence in the work is enhanced. In addition, this form allows the writer to show reality through the individual experience of the hero, enhancing the lyrical flow of the work. The other side of this type of narrative is confessionality. Realizing the great gap between himself and his parents and his unwillingness to accept reality, David admits that he misses a past he never knew: "The odor of faded taste made him feel the ominous gap between himself and his parents, the insulting gulf of time that existed before he was born. Suddenly he was tempted to dip into this time" *(Updike, 1962)*. The novel outlines the theme of the relationship between parents and children, which is a classical in the literary world in general, but also becomes one of the leading themes in Updike's work in particular.

By merging with the image of his hero, John Updike seems to be writing about himself, but at the same time, looking at the world through the eyes of the hero, he talks about Americans and the middle century American life, and activates the problems that concern his generation. In addition to the narrator, "ordinary Americans", the "middle class" is represented by David's parents, and the views of the "parents and children" differ significantly. The father is a typical city dweller, opposed to the mother in his perception of the provinces: "A city boy by birth, he was frightened of the farm and seized any excuse to get away. His father expressed his feelings of discomfort by conducting with Mother an endless argument about organic farming" *(Updike, 1962)*. The author himself comments on the position of the mother, a woman who dreams of rural life and is happy to move to a farm: "The farm had been David's mother's birthplace; it had been her idea to buy it back. With a determination unparalleled in her life, she had gained that end, and moved them all here – her son, her husband, her mother" *(Updike, 1962)*. Quite conservative in her views on the future of the United States, which she believes is impossible without environmentally friendly farming, the mother actively argues with the father when he states that: "the earth is nothing but chemicals" *(Updike, 1962)*. She argues otherwise: "George, if you'd just walk out on the farm you'd know it's not true. The land has a soul" *(Updike, 1962)*. There was a lot of progressive ideas in her mind, which in a sense anticipated the times of Updike himself, in the words of a woman who foresaw the author's foresight, who felt that the victory of technology and industrialization would sooner or later have negative consequences and that the salvation of humanity – would be a return to nature.

Let's us remind that the leading problems of the writer's short stories of this period are the problems of adolescent personality formation, self-determination, search for one's place in society, and the problem of family relationships. But the most important thing for a person, according to Updike, is to master the basic existential truths of life, which pass through and are embodied in personal relationships. Eternal truths, such as questions of religion, goodness, and death, also concern his character David. Thus, having come across a

book by H.G. Wells, the young man is struck by the writer's atheism, which is based on his thoughts about the person of Christ and his miraculous deeds. Condemning this position, Updike describes the young man's feelings as follows: "It was as if a stone that for months and even years had been gathering weight in the web of David's nerves snapped them and plunged through the page and a hundred layers of paper underneath […] it was the fact that they had been permitted to exist in an actual human brain" *(Updike, 1962)*. And with David's characteristic childlike spontaneity, he proves the strength of his faith: "Had Christ ever come to him, David Kern, and said, "Here. Feel the wound in My side"? No; but prayers had been answered" *(Updike, 1962)*.

The acute desire for spiritual independence literally permeates the characters of Updike's stories, but this path is always sown with doubts, searches, and constant obstacles. That is why, despite his strong faith in God, David asks himself eternal questions: "Well, where is our soul, then, in this gap? Where will Heaven be?" (Книга;9). It is at this transitional age, in a new place, that you first think about death: "Without warning, David was visited by an exact vision of death: a long hole in the ground, no wider than your body, down which you are drawn while the white faces above recede. You try to reach them but your arms are pinned. Shovels pour dirt into your face. There you will be forever…" *(Updike, 1962)*. The dramatic worldview characteristic of Updike's hero, born in a confrontation with reality, also has an autobiographical tinge. In many of his interviews, the writer noted that he was greatly influenced by the events of his childhood, which were marked by two catastrophes: the Depression and World War II. This, apparently, contributed to the acute sense of lack of harmony in life inherent in Updike and his characters. The author comments on David's condition as follows: "As David ran, a gray planet rolled inches behind his neck. If he looked back, he would be buried. And in the momentum of his terror, hideous possibilities – the dilation of the sun the crabs on the shore in The Time Machine – wheeled out of the vacuum of make-believe and added their weight to his impending oblivion" *(Updike, 1962)*.

Parents react differently to their son's unexplained behavior. The mother starts talking about God and answers questions about the existence of a higher power: "But, David, you have the evidence. Look out the window at the sun; at the fields" *(Updike, 1962)*. My father speaks openly and directly about his atheistic attitude to death: "Is the kid worried about death? Don't give it a thought, David. I'll be lucky if I live till tomorrow, and I'm not worried. I think death is a wonderful thing. I look forward to it" *(Updike, 1962)*. But all these thoughts of his relatives do not suit the guy, he feels immensely lonely: "Nowhere in the world of other people would he find the hint, the nod, he needed to begin to build his fortress against death. They none of them believed. He was alone. In that deep hole" *(Updike, 1962)*.

The above confirms that in the context of Updike's moral and spiritual issues, the author pays great attention to the psychology of adolescence, and one of the main features of his literary talent can be considered a subtle sense of time and interest in the depiction of everyday details. The culmination of Updike's short story is the day of his 15th birthday, on which David receives a gun as a gift, and his grandmother, wanting her grandson to overcome the fear of death, asks him to kill the pigeons that have settled in the pantry. Updike describes the bird hunt in detail and with his characteristic precision: "A pigeon appeared in one of these holes, on the side toward the house. It flew in, with a battering of wings, from the outside, and waited there, silhouetted against its pinched bit of sky, preening and cooing in a throbbing, thrilled, tentative way. David tiptoed four steps to the side, rested his gun against the lowest rung of a ladder pegged between two upright beams, and lowered the gunsight into the bird's tiny, jauntily cocked head" *(Updike, 1962)*.

Thus, the bird is not an accidental symbol in Updike's short stories. It should be emphasized that birds are an essential element of various mythopoetic traditions; they are widely represented in symbolism and emblematics. Birds as embodiments of deity play an important role in myths about the creation of the world: the cosmic spirit in the form of a bird or a bird as an assistant to the divine creator, a giant bird as a common image of the Creator.

The most famous "function" of the bird is its personification of the human soul. The idea of the soul in the form of a bird is present in ancient cultures, such as Egypt, Greece, China and Siberia, South America, etc. Thus, the bird is a symbol of the soul, and in the Bible it is a dove that arrives with the news that Mary will give birth to the son of God. The fact that the boy has to shoot the pigeons and is forced to experience all these negative emotions, combined with the impressive hunting scene that the reader watches, can-and should-be interpreted as David being required to part with his soul in order to move into the adult state, but as we see, he cannot get rid of his soul. However, it turns out that killing birds does not help the hero come to terms with the thought of death-the expected mental breakthrough did not occur. Realizing this, we can say that the mystery of death, as well as the desire to live, remain constant categories for the writer, in his opinion, this mystery accompanies a person all his life: "with a feminine, slipping sensation along his nerves that seemed to give the air hands, he was robed in this certainty: that the God who had lavished such craft upon these worthless birds would not destroy His whole Creation by refusing to let David live forever" *(Updike, 1962)*.

5. Conclusions

Thus, having analyzed one of J. Updike's short stories, we can draw the following conclusions. The writer's focus on depicting the life of provincial America and "ordinary Americans" in the context of literary searches of the 50s and 70s is quite natural. Therefore, the family relationships of "ordinary Americans", the issues of youth education, and its formation are an important part of the writer's attention and his work. Unlike many other authors, J. Updike's work shows an aggravation of existential and moral and spiritual problems of existence, namely: human loneliness, faith or disbelief, fear of death. It is worth noting that the characteristic features of Updike's short story are psychologism, tragedy of the worldview, and a tendency to detail. The author's "I" in the text is as close as possible to the character's personality, even to the point of becoming one "consonance."

References

1. Bahtin M. M. (1975) Voprosyi literaturyi i estetiki: Issledovaniya raznyih let. M.: Hud. lit. [in Russian]
2. Denysova T. N.(2002) Istoriia amerykanskoi literatury KhKh stolittia. K.: Dovira. [in Ukrainian]
3. Gardner J., Dunlap L. (1962) The forms of Fiction. N. Y.: Random House
4. Pattee F. L. (1923) The Development of the American Short Story. New York and London: Harper & Bros.
5. Updike J. (1962) Pigeon Feathers. Retrieved from https://xpressenglish.com/our-stories/pigeon-feathers/

MODERN METHODOLOGICAL SYSTEM OF THE RHETORICAL COMPETENCE FORMATION OF UNIVERSITY STUDENTS

Natalia Didenko
Candidate of Pedagogical Sciences,
Associate Professor at the Department of Foreign Languages,
National Academy of Statistics, Accounting and Audit, Ukraine
e-mail: didenko73y@gmail.com, orcid.org/0000-0001-5337-643X

Summary

The article analyzes the problem of rhetorical competence formation of university students in the process of teaching Ukrainian for special purposes and proposes ways to solve it. Some aspects of the methodological system are proposed. Attention is focused on the peculiarities of students' rhetorical competence formation in the conditions of distance learning, in particular on the use of interactive forms and methods of distance learning, which contribute to the linguistic personality formation of the future specialist. One of the main tasks of higher education is the formation of rhetorical competence of university students. The approaches of scientists to the concepts of "rhetorical competence" and "formation of rhetorical competence" were analyzed and the conditions of rhetorical competence formation in the conditions of distance education were substantiated. It was found that scientific studies consider rhetorical competence as the ability to design effective and optimal communication for the speech situation; to realize one's own rhetorical resources in the process of professional activity, to increase the professional language image. Rhetorical education affects the formation of the language image and the trajectory of the professional career of the future specialist. Rhetorical competence involves the formation of personal qualities, the development of thinking, speech, the ability to conduct business communication according to the rules of etiquette. The process of rhetorical competence formation requires updating the methodical system, building the specifics of practical classes in the conditions of a distance learning mode and the complex realities of wartime in Ukraine.

Key words: rhetorical competence formation, language image, rhetorical model, distance learning mode, rhetorical exercises, Ukrainian for special purposes.

1. Introduction

The level of rhetorical competence formation of the university student affects his success in future professional activities. Currently, there is a need to train a specialist of the new generation, who possesses the basics of speech culture and successful communication at a high level. The rhetorical competence formation of the university student is a priority task in studying Ukrainian for special purposes, which affects the improvement of the professional characteristics of the future specialist. Mastering rhetorical skills is a complex process and requires a systematic approach, involves the use of modern technologies and new learning models.

The problem of rhetorical competence formation of the university student in studying Ukrainian for special purposes becomes urgent, it requires updating the methodological system

and building new models of education. The purpose of the study is to substantiate and develop a pedagogical model of formation and development of rhetorical competence of university students in the process of studying Ukrainian for special purposes in the conditions of the distance learning mode of education and in the complex realities of wartime in Ukraine.

The scientific novelty of the research is due to the fact that a rhetorical model was proposed in the conditions of distance education for the first time. Adapted distance tools and rhetorical measures were analyzed. In addition, active methods and forms of work, that contribute to increasing the level of rhetorical competence were determined and adjusted to the distance learning mode.

To achieve the research goal, the following tasks are to be solved:

1. To find out the essential characteristics of the basic concepts of rhetoric. To specify the approaches of scientists to the analysis of the methodical system of rhetorical competence formation in the process of teaching university students Ukrainian for special purposes.

2. To analyze distance learning tools, rhetorical measures, active forms and methods, rhetorical exercises to increase the level of rhetorical competence formation of university students in the process of learning Ukrainian for special purposes.

To implement the set tasks the following methods were used in the research: theoretical (study and analysis of scientific literature); empirical (study and generalization of pedagogical experience).

2. Modern rhetoric in the system of higher education

Modern rhetoric is focused on the ability to carry out effective interaction in the process of communication and choose a proper strategy. The issue of studying modern rhetoric as a science became relevant in the system of higher humanitarian education at the beginning of the 21st century and was caused by the demands of society. Rhetoric is a complex science that is integrated into disciplines: ethics, philosophy, history, culture, pedagogy, literature and linguistics.To date, there are more than 40 courses covering the basics of rhetorical knowledge, public speaking, oral communication, ethics of business communication, pedagogical skills, culture and technique of professional speech *(Shcherbakova, 2013)*. A more thorough study of rhetoric in higher education in Ukraine began in 2000 on the basis of the competence approach.

In order to understand the current state of the specified scientific process, it is worth considering: the competence approach of rhetorical disciplines and the features of modern implementations of educational programs; development of educational and methodological complex; prerequisites for teaching and the distance learning mode in the realities of martial law; determination of optimal ways and means of improving the quality of rhetorical education.

The educational discipline "Ukrainian for special purposes" involves familiarizing students with the theoretical foundations of rhetoric and improving practical linguistic and rhetorical skills and skills of future specialists. Students study speech technologies, techniques of verbal and non-verbal communication in the "Rhetoric" section.

We will consider the concepts of "rhetoric", "rhetorical competence", "rhetorical competence formation" in the scientific field of our research. Encyclopedic dictionaries explain rhetoric as the science of eloquence, synonymous with the art of oratory, which studies the laws of thinking and speech, develops the culture of speech and thinking, behavior, communication, acting skills; can be used in different meanings (subject, science, art, textbook, etc.) *(Kovaliv, 2007)*. The study of rhetoric contributes to the construction of one's own trajectory

of cognition and communication, culture of thinking and speech, behavior, self-expression and professional image.

The concept of "rhetorical competence" is formed on the basis of the rhetoric tasks. M. Barakhtyan interprets rhetorical competence as a meaningful unity of knowledge, abilities and skills that contribute to effective communication in interpersonal and professional spheres. It outlines the content and methodology of practical classes within the study of rhetoric:

– studying the theoretical foundations of rhetoric;
– a system for performing practical and creative tasks;
– monitoring students' independent work.

The scientist is convinced that a systematic approach will help reveal the thinking and speaking potential, increase the level of communication skills. He offers to use interactive technologies of simulated learning: role play, dramatization, debates and performances. Performing special exercises and tasks: articulating gymnastic exercises, working with dictionaries, translating texts of different styles, reading texts, reciting works of art, analyzing exemplary performances, techniques for activating the attention of listeners, self-analysis of speech *(Barakhtian, 2018)*.

3. Rhetorical competence formation

It was determined with the analysis of scientific research, that rhetorical competence formation is considered in the context of the development of linguistic and communicative competences. The interrelationship of these competencies contributes to the emergence of a new term "rhetorical competence", which is considered as an integrative concept, covers a number of disciplines and includes worldview, communicative, cultural studies, thinking and speaking tasks *(Shcherbakova, 2013)*.

O. Kucheruk considers the rhetorical competence of philology students as a subjective property of a person, characterized by the ability to develop their rhetorical potential in the professional sphere and social life. The researcher proposes a scheme for the rhetorical competence formation of philology students, which can be organized into several stages: preparatory, communicative, control-reflective and final *(Kucheruk, 2015)*.

We share the opinion of Ukrainian linguists about the importance of improving the perception and understanding skills of scientific text; composing the text; establishing the interaction of participants in a communicative situation with the help of text. M. Pentelyuk offers an algorithm of text analysis as a basis for the formation of rhetorical skills: determination of the type, form, presentation of material, genre, topic, structure, means of expression, non-verbal elements, communicative task. When developing rhetorical abilities and skills, it is necessary to master the theoretical and practical foundations of rhetoric. It is reasonable to use the following types of written communication: business letter, report, abstract, synopsis, article and keeping diaries *(Pentyliuk, 2011)*.

The analysis of scientific and pedagogical studies makes it possible to determine the main approaches to rhetorical competence formation of university students in the process of distance learning when studying Ukrainian for special purposes: competence, system, humanistic, communicative, activity and contextual. Let's analyze the content of the provisions of some approaches.

A competent approach ensures the implementation of the main goal of higher education – training a highly qualified specialist, aimed at the use of practical experience. There is a shift in the emphasis of theoretical knowledge to the practical aspect of improving rhetorical skills.

The application of the provisions of the systemic approach to rhetorical competence formation is of great importance, as it ensures the integrity and unity of the methodology of rhetorical activity in professional education.

The provisions of the activity approach contribute to the creation of conditions for practical thinking and speech activity in situations of personal and professional communication; provide motivation, application of theoretical knowledge and skills in rhetorical activity, improvement of practical experience.

It should be noted that in the process of rhetorical competence formation, along with general didactic principles of learning (scientific, accessible, systematic, transparent, integrity, inseparability of learning and education), specific ones are used.

Taking into account specific principles contributes to the implementation of high-quality rhetorical training of students. Linguistic studies (N. Golub, O. Horoshkina, O. Zalyubivska, S. Karaman, O. Kucheruk, O. Raniuk, S. Tolochko, O. Shcherbakova, etc.). determine the special principles of rhetorical competence formation: cultural relevance,value, stimulation of independence and creativity, life perspective, activation of the mutual influence of teaching rhetoric and the Ukrainian language, thinking and speech activity and interactivity, stimulation of scientific and research activities of students, competitiveness and emotional comfort, creation of an active speech environment and the principle of learning to create texts that will help achieve success in rhetorical training.

Table 1

Model of rhetorical training formation of university students

Main directions		Conceptual ideas	
Knowledge of	*Skills to*	*Approaches*	*Fundamentals*
Fundamentals of rhetoric	*Read and analyze*	Competent personally	Problematic
Professional disciplines	*rhetorical texts*	oriented communica-	Sociocultural
History	*Create projects*	tive and situational	Dialogization
Philosophy	*Make a speech*		Rhetorization
Culture	*Conduct professional*		
	communication		
Ways and means of learning			

4. Rhetorical events in the distance learning system

Distance learning is effective for the implementation of important principles of rhetorical competence formation. Higher education mainly uses distance learning tools in current complex realities of wartime using interactive technologies. Scientists define the rhetoric of interactive communication as the art of effective communication, information communication using video text, voice using Internet resources.

Modern rhetoric of interactive communication uses "methods of agitation, propaganda, psychological pressure, as well as manipulative means of influence" and defines the rhetoric of interactive communication as the art of effective communication, perception of information using voice or video text with the help of interactive resources. Actualization of the rhetoric of interactive communication is possible through the use of online communication tools,

digital technologies (websites, blogs, forums, chat rooms, educational platforms, cloud services) *(Tolochko, 2018).*

We consider the formation of basic rhetorical abilities and skills in the system of introducing innovative technologies, electronic educational resources. Let's consider the forms of work that contribute to the rhetorical competence formation and are used in a distance learning mode.

Webinar is an actual form of conducting rhetorical events (practical classes, conferences, consultations, presentations, defense of scientific research) using distance learning tools.

Let's define the main advantages of conducting classes in a distance learning mode: openness of learning; the simultaneous presence of a large number of participants; synchronous and asynchronous learning; ensuring interactivity and communication between the participants of the educational process; sharing files during collaboration; recording the webinar (in mp4 format), which allows participants to view or listen to the webinar in their absence, to have quick access to information, and to publish it on the Internet if necessary.

The process of rhetorical competence formation is built on the interaction of all participants of training, the implementation of direct practical communication, therefore the problem of preserving forms and methods in a distance learning mode, the choice of rhetorical exercises, tasks for independent work *(Budianskyi, 2020).*

The following distance learning tools (presentation, whiteboard, video materials, audio materials, polls, voting, video chat, voice chat, text messages, etc.) may be used during webinars. Let's note the most used educational platforms for conducting webinars:

– MyOwnConference (a convenient interface allows you to demonstrate visual materials quickly);

– FreeConferenceCall.com (a free platform, allows you to join a large number of participants at the same time, has additional drawing tools, demonstrations of materials with commenting);

– Microsoft Teams (a free application designed for a large audience, has tools for recording and broadcasting conferences);

– Webex (possible storage on a cloud environment);

– Google Hangouts (has the possibility of parallel broadcasting on Youtube).

The capabilities of Skype, Viber, Telegram, Instagram and Facebook, YouTube applications can be successfully used to develop rhetorical skills and abilities.

Among the disadvantages of distance learning in the process of formation of rhetorical competence, scientists single out:

– the teacher is deprived of the opportunity to observe the reaction of the audience directly;

– the teacher assumes several roles (organizer, rhetorician, host-moderator), which reduces productivity;

– lack of direct "live" communication, energy, emotional exchange, visual contact;

– advantages of personal control, low level of self-discipline (participant of the educational process can leave the class at any time);

– low-quality technical support, Internet support problems;

– the long duration of the class causes loss of attention, fatigue, affects the emotional state;

– a limited number of goals and tasks, preferably a small number of proposed practical tasks;

– requires long-term preliminary preparation, informational adaptation *(Budianskii 2020).*

Scientific studios suggest using the following rhetorical games: brainstorming, interview, excursion, commentary, talk show (group discussion), jury trial, orator competition. It singles out the elements of the game (mini-games): intellectual warm-up, chain of associations, verbal volleyball, color game, let's tell a tale, "word squares", custom stories, intonation game.

We consider it effective to use exercises to improve the flexibility of thinking since the thinking-speech apparatus is involved. E. Kelasiev offers an interesting system of techniques for the development of thinking:

1) *change in temporal relationships* (accepting the isolation of one phenomenon from among others; shortening the time interval between events, for example, describing the dialogues of a person in the present and the future; the movement of some objects in time; the role of an object in the life of a person now and in the future);

2) *change of spatial connections* (accepting the change of usual connections to unusual ones, for example, a person on a bridge / under a bridge; combining things that are disconnected in space, for example, a tree-pencil; accepting usually disconnected facts, for example, a fish without water);

3) *changing usual connections* of the transformation of the action (acceptance of depriving the object of the opportunity to perform habitual actions, for example, the car does not transport anything; acceptance of the blocking the expected result, for example, the car transports people, but remains in place; acceptance of composing plots on the basis of objects selected in advance objects, for example passenger / stewardess or Wolf / Little Red Riding Hood);

game forms of composing and mastering the proposed topics (topics and unusual situations of communication are proposed, leaving the comfortable conditions of "Customs House", "A worthy answer", "A wise act", etc.).

Rhetorical exercises for the development of cultural skills and speech technique; discussion techniques; training of the articulation apparatus; performance in front of an audience; reflection of one's own rhetorical activity and others can easily be adapted to distance learning mode.

We offer the following forms of work that contribute to increasing the level of rhetorical competence formation and are adapted to the distance learning mode:

– conducting discussions and debates using "online rooms";

– analysis of demonstrative fragments of speeches (announcers, lecturers, orators, linguists, public figures, audio recordings of poets and writers);

– acting training exercises;

– recitation of works of art;

– writing of creative works;

– protection of scientific projects;

– conducting contests;

– exercises for training the articulation apparatus; non-verbal communication;

– rhetorical cases (acting out communication situations, training speech improvisation skills);

– exercises for training pronunciation, emotionality;

– trainings in logic;

– rhetorical games;

– self-presentation;

– comment-reflections;

– speech-address;

– illustrations-examples;

– conducting various forms of webinars, conferences, seminars;

– online museum quests;

– use of QR-codes, checklists when performing individual tasks.

The use of active methods of teaching the business game (rhetorical cases) requires special attention, an approach to organization and adaptation to the distance learning mode. Case implementation can take place at several stages:

– preliminary familiarization of the participants with the purpose and content of the case, motivation;

– formation of conditions and tasks;

– additional instruction;

– formation of working groups ("online waiting rooms");

– analysis and introspection, reflection;

– result ("case product").

A business game is a complex phenomenon aimed at modeling actual reality, structuring business relationships, professional communication, personal and intergroup communication, formulating problems and ways to solve them, rehearsing collective activities, forming a worldview, developing communication skills, rhetorical skills and abilities. Examples of rhetorical cases adapted to the distance learning mode can be "Situation of communication", "Unexpected communication", "Business theater", "Sociodrama", "Debate", "Dialogue in the future", "Forced no / yes", "Agitation", etc.

5. Conclusions

We consider the formation of rhetorical competence among university students in the process of studying Ukrainian for special purposes as a holistic phenomenon with observance of psychological-pedagogical and linguistic didactic conditions using a modern distance learning model based on a special system of rhetorical exercises.

Therefore, a high level of formation of rhetorical competence of a university student in the process of studying Ukrainian for special purposes is an indicator of the success of a future specialist, which will help to carry out effective communication in professional activities. The use of modern methods, rhetorical models, language techniques, rhetorical exercises, creative tasks through distance learning tools will contribute to the rhetorical competence formation of a university student which will ensure individual professional development and life success. The process of rhetorical competence formation should be systematic involving the use of innovative technologies and new rhetorical models aimed at forming the linguistic image of the future specialist.

Thus, we see the prospect of further scientific research in the development of a modern methodical system for the formation of rhetorical skills in the process of studying Ukrainian for special purposes.

References

1. Barakhtian M. M. (2018). Rol rytorychnoi osvity u formuvanni komunikatyvnoi kompetentnosti maibutnoho vchytelia [The role of rhetorical education in the communicative competence formation of the future teacher]. Pedahohichni nauky. 139. 20–26 [in Ukrainian].

2. Budianskyi D.V.(2020). Vykorystannia vebinaru v protsesi vyvchennia kursu "Rytoryka" u zakladakh vyshchoi osvity [The use of a webinar in the process of studying the course "Rhetoric" at the university]. Fizykomatematychna osvita. 1(23). P. 2. 19-24 [in Ukrainian].

3. Kovaliv Iu. I. (2007). Literaturoznavcha entsyklopediia : u 2-kh tomakh [Literary encyclopedia: in 2 volumes]. Kyiv: Akademiia. 2007. Vol. 2. 624 [in Ukrainian].

4. Kucheruk O. (2015). Rozvytok rytorychnoi kompetentnosti studentiv-filolohiv u protsesi rytorychnoi osvity [Development of rhetorical competence of philology students in the process of rhetorical education]. Actual problems of the formation of the rhetorical personality of the teacher in the Ukrainian-speaking space: a collection of scientific works (All-Ukrainian Scientific and Practical Internet Conference dated April 23, 2015). Zhytomyr: ZhDU named after I. Franko. 50-53 [in Ukrainian].

5. Pentyliuk M. (2011). Aktualni problemy suchasnoi linhvodydaktyky [Actual problems of modern language didactics]. Kyiv:Lenvit. 256 [in Ukrainian].

6. Rytoryka. Navchalni materialy. Zavdannia. Treninhy. Ihry [Rhetoric. Educational materials. Tasks. Trainings] Games] [in Ukrainian]. Available at: URL:https://pidru4niki.com/10611207/ ritorika/zavdannya_treningi_igri_ritorika_logika (application date 15.09.2022).

7. Tolochko S. V.(2018). Rozvytok movno-komunikatyvnoi kompetentnosti vykladachiv u systemi pisliadyplomnoi pedahohichnoi osvity[Development of linguistic and communicative competence of teachers in the system of postgraduate pedagogical education]. Innovatsiina pedahohika. № 5. 138–143[in Ukrainian].

8. Shcherbakova O. A. (2014). Oznaky rytorykoznavchoi kompetentsii vykladachiv kafedr sotsialno-humanitarnoho profiliu u kontkesti vymoh akademichnoho krasnomovstva[Signs of rhetorical competence of teachers of socio-humanitarian departments in the context of the requirements of academic eloquence]. Problemy vykhovannia. 78. P. 2. 268–273 [in Ukrainian].

MODERN LEXICOLOGY AND ITS MAIN BRANCHES

Shukufa Gojayeva

Ph.D., Senior Lecturer at the Department of Foreign Languages,
Mingachevir State University, Azerbaijan
e-mail: sukufaqocayeva69@gmail.com, orcid.org/0000-0002-5874-434X

Summary

The field of linguistics, the scientific study of human natural language, is a growing and exciting area of study, with an important impact on fields as diverse as education, anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science, neuroscience, and artificial intelligence, among others. Indeed, the last five fields cited, along with linguistics, are the key components of the field of cognitive science, the study of the structure and functioning of human cognitive processes.

In spite of the importance of the field of linguistics, many people, even highly educated people, will tell you that they have only a vague idea of what the field is about. Some believe that a linguist is a person who speaks several languages fluently. What is linguistics, then? Fundamentally, the field is concerned with the nature of language and (linguistic) communication. It is apparent that people have been fascinated with language and communication for thousands of years, yet in many ways we are only beginning to understand the complex nature of this aspect of human life.

Key words: general lexicology, special lexicology, semantics, semasiology, word-formation, idiom, morpheme.

1. Introduction

The study of all the other components of the language system that words are a part of cannot be separated from the consideration of words in lexicology. Always keep in mind that all of these components are interrelated and have clear relationships with one another in the actual communication process.

There are several branches of lexicology. The general study of words and vocabulary, irrespective of the specific features of any particular language, is known as general lexicology. Linguistic phenomena and properties common to all languages are referred to as language universals. Special lexicology focuses on the description of the peculiarities in the vocabulary of a given language. A branch of study called contrastive lexicology provides a theoretical foundation on which the vocabularies of different languages can be compared and described, the correlation between the vocabularies of two or more languages being the scientific priority. Vocabulary studies include such aspects of research as etymology, semasiology and onomasiology.

The evolution of a vocabulary forms the object of historical lexicology or etymology (from Gr. etymon "true, real"), discussing the origin of various words, their change and development, examining the linguistic and extra-linguistic forces that modify their structure, meaning and usage.

The term "word" denotes the main lexical unit of a language resulting from the association of a group of sounds with a meaning. This unit is used in general functions characteristic

of it. It is the smallest unit of a language, which can strand alone as a complete utterance *(Hajiyeva, 2011)*.

Lexicology has its own goals and techniques for doing scientific research. Lexicology is concerned with words, variable word-groups, phraseological units, and with morphemes which make up words.

2. Main part

Lexicology is closely connected with other branches of linguistics: lexicography, the history of the language, phonetics, stylistics, grammar, linguo-stylistics, semantics and such new branches of science as sociolinguistics, paralinguistics, pragmalinguistics and others. The treatment of words in lexicology cannot be divorced from the study of all the other elements in the language system to which words belong. It should be always borne in mind that in reality, in the actual process of communication, all these elements are interdependent and stand in definite relations to one another. We separate them for convenience of study, and yet to separate them for analysis is pointless, unless we are afterwards able to put them back together to achieve a synthesis and see their interdependence and development in the language system as a whole.

Lexicography (from Latin *lexikos* – dictionary and *grapha* means writing) is a branch of linguistics that deals with the compilation and study of dictionaries.

In our language, the term lexicography is often used instead of lexicography.

The main goal and task of lexicography is to collect and systematize the words included in the vocabulary of any language, as well as their phraseological units, to explain their derivation, affiliation, and meaning.

In order to master language culture, a rich language, to use words honestly and correctly in speech, it is necessary to master words and vocabulary, which are the building material and basis of the means of communication, which play a major role in the development of science and technology at the cultural level of the people. Lexicography emerged as a result of such a need.

A person with a poor vocabulary cannot clearly express his opinion either orally or in writing, his sentences are dry and unsystematic. As a result, this can hinder the formation of communication between people, their understanding of each other, the activity of thinking, and the normal development of consciousness *(Jafarov, 2007)*.

Phonetics for example, investigates the phonetic structure and is concerned with the study of the out or sound-form of the word: pit – pot; tip-tap-top: If we remember that a word is an association of a given meaning, so that top is one word, tip is another. Phonemes have no meaning of their own, but they serve to distinguish between meanings. Their function is building up morphemes and it is on the level of morphemes that the form-meaning unity is introduced into language. Therefore we may say that phonemes participate in signification: [pit] – [tip]: hop (jump) – hoop (loud cry) – heap (number of things) – hip (part of the body), etc *(Hajiyeva, 2011)*.

Onomasiology is the study of the principles and regularities of the signification of things or notions by lexical and lexico-phraseological means of a given language. It has its special value in studying dialects, bearing an obvious relevance to synonymity.

Descriptive lexicology deals with the vocabulary of a language at a given stage of its evolution. It studies the functions of words and their specific structure as a characteristic inherent in the system. In the English language the above science is oriented towards the English word and its morphological and semantic structures, researching the interdependence between

36

these two aspects. These structures are identified and distinguished by contrasting the nature and arrangement of their elements.

Stress also plays an important role in the discrimination between the words. The word "import" is recognized as a noun and distinguished from the verb "import" due to the position of stress.

The importance of the connection between lexicology and phonetics stands explained if we remember that a word is an association of a given group of sounds with a given meaning, so that top is one word, and tip is another. Phonemes have no meaning of their own but they serve to distinguish between meanings. Their function is building up morphemes, and it is on the level of morphemes that the form-meaning unity is introduced into language. We may say therefore that phonemes participate in signification.

The difference and interconnection between *grammar* and lexicology is one of the important controversial issues in linguistics and as it is basic to the problems under discussion in this book, it is necessary to dwell upon it a little more than has been done for phonetics and stylistics.

Lexicology is connected with grammar because the word seldom occurs in isolation. Words alone do not form communication. It is only when words are connected and joined by the grammar rules of a language communication becomes possible. The connection between lexicology and grammar is seen in the following.

a) Each word belongs to some part of speech and has characteristics typical of it.

b) The grammatical form and function of a word may determine its lexical meaning

Words are divided into notional words and form words. The morpheme is the central unit of morphology, a branch of grammar, and also a unit of which words are built, thus studied also in lexicology *(Pereyma, 2020)*.

Another discipline on which lexicology borders in the discussion of certain issues is *linguo-stylistics*. Here the main focus is on the choice of lexical means. And although Lexicology is concerned with the causes and development of new connotations in the semantic structure of the word, while in stylistic research the emphasis is on the functioning of such expressive, emotional and evaluative elements in spoken or written contexts, it is obvious that the knowledge of these phenomena cannot be segmented into purely lexicological or stylistic.

The main research object of lexicology is the word. It determines the meaning of the word (literal and figurative), learns its stylistic relevance (neutral), its origin (Turkish and borrowed), and chooses the appropriate synonym and antonym of the word. The lexical composition of the Azerbaijani language can be studied synchronously (at the same time) and diachronically (at different times), but it is preferable to study the vocabulary of the Azerbaijani language synchronously. Of course, this does not mean that the vocabulary is composed: it is not important to study it in a diachronic plan. The sequential development of the historical and current state of individual language phenomena is the subject of linguistic study. At certain stages of historical development, the state of the language – lexical, grammatical, phonetic elements – is investigated as a whole system. The volume and diversity of the units in the dictionary, its openness, the special complexity of the internal dynamism, the specific conditioning of the units-words give a well-known reason for the legitimate doubts of the systematic explanation.

The main task of the lexicology of the modern Azerbaijani literary language includes the study of the stylistic differentiation of the dictionary, the relationship of the internal units of separate thematic and lexical-semantic groups of words. In addition, lexicology includes a number of semasiological problems, the problem of meaning, the meanings of words, their expressive possibilities, or other objects and phenomena of non-linguistic reality *(Hasanov, 2005)*.

The study of words and vocabulary in general that focuses on their most typical or universal features (so-called "language universals") while ignoring the specific features of any individual language is known as general lexicology. Special lexicology, on the other hand, is concerned with specific aspects of a language's vocabulary (English, Russian, German, etc.). In the current course, which is a lexicology course, we will study contemporary English vocabulary both synchronously and diachronically. Semantics (semasiology) is the study of word development, etymology, and stylistics. It is closely related to lexicology.

In semantics, the content plan of lexical units is studied – the semantic structure and related issues; in onomasiology, the principles of naming objects or concepts are studied; etymology determines the origin of words; In lexicology, the lexical richness of language is studied as a system, since this wealth is not a simple, mechanical sum of words and phrases, but lexical units that are related to each other, the existence of one requires the existence of the other and the system. elements in which the word and the elements as a whole are in relation to the "tissues" and "cells" of the "organism": the connection between the expressive and semantic sides of words, lexical meaning and its semantics. this is evidenced by the paradigmatic and syntagmatic features of the meanings of words.

Lexicology does not study each word in isolation, but in conjunction with other words. Lexicology is closely related to such branches of linguistics as lexicography, phraseology, semantics or semantics, etymology, stylistics, the study of word formation, etc. The word's status as a separate language unit is one of the major issues with lexicology. Lexicology also studies the relationships of words, such as synonymy, antonymy, free or interdependence of word meanings.

3. Conclusion

In conclusion, lexicology develops the laws of practical use and development of vocabulary, the principles of methodological classification of words. The norms of use in the colloquial and literary languages, professionalism, dialectics, archaism, neologisms, standardization of lexical phrases are also analyzed and certain conclusions are drawn from them. It is that area of linguistics that is connected to every facet of learning and mastering the English language. Even though English has a large vocabulary, its significance is predicated on the fact that it is still in use today. The most widely spoken language on earth is it. It is that area of linguistics that is connected to every facet of learning and mastering the English language. Even though English has a large vocabulary, its significance is predicated on the fact that it is still in use today. The most widely spoken language on earth is it.

General lexicology is the study of words and vocabulary in general that focuses on their most typical or universal features (so-called "language universals") while ignoring the specific features of any individual language. Special lexicology, on the other hand, is concerned with specific aspects of a given language's vocabulary (English, Russian, German, etc.). In this lexicology course, we will study contemporary English vocabulary both synchronously and diachronically. With regard to special lexicology the synchronic approach is concerned with the vocabulary of a language as it exists at a certain time (e.g., a course in Modern English Lexicology). The diachronic approach in terms of special lexicology deals with the changes and the development of the vocabulary in the course of time. It is special historical lexicology that deals with the evolution of vocabulary units as time goes by. Semantics (semasiology) is the study of word development, etymology, and stylistics, and it is closely related to lexicology.

The two fields of morphology and lexicology are inextricably related. The terms are taught in both cases. Their learning of the word's various facets varies. The study of a word's meaning is called lexicology, while the study of its grammatical meaning and the ways by which it is conveyed is called morphology.

A specific grammatical form is used to express each grammatical meaning. It is possible to express grammatical semantics through grammatical forms.

References

1. Hajiyeva A. (2011). English Lexicology. Azerbaijan University of Languages, Baku, Azerbaijan. Elm & Tahsil. p. 9.
2. Hajiyeva A. (2011). English Lexicology. Azerbaijan University of Languages, Baku, Azerbaijan. Elm & Tahsil. p. 15.
3. Jafarov S. (2007). Modern Azerbaijani language. Azerbaijan National Library named after M.F. Akhundov. Baku, Azerbaijan. Sharq-Qarb. p 105.
4. Pereyma I. (2020). The Relationship of Lexicology and Other Branches.
5. Hasanov H. (2005). Lexicon of modern Azerbaijani language. Baku, Azerbaijan. Nurlan Publishing. p. 13.

DEVELOPMENT OF A DIGITAL EDUCATIONAL ENVIRONMENT IN CHINA

Gou Quandeng
Postgraduate Student at the Department of Pedagogy, Foreign Philology and Translation,
Simon Kuznets Kharkiv National University of Economics, Ukraine
e-mail: 10602907@qq.com, orcid.org/0000-0001-6573-9859

Summary
Current model design research in the field of personalized learning mainly includes three categories: personalized learner model, personalized learning resource recommendation model, and personalized learning path model. The development of a personalized student model mainly depends on the basic information of the student, his interests and preferences, learning style, behavioral characteristics, etc.; and all learner information and data are also used to develop and implement a personalized learning resource recommendation model and an individualized learning path model Essential framework. The learner model is developed through an in-depth analysis of the learner's main attributes, learning process and learning outcomes, and on this basis, a model of the learning path that fits the learner is planned and personalized learning resources are presented. Among the various developed models, the student model occupies the largest share. In the study of personalized learning, different models can be developed that correspond to the individual characteristics and actual needs of students, so as to be more in line with the concept of respecting the individual characteristics of students, thereby contributing to the high-quality development of individualized learning and the overall development of students. We also described the model with tables that are given in the article.
Key words: high-quality development, learning process, student model.

1. Introduction

The development of learning analysis technology based on big data provides powerful support for building a highly practical personalized learning system, especially the popularization of online learning provides effective support for the research of personalized learning system. At the same time, a personalized learning system integrated with learning analysis technology can effectively provide students with more personalized support services according to the differences in students' knowledge levels, characteristics, experience and learning needs.

2. Motivational priorities

This study establishes a model of personalized learning system from the perspective of personalized learning theory and learning analysis, which mainly includes four parts: learner model, teacher model, personalized recommendation model and evaluation model, as shown in Figure 1. The current research on model design in the field of personalized learning mainly includes three categories: personalized learner model, personalized learning resource recommendation model and personalized learning path model. The development of personalized learner models mainly relies on students' basic information, interests and preferences, learning

styles, and behavioral characteristics; and all learner information and data are also used to develop and implement the basic framework of personalized learning resource recommendation models and personalized learning path models. The learner model is developed by deeply analyzing the main attributes, learning process and learning results of the learners, and based on this, a learning path model suitable for the learners is planned and personalized learning resources are proposed. Among the various developed models, the student model occupies the largest share. In the research of personalized learning, different models can be developed according to students' personality characteristics and actual needs, thus more in line with the concept of respecting students' personality characteristics, thus contributing to the high-quality development of personalized learning and the overall development of students. The development of learning analytics technology based on big data provides strong support for the construction of a practical personalized learning system, especially the popularity of online learning provides effective support for the research of personalized learning system. At the same time, personalized learning systems incorporating learning analytics technologies can effectively provide students with more personalized support services according to their differences in knowledge level, characteristics, experience and learning needs. This study establishes a model of personalized learning system from the perspective of personalized learning theory and learning analytics, which mainly includes four parts: learner model, teacher model, personalized recommendation model and evaluation model *(Shen Linliang, 2018)*.
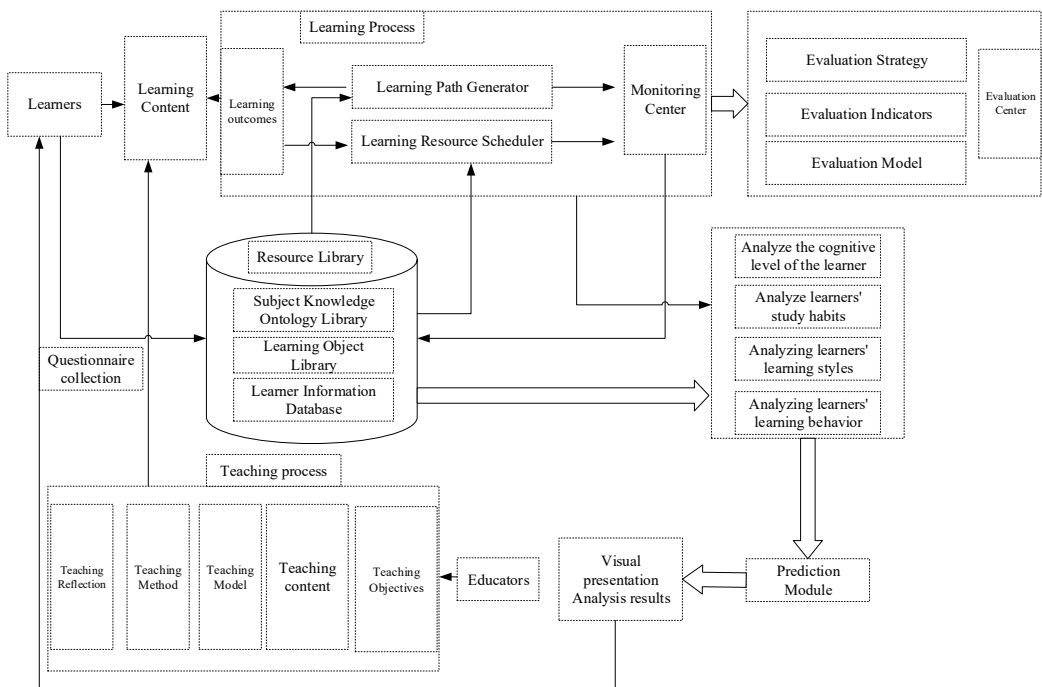
Fig. 1. Personalized learning model
Source: Ministry of Education of the People's Republic of China 2017

3. Stages of the investigation

Digital educational environment, students and learning process are closely integrated into the learning model, and new technologies such as big data are used to classify and sort the data of students in the learning process in the digital learning environment to obtain learning content, learning behavior and interaction Information, data mining, learning analysis and visualization of a variety of content to obtain characteristics such as cognitive abilities, learning styles, and learning attitudes. In order to build a comprehensive and comprehensive learning model, the ultimate goal is to provide personalized services based on the various characteristics of students to teach students according to their abilities, improve the quality and efficiency of learning, and improve the learning foundation of system support services to improve system reliability.

In the data layer of the model, according to with the learner information in the CELT S-11 learner model specification, combined with the actual situation in various learning and support systems in the digital environment, the learner information data of the personalized learner model is divided into four categories: First, individual description information, including personal information: student's name, gender, age, place of birth, etc.; administrative information: including the educational center, level, specialty and admission group to which the student belongs; safety information: incl. account numbers and login passwords for students in different systems, etc. Secondly, it is information related to studies, including academic information: necessary qualification requirements of students, results of entrance examinations and course evaluations, etc.; performance information: regular online learning status and process evaluation of each course; job information: students each Records of messages and arguments that were well received during online discussions and learning activities, as well as related learning achievements in the learning process, etc. The third is relational information, including interactive information between students and learning resources, peers, teachers, and systems. The fourth is preference information, including information that may facilitate human-computer interaction or personalized services, such as module access options, resource selection settings, etc. Among them, obtaining individual descriptive information can directly form individual attributes of the student's characteristics, that is, the initialization of a personalized model of the student. The other three types of information are dynamic and constantly updated as the online learning process progresses.

In the logical analysis layer of the model, the three types of dynamic information in the student information are analyzed hierarchically. The analysis process includes three levels of analysis, learning content analysis, learning behavior analysis, and interactive analysis. Each level of analysis includes different processes of sub-analysis. Learning content analysis includes resource content analysis, resource type analysis, learning goals analysis, learning assessment analysis, etc.; learning behavior analysis includes learning completion analysis, activity participation analysis, learning resource selection analysis, media selection analysis, etc.; interaction analysis includes interaction analysis, social network analysis, interactive peer analysis, communication content analysis, visitor behavior analysis, etc. After three levels of analysis, four personalized learner characteristics can be finally obtained, including individual attributes, cognitive abilities, learning styles, and learning attitudes. Among them, the analysis of learning content directly affects the determination of students' cognitive abilities, the analysis of learning behavior has a certain influence on the learning style and attitude towards learning, and the analysis of interactive behavior has a great influence on the attitude towards learning. Identifying these four learner characteristics will directly influence the application-level impact of personalized services.

At the application level of the model, according to the characteristics of the learner at the level of logical analysis, personalized application services for students are provided as follows:

(1) Personalized interface customization service. In the digital educational environment, the human-machine interface is a medium for the transfer and exchange of information between people and systems, and is also a comprehensive work environment for students to perform behaviors. The traditional human-computer interface does not have an analysis of the student's cognition and behavior, it presents the same form for all students and cannot adapt to the intellectual and personalized development of the system. The personalized interface is an extension of the traditional human-machine interface. It can automatically or non-automatically meet the different needs of individuals in terms of interactive content and expression according to the characteristics and needs of different learners in the process of computer-human interaction.

(2) Knowledge visualization service. The human brain is better at analyzing and processing visual images. Common forms of knowledge visualization include concept maps, mind maps, cause and effect, semantic networks, mind maps, and more. In an online education environment, the use of knowledge visualization can implement knowledge management, link different knowledge points or concepts in the curriculum knowledge, and represent them graphically. Learners can quickly understand the system knowledge structure based on the visualized knowledge and selectively choose the weak points of the knowledge to strengthen the learning.

(3) Personalized information retrieval service. Personalized information search services can be divided into active and passive. The first is the active and purposeful sending of information resources to students according to the needs of students; the second is to filter the information content according to the similarity of the keywords that the students are searching for to the interests and preferences of the students, or Similarity between the two determines the information about the push.

(4) individual service of recommendations regarding the content of educational material. In the digital environment, through the analysis of student characteristics, students' learning of knowledge points, advantages of educational resources, etc. are evaluated in order to recommend educational content in the knowledge base. If the student understands a certain knowledge point well, the system will push the next knowledge points; if the learner has not mastered a certain knowledge point or the learning effect is poor, the system will provide prior knowledge and current knowledge related to the knowledge point.

(5) Personalized learning path recommendation service. In order to achieve the learning goals of online education, students must master a series of sequential learning objects, which constitute the student's learning path. The learning path recommendation model mainly includes the links of learning-phase matching, learning meta-list, learning effect monitoring and learning portrait, etc. As shown in Figure 2, personalized learning path refers to the adoption of different matching strategies according to learners' learning status, personal ability and background factors, and the recommendation of personalized learning meta-list to learners, so as to improve students' personal learning efficiency. Currently, there are many methods for recommending personalized learning paths, including methods for sequencing learning objects based on students' knowledge levels and personalized learning path strategies based on group intelligence algorithms. This study sublimates the learning element sequence consisting of learning elements, uses personalized matching strategies for different categories of learners, and based on the recommendation model will be based on the learning pattern of learners and recommend the learning elements in the excellent learning pattern to the target learners. This can repeatedly reflect the learner's initiative and subjectivity. The generative advocacy recommendation

model is not recommending a complete learning path at once in the traditional sense, and secondly, recommending a learning element, and then recommending the next learning element to the learner according to its updated learning portrait until a complete learning path is recommended, which is more helpful to improve the accuracy of the recommendation and effectively improve the learning effect of the learner *(Huan Siu, 2012)*.
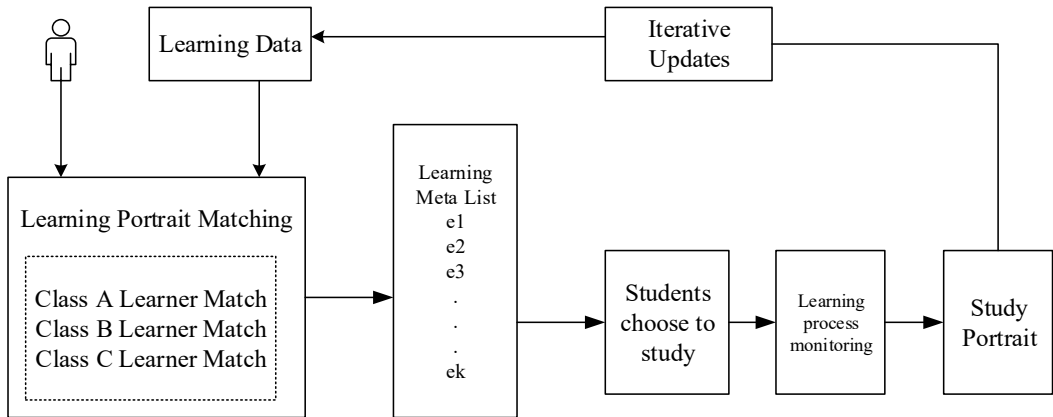
Fig. 2. Learning path generative recommendation model
Source: Zhang Daitakozh, 2001

With the development of Internet technology applications, education has also undergone changes: the educational activity of students is no longer limited to traditional classroom learning and partially turns into online learning in a digital environment. The hallmark of online education is to provide students with rich learning resources and accurate resources. Information is presented in various forms of expression. Students can independently monitor the progress of their studies. Changes in the teaching and learning process of students involve the implementation of personalized good land. Due to the individual differences of learners participating in online learning, personalized learning faces enormous challenges *(Qi Yunyun, 2019)*.

4. Empirical studies

With the support of the personalized learning platform, the corresponding data information is comprehensively obtained from students' learning characteristics, needs and preferences, and personalized learning paths are recommended to different students to dynamically adapt teaching strategies in order to meet students' personalized needs, which can enhance learning efficiency. In order to verify this idea, 120 software engineering students from university A, class of 2021, were selected as the subjects of this experiment with the support of China's personalized adaptive learning platform, and were divided into two groups, personalized learning group and traditional teaching group, with 60 students each. Meanwhile, based on the results obtained from the tests, the groups were divided into two groups, i.e., ordinary students (0~4 points) and excellent students (5~9 points), and after a 60-day learning activity, the students in both the adaptive learning group and the traditional teaching group were given a post-test of their knowledge points, and the results of some data analysis are shown in Table 1.

Table 1

Learning outcome analysis table

	Traditional Teaching Group		Personalized Learning Group	
	general student	Outstanding Students	general student	Outstanding Students
Before testing	3.8	6.7	3.8	6.8
After testing	5.9	6.9	7.1	7.4
Study time (minutes)	4244	3510	3066	2624
Discard the number of questions	94	54	30	16
Number of attempts to solve	140	182	58	52

Source: Qi Yunyun, 2019

According to the above data, the academic performance of the average students in the personalized learning group has improved greatly, from 3.8 to 7.1, while the academic performance of the excellent students did not improve much, and the academic performance of the excellent students in the personalized learning group and the traditional teaching group did not change significantly compared with before. The reason for this phenomenon is that most of the ordinary students follow the learning resources and learning paths pushed by the platform, while the excellent students are very independent and do not rely on the platform completely, and sometimes they choose their own paths and resources for learning. It can be inferred that the personalized adaptive learning approach is helpful for those students who are lagging behind in their academic performance. Moreover, as we can see from Table 1, the adaptive learning students performed better in terms of the number of attempts and discarded questions, suggesting that the adaptive learning group was more efficient, probably because for those students in the personalized learning group, the platform analyzed the students according to the specific information it obtained about them and pointed out their learning deficiencies more clearly, so that they could propose targeted knowledge points This allows students to accurately check the gaps and fill them in, which ultimately makes it easier for students to answer the tweeted questions without making them feel frustrated, thus increasing their motivation and learning efficiency.

5. Conclusions

The article defines the concepts of a digital learning environment, a smart classroom, and personalized learning, and also creates a model of personalized learning based on the construction of smart classrooms, digital learning resource platforms, and other digital learning opportunities and structural elements, as well as puts forward requirements for the implementation and strategy of personalized learning.

Provide blueprints, processes, and strategic proposals for implementing personalized learning in smart classrooms. Second, a generative model of recommendations for accurate and personalized learning paths based on learning portraits has been developed. According to the learning status of the learner, the model adopts a personalized recommendation strategy to recommend a list of learning items to the learner, and the learner actively selects the most suitable learning item for learning. A learning tuple is a learning tuple that includes learning content, learning activities, and learning effects, and its detailed recommended content can

meet the learning needs of students. The generative recommendation strategy corresponds to the characteristics of the dynamic change in students' learning level during the learning process and ensures the accuracy of the recommendation. Finally, a process evaluation model based on big data learning is built, and a strategy for implementing learning evaluation based on personalized big data learning is discussed and proposed. Big data-based assessment for learning can use students' learning abilities, knowledge acquisition, academic performance, and current learning challenges in conjunction with students' learning needs and learning preferences reflected in online and offline learning data information. provides a guide for learners to formulate learning methods, proficiency levels, learning styles and learning objectives that meet the needs of future learning. To clarify goals, guide direction, and provide a solid foundation for methods and strategies for individualized learning and student development.

References

1. QI Yunyun (2019) Pobudova ta zastosuvannia indyvidualnoho rezhymu navchannia z tochky zoru analizu navchannia. Khebei normalnyi universytet. [Construction and application of an individual training regimen from the point of view of training analysis. Hebei Normal University].

2. Ministry of Education of the People's Republic of China (2017) Plan reformuvannia natsionalnoi serednoi ta dovhostrokovoi osvity ta planu rozvytku [Reform plan of national secondary and long-term education and development plan] (ЕВ/ПР) 2017-9-30. http://www.moe.edu.cn/ srcsite/A01/s7048/201007/t20100729_171904. HTML [in Chinese]

3. Huan Siu, (2012) U dlia ortopedii. Reforma ta praktyka bazovoho kursu medychnoho kompiutera. Zhurnal universytetu Chendu tradytsiinoi kytaiskoi medytsyny. [In for orthopedics. Reform and practice of the basic course of the medical computer. Journal of Chengdu University of Traditional Chinese Medicine], (Education Science Edition) 14 (02): pp. 41-42. [in English]

4. Zhang Daitakozh, (2001) Vsebichno spryiaty pryskorenomu vprovadzhenniu suchasnoho proektu dystantsiinoho navchannia. Suchasne doslidzhennia dystantsiinoi osvity [Comprehensively promote the accelerated implementation of a modern distance learning project. Modern study of distance education], (01): pp. 7-11-63. [in English]

5. Shen Linliang, (2018) Analiz dyzainu vykladatskoi diialnosti za pidtrymky tsyfrovoho seredovyshcha. Skhidnyi Kytai normalnyi universytet [Analysis of the design of teaching activities with the support of a digital environment. East China Normal University]. [in English]

THE SUFISM IN AZERBAIJAN AND SAFAVIYYA ORDER (TARIQA)

Gadim Gubadov

PhD, Senior Research Fellow, Institute of Literature named after Nizami Ganjavi
of the Azerbaijan National Academy of Sciences, Azerbaijan
e-mail: qedim.kerimoglu@gmail.com, orcid.org/0000-0003-0952-0435

Summary

Sufism was one of the main trends of ideas in the XI-XII centuries. Until the 11th century, the activities of Sufi thinkers, the direction of their ideas, along with the economic and social-political conditions, mainly determined their individual ways of life. From the end of the 10th century, Sufi communities were organized and began to spread widely. Individual sheikhs gathered many murids around them, and prepared their future followers according to the strict rituals they designed for them. The purpose of the article is to reveal that Azerbaijan is a Sufi spiritual and moral center. In the Middle Ages, as everywhere in the Islamic world, influential sheikhs grew up in Azerbaijan, and many Sufi spiritual and moral centers – sects (tariqas) were founded. One such sect was "Safawiyyah" founded by Sheikh Safiaddin Ardabili in the 13th century, which gained influence in a short period of time and gathered many disciples around it. "Safawiyya" sect has been under the influence of various ideas and Sufi currents since its inception. Among those Sufi teachings, the tradition of the "Suhrawardiyya" order is famous for playing an important role in the formation of "Safawiyya". In this regard, the name of another sect should be mentioned.

Key words: Sufism, sect, Sheikh Safiaddin, Safaviyya, Suhravardiyya, Haydariyya.

1. Introduction

As the Sufi worldview and ideas permeated the world of Islam in the Middle Ages, including in Azerbaijan, khanagahs, tekkes and other Sufi monasteries began to emerge all around. From all sides, Azerbaijan was involved in a network of numerous sects, each of which had its peculiar rites that were controlled by powerful leaders known as murshids who exerted hierarchical control over disciples. One such sect was the "Safaviyya" established in the 13th century by Sheikh Safiaddin Ardebili has been under the influence of a variety of Sufi ideas for a very long period since its formation. Initially attracting the disciples – people from different nations of the world of Islam, "Safaviyya" in the following centuries focused more and more on the Turkic ethnic groups that were concentrated in Azerbaijan, South Anatolia, Syria, and other regions of the Islamic world. And it eventually transformed into a monoethnic sect made up of Turkish people.

Methods of the paper. Analysis, synthesis, induction, deduction, comparative analysis **methods** were used while writing the article.

Analysis of recent studies and publications. The research of authors such as Hafiz Hussein ibn Karbalai Tabrizi; Tarbiyat M.; Koprulu F.; Khwandamir G.; Sajjadi Seyid Zindan; Golpinarly A.; Gumi Gazi Ahmed; Ardabili Ibn Bezzaz; Shah Ismail Khatai; Ojak A. Ya; Alamarai Safavi; Mir Jafar Hussein; Barthold V.V.; Misel Matsui; Togan Z.V.; Ripka Y. History of Persian and Tajik literature. Moscow: Nauka, 1970, 439 p.; Golpinarly A.; Khunji Fazlullah

ibn Ruzbikhan; Sheikh Zahidi Hussein Pirzade; Iskender bey Turkman; Bertels E.E.; Trimingham J.S. was used during the research.

2. Main part

Throughout the medieval Islamic world, Sufism was extensive in Azerbaijan and achieved fame with eminent sheikhs. The activity of the Sufi center of truth established at that time by Ahi Faraj (d.1062) in Zanjan brought it a considerable reputation. According to the sources, under his direction, numerous prominent Sufis from Azerbaijan, particularly those from Tabriz, studied the method of spiritual elevation and the mystical cognition of the truth after completing the Sufi "maqaam" (stations), the stages of "mujahid" (struggle for faith) and "riyazat" (asceticism, carnal denial, quiet renunciation for the love of Divine will). The expansion of Sufi teaching in Azerbaijan was contributed by individuals such as Haja Muhammad Khoshnam, Haja Muhammad Kochajani, Baba Nemet Shadibadi, Bale Khalil, and other disciples of Ahi Faraj Zanjani *(Hussein, 1399: 1-9)*.

It should be emphasized the significance of "Suhravardiyya" in the formation of Sufi ideas in Azerbaijan. This tariqa (Sufi direction, path, Sufi) gathered around itself like-minded disciples from the most remote regions of Central Asia, Egypt, Asia Minor, and Iran. The sufi sect also had followers in Azerbaijan and by the end of the 12th – beginning of the 13th century, the authority and sphere of influence of the sheikhs from this sect especially increased. Abdulganaim Rukneddin Sajjasi, a disciple of the "Suhraverdiyya" sect, was the murshid of several great sheikhs, such as Ahvadaddin Kirmani, Sheikh Shikhabeddin Tabrizi, and many more *(Tarbiyat, 436)*.

According to F. Kopruluzadeh, there is proof that some dervishes and zahids (hermits) among the Turks were addressed with reverence as "Baba" (literally – father) as early as the 10th century. Turks have revered saints, verse reciters, those who help others for the sake of God, and dervishes who show the way to heaven and likened them to ozans (storytellers) for a long time. Sufis known as "Baba" who are highly esteemed, have been mostly located in South Azerbaijan, in Tabriz, since the 12th century *(Koprulu, 1991, 139)*.

The observations of the Turkish scholar were verified by several other medieval sources, that the Sufi teachings were extensively promoted by numerous Sufis who called themselves "Baba", gathering around the "tekke" (Sufi monastery) established by Baba Hasan Vali Tabrizi early in the 17th century. During this time, another Sufi – Baba Faraj Tabrizi, became famous. Referring to such sources as "Tarihi-guzide", "Haft iqlim", and "Rovzeye-akhtar", M. Tarbiyat, an Azerbaijani scientist, mentions the great virtues of this prominent Sufi having the chance not only to meet the legendary Sufi Najmeddin Kubra but also to astonish him with his knowledge *(Hussein, 1399, 37-38), (Koprulu, 1991, 265)*.

Sufism was regarded highly in Central Azerbaijan by government circles and officials of the Ilkhanate, who even built khanagahs (monasteries) and engaged in philanthropic activities. Accepting Islam by the Ilkhanate and converting from Paganism to Islam happened with the assistance of Sufis. Ghazan Khan (1295–1304) accepted Islam in 1295 under the influence of Sheikh Sadreddin Juvain *(Khwandamir, 1333, 121-123)* and a year later built the Shenbeyi-Gazan complex in Tabriz, establishing a khanagah for Sufis within it, also took care of the Sufis and attached great importance to their teachings. Among those who provided financial and moral support to the Sufis, it should be mentioned the name of a person associated with Sufi thought – Ilkhani vizier Haji Rashiduddin Fazlullah who was a supporter of these ideas. Sufi teachings and ideas were increasingly pervading the vast expanse of the Islamic world

by the 12th-13th century, particularly in Azerbaijan, where Sufi traditions were most clearly developed. At that time "Safaviyya" order gained influence during a short period and gathered around itself a large number of disciples. There are divergent opinions among scholars on the Sufi directions upon which this tariqa was based. The "Safaviyya" order, according to Iranian scholar Seyid Ziyaddin Sajjadi, was based on one of the fourteen sections of the "Marufiya" tariqa, established by the famous Sufi philosopher Maruf Karkhi *(Zindan, 1388, 187)*. According to the Turkish scholar Golpinarly, the "Safaviyya" order was formed as a result of two tariqas – "Kalenderiyya" and "Khalvatiyya" *(Golpinarly, 1987, 7, 248)*. Beyond doubt, in some specific issues of Sufi teaching, the newly developed "Safaviyya" order in the 13th century was affected by the tariqas existing at the time in Azerbaijan. As many scholars have rightly pointed out, the influence of the Sufi sect "Suhravardiya" is particularly noticeable.

In the lineage of the founders of the tariqa, beginning with Sheikh Safiyaddin, sources include personalities such as Sheikh Zahid Gilan (d. 1253), Sheikh Jamaleddin Gilani (d. 1253), Sheikh Shikhabeddin Mahmud Akhari (XIII century), Abdulganayim Rukneddin Sajjasi, Gutbeddin Abubekr Abkhari. In the sixth line of the tariqa, the founder of the tariqa "Suhraverdiyya" – Sheikh Abu Najib Suhraverdi, clearly appears *(Khwandamir, 1333, 415); (Ahmed, 1978, 21).*

The rites of the tariqas "Suhraverdiyya" and "Safaviyya" at the early stages of their emergence show a close resemblance between them. The Sharia must be rigorously followed for the disciples of the "Suhraverdiyya" tariqa to advance in the Sufism stages; otherwise, those steps will be blocked off for them: tariqat, marifat, hakikat. At first, in the "Safaviyya" order it was also strictly required to follow these rules. In the madhhab (teaching) of Sheikh Safi "Safvetu-s-Safa", the sheikh's own words are given in the section just following the heading: "Whoever follows the Sharia, he will remain in Tariqa, and whoever does not follow, all doors will be closed for him" *(Bezzaz, 1376, 887)*. And that means both during Sheikh Safi's time and after him, blind obedience to the sharia was obligatory for the disciples.

However, sources demonstrate that there were heterodox Sufi sects around the time of the establishment of "Safaviyya" in Azerbaijan in addition to the orthodox Sufi orders that were not strictly bound by Sharia. They included the disciples of the "Haydariyya" and "Kalenderiyya" tariqas, which emerged in various parts of Azerbaijan: in Tabriz, Shirvan, Maragha, and in particular in Ardabil, the central city of the Safavids. There are sufficient narratives about "Kalenderiyya" dervishes in "Safvatu-s-Safa" *(Bezzaz, 1376, 131-32, 656-58, 794-955)*. From these narratives, it can be concluded that Sheikh Safiyaddin did not at all approve of their Sufi ideas and thoughts, calling for their eradication and penance ("tovba"). Even though Sheikh Safiyaddin Ardabili, an ardent follower of the Sharia, forbids meetings with them due to the "Kalenderiyya" sect, in the following centuries close ties between the disciples of "Safaviyya" and "Kalenderiyya" developed. The great poet and ruler Shah Ismail Khatai, in one of his poems, praises the disciples of "Kalenderiyya" and calls them sultans of two worlds *(Khatai, 1388, 64-65)*. One more tariqa that deserves special attention is the "Haydariyya" which was derived from the "Kalenderiyya" sect which subsequently influenced "Safaviyya". According to sources *(Koprulu, 1991, 99); (Safavi, 1350, 42)*, this sect was founded by Sheikh Qutbeddin Heydar at the end of the 12th century and the early 13th century. It first appeared in the middle regions of Central Asia and subsequently spread to India, Iraq, and Syria, including Azerbaijan. For the first time, Qutbeddin Heydar, who wore a 12-gored cap (taj) being a symbol of the Isnai-Ashariya imams, maintained a thick moustache despite shaving his face and stood out for his strange appearance, clothing, and behaviour. It was clear that the "Safaviyya" was completely influenced by the tariqa founded by sheikh Qutbeddin Heydar of Turkish origin.

The Safavids started wearing the same cap (taj) with twelve gore, known as the Haydari cap, after Sheikh Haydar's leadership. It is shown in the sources that Sheikh Heydar saw Hazrat Ali in his dream and according to his order commanded the disciples to wear the 12-gored red cap *(Hussein, 2004, 30).* However, there is no doubt that the Safavid sheikhs wanted to use this idea to seem in a guise of a saint and more closely bind their supporters around them. Since that time, the supporters of the "Safaviyya" order, wearing such a cap on their heads, were called "Gizilbash" (redheads). On other hand, the Gizilbash also shaved their beards and grew their moustaches like the Heydaris. A further indication of the impact of the Gizilbash sects like Heydari and the aforementioned Kalenderi is displaying an inattentive behaviour toward religious rites. One of the controversial issues involved in researching sources among scholars about sheikhs of "Safaviyya" order is their madhhab. The first sheikhs were Sunnis, according to V.V. Bartold *(Barthold, 1963, 747),* Michel Matsui *(Matsui, 1363, 131),* Z.V. Togan *(Togan, 1957, 356)*, J. Ripka *(Ripka, 1970, 275)* and others, but later generations of followers of the tariqa joined the Shiites for political reasons. Iranian scholars disagree with this view; for instance, S.Z. Sajjadi believes that the tariqa's followers were Shiites from the beginning *(Zindan, 1388, 185).* The Turkish scholar Golpinarly, considering Sheikh Safi and his supporters as Sunnis, at the same time admits the possibility of their belonging to Shiites. This means that, even though they were Shiites, they initially pretended to be Sunnis and hid their true faith *(Golpinarly, 1969, 232).* As is evident, there is disagreement among scholars over the Safavid sheikhs' madhhab. This issue was somewhat unclear due to the lack of the author copy of "Safvatus-Safa", the primary source on this tariqa, as well as the diversity of opinions about the tariqa sheikhs' madhhab in many versions of the manuscripts that were written at various times. Many Safavid sources show its disciples as Shia Jafaris, including Sheikh Safiaddin Ardabili. In some sources, Firuzshah Zarrinkulah, who is considered the ancestor of the Safavids, has been described as a person who promoted and spread Isna-Ash'ariism in the Aran and Mughan regions *(Safavi, 1350, 9).* However, it must be remembered that the majority of these works were written after the Safavids gained power, i.e. after 1501. Shiism was designated as the state's official religion by the Safavids, who took control after this date. Therefore, the reliability of opinions in those sources about the madhhab of Safavid sheikhs is without merit. On the contrary, more opinions would support the claim that Sheikh Safiaddin Ardabili, a founder of the tariqa, was a Sunni rather than a Shia in the texts published before 1501.

According to A. Golpinarli, there is a separate chapter titled "The Teachings of Sheikh Safi" in the oldest known manuscript regarding the Safavids, kept in the Hagia Sophia library and written in 1491 by a scribe named Sunullah, which says: "We are of the same faith with the companions, we honour all four (the four righteous caliphs – Abu Bekr, Omar, Osman, Ali), we pray for them". But he did not choose the path of "rukhsat" (concession), but he followed the path of "azimet" (obligation) – the paths prescribed by Shariah, and inculcated this path in his followers. There is written that even his son Sadreddin performed ablution according to the Sunni-Shafi'i madhhab when he touched his mother with his hand *(Golpinarly, 1969, 132).* One of the greatest and most full copies of "Safvatus-Safa", compiled by the Iranian publisher Ghulamrza Tabatabai Majid, draws attention to the fact that the Safavids were Sunnis in the beginning. In this book, the companions such as Abu Bakr, Umar, and Osman, who are not loved by the Shias, are mentioned with respect, and their names are mentioned together with Ali, Hasan, Huseyn *(Bezzaz, 1376, 675-677)*, and there is also a good deal of hadith from Abu Hurairah, which was referred to by the Sunnis, considering them reliable, however, among the Shiites, they were regarded with suspicion and therefore were mostly ignored *(Bezzaz, 1376, 38, 524, 989).*

The names of Imams Bukhari and Muslim, whose hadiths the author frequently cites, are mentioned throughout the book with veneration, yet the Shiites did not address them, considering them unreliable *(Bezzaz, 1376, 54, 502)*.

Thus, all sources show that in the initial period, the Shiites were disciples of Sunnism. Researchers confirm that Shiism in the Ardebil tekke was accepted after Khoja Ali Siyahpush.

The fact that the founder of the sect, Sheikh Safiaddin, is a devout believer and an influential sheikh has attracted the attention of both political circles and common people regardless of their faith. Sources testify that the eminent sheikhs of the Islamic world, not limited to calling the people to pure faith, also sought to solve the moral problems of the people, advising them on the true path *(Khunji, 1987, 225)*. It was less essential in such cases whether a branch of Islam those people belonged to. Not only in Safwatus-Safa, but also other Safavid sources, it is noted that Muslims of various madhhabs (currents) from such far-off countries as Sri Lanka and China visited Sheikh Safiaddin *(Bezzaz, 1376, 1123)*. The Shiite-batiniyya Turkmen tribes that were situated in Eastern Anatolia and the adjacent areas were more prevalent among the people who visited Sheikh Safiaddin and his successors, according to the sources *(Pirzade, 1343, 78)*. It was no coincidence that the sheikhs of the Safavid tariqa, being Sunni by madhabb, were visited by Turkmen tribes of Shiite-batiniyya faith. Although Sheikh Safiaddin, the founder of the tariqa, and his disciples are Sunnis, it is important to note their love and respect for Hazrat Ali and his family. There is no doubt that as soon as the second Safavid ruler, Sheikh Sadraddin, took over the leadership of the Safaviyya.

Even after Sheikh Sadreddin, Ardabil was in the spotlight of the Turkmen tribes residing in Anatolia and other regions, most of whom are Shiites. Amir Teymur (1370–1405), who decisively defeated the Ottoman Sultan Yildirim Beyazid (1389–1402) at the Battle of Ankara in 1402, came to Ardabil and met with Khoja Ali (1392–1429), the third Safavid sheikh known as Siyahpush. Amir Teymur released more than 30,000 Turkmen captives taken from Anatolia at Khoja Ali's request because of his exceptional reverence for the Safavid land *(Alamarai, 1350, 126)*.

3. Conclusion

Khoja Ali allocated an area for the placement of captives in Ardabil, mostly from Takalu and Karamanly, later this area was called "Sufi Rum". After Khoja Ali, when Sheikh Ibrahim (1392–1447) led the sect, a certain part of the Turkmen who settled in Ardabil returned to Anatolia, but kept in touch and were the most faithful disciples of the tariqa "Safaviyya". This led to a strengthening of ties between the Safavids and the Anatolian Turkmen.

Since its formation in the 13th century, the "Safaviyya" order has been influenced by several ideas and Sufi currents. Naturally, some of those currents and concepts have impacts on the mystical teachings of this tariqa. Namely, as the result of the mentioned influences Safaviyya which has emerged as an Orthodox Sunni sect in the course of its further development has been inclined to batiniyya further transformed into a Shiite sect.

References

1. Hafiz Hussein ibn Karbalai Tabrizi. Rovzatul-janan, 2 vol. Tehran: 1344 h., 642 p. (in Persian).
2. Tarbiyat M. Daneshmandani-Azerbaijan. (Outstanding people of science and art of Azerbaijan). Baku: Azerbaijan State Publishing House, 460 p. (in Azerbaijani).

3. Koprulu F. (1991) The First Sufis in Turkish Literature. Ankara: TTK, 415 p. (in Turkish).

4. Koprulu F. (1991) Creation of the Ottoman State. Ankara: TTK, 122 p. (in Turkish).

5. Khwandamir G. Tarihe Habibus-siyar. Volume 4 Tehran: Khayyam Publishing House, 1333x., 791s. (in Persian).

6. Sajjadi Seyid Zindan. Muqaddime ber mebani Erfan va Tasavvof. Tehran: Sazmane mutaliye ve tadwin ketab, 1388 x., 348 p. (in Persian).

7. Golpinarly A. (1987) Islamic mezhebs and Shiism throughout the centuries. Istanbul: Gercek Yayinevi Publishing House. 314 p. (in Turkish).

8. Gumi Gazi Ahmed (1978) Khulasatut-tavarih. Freiburg, 246 p. (in Persian).

9. Ardabili Ibn Bezzaz. Safvatut-safa. Foreword and note by Gulamrza Tabatabai Majid. Tehran: 1376 h., 1348 p. (in Persian).

10. Shah Ismail Khatai. (1988) Don't step on the bridge of enemy. (Proceedings). Compiled by: A. Safarli, H. Yusifli. Baku: Yazychi, 342 p. (in Azerbaijani).

11. Ojak A. Ya. (1992) Marginal Sufism in the Ottoman Empire – Kalenderiyyas (XIV-XVII centuries), Ankara: TTK Publishing House, 292 p. (in Turkish).

12. Alamarai Safavi. Bekushesh Yadulla Shukri. Tehran: Fehrange Iran. 1350 h., 688 p. (in Persian).

13. Mir Jafar Hussein (2004) Shah Khatai's commitment to Sufism and Safavid Shiism. // Materials of the First International Symposium dedicated to Shah Ismail Khatai. Ankara: Azim Publishing House, p. 86-94. (in Turkish).

14. Barthold V.V. (1963) The Compositions, Volume III. Moscow: Eastern Literature Publishing House, 1020 p.

15. Misel Matsui. The emergence of the Safavid state. Translation by Yagub Ajend. Tehran: Sahami AM, 1363 h., 224 p. (in Persian).

16. Togan Z.V. (1957) On the Roots of the Safavids, Volume 3. Damascus, p. 345-357 (in French).

17. Ripka Y. (1970) History of Persian and Tajik literature. Moscow: Nauka, 439 p.

18. Golpinarly A. (1969) Hundred questions about tariqas and madhhabs. Istanbul: Gerchek Publishing House, 304 p. (in Turkish).

19. Khunji Fazlullah ibn Ruzbikhan. Tarikh-i alam arayi Amini. Baku: Elm, 1987, 173 p.

20. Sheikh Zahidi Hussein Pirzade. A branch of the Safavid dynasty family tree. Berlin: Iranshehr, 1343 h., 112s. (in Persian).

21. Iskender bey Turkman. Tarikhe Alam-araye Abbasi. Vol. 1, Tehran: Gulshen, 1350 x., 607 p. (in Persian).

22. Bertels E.E. (1965) Sufism and Sufi Literature. Moscow: Nauka, 522 p.

23. Trimingham J.S. (1989) Sufi Orders in Islam. Moscow: Progress, 326 p.

INFORMATIVE CODE OF AZERBAIJANI CARPET
AND ITS ORNAMENT-SYMBOL

Aylal Heydarova

Postgraduade Student, Azerbaijan State University of Culture and Arts, Azerbaijan
e-mail: aylel.a.h@gmail.com, orcid.org/0000-0002-8938-6178

Summary

Carpet weaving is one of the most ancient types of arts and crafts. The carpet is a key symbolic object of the human creation. It is all about its history of kind, laws of life and the Universe. It has an encrypted language and is very complex. Most of the iconographic symbols are a reflection of the reality of the ancient cults and worldviews. The symbolic ornaments in the carpets represent genetic memory, unfading creativity, and is a national treasure. An Azerbaijani carpet is, even for a dedicated person, a kissable book about the structure of the universe and carries deep knowledge in an encoded form. As you know, artistic creativity is symbolic in nature and abounds with images, metaphors and a whole range of artistic and expressive means that cause the viewer to intuitively perceive, unravel the author's intention, empathize, that is, a huge spiritual work to achieve.

Key words: memory, carpet, symbol, Universe, culture, ancient, complex, cult.

1. Introduction

Since time immemorial, people have sought a universal language to express the connections between the phenomena in the mysterious world that surrounds them. These searches led to the discovery of generalised images and symbols, the latter being the predominant method by which mankind pursued its goal of transferring its accumulated experience to future generations. Following its appearance, the symbol occupied a special place in culture, enveloping and permeating literally every aspect of life including Azerbaijani carpet, which it's a complete book of the structure of the universe, carrying deep knowledge in encoded form. As we know, artistic creativity is a symbolic activity, replete with images, metaphors and myriad artistic and expressive methods of evoking the spectators' intuitive and subjective perception. It is a huge spiritual undertaking to understand the artist's mission. Due to their skill, the creator is always able to add their contribution to the symbolic space.

Methodology: The analysis of the informational code of the ornament-symbol of the Azerbaijani carpet as a result of undergoing researching sources of the subject, as well as by summarizing controversies and comparatives.

2. Main part

Carpet-weaving ranks amongst the oldest forms of decorative and applied arts in Azerbaijan, its extensive history being proven by archaeological discoveries across the country. For many centuries, the Azerbaijani carpet has been an ancient 'tablet', bringing together centuries of cultural information in its ornaments: it constitutes the world of symbols, the extension of ancient civilisations and the historical memory of the people.

Here is a brief interpretation of the symbols and signs that decorated Azerbaijani carpets. These symbols and signs repeated the main stages in the development of mankind, as indicated amongst the cults and religions of various nations. It is also obligatory to acknowledge the role of the Silk Road, along which the various cultures met and were mixed, being acknowledged as the "evolutionary way of development", where the spiritual culture of various peoples was digested and various new systems and concepts were established. The Silk Road connected Azerbaijan with the ancient centres of civilisation – namely Greece, India, and China. The Azerbaijani carpets exported to Europe played an integral role in disseminating the ancient symbols and signs. They vibrantly interpreted the deep meaning of those symbols originating in the people's genetic memory, becoming a tool of expression for original aesthetic tastes.

The carpet can concentrate spatial energies and create a protective field, which can serve humans over a long period, providing good luck and prosperity through its magical functions. The core of the magical information is found around the centre of the carpet, which is where the key symbols representing the world are concentrated. The edging is designed to provide protection against any type of negative force and the destruction of the world order that is in the centre of the carpet. The sacral feature of the carpet is its meaningful presence across all spheres of human life. It is always near a person and plays an integral role in happy, tragic and denominational days. There are also carpets made for such events as children's birthdays, dowries, marriage days, mosque use and funeral rites.

Northern-style Azerbaijani carpets comprise strict symmetrical compositions with a clear set of geometric shapes. There are rhombus, squares, crosses, swastikas, zigzags and 's-similar' elements. The infinite variety of these elements and their multiple transformations are as inexhaustible as their content and symbols. It seems that these symbols relate to the celestial bodies and their uniquely magical characteristics *(Brend, 2007, 25)*.

The Azerbaijan people worshipped the sun throughout the ancient historical period. The 'gel' central carpet motif comprised the shape of a square or diamond medallion meaning 'lake' or 'pond', where the moon meant 'lake of heaven' in the ancient Turkic language. The moon combined a circle (full moon) or sickle (crescent) shape, being a symbol of purity and fertility. Furthermore, the geometric patterns on Azerbaijani carpets reflect the iconography of national history. The meaning of ornamental inscriptions is somewhat secret, existing in the history of the East. Each pattern created by them is a mystery, a kind of cipher, hidden not only in the symbols, but in the rhythm and color, in addition to the ornaments, where ancient writing is present. The letter 'L' is the wriggling snake, whereas the letter 'Sh' or 'S' is signified by a tooth or by narrow comb teeth *(Denny, 1994, p. 44)*.

The complex designs of the ornaments in national carpets is recognizable. Due to the vibrant intertwined geometrical motifs, their composition maintains the worldview of the many generations inhabiting the land of ancient Azerbaijan.

These ornaments were created under the influence of universal concepts, beliefs in various deities and heavenly forces; and different religions and worldviews. They symbolise the heraldic signs (damga) of families, races, and tribes *(Jones, 2016, p. 188)*. Geometric forms include a crocheted triangle; square; rhombus; octagonal stars; circles; swastikas; straight, broken and crossing lines; and meandering 'S-shaped' spirals *(O`kane, 2007, p. 96)*.

This entire ancient alphabet is captured with calligraphic grace on Azerbaijani carpets *(Wilson, 2012, pp. 14-15)* ancient swastikas are found on the carpets of the Guba, Ghazakh and Karabakh schools; octagonal stars are on the carpets of the Baku, Gazakh, Guba, and Karabakh schools; triangles are on the carpets of the Shirvan and Guban schools; 'S-shaped' spirals are on the carpets of the Guban, Baku, Gazakh, Shirvan and Karabakh schools. The ornamental

rhombus, triangles, and crocheted squares are used by the Shirvan and Gazakh masters; whereas crossed lines are used by the Guba and Karabakh masters; stripes and meanders are used on the carpet edges sewn by the masters in all these schools.

The power of the traditional carpet, like the mandala, is concentrated in the central point, from which the waves of life radiate. Being in deep contemplation, a person seems to pull out all negative notions through the centre. Following that, the flow of light emanates from this point, filling the centre and the space around it. In a manner akin to the mandala, carpets harmonise the space and purify the energy. They provide a kind of flow for spiral energy that recovers the harmony of space, and hence the masters created prayer rugs. When people pray Namaz with a pure heart, surmounting everyday negativity, they involuntarily become an intermediary (conductor, mediator) for the magnum force on Earth that can only be heard in one's own heart.

Research indicates that the composition of Azerbaijani carpets, as with mythological systems for all centres of world civilisation, are determined by traditional cosmological concepts. Reflecting the structure of the world, this composition represents the model of the Universe space, the centre of which is the Divine Entity. The decorative art of many nations has similar compositional principles, all of which relate to ancient cults and religions. One of the predominant nations is Azerbaijan and the symbolic language of ornaments manifested itself on the carpets that reflect the unity of heaven and earth. The unity of space is the main principle of its destination, as it evokes celestial harmony in its ornaments. The symbols of carpet ornaments are genetic memory, creativity, and national heritage. The archaic nature of carpet composition is associated with the preliterate period of history "when certain signs (elementary descriptive) were the mnemonic programmes of texts and storyline stored in the nonverbal memory of the society" *(Lotman, 1087, p. 11)*. The archaic feature of the ornament comprises its semantic and structural independence. Consequently *(Racinet & Dupont-Auberville, 2018, p. 17)*, the Azerbaijani carpet appears as a complex device, as a kind of code, and an information generator. These symbols were also emblazoned on other types of decorative and applied arts, such as national clothing, also operating as a source of information about the history of nation. Most iconographic characters are a reflection of the ancient cults and worldview. They are expressed by such geometric figures as the circle, square, triangle and octagon. These constitute the most consistent elements of decorative and applied art that have retained their characteristic features for many thousands of years.

It is important to note one very important detail: the personification of evil forces and negative energy is never found on Azerbaijani carpets.

Color is the most important symbolic aspect of the Azerbaijani carpet *(Gage, 2012, p. 25)*. The carpet masters normally used natural plant and animal dyes, produced from such sources as licorice root, oak bark, nettle, 'Naz-gul' flowers, plant roots, bark, leaves and fruit. For example, yellow and yellowish colors were made from yellow flowers and fig leaves, the faded leaves of mulberries, straw, bark, shoots and the flowers of the wild apple tree. They are also made from ginger and safran, albeit rarely, due to expense. Red and all its shades were obtained from the roots of rose madder and cochineal. By adding various ingredients, yellow-red or dark purple tones were obtained. Dark blue or blue, together with purple, were produced from natural indigo. To obtain a pure white color, white stone was added to boiled white yarn. In addition, black was obtained from the green shell of a young walnut, the bark of the walnut tree, and oak. Various shades of the main colors were taken into consideration. Pea green and cream were sourced from onions and apple peel, and oak color synthesised from the nutshell. Red provided protection from evil and operated as a symbol of fire as, according to Zoroastrianism, it signified sacred purification. Since ancient times, Azerbaijanis have colored parts of their body with red, and this traditional rite has been preserved to this day. During the

holidays, women colored their hair, hands and feet with henna, which was also used to decorate the hands and feet of the bride with sacral signs.

Furthermore, the bride also wore a red cloth. This initially related to the protective function of red, being directed against evil spirits, and later against the evil eye. The magical features of red were widely used in traditional medicine, as patients were often prescribed red clothes or placed red cloth on the afflicted part of the body. The umbilical cord of a newborn baby was tied with the red thread. A red carpet cover was hung in the home if someone was sick, and red was widely used during mourning ceremonies, with the body of the deceased being covered with red fabric to protect them from evil forces before entering their new eternal life. It is interesting to find the oldest burials of our distant ancestors who created the colorful basis of the modern carpet and learn about their perceptions regarding the semantic meaning of red. Furthermore, red dye was also used to paint the dead corpse during the Bronze Age, becoming a ritual rite for ancient people.[1] Red symbolised heavenly fire, the sun that all ancient peoples revered. In addition to the fire-sun, various geometrical forms, squares, triangles, circles, and octagons were carved on ceramic vessels, bronze belts and other objects found in burials, where they operated as a protector. In addition to the fire-sun, various geometrical forms, squares, triangles, circles, and octagons were carved on ceramic vessels, bronze belts and other objects found in burials, where they operated as a protector. They are all elements of the mandala and, over the centuries, were a protector of the Turkic peoples against evil spirits, their color being scarlet red. The magic circles used by the magicians of the Middle Ages were a kind of labyrinth, being a symbol for searching and finding the solution, operating as a guide towards good and positive energy. This contains the symbol of the female 'yin' and that of the male 'yang', combining the symbols of the material and spiritual, physical and mental, and earthly and heavenly.

The most valuable archaeological site in Azerbaijan is Gobustan, which comprises more than 2000 petroglyphs, all of which are imbued with symbolic meanings. The naive art of these ancient people managed to explain the world via the geometric signs and symbols that had an inherent cult and magical meaning. Later decorative ornaments developed an independent aesthetic value. It is important to note one very important detail: the personification of evil forces and negative energy is never found on Azerbaijani carpets. It is sometimes difficult to acknowledge how closely monotheism and polytheism, Zoroastrianism, Judaism, Buddhism, Christianity, and Islam relate to each other *(D`Avennes, 2016, pp. 7-18)*.

The disappearance of the traces pertaining to a certain culture is not solely due to their supersedence and relegation to history. There is a conscious seizure of the 'disadvantageous evidence' of culture and deliberate misinterpretation of the facts of history for geopolitical ends, and this has happened throughout Azerbaijani history. The Azerbaijani nation did not escape the 'erasure', sometimes even suffering the 'withdrawal' of 'testimonies' that were uncomfortable for the conquerors of its ancient culture. Its centuries-old history was exterminated and falsely reconstructed in accordance with the prevailing policy of the dominating empires. However, the Azerbaijanis managed to preserve their material and spiritual wealth throughout the centuries. The ancient Media fell under the power of Achaemenids; Atropatena, following independence, was conquered by the Sassanid Empire in the early Middle Ages, and thereafter Arabic and Persian rule followed. During the modern period, the Russian Empire and Soviet Union had a major impact on local history and culture. Contemporary Azerbaijan must do much to reconstruct its history. Modern excavations are opening a new realm by which we can comprehend many hitherto hidden strata of history and culture.

The symbols and patterns that are preserved in the Azerbaijani decorative arts on carpets, fabrics and embroidery are the dragon, snake, lion, lotus, salamander, winged dog and sacred

mountain. There are echoes of the ancient culture of the Azerbaijani people who practiced Zoroastrianism, one of the oldest religions in the world that considered the Universe as alive and intelligent, where stubborn humanity is only part of this single organism. Humanity is blessed with free will and is even enfranchised to oppose the will of the gods, but in the event of a fatal mistake, life itself corrects them and assists with making the correct decision, because there is no progress without freedom and having the rights to error.

According to Zoroastrianism, God himself stops evil, and subsequent religions appropriated, for example, the eyes of Ahura Mazda (Eyes of Allah) and much more. Azerbaijani people continue to honour the resting places of the deceased and the arrival of spring, known as Novruz Bayram. The meaning of being in the harmonic connection of the mind comprises freedom, will and the love of peace. Perhaps the features of the future culture of humanity, based on one of the first religions of the saints of Thursdays in the 21st century, known as the Era of Aquarius, is hidden behind these principles. Art is the 'abbreviated universe' and its artistic world reflects the prevailing influences of the time. The accumulated elements in the decorative and applied arts, including Azerbaijani carpets, are processed in accordance with the internal artistic logic that is conditioned by the general laws of social development. This traces the deep factors that prepared and formulated Azerbaijani culture, which was impacted by many different cultures, forming part of various empires over a long period in its history.

The history and geography of the country are the basis of these components. Azerbaijan (the Gate of Asia) is a 'migration corridor', due to its geographical location. Entire peoples and civilisations passed through this corridor, and this resulted in appropriation and the relationships contributed to the cultural achievements of its civilised neighbours. There was a synthesis of the best from the dominant culture with that of those nations who were subjugated by the conquerors.

3. Conclusion

Symbolic representations on the land of Azerbaijan arose during a very early historical period. The signs and symbols inscribed on the weapons found in Gobustan bear testament to this statement. This symbolic representation was also reflected in the ancient art of the carpet that contains some elements of the mandala, such as the circle, triangle, square and octagon. The mandala and its inherent connection to the patterns and ornaments of Azerbaijani carpets is the voice of our ancestors that has echoed since the most ancient period of history. By listening to this voice, one can comprehend the cultural continuity of those nations who are able to reasonably coexist in this imperfect world.

References

1. Barbara Brend (2007) Islamic Art. London: The British Museum Press, 240 p.
2. Walter B. (1994) Denny. How to read Islamic carpets. New York: The Metropolitan Museum of Art, New York Yale University Press, New Haven and London, 144 p.
3. Owen Jones. (2016) The grammar of Ornament. IVY Press, p. 188, 496 p.
4. Bernard O`kane (2007) The world of Islamic Art. Cairo: The American University in Cairo Press, 224 p.
5. Eva Wilson (2012) Islamic designs. London: The British Museum Press, 101 p.
6. Y. Lotman (1987) Simvol v sisteme kulturı. Trudı po znakovım sistemam. Tartu: Vıpusk 754.
7. A. Racinet & A. (2018) Dupont-Auberville. Paris: Taschen, 824 p.
8. John Gage (2012) Colourand culture. London: Thames & Hudson, 335 p.
9. Emile Prisse D`Avennes (2016) Oriental Art. Paris: Taschen, 520 p.

ACQUAINTANCE OF PRESCHOOL CHILDREN WITH WORKS OF PAINTING

Iryna Hrechyshkina

Candidate of Pedagogical Sciences, Senior Lecturer at the Department of Preschool
and Elementary Education, State Institution "Lugansk Taras Shevchenko
National University", Ukraine
e-mail: grechishkina0807@gmail.com, orcid.org/0000-0002-3669-0731

Summary

The article is devoted to the problem of familiarization of preschool children with works of art. It has been established that works of fine art directly influence the formation of the system of values and meanings in preschool children. Modern and previous studies of the aesthetic development of preschoolers are analyzed. The article compares and reveals the concept of aesthetic education and the peculiarities of education. It was found that the problem of aesthetic education in pedagogy has always been given a lot of attention. In terms of pedagogical leadership, pictorial activity becomes invaluable for the versatile development of the child, his mental and cognitive processes: perception, performance and creativity, which are inseparable unity and are integral parts of the productive artistic and creative activity of preschool children. For a full artistic and aesthetic development personality in the period of preschool childhood, it is necessary to create optimal conditions, emotional comfort and fill the child's life with interesting activity content.

Key words: preschooler, multicultural space, education, features, information, art, feelings, artistic image.

1. Introduction

Development of the Ukrainian state predetermines the necessity of education of new type of personality with the high level of spirituality and culture, capable independently to accept non-standard decisions, carry out a free choice, to think creatively, quickly to react on the changes of circumstances and to create them. In recent years attention has been paid to the problems of the theory and practice of the aesthetic development of children as an important component of a comprehensively developed, spiritually enriched personality.

2. Theoretical analysis of the problem

The works of fine art directly affect the formation of the system of values and meanings of preschool children, which contributes to the formation of a moral culture of the individual oriented to a creative approach to life. Thus, visual art, determined by social and cultural reality in the historical context, which in modern conditions has the format of a "multicultural space", a unique opportunity to "connect" a person to the values and norms existing in society (N. Demyanko, O. Jus, L. Ivanova, S. Morozova, S. Protsyka, O. Pshevratska, Sh. Rzaeva, N. Roman, V. Sergeyeva, A. Sokolova, E. Fedotova, I. Fryt and others).

3. Purpose of scientific research. Educational potential of genre painting

The goal is to consider theoretically the peculiarities of familiarizing preschoolers with works of art.

A lot of attention has always been paid to the problem of aesthetic education in pedagogy. Philosophical and aesthetic aspects are considered in the scientific works of Y. Afanasyev, M. Kagan, M. Kiyashchenko, etc. The psychological foundations of aesthetic education of the younger generation are highlighted in the studies of L. Bozhovich, L. Vygotsky, O. Leontiev, I. Kon, B. Teplova and others. The theory of aesthetic education of preschoolers was formed on the basis of the scientific conclusions of E. Florina, N. Sakulina, N. Vetlugina, T. Komarova, V. Kotlyar, V. Zhdan, G. Pidkurgannaya.

P. Blonsky pointed out the aesthetic receptivity of a preschool child and defended his rights and opportunities to perceive and appreciate the beauty *(Romanez, 1988)*.

Thus, the analysis of literary sources showed that in the pedagogical studies of N. Zubareva, N. Kurochkina, E. Fliorina, R. Chumychova and others attention is focused on the fact that children are interested in contemplating works of genre painting and purposeful, systematic pedagogical work with preschoolers promotes understanding of the cognitive and moral-aesthetic values of the content of paintings on the basis of the formation of the ability to identify logical connections in it and find expressive means of image *(Rubalka, 1996)*.

Since art primarily is addressed to the sphere of feelings, some authors (N. Vetlugina, L. Vygotskyi, N. Volkov, L. Glukhenka, O. Zaporozhets, N. Zubareva, G. Lyublinska, V. Mukhina, H. Ovsepyan, S. Rubinstein, N. Sakulina, O. Savchenko, N. Skrypchenko, B. Teplov, E. Florina, P. Jacobson and others) emphasize that in the perception and analysis of works of painting, one should proceed not from the plot, but from the first emotional impulse caused by the visual impression.

Genre painting has a huge educational potential, involving children in the social culture and art of their people, cultural and national traditions and customs, moral and aesthetic rules and norms of society.

Genre paintings, unlike portraits, do not depict the personality of a single person, but reveal the relationships between people, their characters and state of mind. The artist typifies and summarizes everything seen in the genre event of the picture, reflecting one moment of life, but portrays it in such a way that the viewer perceives the action of the plot as a long-lasting event. The idea of a genre picture is usually "hidden" by the artist from the viewer and is expressed in a specific artistic image. In order to "see" the idea of the plot, you need to learn to analyze the relationships of the characters depicted and the motives of their behavior, to identify and determine the compositional and color solution of the picture.

The great psychologist Z. Rubinshtein writes that in preschool age you can observe the manifestation of aesthetic feelings. A child's emotional attitude to a picture is an indicator of interest in a painting. On the basis of an emotional personal attitude, value orientations, the foundations of his worldview, begin to form in a preschooler *(Syhorukova, 2010)*.

In the pedagogical studies of N. Butenko, it is emphasized that for preschool children, getting acquainted with works of fine art is always an interesting moment, because it represents a specific cultural event with the embodied meaning of "event – work of art – perception – contemplation – understanding – meaning". The transformation of semantic transformations in preschool age takes place in the process of holistic perception of works of art at the unconscious level (the way of "use") through understanding the features of the aesthetic object and the constituent elements of its content *(Bytenko, 2020)*. The meaning of the term "use" is understood

as the child's ability to create something of his own, for himself and for the life around him, on the basis of the acquired and assimilated knowledge.

According to scientists, the depth and adequacy of children's perception of paintings is influenced by a number of factors, namely: the level of the child's artistic and aesthetic perception, his life and artistic experience, the content and subject matter of the picture that are accessible for understanding, as well as the properly organized process of viewing the picture *(Havrish, 2003; Lyblinska, 1974; Bohysh, 1992; Ponymanska, 1998; Shkarina, 1992).*

4. Conclusions

The practice of working with preschool children in the institution of preschool education shows that the process of familiarization with genre painting is complex in terms of content and has its own characteristics. In the research of N. Kurochkina, it is emphasized that children of older preschool age are able to compare their own experience with the experience of the people depicted by the artist, and transfer the ways of their relationships to real life situations, enriching the moral experience of the child himself and the experience of self-knowledge *(Rubalka, 1996; Bilan 2012).*

1) Genre painting is distinguished by the variety of forms of building pictures, the specificity of depicted situations and a pronounced plot beginning. It is important to focus children's attention on the fact that the plot of the picture is always connected with the theme (the name of the picture), which the artist considers, evaluates and depicts from certain ideological positions – the ideological and thematic canvas of the work is formed. In the future, with the help of artistic means of expression, the artist reflects the content of the topic in specific moments of the plot.

2) In any genre the viewer's attention is focused on the semantic and compositional centers where the main idea of the picture is concentrated. It is necessary to draw the attention of children to the fact that the artist writes the compositional center especially vividly and expressively, and secondary objects, images and details that enrich the image, depict in general terms. Taking into account the age characteristics of children, it is possible to teach them to identify single-figure and multi-figure compositions of a picture.

3) The color of a genre painting always corresponds to the depicted moment of reality, which corresponds to the time of year and the state of the weather, the mood of the depicted heroes, etc. Genre painting is an expressive and emotional artistic addition to the content of the composition, effectively influencing the child's feelings, mood, thoughts, causing a variety of associations.

4) The selected paintings of genre painting should correspond to the socio and moral experience of children, reflect familiar events of children's life and the surrounding world of people, be close to the life impression of the child, which activates his personal experience and forms an emotional and valuable attitude to the content of artistic works of fine art.

Considering the complexity of understanding genre pictures in older preschool age, we note that in this aspect the teacher needs to:

– to give children the opportunity to admire and contemplate pictures with different plots for sequential consideration, comparison, and identification of logical connections in the plot to understand the social significance of the content;

– in the process of familiarizing preschoolers with painting, use different forms and means of expression, according to the artistic manner of depicting a picture of a genre painting.

We believe that the educator's professionalism, knowledge of methods, the use of new scientific developments, constant self-education and self-improvement are the main keys to the development of a child's personality.

Art in general, and painting in particular, occupy a huge place in a person's life. The ability to be creative, to create works of art is a significant difference between the human race and the rest of the living world. Among the types of art, painting has a special place.

So, summing up, we can say that painting contributes to the development of aesthetic feelings in preschool children, enriches their inner world and helps children to perceive and understand the beauty of the surrounding world more deeply. Painting also encourages children to develop aesthetic feelings, an aesthetic attitude to the world, and artistic thinking.

Familiarization classes contribute to the development of emotional speech and artistic memory in preschoolers, because in the process of examining a picture, a preschooler learns not only to notice, but also to convey in words what he saw, share the feelings experienced, chooses the right words that characterize his emotional state and reveal the meaning paintings The child develops the skills of artistic "reading" of a picture.

Children develop observational, inquisitiveness, attention, memory, independence, as well as expanding their artistic worldview, forming a valuable attitude to cultural objects.

Getting to know the genre of painting allows you to teach a child to analyze, compare, compare, think, show perseverance, diligence, diligence while working on an image, to make sure from his own experience that the work of an artist is interesting, but also difficult, hard work to create something beautiful.

During such work, the preschooler learns to critically evaluate his drawings, and this is a very difficult internal work for the child, which plays an important role in the development of the child's personality, his reflexes, the ability to evaluate and self-esteem.

References

1. Butenko N.V. (2020) Teoriya i metodika risovaniya v doshkol'nom vozraste [Theory and methods of drawing in preschool age]. Chelyabinsk. Yuzhno-Ural'skiy nauchnyy tsentr RAO (in Russian)

2. Bilan O. (2012) Navchayemo rozpovidaty za ilyustratsiyamy (starshyy doshkil'nyy vik) [We teach to tell stories based on illustrations (senior preschool age)] Ternopil': Mandrivets'. (in Ukrainian)

3. Havrysh N. (2003) Navchannya rozpovidi za kartynoyu [Learning story by picture]. Doshkil'ne vykhovannya no.1, pp 7-8 (in Ukrainian)

4. Lyublins'ka H. (1974) Dytyacha psykholohiya [Child psychology]. Kyiv: Vyshcha shkola, (in Ukrainian)

5. A.M. Bohush, N.P. Orlanova, N.I. Zelenko, V.K. Lykholyetova (1992) Metodyka rozvytku ridnoyi movy i oznayomlennya z navkolyshnim u doshkil'nomu zakladi [Methods of native language development and familiarization with the environment in a preschool institution] Kyiv, Vyshcha shk (in Ukrainian)

6. Ponimans'ka T.I. (1998) Osnovy doshkil'noyi pedahohiky [Basics of preschool pedagogy] Kyiv: Abrys (in Ukrainian)

7. Romanets' V., Manyukha I. (1988) Istoriya psykholohiyi XX stolittya [History of psychology of the 20th century]. Kyiv. Lybid (in Ukrainian)

8. Rybalka V. (1996) Psykholohiya rozvytku tvorchoyi osobystosti [Psychology of creative personality development]. Kyiv. IZMN (in Ukrainian)

9. H. V. Sukhorukova, O. O. Dronova, N. M. Golota, L. YA. Yantsur (2010) *Obrazotvorche mystetstvo z metodykoyu vykladannya v doshkil'nomu navchal'nomu zakladi [Fine arts with teaching methods in a preschool educational institution].* Kyiv. Vydavnychiy Dim ,,Slovo" (in Ukrainian)

10. Shkarina L. (1992) *Oznayomlennya z tvoramy zhyvopysu [Acquaintance with works of painting].* Doshkil'ne vykhovannya no.1 26-27pp. (in Ukrainian)

GENRE PECULIARITIES OF THE LITERATURE
OF THE NORMAN PERIOD (12TH 13TH CENTURIES)

Tetiana Ivanova

Lecturer at the Department of Foreign Languages Professional Communication,
International Humanitarian University, Ukraine
e-mail: ivanova300384@gmail.com, orcid.org/0000-0003-0901-0064

Summary

The period of French domination left an important mark on the later history of English literature, which, in some cases, is more common with the artistic devices and style of French literature of the Norman period than with the study of Anglo-Saxon literature, from which it was artificially divorced. The Norman conquest conditioned certain specific features of language development. The main one was the spread of three languages in the Kingdom of England – French among the ruling class, English among the broad masses of the population, and Latin in church affairs and administration. This affected the linguistic and genre character of English medieval literature.Methods used in the study: general scientific (analysis and synthesis, induction and deduction), methods of theoretical research (from abstract to concrete), historical method Among the feudal lords, the most popular genre was chivalric poetry, which was brought from France by trouver singer-poets. The most common manifestation of chivalric poetry was the rhyming chivalric novel, which reflected the customs of the upper feudal class, promoted heroic deeds, the code of chivalric morality, and examples of human virtues. The novels about King Arthur and the Knights of the Round Table became the most popular.

Key words: chivalric poetry, information, literature, Norman conquest, evolution.

1. Introduction

After the death of King Canute, the struggle between the Anglo-Saxon earls for supreme power began again. The internal feud invited a foreign conquest. The Northmen who had settled in Normandy 150 years before did not miss their chance. In the year 1066, the Norman Duke William crossed the Channel and conquered the English in the great battle fought at Hastings l'heistinzl. Within five years William the Conqueror was complete master of the whole of England. The lands of most of the Anglo-Saxon aristocracy were given to the Norman barons, and they introduced their feudal laws to compel the peasants to work for them. The English became the servile class.

William the Conqueror could not speak a word of English. He and his barons spoke Norman-French, not pure French because the Normans were simply the same Danes with a French polish. Yet during the following 200 years that the Normans kept coming over to England, they could not suppress the English language. Communication went on in three languages:

1) at the monasteries, learning went on in Latin;

2) Norman-French was the language of the ruling class spoken at court and in official institutions;

3) but the common people held obstinately to their own expressive mother tongue.

Norman-French and Anglo-Saxon were moulded into one national language only towards the beginning of the 14th century when the Hundred Years' War broke out. The language of that time is called Middle English.

2. The first universities

Most of the British writers and poets about whom we are going to speak were educated at universities. It will be interesting to know how and when the two great universities of Oxford and Cambridge were founded in England.

Before the 12th century people got to think that books and the learning that was to be found in books belonged to the Church only, and that common people who were not priests or monks had no business to meddle with books or book-learning. But with the development of such sciences as medicine and law, corporations of general study called "universitas" appeared in Italy and France. The fully developed university had four faculties: three superior (higher) faculties, that of Theology (the study of religious books). of Canon Law (church laws) and of Medicine; and one inferior (primary) faculty, that of Art, where seven subjects were studied: Latin Grammar, Rhetoric (the art of impressive speaking), Logic, Arithmetic, Geometry, Astronomy and Music.

Paris was the great centre for higher education for English students. In the middle of the 12th century a controversy on the study of Logic arose among the professors. A group of professors were expelled. Followed by their students, they went over to Britain and founded schools at the town of Oxford in 1168 which formed the first university. However, the plague and war and other trouble led to a temporary dispersion of the schools. A second university was formed in 1209 at Cambridge, to which a body of students migrated from Oxford.

The graduates were awarded with degrees: Bachelor of Science, Master of Arts, and Doctor. Towards the end of the 13th century colleges where other sub- jects were studied appeared around the universities.

It became the custom for students to go about from one great university to another, learning what they could from the most famous teachers in each place

3. How the language changed

Though the Normans had subdued the Anglo-Saxons, they nevertheless could not subdue the English language. But it had changed so much that something must be said about it.

1) Under the influence of the French language the pronunciation of the people changed, but it did not become French. Some French words could not be pronounced by the Anglo-Saxons, and some of the French sounds were substituted by more familiar sounds from Old English. There appeared many new long vowels (diphthongs), and the rhythm of the language evened out. This newly formed pronunciation was very much like Modern English.

2) What was particularly new were the French suffixes:

–**ance, ence:** ignorance, experience

–**ment**: government, agreement

–**age**: courage, marriage

–**able:** admirable.

The English soon found that these suffixes gave an abstract meaning to the noun and before long they made up many new words of their own out of English verbs and adjectives: unbear- able, readable, etc.

3) The prefix *-dis* also helped to make up words where the negative meaning was obvious: distrust, disappear, distaste.

4) The spelling changed altogether. The Norman scribes brought to England their Latin traditions. The Anglo-Saxon letters P and for the sounds [θ]and [ð] were runes (letters used by

the Anglo-Saxons before they came to Britain). The Normans replaced even these letters by the Latin **t+h-th.**

5) The indefinite article was coming into use, from the numeral "one" used without a stress before a noun: an apple.

6) Two words never adhere to (stick to) the same object or to the same idea if they mean exactly the same. They naturally struggle for supremacy. The struggle between French and English words went on in the following way:

a) If the word meant something the English did not have, then the French word came into the language. Such words were those relating to: government, church, court, armour, pleasure, food, art.

b) If the object or idea was clearly expressed in English, then the English word remained.

c) If both words remained, then it was because of a slight but clear-cut difference in the meaning. Here is an interesting example from the first chapter of "Ivanhoe" by Walter Scott. The Anglo- Saxon word means the living animal and the French word means the dish that is cooked from it:

ox -beef
calf-veal
sheep-mutton
swine-pork

7) As a result of this process there appeared a store of synonyms larger than in any other European language. Each word has its own shade of meaning. Many synonymous words are used for different styles. Note the difference between the following verbs; those of Anglo-Saxon origin are used to express homelier ideas, while the verbs of French origin are used in formal speech:

to give up to – abandon
to give in – to surrender
to give over – to surrender
to come in – to enter
to begin- to commence
to go on-to continue etc.

The history of literature shows us how the popular tongue became the language of the educated classes because it was spoken by the majority of the population, by those who tilled the soil, sowed and reaped, produced the goods and struggled against the foreign oppressors. The language of intercourse gradually subdued Norman-French, and a single national language developed.

4. The romance, the fable and the fabliau

The Norman barons were followed to England by churchmen, scribes, minstrels (singers who walked from castle to castle), merchants and artisans. Each rank of society had its own literature. 1) During the 12th and 13th centuries monks wrote historical chronicles in Latin. The scholars at Oxford University (such as the monk Roger Bacon who introduced gunpowder) described their experiments in Latin; even antireligious satires were composed in Latin. 2) The aristocracy wrote their poetry in Norman-French. 3) But the country-folk made up their ballads and songs in Anglo-Saxon.

The Romance The aristocracy idealized the feudal system, showing the bravery and gallantry of loyal knights. Their exploits were described in great epics. The court had love

stories and lyrical poems praising a chivalrous attitude towards women. These stories, poems and songs were very much admired. called Many of them came to the Normans from old French which was a Romanic dialect, and the works so written were "romances".

During the reign of Henry II and his wife Eleanor, English poetry was influenced by French chivalric romances. In southern France (in Provence) the lyric poets of the Middle Ages were called "troubadours". The troubadours invented the dancing-songs called "ballades" (=ballet). Queen Eleanor was the granddaughter of a duke who had been called the first troubadour. During her reign Provençal poetry penetrated into England.

Wace. The Norman poet Wace lived at the Court of Henry II. He was born on the Island of Jersey (in the Channel) at the beginning of the 12th century. He spent his childhood at Caen [kein]. When he grew up, he went to the Paris University where he studied theology. A few years later, he was invited to the Court of Henry I (grandfather of Henry II) as a chaplain. A chaplain was a clergyman who conducted services in the private chapel of a great person; if he was a learned man he acted also as secretary or as teacher. Rich families always had a chaplain in their households. The Norman kings and queens were very particular about their possessions, and Henry II ordered Wace to write a history of England. Two rhyming chronicles were his chief works. These romances were called:

1) "Brut or the Acts of the Britts" (Deeds of the Britons) and

2) "Rollo (or Hrolf) or the Acts of the Normans".

In the first romance the poet tells his readers how Brutus, the legendary forefather of the Romans, is said to have discovered the Island and called it Brutannia (=Britain). Wace imitated the Latin books of history and added to his composition the songs of the Welsh bards who never ceased singing of the freedom they used to enjoy before the Anglo-Saxons had come to their island. Arthur, a Celtic chief, and his warriors are mentioned here for the first time. The Normans, wishing to justify their claims to England, pretended to be the descendants of the ancient Britons and made Arthur their hero.

Poetry has given the Celtic chief so much lyrical glory that King Arthur is now only a connecting link between real history and legend. This work of 15,000 lines was written in 1155.

(Wace's second romance "Rollo" tells the story of the first Northmen in France and their chief, the rover Rollo, who was made first Duke of Normandy)

Layamon. In the early 13th century, during the reign of the wicked King John, the interest in Norman- French poetry declined; this was due to some historical events. King John had lost Normandy and other lands in France, and many Norman and French barons came over to England as to their colony. John gave the lands and castles of the first Normans, who had now become quite English, to the new-comers. He put foreign bishops over the English. Thus he made himself hated by everybody in the country. At last the old barons and bishops and also the Saxons, who suffered from the French feudal laws, united and threatened to drive the king off the throne unless he would sign the Magna Charta ['mægna'kata] (the Great Charter). It was a big parchment granting certain rights called "liberties" to the barons. The protest against the French brought back Anglo- Saxon traditions and the feeling of patriotism. Patriotism is felt in works of Layamon, an English priest

In the year 1205, Layamon created a version of Wace's "Brut". It was called "Brut or Chronicle of Britain". This immense epic (32,000 lines), written in Old English, may be divided into three books.

Book 1 deals with ancient history from Brut to the birth of King Arthur.

Book 2 retells various legends about King Arthur and the "Knights of the Round Table". Arthur is endowed with all the virtues of a hero. He has magical power. Wherever he goes, he

is helped by a clever wizard Merlin. Arthur is honest and wise and fair to all his knights. They had their meetings at a round table so that there should not be any first or last, at the top or at the foot of the table. Book 3 continues the history of the Briton kings from the death of King Arthur to the victory of the Anglo-Saxon king Aethelstane over the Britons.

Layamon borrowed his material from Latin histories, songs of the troubadours, romances, the book of Bede and even "Beowulf", because he wished to show England as a powerful and glo- rious country. The work is written in rhyming couplets and in the rhythm of Norman-French poetry, though sometimes the author uses alliteration as in Anglo-Saxon poetry.

"King Horn" The earliest of all chivalric romances is that of King Horn. It was a very popular poem written about 1225. Its original subject was taken from a Danish story (a saga). It tells us about Prince Horn's adventures and his love for Princess Rymenhilde.

Arthurian Legends. In the 13th, 14th and 15th centuries there ap- peared a series of Arthurian legends in English: "Arthur and Merlin", "Iwain and Gawain", "Launcelot of the Lake", "Morte d'Arthur" ("Death of Arthur"), "Perseval of Wales", "Sir Tristram" and "Sir Gawain and the Green Knight".

The heroes in these romances unlike the characters in the literature of the Church were simple human beings who loved and suffered. Their worship of a fair lady becomes the plot of the story. A certain idea of individualism appears in these romances: when a knight retires to a lonely castle or wanders in the woods or mountains, the author depicts him as an individual opposing the general. His conduct is that of a particular person. He becomes a character. In the literature of the townsfolk we find the fable and the fabliau. Fables were short stories with animals for characters and conveying a moral. Fabliaux were funny stories about cunning humbugs and the unfaithful wives of rich merchants. They were metrical tales (poems) brought from France. These stories were told in the dialects of Middle English. They were collected and written down much later. Contrary to the romance the literature of the towns did not idealize their characters. These stories show a practical attitude to life.

5. Conclusions

English literature is an integral part of world culture. The best traditions of English art have enriched world literature; the works of masters of English fiction and poetry, translated into many languages, won recognition far beyond the borders of England.

Usually the beginning of English literature is attributed to the beginning of the Anglo-Saxon period. As for the most ancient monuments of the Anglo-Saxon language, major poetic works reach us from the 11th century, except for documentary monuments, chronicles, and texts of laws. Writers from the Christian clergy revised some pagan poems ("Vidsid", "Complaint of Deor").

The most remarkable monument of ancient English poetry is the poem about Beowulf. It describes events related to the first half of the 6th century, the era of the struggle between the Franks and the Goths.

The "golden age" of Anglo-Saxon literature before the Norman invasion is the era of Alfred the Great, the conqueror of the Danes, who devastated Britain for almost two centuries. Alfred did a lot to restore the destroyed culture, to raise education, he himself was a writer and translator (translated, among other things, into Anglo-Saxon Bede's Church History, written in Latin).

In the second half of the 11th century, England is subjected to a new invasion of the Normans. It falls under the rule of the Normans, who for several centuries maintain the dominance

of the Norman dialect of the French language and French literature in England. A long period begins, known in history as the period of Anglo-Norman literature.

References

1. Michael Alexander (2000). A History of English Literature. Macmillan foundations.

2. The Cambridge History of English and American Literature. Retrieved from: http://www. bartleby.com/cambridge/index.html

3. The Canterbury Tales. Retrieved from: http://canterburytales.org/

4. William J. English Literature. (2004). Its History and Its Significance for the Life of the English.

5. A. M. Volkov, Z. N. Volkova (2000). Beowulf. Anglo-Saxon epic.

6. Alekseev M. P., Zhirmunsky V. M. (1978). History of Western European literature. Middle Ages and Renaissance.

7. Alekseev M.P. (1943). History of English Literature.

8. Golub M. O. (2006).Criteria for highlighting evil in the poem "Beowulf": Scientific research. Retrieved from: http://msu-research06.ru/index.php/filology/169- zarublithistory/1184-beovulf

9. Kashkin I. Geoffrey Chaucer (1977). Articles and researches. Retrieved from: http://svr-lit. niv.ru/svr-lit/articles/kashkin-choser.htm

10. Korsun A. Beowulf. Elder Edda. (1975).The Song of the Nibelungs. Library of World Literature.

11. Mikhalskaya N.P. (2007). History of English literature.

A MODEL OF ORGANIZATIONAL CULTURE OF HIGHER EDUCATION INSTITUTIONS ON THE EXAMPLE OF UNIVERSITIES OF THE SZECHUAN PROVINCE OF THE PEOPLE'S REPUBLIC OF CHINA

Jin Lang

Postgraduate Student at the Department of Foreign Philology, Pedagogy and Translation,
Simon Kuznets Kharkiv National University of Economics, Ukraine
e-mail: werywery026@gmail.com, orcid.org/0000-0001-8377-4076

Summary

In the article, the author described the model of organizational culture development. Using the example of the Southwest University of Finance and Economics, Chengdu, the author identified the elements of the organizational culture model. The basis for the development of organizational culture is the interdependence of factors, principles, and trends in the work of a higher education institution. The first level involves the development of a system of organizational culture management goals at the university in a real cultural space. Based on these goals, a unique strategy is formed. The second level of organizational culture development involves the integration of the content and technologies of its implementation at the internal university level, as well as at the level of inter-university interaction. The third level involves the structuring of managerial aspects of organizational culture, various methods of monitoring and current evaluation of organizational culture of the university.

The article emphasizes that universities in Sichuan province are open to innovation and international cooperation. But the universities of this province have strong traditions and a classical hierarchy in management. For the organic combination of traditions and innovations in the management of organizational culture, the goals are to improve the quality of management subjects and obtain economic, social, scientific and technical, ecological and other effects.

The combination of traditions and innovations in the development of the organizational culture of universities in Sichuan province involves successive elements of the content of management: initiation, marketing, release, implementation, monitoring, evaluation of effectiveness, diffusion of an integrated idea. The success of the organizational culture model of universities depends on the coordination and coordinated productive cooperation of all participants in the educational process, structures that are interested in the quality of education. Therefore, the author emphasized: the board should combine traditions and innovations; the university functions as self-sufficient, provides appropriate training of managers, coordinators and teachers; creation of conditions for self-realization of the individual, socially significant productive creative activity; favorable microclimate and support for young scientists.

Key words: competitiveness, student, teacher, educational program, success, university, Sichuan.

1. Introduction

The realities of the functioning of universities around the world dictate new requirements. Progress and economic efficiency of international relations in the conditions of globalization require innovations in all structures of these organizations. A constructive combination

of innovations and traditions involves an interdisciplinary approach to studying the problems of organizational culture, its management aspect. Economic efficiency, compliance with high standards draws the attention of scientists to the experience of universities in the People's Republic of China. The experience of the development of organizational culture in the conditions of systemic changes and situations of uncertainty determines the relevance of the stated problem of studying the model of the development of organizational culture on the example of the Southwestern University of Finance and Economics, Chengdu.

It is worth emphasizing that the organizational culture at this university is considered a resource of success, advantages of the university in the market of educational services. A high organizational culture is determined by the system connections of the management of the communities of pupils and students, applicants and parents of young people, and the community of teachers. This ensures success, because all participants in the educational process know and understand the goals, the strategy for their implementation, united by common activities and values. This encourages them to feel good about their university.

2. Research purpose and methodology

The purpose of this article is as follows: on the example of the Southwestern University of Finance and Economics, Chengdu, describe the elements of the model of organizational culture in the unity of factors, principles, and trends of the work of this institution of higher education. This goal involves detailing a number of tasks.

The methodological basis of our research was the conclusions of researchers of theories of human resource management and social conditioning of organizational culture Armstrong's (*Armstrong's, 2023*), P. Druker *(Druker, 1994)*, G. Teylor *(Fayol, A. Emerson, G. Teylor, F. and Ford, G., 1992)*, Stephen P Robbins *(Mary A Coulter, Mary Coulter, David A DeCenzo, Stephen P Robbins, 2017)*, M. Porter *(Porter, M., 1998)*.

Theoretical and methodological aspects of the definition of the model were carried out on the basis of the conclusions and generalizations of H. Kravchenko *(H. Kravchenko, 2017)*, Z. Ryabova *(Z. Ryabova, 2013)*, V. Yevtushevskyi *(V. Yevtushevskyi, 2007)*.

The following methods were used to solve the tasks set in the work: systemic structural analysis when investigating the essence of the category of organizational culture and establishing its elements; system approach, method of logical modeling – to form a model of organizational culture; method of abstraction for summarizing research results and formulating conclusions.

In the research, we relied on theoretical approaches defined by F. Taylor *(Fayol, A. Emerson, G. Teylor, F. and Ford, G., 1992 : 25)*, namely: system approach, process approach, situational approach, approach based on selection of key scientific schools. We were also guided in the study of the model of organizational culture by the principles of scientific management, authored by F. Taylor *(Fayol, A. Emerson, G. Teylor, F. and Ford, G., 1992 : 37)*: development of optimal methods of work performance taking into account the costs of time, effort and resources, equations of compliance of professional activity with predetermined standards and rules, distribution of types of professional activity based on competence approach, the dependence of payment on the results of activity, system control by functional managers, support and development of a favorable microclimate in the team.

3. Main text

It is worth noting that the province of Sichuan is one of the most prominent innovative universities. This province is focused on nuclear research, studying the latest technologies. The activities and research initiatives of the Chinese Academy of Engineering Physics are dedicated to the study and development of the latest materials, nuclear physics and technologies. Sichuan Province is open to cooperation with major scientific centers and research corporations. Using the example of these large structures and universities in the city of Chengdu, we highlighted the trends of the goals and missions of higher education institutions in Sichuan province, namely: globalization and glocalization in the target and content orientations of managing the development of the organizational culture of universities, the cultivation of unique strategies for managing the development of organizational culture of the university and their implementation in the real cultural space, the integration of content and procedural components of organizational culture at the internal and external levels, the institutionalization of the formation and development of the organizational culture of universities, the a priori nature of the classical structure of managerial subordination, clannishness and strict managerial hierarchy, corporate culture, the flexibility of technologies for monitoring and evaluating the effectiveness of phased development management organizational culture of universities.

The identified trends indicate that universities in Chengdu are oriented towards modern trends: cooperation of participants in the educational process based on the values of traditional Chinese culture and democratic values of Europe, respect for the individual, parity, systemic feedback to ensure the quality of education, movement from mentoring to professional partnerships, raising the social significance of science and technology *(CHENGDU University, 2023)*.

As is known, competitive advantage is determined by competitive strategy. In today's realities, the competitiveness of the university involves understanding its uniqueness, opportunities for self-determination of the individual – a participant in the educational process, an active position in the team, trust, intellectual capital, competence, orientation to the needs of applicants. In the research, we offer the following visual definition of the organizational culture model on the example of Southwest University of Finance and Economics, Chengdu (Figure 1).

It is worth clarifying the following. The first level involves the development of a system of organizational culture management goals at the university in a real cultural space. Based on these goals, a unique strategy is formed. The second level of organizational culture development involves the integration of the content and technologies of its implementation at the internal university level, as well as at the level of inter-university interaction. The third level involves the structuring of managerial aspects of organizational culture, various methods of monitoring and current evaluation of organizational culture of the university.

The combination of traditions and innovations in the development of the organizational culture of the universities of Sichuan province involves successive elements of the content of management: initiation, marketing, release, implementation, monitoring, evaluation of effectiveness, diffusion of an integrated idea. We see initiation as choosing a goal, formulating tasks, searching for ideas and strategies for their implementation. Marketing involves the study of demand in the applicant environment. The issue involves the preparation of an idea, a goal, a strategy for its realization before implementation, and the development of a plan for practical implementation. Implementation – is the activity of implementing such a plan or strategy. Monitoring involves tracking the movement of the goal, idea, development of advertising. Evaluation of effectiveness involves studying the results of implementation. Diffusion involves the spread of an idea, a goal in new conditions, situations, groups.
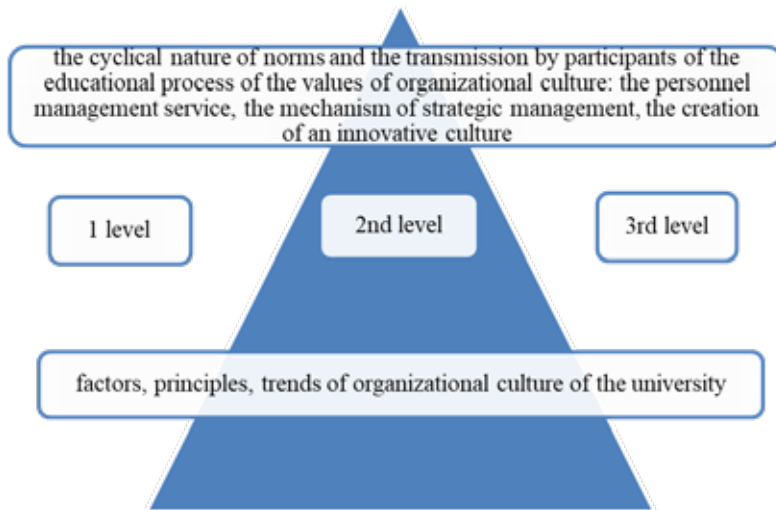
**Fig. 1. Organizational culture model of Chengdu Southwest University
of Finance and Economics**

The management component of the organizational culture of the Southwestern University of Finance and Economics, Chengdu City, involves the manager's implementation of the management cycle: analysis – planning – organization – control – regulation – analysis. Using Shane's model *(Mary A Coulter, Mary Coulter, David A DeCenzo, Stephen P Robbins, 2017 : 233-234)*, factors, principles, trends of the organizational culture of the Southwestern University of Finance and Economics form the basis of the model.

The characteristic features of personnel management on the example of the named university can be distinguished as follows: the personnel policy is focused on business strategies of spreading the traditions of Chinese culture and education in the world and European scientific society; the formation of the corporate spirit of universities as large corporations involves focusing on current youth cultural and artistic trends, much attention is paid to social projects and the participation of scientists in such projects; mandatory advertising of the degree of involvement of the country's top management in creating the personnel potential of higher education institutions, development of a methodological basis and tools for the procedures of selection, training, motivation, and expert evaluation of personnel, further advertising of the achievements of personnel (teachers, graduates, creation of an applicant space), systematic internal communication for prompt response to changes in the mood of the contingent of applicants and lecturers -researchers who are open exponents of the idea of the university.

It is interesting to note about the last aspect of the second element. In the universities of Sichuan province, a lot of attention is paid to intra-university cooperation. This is a distinctive feature of the universities of the People's Republic of China. Since all of them are essentially large, numerous socio-cultural entities that unite faculties, scientific schools, tourist and research centers. Thus, in the majority of studied resources of the official websites of universities, there is evidence of systematic work aimed at exchange of faculty representatives, researchers and management personnel; student exchange; implementation of partner research projects; organization of lectures and symposia; exchange of academic information and materials; exchange of visits by top management; implementation of other academic cooperation with which both universities agree *(SWUFE, 2023)*.

Based on factors, principles and determined trends, in our opinion, these levels are inter-dependent and their progress is visualized by interaction arrows. The cyclical nature of norms and transmission of organizational culture values by participants in the educational process is specified in the study through the following components: personnel management service, strategic management mechanism, creation of organizational culture. We proceed from the reasoning that this model reflects the interdependence of the management of the organizational culture of the institution of higher education in Sichuan Province and its competitiveness. The South-Western University of Finance and Economics illustrates the successful combination of traditional values of Chinese culture, the ideology of the ruling party and the democratic values of Europe. Academic initiatives at this university are aimed at two global goals: cultivation of the university spirit of excellence and the social benefit of the results of the work of students, teachers and scientists; establishment of open education and science, including for people with special needs *(SWUFE, 2023)*.

The first level of the model of organizational culture provides for the following emphasis on goals: the mission of the strategic progress of the state, support for young scientists, quality education, strengthening responsibility for the prosperity of the Chinese nation *(SWUFE, 2023)*. The South-Western University of Finance and Economics strives to develop an organizational culture in the unity of moral education, creating conditions for the development of intelligence, physical abilities, art and work, social responsibility, international perspective *(SWUFE, 2023)*.

This university unites 28 academic departments. Therefore, the second level of implementation of the model of organizational culture involves the support of young talents for national economic construction and social development in national finance, economy, management and other areas. The employment rate of graduates is 95.92% *(SWUFE, 2023)*. The second level is ensured by the active functioning of the system of training powerful teachers-scientists: the National Economic Base for Training Talents, the National Base for the Cultural Quality of Education of College Students, the Base of the First-Class Curriculum, the National Base for the Practice of Legal Education, the International Organization "Talent Training Innovation Practice Project", other educational and research institutions, national demonstration center for teacher development, experimental demonstration training centers, national pilot project of professional complex reform "Economist" and "Financial Science", Museum of Currency and Finance, academic publications *(SWUFE, 2023)*.The third level of the organizational culture model of Southwest University of Finance and Economics in Chengdu provides strategic leadership through an ecosystem of disciplines with unique content components, reasonable structure and competitive advantages, such as "Applied Economics", "Business Management" *(SWUFE, 2023)*. Undoubtedly, in the ideological aspect, the Southwest Financial and Economic University uses the decisions of the Central Committee of the Party and the exemplary ideas of Xi Jinping. Emphasis is placed on the unity of moral, ideological and intellectual education of a new person. Much attention is paid to state support for talented teachers. In particular, funds are allocated every year for the training of such teachers in the best schools in Europe and America. Many teachers have become academic leaders in topics relevant to the economy of the People's Republic of China, such as the Cross-Century project Talent Project", "211", "Project 151", "Young top-class talents" *(CHENGDU University, 2023)*, *(SWUFE, 2023)*.

The structuring of the management aspect at the Southwestern University of Finance and Economics in Chengdu is provided by a separate department of management and service for pupils and students, their parents, and teachers. This department is structured as follows: administration (director, coordination of academic work, management of planned development, center of academic journal, financial innovation, offices of international cooperation, internal

cooperation, campus management, alumni associations, audit service and others), party mass organization (supervisory audit service party committee, personnel bureau, student department, youth league, teachers' league, career planning center, mental health center, trade union, security, pension and others) *(SWUFE, 2023)*.

4. Conclusions

So, the model of Southwest University of Finance and Economics in Chengdu is structured and consistent. The success of this model of organizational culture of the university is determined by the coordination and coordinated cooperation of all participants in the educational process, structures that are interested in the quality of education. From the experience of this university, the following points are important: management should combine tradition and innovation; the university functions as a self-sufficient, self-regenerating phenomenon; it is important to create comfortable conditions for self-realization of the individual, socially significant activities and support of young scientists.

The perspective of the further development of the problem is determined by the analysis of the declared trends through the prism of the problem of the competitiveness of universities in the market of educational services, innovations in scientific work, and socially significant projects.

References

1. Armstrong's. (January 31 2023). Handbook of Human Resource Management Practice: A Guide to the Theory and Practice of People Management 16th Edition. Kogan Page; 16th edition. 800 p. [English]

2. CHENGDU University (2023). URL: https://news.cdu.edu.cn/ [English]

3. Druker P. (1994). Yak zabezpechyty uspikh u biznesi: novatorstvo i pidpryiemnytstvo [How to ensure success in business: innovation and entrepreneurship; per. z anhl. Kyiv, Ukraina. 319 s. [in Ukrainian]

4. Fayol, A. Emerson, G. Teylor, F. and Ford, G. (1992), Ypravlenie eto nayka i iskystvo [Management – is the science and art], Respyblika, Moscow. [in Russian].

5. Kotler F. (2001). On Marketing, Simon & Schuster. 272 p. [English]

6. Kravchenko H. Yu. (2017). Upravlinnia rozvytkom liudskoho potentsialu pedahohichnoho kolektyvu osvitnoho zakladu na osnovi adaptyvnoho upravlinnia rozvytkom. [Management of the development of human potential of the teaching staff of an educational institution based on adaptive management of development]. Imidzh pedahoha: elektronnyi fakhovyi zhurnal, № 7 (176). URL: http://isp.poippo.pl.ua/issue/view/7127 [in Ukrainian]

7. Mary A Coulter, Mary Coulter, David A DeCenzo, Stephen P Robbins (2017). Fundamentals of management. Published by Pearson. P. 233-235. [English]

8. Porter, M. (1998). Competitive Strategy: Techniques for Analyzing Industries and Competitors Hardcover – Illustrated, Free Press; Illustrated edition (June 1). 397 p. [English]

9. Riabova Z. V. (2013). Naukovi osnovy marketynhovoho upravlinnia navchalnym zakladom [Scientific foundations of marketing management of an educational institution]: monohrafiia. Kyiv, 2013. 377 s. [in Ukrainian]

10. Southwestern University of Finance and Economics (SWUFE). (2023). URL: http:// e.swufe.edu.cn [English]

11. Yevtushevskyi V.A. (2007). Stratehiia korporatyvnoho upravlinnia. [Corporate management strategy]. Monohrafiia. Kyiv: Znannia. 287 s. [in Ukrainian]

PATRIOTIC EDUCATION THROUGH LITERATURE

Svitlana Kaleniuk

Ph.D. in Philology, Associate Professor at the Department of the Ukrainian Language
and Literature, V. O. Sukhomlynskyi Mykolaiv National University, Ukraine
e-mail: kalenukso@gmail.com, orcid.org/0000-0002-6055-8351

Margarita Zhuravleva

Student, V. O. Sukhomlynskyi Mykolaiv National University, Ukraine
e-mail: margaritazuravleva913@gmail.com, orcid.org/0000-0002-5473-8110

Summary

The article considers the definitions of such concepts as patriotism, patriot, and patriotic education. The authors determine the importance and urgency of the problem of patriotic education at the present development stage of our country. It is justified the contribution of Ukrainian literature during the upbringing of students as a whole and amidst patriotic education. Using the works of specific writers, the authors prove how they spawn patriotic feelings toward the Motherland in students. The scholarly paper emphasizes that learning Ukrainian literature in school is one of the first steps toward bringing up genuine patriots devoted to their state. Moreover, Ukrainian literature is a strong carrier of the nation's identity and genetic code, so its role in national self-awareness, self-preservation, and self-affirmation is indisputable and crucial. The article highlights that the education of a conscious Ukrainian should be based on historical and cultural knowledge, traditions, and rethinking of modern experience by relying on universal values. It is substantiated that acquaintance with a fiction piece and a comprehensive analysis of the content, genre, and aesthetic specifics will bring students closer to understanding literature as a manifestation of art, a solid factor in world perception and self-identification. The research states that without literature, there can be no axiological understanding of life in which a person plays various roles.

Key words: patriotism, language, patriot, Motherland, context.

1. Introduction

Patriotic education of children and young people now holds a valuable place. First of all, this is due to the processes taking place in the country. Amidst the war and infringement of territorial sovereignty, the language acts as a means of identification, affirmation of national opinion, and a manifestation of stable self-awareness of citizens of Ukraine. The language conveys the firm position, as well as the wisdom of the people and many generations who fought for the establishment of independence and sovereignty of our country. Therefore, literature is a means of influencing human consciousness and hence patriotic education. Ukrainian literature is saturated with motives encouraging the nation to fight, be unbreakable, and defend their motherland. When reading, a person conceives the author's content, draws his conclusions, forms a position and attitude toward a particular situation, and learns to develop such character traits as honesty, courage, stability, diligence, responsibility, and proactivity. But this is not the whole

list of human virtues that a person cultivates with the help of literature. When reading, a person becomes more educated and intelligent: literary works assist in shaping the ideas of values, culture, and their significance in own and others' lives. It is worth noting that having grasped the native language, a person learns literature along with native culture, traditions, customs, and national mentality. All of these things contribute to the upbringing of genuine patriots who respect their motherland, do their best for its development and prosperity, are self-sufficient and all-round people, and skilled specialists. All the above traits are developed by literature.

The purpose of the article is to define the concept of patriotic education; specify the particularities of patriotic education via literature; represent the role of literature in the life of each person.

2. Patriotism as a multidimensional concept

Patriotism is grown during patriotic education. The two concepts are interrelated. The pedagogical dictionary defines patriotism as follows: "a feeling of love for the Motherland manifested in the willingness to subordinate their personal and group interests to the general interests of the country, faithfully serve it, and defend it" (*Yarmachenko, 2001: 356*). R. Petronhovskyi conveys the concept of patriotism as "the ability of an individual to identify himself with the Ukrainian people, the citizens of the Ukrainian state, and the need for constant self-affirmation for spiritual and intellectual growth, which contributes to the progress of society". And in the structure of patriotism (amidst the sociocultural dimension), he distinguishes cognitive, ethical identity, emotional-motivational, and practical components (*Petronhovskyi, 2002: 8*). L. Shkrebtiienko, in her research, defined patriotism as "a holistic system of an individual life-creating position, containing emotional, cognitive, motivational, behavioral, and volitional patterns of their interaction with the motherland, people, the place where they were born and live, and with themself as representative of the nation. It is manifested through love and respect for the native country; acceptance and multiplication of the native historical, religious and cultural heritage, while maintaining respect for other peoples; an individual active life position toward accumulation and multiplication of native achievements for future generations (*Shkrebtiienko*, *2019: 54*). M. Kachur takes into account the human and pedagogical context in presenting the interpretation: "a stable socio-psychological formation, a complex integral quality of the individual, which characterizes his value attitude toward the motherland in the organic unity of the national-ethnic and national-civilian aspects and finds expression in cultural activity" (*Kachur, 2013 : 59*). A. Oryshko rightly noted that "patriotism is a multidimensional concept, a fundamental spiritual and moral quality, a worldview and psychological characteristic of an individual, a spiritual-moral principle of his life; it is also based on a system of knowledge, feelings, beliefs, and activities and determines the attitude of a person toward himself, his family, nation and motherland, their history and spiritual-cultural achievements, readiness to work in pursuit of the well-being of the nation" (*Orishko, 2011: 148*). Thus, after analyzing the above intentions of the relevant concept, the authors formulate a general definition of patriotism: it is a personal feeling manifested in a respectful attitude and love for their motherland that aims to bring up a patriot.

Given the above, we can discuss patriotic education as the cultivation of an individual sense of patriotism. We provide several formulations of different scientists for a more detailed consideration of the latter concept. L. Shkrebtiienko interprets "patriotic education" as "a holistic system process for developing patriotic feelings aimed at the child's awareness of himself as an individual, representative of his people, nation and humanity, acting as a driver of responsible

behavior and service to the native country, people, and humanity as a whole" (Shkrebtiienko, *2019: 54*).

The importance of education in modern conditions is enshrined in the Concept of national-patriotic upbringing in the education system of Ukraine. It is emphasized that "the Ukrainian state and its citizens currently become direct participants in the processes crucial for further determination, first of all, of their fate, the fate of their neighbors, and the future world order on the planet. In today's difficult and painful situations of challenges and threats and, at the same time, major prospects for development, sweeping changes in politics, economy, and social sphere, the priority task of social progress – along with securing its sovereignty and territorial integrity, finding ways to integrate into the European and Euro-Atlantic community – is to define a new strategy of education as a multi-component and multi-vector system that largely contributes to the future development of the Ukrainian state". Much attention is focused on national-patriotic education, namely, its components (public-patriotic, spiritual-moral, and military-patriotic), which are defined as "core, fundamental, meeting both the urgent requirements and challenges of our time, and laying the foundations for the formation of consciousness of current and future generations, who will regard the development of the state as a guarantee of their individual development based on the ideas of humanism, social wellbeing, democracy, freedom, tolerance, balance, responsibility, healthy lifestyle, readiness for changes and fulfilment of duty to defend the independence and territorial integrity of Ukraine" *(Koval, 1999)*.

It is a common fact that patriotic education aims to bring up a patriotic personality. The definition of the relevant concept is available in the Explanatory Dictionary of the Ukrainian Language, which interprets a "patriot" as "one who loves his motherland, is devoted to his people, and is ready to sacrifice and feats for them" (*Slovnyk, 1975: 97*). In our opinion, such a definition is quite exhaustive and conveys the word's essence.

Thus, it is necessary to use various means of education (language, literature, art forms, etc.) as a whole to bring up a worthy citizen of his state, an all-round personality, a patriot, and a skilled specialist. We agree with M. Savchenko that "the Ukrainian language and literature are the groundwork for the development of cultural, linguistic, moral and civil values of the individual, the creativity of young patriots of Ukraine" *(Savchenko, 1996)*. Therefore, literature is also an integral part because, as indicated in the subject's program, artistic expression helps attain the due level of the ability to recognize fundamental values through fiction. The overall purpose of the course of Ukrainian literature is focused, as one can observe, on the generation of patriotic and national qualities that accustom students to a conscious and responsible attitude toward the environment, family, home, city, country, and other states. All of these things come down to cultivating the student's love for the motherland. If they are taught from childhood to respect the native shore, then this quality will be kept in adulthood, which means that a person will do everything for the development and prosperity of his state.

3. Literature as a component in the formation of patriotic feelings

Many scientists paid attention to arousing patriotic feelings through literature, namely, T. Buhaiko, V. Vodovozov, V. Ostrohorskyi, V. Stoiunin, M. Rybnykova. The components of patriotic education were studied by M. Berdiaiev, M. Hrushevskyi, S. Yefremov, I. Ohiienko, H. Skovoroda, I. Franko, D. Chyzhevskyi, and others.

According to the program of Ukrainian literature for grades 5–9 of the secondary school, a student must acquire a specific system of knowledge during the course period, and as a result, be a worthy citizen of his state and an all-round personality. Studying literature is part

of training, which is based on developing key, subject, and general cultural competencies in schoolchildren. Therefore, it is worth noting that literature is an essential academic discipline through which the student acquires knowledge, skills, and abilities necessary both in private life and social activities.

The awakening of national consciousness and fundamental moral values is impossible without studying literature, particularly when literary works refer to social and patriotic themes. The influence of literature on personality is enormous as students build up their character, volitional qualities, and personal opinion when reading fiction pieces. V. Sukhomlynskyi emphasized the need to use literature in upbringing students because it has literally invaluable influence "when the understanding of ideological and aesthetic criteria, value of a literary work, and a deeply personal emotional-moral attitude toward aesthetic values are put first" *(Sukhomlynskyi, 1977: 226)*. Literature is not only a means of learning but also of education, in particular, patriotic, since it shapes values in a student (universal, patriotic) and teaches life.

The authors consider it necessary to analyze in more detail the specific literature that contributes to the patriotic education of students in the classroom. In our opinion, the following writers significantly contributed to advancing national literature and fostering students' patriotic feelings: Taras Shevchenko, Ivan Franko, Lesia Ukrainka, Panas Myrnyi, Marko Vovchok, Lina Kostenko, and others. Undoubtedly, this is not a complete list, but we analyze the literature of some of the above writers in our research as a means of students' patriotic education.

4. The influence of writers on the formation of student patriotism

Taras Shevchenko, who was called a Ukrainian genius, can be considered the most prominent figure not only in Ukrainian culture but also in the world. Most of his works are imbued with pathos in asserting national-patriotic ideas, motifs, and images. Undoubtedly, the writer's traditions were carried on and developed by outstanding literary figures of the late 19th – the beginning of the 20th century (Marko Vovchok, Panas Myrnyi, M. Starytskyi, I. Karpenko-Karyi, Lesia Ukrainka, M. Kotsiubynskyi).

As noted by I. Hreshchuk "I. Franko plays a particular role in the competition for the unity of our literary language. In times of sharp struggle between "Russophiles" and "Ukrainophils", when the existence and the very need for the unified Ukrainian literary language were denied, Kameniar's clear stance, theoretical guidelines on establishing the unified Ukrainian literary language and writing language practice were sound, the triumph of which were culminated in the further development of the Ukrainian literary language" *(Grechuk, 2007)* and hence Ukrainian national literature. The writer expressly defended the right of the language and literature to functioning, had a steadfast stance that nothing could break, and fought for the independence of Ukraine, experiencing an arduous journey. His creative and scientific heritage is huge and significantly influenced the formation of socio-political and national-patriotic thought and laid the foundations for its expansion in modern conditions.

It is no question that Lesia Ukrainka belongs to the most prominent Ukrainian poetesses. She did her best to awaken the people's national consciousness of and was an outstanding person whose views were quite progressive at that time. The national ideas of Lesia Ukrainka are insightful. We are fully support M. Yevtukh, who believed that they "deeply bead all her oeuvre and are brightly evident in abundant poetic lines that carry national-patriotic appeals made in a highly artistic style to the native Ukrainian state" *(Yevtukh, 2022: 18)*.

If we talk about modern literature, Lina Kostenko's writing is of great importance. Her oeuvre also comprises patriotic writings. To love your motherland and respect the cultural

heritage of your people – it is only a pocket of ideologies reproduced in her poetry. She is an unbreakable personality, a devoted patriot, and an interesting person whose work inspires new achievements.

It is essential to stress that the writers made efforts to contribute to the development and prosperity of their motherland and attached a strong sense to their works since they awakened the national-patriotic spirit of the people, called for action, exalted their country, people, the beauty of their native land, and asserted their position. This is not surprising, because the writers themselves were patriots of their country, and therefore, sincerely did everything to develop their home ground.

In our opinion, the contribution to improving national-patriotic education through fiction is enormous enough as each writer strived to teach readers a respectful attitude to their native country, nation, and everything around them.

5. Conclusions

During the study, we have concluded that literature is crucial for the patriotic education of children and young people, as it shapes the concept of public position and the importance of respect for the motherland, its culture, traditions, rites, and history. Literature is a part of the cultural heritage of the people and the nation that renders human self-awareness and a stable civic stance of a patriot, encouraging readers to love their motherland. Knowledge of national literature is as essential as knowledge of the state language since it is an indicator of personal identification. We mark T. Shevchenko, I. Franko, Lesia Ukrainka, and Lina Kostenko among the famous Ukrainian writers whose works contribute to patriotic education and whose we have mentioned in our paper.

A further research perspective is a more detailed study of writers of different periods amidst the formation of national-patriotic thought in those days and the influence of their oeuvre these days.

References

1. Grechuk V. (2007) Rol Ivana Franka u formuvanni yedynoi ukrainskoi literaturnoi movy [The role of Ivan Franko in the formation of a single Ukrainian literary language]. Bulletin of the scientific society T. Shevchenka. № 2. Ivano-Frankivsk : [b. v.]. pp. 29–37.
2. Yevtukh M. (2022) Natsionalni idei u tvorchosti Lesi Ukrainky [National ideas in the works of Lesya Ukrainka]. Zbirnyk tez Mizhnarodnoi naukovo-praktychnoi onlain-konferentsii prysviachenoi Vsesvitnomu dniu vyshyvanky / za zah. red. Bohdanets-Biloskalenko N. Kyiv : Pedahohichna dumka. 294 p.
3. Kachur M. M. (2013) Poniattia patriotyzm v ukrainskii naukovii pedahohichnii dumtsi [Patriotic education of students in the process of studying Ukrainian literature in the upper grades of secondary school]. Pedagogical scintifical: teory, history, innovative technologies. № 6. pp. 54–61.
4. Koval V. O. (1999) Patriotichne vihovanna uchniv u procesi vivchenna ukrainskoi literaturi v starshih klasah shkoly. Kyiv:, 16 p.
5. Melnychuk L. B., Levchuk Y. L. (2014) Hromadianske vykhovannia u pohliadakh TH Shevchenka [Civic education in the views of T.G. Shevchenko]. Psychologo and pedagogical foundations of humanization of the educational process in schools and universities, № 1. pp. 38–43.

6. Orishko S. P. (2011) Patriotychne vykhovannia molodi: istoryko-pedahohichnyi kontekst [Patriotic education of youth: historical and pedagogical context]. Coiiection of scientific works of the Khmelnitsky institute of social technology of the University of Ukraine, № 3. pp. 146–149.

7. Petronhovskyi R. R. (2002) Formuvannia patriotyzmu starshoklasnykiv u pozanavchalnii vykhovnii diialnosti [Formation of patriotism of high school students in extracurricular educational activities] : avtoref. dys. ... kand. ped. nauk : spets. 13.00.07 – teoriia i metodyka vykhovannia. Kyiv. 21 p.

8. Savchenko M. P. (2017) Naukovo-teoretychni pidkhody do rozvytku moralnohromadianskykh tsinnostei u konteksti doslidno-eksperymentalnoi roboty v himnazii [Scientific and theoretical approaches to the development of moral and civic values in the context of experimental work in the gymnasium]. Dydaktyka: teoriia i praktyka. Kyiv. : In-t obdarovanoi dytyny NAPN Ukraine, pp. 155–167

9. Savchenko O. (1996) Tsili osvity u pedahohichnii spadshchyni V. O. Sukhomlynskoho [The goals of education in the pedagogical heritage of V. A. Sukhomlinsky]. V. O. Sukhomlynskyi i suchasnist. Chernihiv. № 2. pp. 32–35.

10. Slovnyk ukrainskoi movy [Dictionary of the Ukrainian language]: v 11 tomakh. Tom 6, Kyiv. 1975. p. 97.

11. Sukhomlynskyi V. O. (1977) Vybrani tvory [Selected works]: V 5 t. Kyiv: Rad. shkola. T. 5.

12. Vydavnychyi dim «Osvita». (2013) Ukrainska literatura. 5–9 klasy [Ukrainian literature. Grades 5–9]. Prohrama dlia zakladiv zahalnoi serednoi osvity z ukrainskoiu movoiu navchannia. Kyiv: (zi zminamy, zatverdzhenymy nakazom MON Ukrainy vid № 52 vid 13.01.2017 r. ta № 201 vid 10.02.2017 r.).

13. Ushakova T. (2019) Rozvytok uchnivskoi tvorchosti i natsionalno-patriotychne vykhovannia zasobamy ukrainskoi movy ta literatury [Development of student creativity and national-patriotic education by means of the Ukrainian language and literature]. Osvita stolittia: teoriia, praktyka, perspektyvy. pp. 259–261.

14. Shkrebtiienko L. P. (2019) Vykhovannia patriotychnykh pochuttiv u ditei starshoho doshkilnoho viku zasobamy khudozhnoi literatury [Education of patriotic feelings in children of senior preschool age by means of fiction] : dys. ... kand. ped. nauk : 13.00.08. Derzhavnyi zaklad «Pivdennoukr. nats. ped. un-t im. K. D. Ushynskoho». Odesa. 297 p.

15. Yarmachenko M. D. (2001) Pedahohichnyi slovnyk [Pedagogical dictionary]. Kyiv : Pedahohichna dumka, 2001. 516 p.

THE 'AVAILABILITY HEURISTIC' COGNITIVE PATTERN IN THE WAR-TIME UKRAINIAN HUMOROUS DISCOURSE

Oleg Kharchenko

Candidate of Philological Sciences, Associate Professor at the Department of Media Production and Publishing, Borys Grinchenko Kyiv Metropolitan University, Ukraine
e-mail: ov.kharchenko@kubg,edu.ua, orcid.org/0000-0002-6263-4573

Summary

The article analyses the functioning of the war-time Ukrainian Humorous discourse in general and the 'Availability Heuristic'cognitive pattern, as a variant of the 'Heuristic analogy' cognitive pattern in particular.' The purpose of the research is to determine the role of this cognitive pattern in the creation of the comic effect in the war-time verbal humor in Ukraine. The paper presents the results of the stylistic and cognitive analyses of twelve Ukrainian war-time jokes where the 'Availability heuristic' cognitive pattern was manifested. On the one hand, the study determined that the researched war-time Ukrainian humorous discourse has the features of the main humor theories, including the psychological tension relief and the superiority theories, the incongruity and the reframing theories. Besides, the conducted research exposes the fact that this cognitive pattern plays an essential role in selecting stylistic humor mechanisms, while processing the in-coming information and shaping the cognitive frameworks of humor perception and creation. According to this research, the 'Availability Heuristic'cognitive pattern manifests through such main stylistic figures as paraprosdokian, irony and pastiche in its narrow meaning. It could be accompanied by the 'Distinct contrast' cognitive pattern, the 'Superiority or Illusionary Superiority' cognitive pattern and the cognitive 'Easel pattern,' responsible for the dominance of visual pictures and images. The researched Ukrainian jokes are interwoven with the situational context of the dramatic events within a temporality of the speedy streaming news of the Russian-Ukrainian war.

Key words: Availability Heuristic Cognitive Pattern, Ukrainian war-time humorous discourse, stylistic figure, paraprosdokian, irony, bathos, pastiche.

1. Introduction

The situational context. The war-time Ukrainian humorous discourse is a reflection of the dramatic war launched against Ukraine on February 24, 2022.

Methodology and research approaches. The methodical instruments of the conducted study are following: the stylistic analysis methods, the discourse analysis tools, the method of empirical cognitive analysis, the descriptive qualitative research based on data taken from processing humor fragments, the method of scientific generalization and interpretation of the researched material for the further comparison and conclusions.

This cognitive and linguistic research of such multifaceted phenomenon as humorous discourse is influenced with the approaches of R.A. Malphurs *(Malphurs, 2010)*, who supported the psychological tension relief theory, according to which people get rid of the negative emotions by laughing and smiling; G. Kuipers *(Kuipers, 2009),* developing the incongruity theory together with N. Goldman *(Goldman 2013),* who affirmed that the cognitive mechanism

of incongruity between what is expected and what is experienced triggers the comic effect shaping, underlying that the humorous discourse can serve as a medium of social correction; V. Raskin *(Raskin, 1985)* and S. Attardo *(Attardo, 1991)*, who analyzed the semantic mechanisms and models of humor in the most profound way; A. Barton, supporting the superiority theory and saying, "The superiority theory is the theory that the humor we find in comedy and in life is based on ridicule, wherein we regard the object the object of amusement as inferior and/or ourselves as superior" *(Barton, 2005)*; O. Kharchenko developing the reframing theory, according to which the comic effect is caused by a semantic complication that occurs due to unexpected reframing of the situational context, contrasting inferences and cognitive patterns, exposed through a set of stylistic figures *(Kharchenko, 2014)*; and C. Gleason *(Gleason, 2022)*, whose research proved that the availability heuristic cognitive bias allows people "to make fast…estimations in many real-world scenarios" which are not always accurate and prone to err, though they are based on important recent information.

Separately, it is necessary to note that the war-time Ukrainian humorous discourse circulates primarily on the electronic social networks influencing thousands and even millions of its consumers and the communicative 'Wheel Model' theory of humor *(Robert, Wilbanks, 2012)* looks appropriate to throw an additional light on the functioning of this type of humorous discourse. According to this theory, humor is emotionally contagious and regular events serve as essential drivers of social group happiness and well-being through their impact on positive effects. The intentionally created 'positive humor effect' shapes individual 'state positive affect,' leads to 'emotional display,' socially shared 'group positive affect' and then to 'humor supportive environment.' So the successful humor events through their cyclical and cumulative processes form the foundation for good team spirit and behavior correction, greater cohesiveness and mutual influence, better productivity and specific social group culture with homogenous collective mood.

The idea that humor with aggressive and negative overtones can promote a sense of identity and community expressed by Terrion and Ashforth (2002) looks appropriate in this research too. Being aimed at outsiders of some social group (they) such humor can lead to better in-group cohesity (we). The smart sarcastic put-down humor can generate a worse image of the target-group opponents and shape a better image of in-group members. In such a way, within a social context, the aggressive humor could be perceived as amusing for some social group members and disparaging for another social group.

The successful humor is supposed to be well-timed and relevant. The importance of the category of timeliness is expressed by Odmark S. (2018). Underlying the idea that the humor of TV comedians has agenda-setting and persuasive effects, she affirms that to be fortunate, TV comedians 'mostly handle current events as opposed to historical or future events.' It is hard to disagree with such an assertion, a funny joke at a car accident spot will not be appropriate, the same relates to some story happened in the long ago past slightly known by the large audience.

Taking into account the definition of humor by N. Goldman *(Goldman, 2013)*, O. Kharchenko *(Kharchenko, 2014)* and the humorous discourse by V.O. Samohyna *(Samohyna, 2008)*, we define the war-time Ukrainian humorous discourse as the war-time Ukrainian humorous text with particular linguistic and extralinguistic devices of realization of interior laughing intention, unrolled in the dynamic situation of joyful and humorous communication. It is based on the effect of the deceived expectation, caused by the reframing of cognitive patterns, from the neutral to other ones, supported with the shift or manipulation of inferences (from logic to illogic, imaginative, absurd, paradoxical, probably inductive, fantasy, unlikely, religious, and

so on), as well as situational contexts, causing a clash of explicit and implicit meanings and the further comic effect.

D. Wilson and D. Sperber consider inferences as cognitive operations, mainly of an inductive plan, which derive knowledge from given statements and the information they carry and, apparently, contribute to the prediction of subsequent statements *(Wilson, Sperber, 1986)*. It is obvious that the unexpected reframing of inferences, which leads to a comic effect, is a manifestation of both linguistic creativity and creativity in general, taking into account that the cognitive mechanism of their switching has a multi-vector character. To crack a joke, a speaker can change the expected logical inference into a completely unexpected, unlikely or paradoxical inference (other variants are possible too). For example, a communicant can hear the following question, "*What does a Ukrainian woman think before a large hole from a missile in her garden?*" Making a logical inference, he or she can suppose an answer, "*How good that I survived, the danger was nearby.*" However, the communicant gets another answer, "*Maybe I will have time to replant the cucumbers.*" Instead of a logical inference, a probably inductive inference is used. It sounds funny and creates a comic effect.

In our opinion, 'reframing' relates to the key cognitive mechanisms of humorous discourse. It is responsible for the shaping, shifting and tuning of all devices, leading to the comic effect, placed on various linguistic and extra-linguistic levels. It relates to the switching of cognitive patterns too. So, the term 'reframing,' defined by R. Bandler in neuro-linguistic programming, has a different meaning. According to this theory, the concept of "reframing" means the procedure of rethinking and rearranging the mechanisms of behavior, perception, thinking in order to change negative mental patterns, including phobias and negative habits *(Bandler, 1983)*.

The main types of war-time Ukrainian verbal humorous discourse are real life and fictional variants presented in short forms, such as jokes, funny one-liners, conversational dialogues, and long forms such as humorous short stories, blogs, opinion articles, and so on, presented in Ukrainian multimedia. In humorous video materials and films, the combined variants of humorous discourse are used, mixing video, audio and verbal elements.

In the focus of the research of this article, only short forms of war-time Ukrainian humor are taken: jokes and funny one-liners.

The **purpose** of the article is to define the functioning of the 'Availability Heuristic' cognitive pattern (AHCP) within the framework of war-time Ukrainian humorous discourse. Besides, the research is aimed at determining the main cognitive and stylistic devices shaping the comic effect in this type of Ukrainian humorous discourse.

It leads to the following **tasks:** 1) determining the 'Availability Heuristic' cognitive pattern as an option of the 'heuristic analogy' cognitive pattern; 2) detecting the links between the 'Availability Heuristic' cognitive pattern and other cognitive patterns causing the comic effect; 3) exposing the connection of the elucidated cognitive patterns with a series of stylistic figures producing to the comic effect; 4) the cognitive and stylistic analyses of a set of Ukrainian jokes and funny one-lines based on the application of the 'Availability Heuristic' and accompanying cognitive patterns.

Accepting the idea that the flow of humorous discourse goes through some cognitive frames *(Vaina, Hintikka, 1994)*, we assert that, at least partly, the comic effect is formed by changing cognitive patterns.

The main cognitive biases were described and defined by D. Kahneman and A. Tversky *(Kahneman & Tversky, 1982)*. From our point of view, a cognitive pattern is a mental filter, linking several frames and the active model of reality cognition, rotating around a key value

dominant, the frequent usage of which shapes as well as distorts the cognitive frames of the real-world cognition, leading to the same name cognitive bias functioning in the world map of a person. The cognitive pattern is an interim filter between a frame and a related cognitive bias.

In our opinion, the 'Availability Heuristic' cognitive pattern (AHCP) is the constituent part of the 'Availability Heuristic' cognitive bias discovered by A. Tversky and D. Kahneman *(Tversky, Kahneman, 1973)* according to which a decision is made as a result of pursuing fresh experience or information reflecting frequent and recent events. It presents a variant of the 'Heuristic analogy' cognitive pattern.

C. Gleason affirms that "the brain takes frequent and predictable shortcuts. The availability bias – in which the prevalence and likelihood of an event is estimated by the ease with which relevant examples can be recalled – is one such mental shortcut" *(Gleason, 2022)*. While giving examples of this cognitive bias functioning among people in the sphere of safety, she presents statistics relating to flying risks and shark attack fears. So, lethal car driving accidents happen 65 times more often than airplane crashes and shark attacks are 67 times less frequent than fatal lightning strikes *(Gleason, 2022)*. However, the majority of people are afraid of flying incidents and shark attacks considerably more than fatal driving crashes and lethal thunderbolts. The reason for such a situation lies in the smorgasbord of scoops seeking sensations while covering shark attacks and aircraft crashes in the world`s mass media. The information about these tragic events is published more often and, for the majority of people, it is always fresh.

The 'Availability Heuristic' cognitive pattern is based on such key value dominant as "correct solution" and consists of two main frames: the "problem" frame and the frame "new reality" that presents the war reality in the time of the Russian-Ukrainian military hostilities.

In its turn, the cognitive pattern of 'Heuristic analogy,' which underlies the cognitive bias of 'Heuristic representativeness,' discovered by D. Kahneman and his colleagues *(Kahneman, Slovic, Tversky, 1982)*, exposes the tendency of the audience to connect imagination and creativity to solve tasks by spontaneously searching for analogies. As A. Einstein claimed: "Imagination is more important than knowledge. For knowledge is limited to all we know and understand. While imagination embraces the entire world, stimulating progress, giving birth to evolution" *(Viereck, 1929)*.

One of the effective means of linguistic-cognitive processing of received information to produce new information, in the case of a possible lack of all necessary information and involvement of imagination or fantasy, is the actualization of the cognitive pattern of 'Heuristic analogy,' which revolves around such value dominant as "respect for one's own experience and imagination." It is based on such frames as "similar objects" and "similar phenomena".

2. The material for research

In the sample of the war-time Ukrainian jokes chosen for the research, we just took only the jokes based on the 'Availability Heuristic' cognitive pattern. However, there are many jokes which exhibit other cognitive patterns. For example, there is a precedent phrase said by R. Hrybov, a Ukrainian border guard, to the captain of the Russian missile cruiser 'Moskva' who offered to surrender on Zmiinyi island, which later turned into a famous and funny one-liner, chanted at world protest demonstrations, "*Russian warship, go f**k yourself!*" *(Wikipedia, 2022)* Cognitively, this funny one-liner is based on the 'Distinct Contrast' cognitive pattern. The rude words of this one-liner sound unexpected, creating some contrast, taking into account the situational context, because the Ukrainian military garrison on Zmiinyi island had considerably fewer weapons than the Russian warship. Stylistically, in this example, the comic effect is caused

by such devices as paraprosdokian, bathos (*go f**k yourself*) and pastiche (a mixture of the military and rude informal lexicons). Though this funny one-liner belongs to the most cited war-time Ukrainian humorous examples, with millions of printed postal stamps and T-shirt slogans, such viral jokes and one-liners are not analyzed in this article because one of the main tasks of this article is to study the functioning of the 'Availability Heuristic' cognitive pattern. As for the cognitive pattern of the 'Distinct Contrast' (from '*contrast effect' bias*) *(Kahneman, Slovic, Tversky, 1982)*, it is based on the fact that contrastive referents, placed together, present more interest and are fixed in the mind better. This pattern includes such frames as 'contrastive objects' and the value dominant 'the attention to all unusual things.'

All sample jokes circulate on Ukrainian electronic multimedia, firstly, on social networks and secondly, mass media outlets. Some of them are viral with millions of views. According to our empirical monitoring, it relates to jokes 1 and 2 (posted on six Ukrainian popular websites and numerous social network memes and messages.); joke 9 (It was aired on Ukrainian TV, five Ukrainian popular websites and many memes and messages); joke 10 (placed on a Facebook website with 1.2 million viewers and two more websites).The least popular is joke 12. It is presented only on one Ukrainian website. The other jokes from this sample take the middle position.

Therefore, we take the first Ukrainian joke for our analysis. If we look at a person trying to determine the difference between an old pre-war Ukrainian school and a new war-time Ukrainian school for children, we notice that before the war, teachers asked parents to collect money for new curtains and small classroom renovations. It is a pre-war reality. During the war, teachers asked money for various volunteers' funds to help the Ukrainian military with first aid kits, bulletproof vests, small and big drones. That is war-time reality. So, appeared the following Ukrainian military time joke:

(1) "*In the new Ukrainian school, money is collected not for curtains, but for Bayraktars*" *(Baraban, 2022)*. This joke applies such stylistic devices as paraprosdokian, which we define as an unexpected joke ending or a punch line, and pastiche, which we take in the narrow postmodernism meaning as the mixture of the lexicon belonging to various registers, genres, social and professional groups. In this joke we have the juxtaposition of the educational language and the military language *school –Bayraktar*. In the wider meaning, pastiche presents the technique of the imitation of a famous fiction work. Cognitively, we see the application of the 'Availability Heuristic' cognitive pattern. After the beginning of the war, new realities appeared. The joke reflects a recent experience which sounds unusual and funny.

(2) "*To get a kick in the ass on Zmiinyi (Snake) island is called a Goodwill gesture*" *(Gornostal M. 2022)*.The joke is based on real events that happened on this Black Sea island belonging to Ukraine. After a successful artillery and missile attack by the Ukrainian Army, the Russian commanders withdrew their troops using a euphemism and calling this act as 'a goodwill gesture.' The 'Availability Heuristic' cognitive pattern functions in this joke because '*an ass kicking action*' (the bathos stylistic device is applied) is called as '*a goodwill gesture*,' which reflects the recent war-time reality. Bathos can be defined as a stylistic figure characterized by an unexpected and often funny transition from the literature lexicon (register) to the rude or colloquial lexicon (register) in writing or speech. Additionally, the cognitive pattern of the 'Distinct contrast' (DCCP) is used, being exposed through such stylistic figure as paradox. So the comic effect of the joke is caused by the complex involvement of bathos, euphemism, irony and paradox, reflecting the stylistic level, and two cognitive patterns – the 'Availability Heuristic' cognitive pattern and the 'Distinct Contrast' cognitive pattern, exposing the cognitive level of the humorous discourse. As for the cognitive pattern of the 'Distinct Contrast' (from

'*contrast effect' bias*) *(Kahneman, Slovic, Tversky, 1982)*, it is based on the fact that contrastive referents, placed together, present more interest and are fixed in the mind better. This pattern includes such frames as 'contrastive objects' and the value dominant 'the attention to all unusual things.'

(3) "*This season, lips, eyebrows, buttocks are no longer in fashion! Trend 2022 – a girl with a salt pack and a benzine (gasoline) canister!'*"" *(Zotenko, 2022).*The joke describes a real situation in Ukraine relating to the deficit of salt and gasoline as a result of the war in Ukraine in April and May 2022. At this time, the people having salt and filled car gas tanks looked really lucky. Stylistically, the joke uses paraprosdokian, irony and pastiche (the lexicon of the fashion industry– *fashion, eyebrows, lips, buttocks,* and the lexicon of the food and car industry – *salt pack and benzene canister*). Cognitively, it utilizes the 'Availability Heuristic' cognitive pattern because in this joke the war reality overshadows the typical fashion trends, leading to a comic effect. Besides, the joke illustrates the 'Distinct Contrast' cognitive pattern, since such fashion trends as '*salt pack*' and '*benzene canister*' sound too contradictory compared to '*lips*' and '*buttocks.*'

(4) *"The police stopped the car.*
"Did you drink?"
"Drank."
"Why are you driving?"
"I wanted to donate my car to the Ukrainian Armed Forces!" (Persha.kr, 2022).

The joke reflects the real situation during the war when millions of Ukrainians donated money, clothes and cars to the Ukrainian Armed Forces. However, this phenomenon is imposed on the widespread traffic wrongdoing – drunk driving. Stylistically, we see the application of paraprosdokian, anti-irony (the drunk driver looks smarter than police officers.) and pastiche (the juxtaposition of the police and military lexicon: *drank – to donate…to the Ukrainian Armed Forces*). Cognitively, the 'Availability Heuristic' cognitive pattern is exposed, revealing the laughing intention of a speaker.

(5) *"Friends and relatives from Russia who do not believe Ukrainian news! Welcome to Ukraine. I will hospitably share my cellar with you*" *(Zotenko, 2022).* The joke describes two real war phenomena in Ukraine during the war: many Russians don`t trust Ukrainian news believing in their propaganda news; many Ukrainians go down to their cellars because of the air alarms brought about by Russian rocket attacks. However, stylistically, these two phenomena are connected by a funny logic, irony and pastiche (the mixture of mass media and household lexicon: *news – cellar*). Cognitively, there is the application of the 'Availability Heuristic' cognitive pattern.

(6) *"The vacancy for which Ukrainians have been waiting for a long time: HIMARS operator…" (Novosti-n, 2022).* In Ukraine, such a war phenomenon as the popularity of HIMARS, a multiple rocket launcher made in the USA, caused the creation of this joke. From the stylistic point of view, the comic effect of the joke is evoked by the usage of paraprosdokian, irony, and pastiche (a mixture of business and military lexicon: *vacancy – HIMARS*). At the cognitive level, the 'Availability Heuristic' cognitive pattern is manifested with a war reality ousting the civil one. The logical inference shifts to probably an inductive, which sounds funny.

(7) *"Give a man a fish, and he will be fed for a day. Give him headphones, and he will listen for 24 hours 'Good evening, we are from Ukraine!'" (Karmazina, 2022).* In Ukraine, one of the new war realities is the creation of a new music subculture, reflected in the popularity of the dozens of brutal and militant songs, inspiring Ukrainian soldiers and officers, volunteers and patriots, protecting their state. The song 'Good evening, we are from Ukraine' belongs to such

military music. It sounds like a threatening phrase imposed on various video footage showing the destruction of the enemy tanks and armored personnel carriers, fighters and helicopters. So, in this joke, the innuendo is made that if a person looks at video materials with this music, he or she gets pleasure from the explosions of enemy's warehouses, military vehicles, etc. Stylistically, in this joke, the comic effect is caused by paraprosdokian, double entendre (the phrase *'Good evening, we are from Ukraine'* has two meanings), accompanied with anaphora (*give… give…*) and pastiche, where the lexicon of peaceful fishing is mixed with the lexicon of music, having a military time innuendo. Cognitively, we notice the application of the AHCP because the recent war reality connected with modern Ukrainian music pops up in the punch line.

(8) *"True Ukrainians should love Ukraine, the Ukrainian language, borsch and Boris Johnson!" (Levkovych, 2022).* During the war, Boris Johnson, Prime Minister of the UK, is the most popular Western leader, with 90% of the population supporting him in Ukraine, according to several sociological polls. His name is mentioned in many informational, opinion and humorous multimedia texts posted in Ukraine. Therefore, stylistically, the punch line of the joke is based on paraprosdokian, with obvious application of the incongruity mechanism. Cognitively, the 'Availability Heuristic' cognitive pattern is used, when the new war-time reality overshadows the traditional description of the 'true Ukrainian person. 'Additionally, the joke adopts the cognitive pattern of 'Distinctive contrast'; the opposition of such concepts as 'Ukrainian culture' and 'British culture' is blurred here.

(9) *"If my son is born, he will be named Bayraktar, if a daughter – Javelin." "As for me, I will call my son as Boris and my daughter as Lend-Liza." (Krutogolov, 2022, Levkovych, 2022).* The cognitive base of this joke relies on the 'Availability Heuristic' cognitive pattern and the 'Easel' pattern, creating a funny picture of four militarized kids. This joke elucidates such war-time realities as the Javelin, an American portable antiaircraft missile; Bayraktar, a Turkish unmanned aerial drone, applied by Ukrainian Armed Forces; Boris Johnson, the most reliable world leader, helping Ukraine, and 'The Ukraine Democracy Lend-Lease Act' adopted by the US Congress and signed by President Joe Biden in response to the Russian invasion of Ukraine on May, 2022. This act is mentioned through the allusion and wordplay devices in the female name Lend-Liza. These war-time realities ousted the civil life realities in the cognitive world map of Ukrainians, leading to the comic effect, though the incongruity mechanism together with the cognitive 'Easel pattern' based on the 'Picture dominance' cognitive bias which was experimentally proved by A. Pavio, according to which communicants remember visual pictures and images shaped by words considerably more quickly than any logical or abstract information *(Paivio, 1971)*. The 'Easel cognitive pattern' rotates around such value dominant as the 'picture delight' and includes such frames as 'visual picture' and 'mental image.' Stylistically, this pattern is realized through various metaphors, similes, hyperboles and bright epithets. In this joke, the above mentioned cognitive patterns are actualized, stylistically, through metaphoric allusions to Javelin, Bayraktar, Lend-Lease act, the corresponding wordplay (*Lend-Lease and Lend-Liza*), pastiche (the mixture of the war-time lexicon and the neutral family lexicon), paraprosdokian because the punch lines in this joke sound too unexpected.

(10) *"A dog loves meat. A crow likes cheese. And I love cotton, with delivery to Crimea." (Jokes in Ukrainian. Facebook, 2022).* In this joke, the 'Availability Heuristic' cognitive pattern is applied because the war-time realities, exposed through aggressive intentions presented figuratively (*And I love cotton, with delivery to Crimea.*), are imposed on the common peaceful time realities (*The dog loves meat. A crow likes cheese*). Additionally, the 'Easel' cognitive pattern is applied because the word cotton is used metaphorically. The Russian word '*хлопок*' has several homonymous meanings: '*clap*' and '*cotton.*' The Russian

mass media call the explosions in Crimea '*хлопок*' with the meaning 'claps' or 'small explosions.' It sounds like euphemism. Ukrainian social network users started calling the Crimean explosions 'бавовна' or 'cotton,' poking fun at the opponents. The cognitive pattern of '*superiority or illusory superiority*' is exposed in this joke too. The speaker is sure that he or she is smarter and stronger than the occupants. This cognitive pattern means that communicants estimate their IQ and EQ qualities as high and the qualities of their opponents as low. It lies on the foundation of the same named cognitive bias, defined by D. Kahneman and A. Tversky, who asserted that such cognitive bias is intrinsic to many people *(Kahneman, Slovik, Tversky, 1982)*. The functioning of this cognitive bias is the manifestation of the superiority theory in humor. As asserts T. Hobbes, "The passion of laughter is nothing else but sudden glory arising from a sudden conception of some eminency in ourselves by comparison with the infirmity of others or our own formerly" *(Hobbs, 1958)*. Morreall J., the supporter of this theory, adds, "Simply put, our laughter expresses feelings of superiority over other people or over a former state of ourselves" *(Morreall, 2013)*. The cognitive pattern of 'Superiority or Illusionary Superiority' is based on such value dominant as "We are smarter!" It consists of two main frames: the frame "*We*" of a speaker (IQ, EQ, gender, profession, ethnic group, nationality, social position), and the frame "*They*" (opponents, rivals, enemies). Stylistically, these three cognitive patterns are actualized through such figures as a pun formed by two meanings of '*cotton*' (the metaphoric Ukrainian meaning 'explosion' and the direct 'fluffy plant'), leading to the creation of double entendre (*And I love cotton, with delivery to Crimea.*). A double entendre or ambiguous expression is a stylistic figure characterized by a special way of speaking, designed to get a double meaning. Usually, one meaning is obvious due to the context, while the other requires further thinking. Besides, in the Ukrainian language, this joke has rhyme.

(11) *"I went out to the garden and looked around – it was full of weeds. I imagined that these were orcs… In an hour I pulled out all of them… with the roots!" (Ukraina Moloda, 2022)*. In this Ukrainian joke, a recent war-time reality is mentioned. Russian soldiers who participate in the invasion of Ukraine are nicknamed 'orcs.' This nickname is given after the gloomy goblins shown in the epic fantasy film 'The Lords of Ring' (2001-2003) staged after the novel of J.R.R. Tolkien. While putting her garden in order, the speaker, the old female farmer, remembers the newly appeared phenomenon – the so-called 'orcs,' feeling the surge of hatred, she uproots all weeds on her land. Cognitively, the 'Availability Heuristic' cognitive pattern is applied because, in the mind of the old woman, the civilian village reality is replaced by the reality of wartime. Additionally, the 'Superiority or Illusionary Superiority' cognitive pattern is exposed, so as far as the old woman feels moral supremacy over the occupants – she works on her own land. Besides, the 'Easel' cognitive pattern is used, since the joke leads to the creation of the 'weed-orc' image. In terms of stylistics, the comic effect is caused by such figures as pastiche (a mixture of the lexicon of farmers and the war-time lexicon), bathos ('*orc*' is a rude word), and metaphor ('*weeds*' are '*orcs*'). The joke makes an innuendo that the old woman is ready to eliminate all occupants.

(12) *"Jesus taught us to forgive and love people. But he did not say anything about the Russian occupiers…" (Zotenko, 2022)*. In this joke, the role of the new war-time reality is played by Russian soldiers on the territory of Ukraine. So we notice the application of the 'Availability Heuristic' cognitive pattern. The logic inference (*If you follow Jesus Christ, you should forgive and love all people.*) is shifted to the probably inductive inference based on funny logic (*If Jesus Christ had not mentioned Russian occupiers in his gospels, they were not supposed to be forgiven and loved.*). Stylistically, the comic effect is evoked by pastiche based

on the mixture of religious and military lexicons (*Jesus…Russian occupiers*) and funny logic. Besides, an innuendo is made in this joke that Jesus permits not to forgive occupants…

While analyzing the stylistic innuendoes, having the same named inner intentions behind them, we single out the ideas of solidarity between Ukrainians and ridicule of the occupants, which permeate almost all above-mentioned jokes. Such a linguist as M. Billig affirms that humor could be social, leading to solidarity by bringing people together, and anti-social by excluding people through mockery *(Billig, 2005)*. The researched Ukrainian jokes uphold such approaches since they are social for Ukrainians, leading to their camaraderie and cohesive group thinking, and anti-social for Russian occupants, poking fun at them through mockery and ridicule. The aggressive intentions towards occupants pass through all sample jokes excluding jokes 3, 4 and 8. It means that they sound amusing to Ukrainians and negatively to their enemies. So, during the current conflict, war-time Ukrainian humorous discourse functions as a tool inspiring Ukrainian soldiers and people as a whole, relieving their tensions, making their spirit stronger, uniting them and creating a positive humorous environment.

3. Conclusions

The war-time Ukrainian humorous discourse is set against the background of the current Russian-Ukrainian war realities and Ukrainian culture at all. It differs from the pre-war Ukrainian humorous discourse stylistically and cognitively. However, the researched war-time Ukrainian humorous discourse has the features of the main humor theories, including the psychological tension relief and the superiority theories, the incongruity and the reframing theories. All twelve jokes taken for the research tend to the application of the 'Availability Heuristic' cognitive pattern, which is characterized by the solution search through pursuing fresh experience or information reflecting recent war events. It relies on such a value dominant as the "correct solution" and includes two main frames: the "problem" frame and the "new reality" frame reflecting the Russian-Ukrainian military hostilities. According to this analysis, the 'Availability Heuristic' cognitive pattern could be accompanied with the 'Distinct contrast' cognitive pattern, both of which are the manifestations of the humor incongruity mechanism. Besides, the cognitive 'Easel' pattern, responsible for the dominance of visual pictures and images, and the cognitive pattern of 'Superiority or Illusionary Superiority,' could be applied too. The number of cognitive patterns, involved in war-time Ukrainian humorous discourse, creating a comic effect, is not restricted by those mentioned in this article, so the **perspective** of the study of this type of discourse is the further detection, classification and description of all cognitive patterns engaged in it. Every cognitive pattern has a set of stylistic figures standing behind it. In the researched jokes, the 'Availability Heuristic' cognitive pattern exposes through such stylistic figures as paraprosdokian, irony, pastiche in its narrow meaning. Besides, there could be used allusions, bathos, double entendre, metaphor, and such innuendoes as the solidarity between Ukrainians, and the ridicule of the enemy. The majority of analyzed jokes are permeated with the intentions of mockery and aggressiveness towards Russian invaders. All of them display the intentions of solidarity between Ukrainians, creating homogenous collective mood and better group-thinking cohesity. All of them reflect the category of timeliness being based on war-time current events. The main functions of the Ukrainian war-time humorous discourse are the following: relieving stress, shaping a strong will to fight and to protect their country, uniting the whole nation, creating a positive humorous mood, and disparaging the enemies.

References

1. Attardo S., Raskin V. (1991). Script Theory Revisited: Joke Similarity and Joke Representation Model. Humor: International Journal of Humor Research. № 4 P. 293-347.

2. Bandler R. (1983) Reframing: NLP And The Transformation Of Meaning. Washington: Real People Press. 208 p.

3. Baraban A. (2022). The new Ukrainian school is when money is collected not for curtains, but for "Bayraktary": funny jokes to spite the day https://telegraf.com.ua/ukr/anekdots/2022-07-22/5711288-novaya-ukrainskaya-shkola-eto-kogda-dengi-sobirayut-ne-na-shtory-a-na-bayraktary-smeshnye-prikoly-na-zlobu-dnya

4. Bardon A.(2005). The Philosophy of Humor In Comedy: A Geographic and Historical Guide, 2 vols. edited by M. Charney, 462–476, Westport, CT: Praeger.

5. Billing, M. (2005). Laughter and ridicule: Towards a social critique humor. London: SAGE Publications. 272 p.

6. Gleason, C. (2021, Nov 03). Availability Heuristic and Decision Making. Simply Psychology. www.simplypsychology.org/availability-heuristic.html

7. Goldman, N. (2013). Comedy and democracy: The role of humor in social justice. Animating Democracy, 1-10 pp.

8. Gornostal M. (2022) Russian troops "of good will" left Zmiinyi Island: a selection of memes © https://gloss.ua/ua/lifestyle/138228-vijska-rosiji-z-dobroji-voli-pishli-z-ostrova-zmijinij-dobirka-memov

9. Hobbs T. (1958) Levithan. Parts One and Two. New York: The library of liberal Arts, 310 p.

10. Jokes in Ukrainian. Facebook. (2022). Jokes in Ukrainian. https://www.facebook.com/groups/UkrZharty/media

11. Kahneman D. A. (1982) Judgment Under Uncertainty: Heuristics and Biases. Daniel Kahneman, P. Slovic, A. Tversky. New York: Cambridge University Press. 556 p.

12. Karmazina T. (2022) If someone laid an eye on our lands, then this eye is superfluous! New jokes to spite the day. https://telegraf.com.ua/ukr/anekdots/2022-06-30/5709234-yakshcho-khtos-poklav-oko-na-nashi-zemli-znachit-tse-oko-zayve-novi-anekdoti-na-zlobu-dnya

13. Kharchenko O.V. (2014). The comic phenomenon in the communicative space of the USA. Monograph. K.: MP Lesya, 460 p.

14. Krutogolov Y. (2022). Wartime humor. https://focus.ua/uk/culture/ (August, 30, 2022)

15. Kuipers, G. (2009). Humor styles and symbolic boundaries. Journal of Literary Theory 3(2), 219-240.

16. Levkovych M. (2022). 50 shades of positive. facebook.com

17. Malphurs, R. A. (2010). People did sometimes stick things in my underwear: The function of laughter at the U. S. Supreme court. Communication Law Review 10(2), 48-75.

18. Morreall J. (2013). Philosophy of Humor. The Stanford Encyclopedia of Philosophy, edited by E. N. Zalta http://plato.stanford.edu/archives/spr2013/entries/humor/.

19. Novosti-n. (2022). Vacancy that Ukrainians have been waiting for a long time: HIMARS operator…: new funny jokes to spite the day. https://novosti-n.org/ukraine/read/293668.html

20. Ödmark S. (2018). When Small State Comedians Frame the News: The Agenda-Setting of Political Humor. In: 30th ISHS Conference Humour: Positively (?) Transforming: Book Of Abstracts / [ed] Liisi Laineste and Anastasiya Fiadotava, https://www.diva-portal.org/smash/record.jsf?pid=diva2%3A1273674&dswid=-8774

21. Paivio A.(1971) Imagery and verbal processes. N. Y.: Holt, Rinehart & Winston. 1971. 312 p.

22. *Persha.kr. The first electronic newspaper. Facebook. (September 3, 2022) https://www.facebook.com/persha.kr/photos/*

23. *Raskin V. (1985). The Semantic Mechanisms of Humor. Reidel: Dordrecht. 280 p.*

24. *Robert C., Wilbanks J.E. (2012). The Wheel Model of humor: Humor events and affect in organizations. https://journals.sagepub.com/doi/10.1177/0018726711433133*

25. *Samokhina V.A. (2008) Modern English joke. Monograph. Kharkov: V.I. Karazin Kharkiv National University. 320 p.*

26. *Ukraina Moloda (2022). Jokes about Lend Lease. https://www.umoloda.kiev.ua/number/3814/119/168216/*

27. *Terion J, Ashforth J.(2002). From 'I' to 'we': The role of putdown humor and identity in the development of a temporary group. Human Relations 55(1): 55–88.*

28. *Ukrinform (2022). Children of War. https://www.ukrinform.ua/rubric-ato/3554937-vid-povnomasstabnogo-vtorgnenna-rf-v-ukraini-postrazdali-1-094-ditini.html.*

29. *Vaina L, Hintikka J. (eds.) (1994) Cognitive Constraints on Communication: Representations and Processes. Dordrecht: Boston. 245 p.*

30. *Viereck G.S. (1929). The Saturday Evening Post, What Life Means to Einstein: An Interview by George Sylvester Viereck, Start Page 17, Quote Page 117, Column 1, Saturday Evening Post Society, Indianapolis, Indiana.*

31. *Wilson D., Sperber D. (1986). Inference and implicature. Meaning and Interpretation. Oxford, 43-75 pp.*

32. *Wikipedia. Russian warship, go f**k yourself. (2022). https://en.wikipedia.org/wiki/Russian_warship,_go_fuck_yourself*

33. *Zotenko R. (2022) Ukrainian jokes about the war. https://rozdil.lviv.ua/anekdot*

PRINZIPIEN DER KONTRASTIVEN PHONOLOGISCHEN UNTERSUCHUNGEN DES UKRAINISCHEN UND DES DEUTSCHEN

Svitlana Kiyko

Professorin, Leiterin des Lehrstuhls für Germanistische,
Allgemeine und Vergleichende Sprachwissenschaft,
Nationale Juri-Fedkovych-Universität Chernivtsi, Ukraine
e-mail: s.kiyko@chnu.edu.ua, orcid.org/0000-0003-4964-7043

Olena Kudriavtseva

Dozentin am Lehrstuhl für Germanistische,
Allgemeine und Vergleichende Sprachwissenschaft,
Nationale Juri-Fedkovych-Universität Chernivtsi, Ukraine
e-mail: o.kudriavtseva@chnu.edu.ua, orcid.org/0000-0001-8028-9593

Zusammenfassung

Inhalt des vorliegenden Beitrags ist die bestehenden Methodiken eines kontrastiven Vergleichs auf phonetisch-phonologischer Ebene zwischen zwei und mehr beliebigen Sprachen aufzulisten, ihre Vor- bzw. Nachteile für das Sprachenpaar Ukrainisch als Ausgangssprache und Deutsch als Zielsprache) zu überprüfen und eine eigene Methodik des kontrastiven Vergleichs vorzuschlagen. Uns interessieren Prinzipien der Analyse qualitativer phonologischer Unterschiede, weil gerade qualitative Gegenüberstellung für die Methodik des Fremdsprachenunterrichts unentbehrlich ist. Phonetische Abweichungen in der Aussprache der Lerner einer Fremdsprache im Sinne vom Verstoß gegen die Standardaussprache gehen in erster Linie auf den Einfluss der Muttersprache zurück. In der Regel erwirbt der Lernende das System der Zielsprache auf der Basis des Systems der Muttersprache und überträgt dieses weitgehend auf die Zielsprache, was zu zahlreichen Interferenzfehlern führt. Darum werden vor allem solche Laute nicht wahrgenommen und folglich nicht (richtig) ausgesprochen, die im System der Ausgangssprache entweder keine Entsprechung oder andere Funktionen haben oder in anderen Positionen vorkommen. Eine kontrastive Analyse auf der phonematischen Ebene soll daher in erster Linie dazu dienen, die Übereinstimmungen, Ähnlichkeiten und Divergenzen zwischen Ausgangs- und Zielsprache aufzuzeigen und somit die Möglichkeiten zu schaffen, Interferenzphänomenen in der Zielsprache kontrolliert und effektiv zu begegnen, sie durch entsprechend konzipierten Unterricht und methodisch aufbereitetes Übungsmaterial zu begrenzen oder ganz zu verhindern

Schlüsselwörter: Phonologie, Vokale, Allophone, phonologische Oppositionen, Deutsch, Ukrainisch.

1. Einführung

Phonologische Systeme aller Sprachen der Welt basieren großenteils auf primären, allen Menschen eigenen Oppositionen, z.B., auf dem Unterschied zwischen Vokalen und Konsonanten. Dazu kommen noch weitere Eigenschaften, die als phonologische Universalien bezeichnet

werden, z.B.: alle Sprachen haben mindestens einen Plosiv, alle Sprachen haben Vokale *i, a, u*, die meisten Sprachen haben mindestens einen Frikativ, die meisten Sprachen haben zwei Liquide, vordere Vokale sind in den meisten Sprachen ungerundet *(Crothers, 1997: 114-124; Greenberg, 1997: 33-59)*. Mit diesen primären Oppositionen treten aber überall sekundäre Oppositionen auf, die für jeweils einige Sprachen charakteristisch sind, z.B. lange Vokale im Deutschen, palatale Konsonanten im Ukrainischen, Nasalvokalphoneme im Französischen usw. Gerade sekundäre phonologische Oppositionen bilden den fundamentalen Gegenstand der linguistischen Typologie *(Morcieniec, 1990: 70)*.

Eine schlichte Einteilung der Sprachen wird nach dem Umfang des Phonemsystems unternommen. Hier bieten sich differenzierende Typologien an: verglichen werden die phonologischen Systeme nach dem Überwiegen von Konsonanten vs. Vokalen im Phonemsystem *(Andersen, 1978: 1-22)* oder nach dem Vorkommen der Vokale und Konsonanten im Text *(Milewski, 1970: 145)*. Diese Vergleiche dienen in erster Linie zur typologischen Klassifikation der Sprachen in Vokal- und Konsonantensprachen. So wird das Deutsche mit 15 Monophthongen und 18 Konsonanten als vokalisch klassifiziert, dagegen das Ukrainische mit 5 Vokalphonemen und 33 Konsonantenphonemen zählt daher eindeutig zu den konsonantischen Sprachen.

Generell bezieht sich eine kontrastive Analyse der phonetisch-phonologischer Ebene im Ukrainischen und Deutschen auf folgende Entitäten n:

(1) Phoneminventare des Ukrainischen und des Deutschen. Aus der Gegenüberstellung der Phonemsysteme kann die unterschiedliche Anzahl der silbischen und asilbischen Phoneme beider Sprachen ermittelt werden. Außerdem kann man feststellen, welche Phänomene in beiden Sprachen vorkommen bzw. in einer der beiden fehlen.

(2) Distinktive Merkmale der Phoneme. Sie müssen zur Analyse herangezogen werden, um zu bestimmen, inwieweit die Phoneme beider Sprachen übereinstimmen oder divergieren. Bestimmte Merkmale können z.B. in der Ausgangssprache redundant, in der Zielsprache dagegen distinktiv sein. Es ist jeweils zu untersuchen, wie in beiden Sprachen die Merkmale gebündelt sind.

(3) Allophone. Ukrainische Muttersprachler erfassen nicht die Grenzen zwischen den Gruppen von Allophonen bestimmter Phoneme oder übertragen obligatorische Allophonfolgen aus dem Ukrainischen ins Deutsche. Daher ist die konkrete Realisierung der Phoneme zu berücksichtigen, und zwar die freien und kombinatorischen Varianten.

(4) Kombination und Distribution. Probleme beim Erwerb der Zielsprache können auch dadurch bedingt sein, dass Phoneme und Phone in anderen Positionen oder in anderen Verbindungen auftreten als in der Ausgangssprache. Darum müssen die Distribution und Kombination der Phoneme und ihrer Varianten in den Vergleich einbezogen werden.

(5) Assimilations- und Neutralisationserscheinungen. Bekannterweise besteht der Prozess des Sprechens nicht aus einer bloßen Aneinanderreihung von einzelnen Phonemen, sondern er verläuft kontinuierlich, indem die einzelnen Phoneme stark miteinander interagieren. Diese Koartikulation beeinflusst die jeweilige Ausprägung des einzelnen Lautes und führt zur Angleichung der benachbarten Laute, was Assimilations- und Neutralisationserscheinungen hervorruft. Da die Laute der Zielsprache eine andere Distribution besitzen als die Laute der Ausgangssprache, sind Assimilations- und Neutralisationserscheinungen vom jeweiligen System bedingt und müssen gesondert behandelt werden.

(6) Silbenstruktur. Die Silbenstruktur spielt für die Charakterisierung des Sprachsystems eine wichtige Rolle. So herrscht, z.B., im Ukrainischen die offene, im Deutschen die geschlossene Silbe vor. Im Ukrainischen treten innerhalb der Silbe maximal Kombinationen von drei asilbischen Phonemen auf (z.B. *стригти*), im Deutschen von fünf (z.B. *du impfst*). Das Deutsche verfügt außerdem über eine beträchtlich größere Anzahl von Silbentypen.

(7) Wortakzent. Die Suprasegmentalia sind bisher in kontrastiven Arbeiten meist nur am Rande oder überhaupt nicht berücksichtigt, z.T. auf Grund ihrer großen Realisationsbreite, wegen nicht genau festgelegter Normen, aber hauptsächlich wegen fehlender bzw. ungenügender Voruntersuchungen in den Einzelsprachen. Die Kontrastierung der suprasegmentalen Gegebenheiten „muss sich Schritt für Schritt auf die Wortakzentuierung, die Aussprachsakzentuierung, die rhythmischen Einheiten, die Pausierung und die Tonhöhenveränderungen erstrecken" *(Szulc, 1966: 136).*

(8) Intonation. Die Stimmproduktion des Kindes, noch bevor darin irgendwelche lautlichen Einheiten oder gar Wörter entdeckt werden können, zeigt für die jeweilige Sprache charakteristische Intonationsverläufe *(Raffler-Engel, 1965: 483 ff).* Der Erwerb der phonischen Einheiten vollzieht sich erst im Anschluss daran. Darum sind die im suprasegmentalen Bereich liegenden Erscheinungen im höchsten Grad internalisiert und werden vom Sprecher als naturgegeben empfunden und bei jeder sprachlichen Äußerung automatisch reproduziert.

Die oben formulierten Grundsätze ergeben die möglichen Basen für die Aufstellung phonologischer Typologien:

1. nach den Einheiten und Paradigmen: phonemische Typologie;
2. nach den Syntagmen: phonotaktische Typologie;
3. nach den phonologischen Prozessen: Prozesstypologie;
4. nach den phonologischen Beschränkungen: Optimalitätstheorie.

2. Vokalphonemische Typologie des Deutschen und des Ukrainischen

Im Weiteren beschränken wir uns auf vokalphonemische Typologie des Ukrainischen und Deutschen und vergleichen beide Sprachen nach dem Grad der funktionalen Identität der Phoneme innerhalb der entsprechenden Systeme. Hier bieten sich drei verschiedene Ansätze zum Vergleich:

1. Gegenüberstellung von einzelnen Vokalphonemen und deren Artikulationsbasis in beiden Sprachen *(Podskarbi, 1992: 287),* z.B. größere Aktivität der Lippen, stärkere Labialisierung der gerundeter Vokale, stärkere Muskelspannung sowie Neueinsatz bei der Vokalbildung im Deutschen, schwächere Muskelspannung und fehlender Neueinsatz bei der Artikulation der Vokale im Ukrainischen.

2. Diagrammatische Darstellung der Kontraste bei Verwendung des Vokalvierecks *(Almeida, 1977: 15; Eideneier, 1979: 18).* Die Autoren gehen davon aus, dass das Phonem im Gegensatz zum jeweils in der Rede verwirklichten Sprachlaut eine systembedingte Abstraktion ist. Deshalb halten sie für grundsätzlich unmöglich, einzelne Phoneme in einer Sprache mit einzelnen Phonemen in einer anderen Sprache direkt zu vergleichen. Ein Vergleich ist nur zwischen zwei Systemen möglich.

3. Tabellarische Darstellung phonologischer Oppositionen *(Eideneier, 1979: 18).* In diesem Fall dient für den Vergleich der Vokalphoneme ein Inventar von phonetisch-phonologischen Parametern, die nach artikulatorischen Kriterien zusammengestellt sind. Dieses Inventar kann als eines der möglichen *tertium comparationis* in der kontrastiven Phonologie betrachtet werden.

Da der erste Ansatz wegen nicht systematischer Vergleiche umstritten ist, und der zweite Ansatz weniger anschaulich ist, versuchen wir beim Vergleich der ukrainischen und deutschen Vokale den dritten Ansatz anzuwenden und nach weiteren möglichen *tertium comparationis* zu suchen. Dazu sollen in erster Linie Vokalphoneme des Ukrainischen und des Deutschen als

isolierte Erscheinung klassifiziert werden, weil es in der Interpretation des Phonembestandes in den jeweiligen Sprachen recht viele Uneinigkeiten gibt.

Vokale werden in Anlehnung an N. Trubetzkoy *(Trubetzkoy, 1989: 86-114)* nach folgenden Kriterien klassifiziert:

1. Bau des Vokals: Monophthonge (einfache Vokale) und Diphthonge (Zwielaute, Doppellaute).

2. Fähigkeit, Silbenträger zu sein: Vollvokale (Silbenträger) und Halbvokale (Nichtsilbenträger).

3. Zungestellung (vorne, zentral, hinten) / horizontale Zungenbewegung: vordere Vokale (Vorderzungenvokale), mittlere Vokale (Mittelzungenvokale), hintere Vokale (Hinterzungenvokale).

4. Zungenhöhe (hoch, mittel, tief) / vertikale Zungenbewegung: hohe, mittlere und tiefe (flache, niedrige) Vokale.

5. Lippenfunktion: gerundete (labialisierte / labiale) Vokale, ungerundete (gespreizte, nicht-labialisierte / illabiale) Vokale, neutrale (passive) Vokale.

6. Spannung der Muskulatur / Mundöffnungsgrad: gespannte (geschlossene / enge) Vokale, ungespannte (offene) Vokale.

7. Länge: lange und kurze Vokale.

Die Frage nach der Zahl der Vokalphoneme im Ukrainischen ist umstritten. In einigen Arbeiten *(Amir-Babenko, 1999: 156)* werden zu den Vokalen 10 Laute *а, о, у, е, и, і, я, ю, є, ї* gezählt, wobei weiter die Unterteilung in weiche [*і, я, ю, є*] und harte [*а, о, у, е, и*] Vokale folgt. In vielen Arbeiten *(Tots'ka, 1976: 47-48; Yakobson, Khalle, 1962: 7)* wird die Zahl der Vokalphoneme auf 6 reduziert: /a/, /o/, /y/, /e/, /u/, /i/. In *(Suchasna ..., 1969: 229 ff)* wird aber darauf hingewiesen, dass man nur über 5 Vokalphoneme des Ukrainischen sprechen soll: /a/, /o/, /y/, /e/, /i/. Für das Verständnis des ukrainischen Vokalismus sind zwei Voraussetzungen notwendig: einerseits der Unterschied zwischen Buchstaben und Laut, andererseits zwischen Phonem und Allophon.

Ein Buchstabe ist das Zeichen einer Schrift, das einen Laut oder eine Lautverbindung wiedergibt. Die ukrainischen Vokalbuchstaben *я, ю, є, ї* dienen entweder zur Bezeichnung der Palatalisierung des vorangehenden Konsonanten (z.B.: *пляма* [´pl'ama]) oder zur Bezeichnung der Verbindung *j+Vokal* (z.B. *сім'я* [s'im´ja]), also, sie sind keine Phoneme.

Was den Unterschied zwischen Phonem und Allophon betrifft, so bezeichnet Allophon eine von mehreren phonetischen Repräsentationen eines Phonems, d.h. ein Allophon ist einem Phonem zugeordnet. Die Allophone eines und desselben Phonems sind komplementär verteilt, d.h. sie treten nie in derselben lautlichen Umgebung *(Handbook ..., 2000: 39)*. Wenn wir die Distribution der ukrainischen Laute /i/ und /и/ verfolgen, so können wir feststellen, dass /i/ nur nach palatalisierten Konsonanten steht, /и/ dagegen nur nach nichtpalatalisierten Konsonanten. Somit schließen sich /i/ und /и/ in derselben lautlichen Umgebung gegenseitig aus. Das bedeutet, dass sie komplementär verteilt sind und Positionsvarianten eines und desselben Phonems darstellen. Folglich gehen wir davon aus, dass es im gegenwärtigen Ukrainischen fünf Vokalphoneme gibt: /a/, /o/, /y/, /e/, /i/.

Zur Bildung der ukrainischen Vokalphoneme werden folgende distinktive Merkmale ausgenutzt:

1) nach der vertikalen Zungenlage: hoch / mittel / tief;

2) nach der horizontalen Zungenlage: vorn / hinten;

3) nach der Lippenstellung: gerundet / ungerundet (vgl. Tab. 1):

Tabelle 1

Vokalphoneme der ukrainischen Sprache

vertikale Zungenhebung	Horizontale Zungenhebung		
	vorn	**zentral**	**hinten**
hoch	**i**		**y**
mittel	**e**		**o**
tief			**a**
	ungerundet	–	(un)gerundet

Es lassen sich folgende Beschränkungen in der Kombinierbarkeit von distinktiven Merkmalen feststellen:

1) das Merkmal „tief" korreliert nicht mit dem Merkmal „vorn";

2) das Merkmal „vorn" wird nicht mit dem Merkmal „gerundet" kombiniert;

3) das Merkmal „tief" wird nicht mit dem Merkmal „gerundet" verbunden.

Im Deutschen gibt es nach der Meinung der meisten Phonetiker in betonter Stellung 15 Vokalphoneme: /i:/, /I/, /e:/, /ɛ:/, /ɛ/, /ɑ:/, /a/, /y:/, /Ø:/, /œ/, /u:/, /U/, /o:/, /ɔ/. Dazu kommen noch der Zentralvokal /ə/, der nur in unbetonter Stellung erscheint, und drei Diphthonge [ãi], [ãu], [ɔ̃y] *(Hirschfeld, 1994: 169; Moulton, 1962: 15; Podskarbi, 1992: 288)*.

Die Dudenredaktion *(Duden, 2003: 35)* interpretiert das Phoneminventar anders: für die deutsche Standardaussprache werden hier 19 silbische Phoneme aufgestellt, darunter 15 orale /i:/, /I/, /e:/, /ɛ:/, /ɛ/, /ɑ:/, /a/, /y:/, /Ø:/, /œ/, /u:/, /U/, /o:/, /ɔ/ und 4 nasale /ɑ̃:/, /ɛ̃:/, /œ̃:/, /ɔ̃:/ und ein weiteres Phonem – das unbetonte /ə/. In den meisten didaktischen Arbeiten werden aber die nasalen Phoneme des Deutschen außer Acht gelassen, weil sie aufgrund ihrer niedrigen Frequenz und beschränkten Auftretens (nur in den Lehnwörtern aus dem Französischen) keine Interferenzen bewirken können *(Pompino-Marschall, 2003: 682)*.

In den neueren Arbeiten zur Phonetik und Phonologie des Deutschen wird als Vokalphonem zusätzlich /ɐ/ (vokalisiertes [r]) behandelt *(Becker, 1998: 11; Féry, 2001: 50; Hall, 2000: 45)*. Dabei bemerken die Autoren jedoch, dass alle *r*-Laute, darunter auch vokalisiertes /ɐ/, Allophone des zugrunde liegenden Phonems /R/ sind. T. Becker behandelt vokalisiertes /ɐ/ als einen Teil der Diphthonge mit der Struktur Vokal + /r/, aber sagt zugleich, dass solche Betrachtungsweise die Behandlung von /ɐ/ als positioneller Variante von /r/ nicht verbietet *(Becker, 1998: 160)*. Ob man /ɐ/ als einen selbständigen Vokal betrachten kann, ist in diesem Fall fraglich.

Zur Bildung der deutschen Vokalphoneme werden folgende distinktive Merkmale ausgenutzt:

1) nach der vertikalen Zungenlage: hoch / mittel / tief;

2) nach der horizontalen Zungenlage: vorn / zentral / hinten;

3) nach dem Spannungsgrad der Artikulationsorgane: gespannt / ungespannt;

4) nach der Lippenstellung: gerundet (labial) / ungerundet (illabial) (vgl. Tab. 2):

Es lassen sich folgende Beschränkungen in der Kombinierbarkeit von distinktiven Merkmalen feststellen:

1) das Merkmal „tief" wird nicht mit dem Merkmal „gerundet" verbunden;

2) das Merkmal „hinten" wird nicht mit dem Merkmal „ungerundet" kombiniert;

3) das Merkmal „hoch" korreliert nicht mit dem Merkmal „zentral".

Man kann für deutsche Vokale eine Liste der Variablen zusammenstellen, mit deren Hilfe sie eindeutig definiert werden können. Aus dieser Liste gehen dann binäre Oppositionen hervor (sie sind in Klammern angegeben):

Tabelle 2

Vokalphoneme des Deutschen (modifiziert nach N. Morciniec (Morciniec, 1990: 16))

			ZUNGENSTELLUNG ⇔							
QUALITÄT			VORNE				ZENTRAL		HINTEN	
LIPPEN			ungerundet		gerundet		ungerundet		gerundet	
QUANTITÄT			L	K	L	K	K	L	K	L
HOCH ⇑	G		/i:/		/y:/					/u:/
	O			/ɪ/		/ʏ/			/ʊ/	
MITTEL ⇕	G		/e:/		/ø:/					/o:/
	O						[ə]?			
			/ɛ:/	/ɛ/		/œ/			/ɔ/	
TIEF ⇓	O						[ɐ]?			
							/a/	/a:/		

1. hoch / mittel / tief (±hoch);
2. vorne / zentral / hinten (±vorne);
3. zentralisiert / nicht zentralisiert (±zentral);
4. gerundet / ungerundet (±rund);
5. gespannt / ungespannt (±gespannt);
6. lang / kurz (±lang).

Merkmale 3, 5 und 6 korrelieren miteinander, d.h., ein langer Vokal ist zugleich gespannt und nichtzentralisiert, und umgekehrt: ein kurzer Vokal ist gleichzeitig ungespannt.

Deutsche Diphthonge bestehen aus zwei Vokalen – einem silbischen und einem unsilbischen. Im Deutschen gibt es drei fallende Diphthonge, bei denen die Artikulationsbewegung zu geschlossenen (mit höherer Zungenlage verbundenen) Vokalen verläuft:

[aɪ̯], z. B. *(das) Bein, reiben*;

[au̯], z. B. *(der) Baum, rauben*;

[ɔy̯], z. B. *(die) Bäume, (der) Räuber*

Es gibt noch Meinungen, dass es im Deutschen noch den Diphthong [ʊɪ] gebe, der nur in wenigen Interjektionen und Eigennamen vorkommt, z.B. *pfui (Duden, 2003: 35)*. B. Pompino-Marschall *(2003: 229)* spricht auch von den sekundären Triphthongen im Deutschen. Im Gegensatz zu Diphthongen weisen sie nicht nur eine lineare Veränderung der Vokalqualität, sondern entsprechen einer artikulatorischen Bewegung mit einem Umkehrpunkt innerhalb ihres Verlaufes, z.B. *Eier, Bauer*. Wir schließen uns aber der Meinung der meisten Phonetiker und rechnen für das Deutsche mit 16 Vokalphonemen und drei Diphthongen.

3. Phonologische Oppositionen im System des ukrainischen und deutschen Vokalismus

Nehmen wir ein Inventar von phonetisch-phonologischen Parametern, die nach artikulatorischen Kriterien zusammengestellt sind, als *tertium comparationis* für den Vergleich des Vokalphonembestandes im Ukrainischen und Deutschen. Phonologische Oppositionen im System des ukrainischen und deutschen Vokalismus kann man tabellarisch darstellen (vgl. Tab. 3). In der Tabelle 3 bezeichnet „+" das Vorhandensein des artikulatorischen Differenzmerkmals, dagegen „–"das Fehlen des entsprechenden artikulatorischen Differenzmerkmals.

Tabelle 3

Phonologische Oppositionen im System des ukrainischen und deutschen Vokalismus

| Sprache | Phonologische Oppositionen nach | | | | | | | | | | | | | |
| | Zungen-stellung | | | Zungen-höhe | | | Diph-thong | | Quan-tität | | Lippen-tätigkeit | | Öffnungs-grad | |
	vorn	zentral	hinten	hoch	mittel	tief	Monophthong	Diphthong	lang	kurz	labial	illabial	gespannt	ungespannt
Ukrainisch	+	–	+	+	+	+	+	–	–	+	+	+	–	+
Deutsch	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Die Gegenüberstellung der beiden Vokalsysteme zeigt, dass das Deutsche im Vergleich zum Ukrainischen ein reicher ausgebautes vokalisches Phoneminventar besitzt. Im Deutschen sind also wesentlich mehr Merkmale phonologisch relevant. Hinsichtlich der distinktiven Merkmale *vorn / hinten, hoch / mittel / tief, labial / illabial* stimmen die beiden Sprachen überein. Die silbischen Phoneme des Deutschen werden jedoch durch weitere distinktive Merkmale definiert (*gespannt, lang, zentral, Diphtong*).

Der obige Vergleich lässt aber die Hierarchie einzelner phonetischer Merkmale außer Acht. So bieten sich, z.B., grundsätzlich drei Möglichkeiten, einen Zusammenhang zwischen Länge und Gespanntheit eines Vokalphonems herzustellen: 1) entweder wird die Länge des Vokals aus seiner Gespanntheit abgeleitet oder 2) die Gespanntheit wird aus der Länge eines Vokals begründet oder 3) Gespanntheit und Länge werden aus einer dritten Größe deduziert.

4. Hierarchie der distinktiven Merkmale im ukrainischen und deutschen Vokalismus

Jetzt stellt sich die Frage nach den anderen möglichen Vorgehensweisen beim phonologischen Vergleich, die auch die Hierarchie der distinktiven Merkmale berücksichtigt. Probleme bestehen hier größtenteils darin, dass es schwierig ist ein *tertium comparationis* zu schaffen, die allen Facetten von Sprache gerecht wird. Es muss im idealen Fall ein *tertium comparationis* geben, das erlaubt, vom Ausdruck einer Ausgangssprache zum Ausdruck einer Zielsprache überzugehen, indem man entscheidet, dass beide gleichbedeutend mit einem *metasprachlichen Ausdruck* seien. Doch wenn dieses *tertium comparationis* existierte, wäre es die vollkommene Sprache, und wenn es nicht existiert, bleibt das Ganze ein bloßes Postulat.

Die Idee für ein solches *tertium comparationis* bietet uns das Baumdiagramm zur Darstellung der distinktiven Merkmale der Vokale von H. J. Hakkarainen *(Hakkarainen, 1995: 30)*.

Als Ausgangspunkt wählt er das Merkmal [±lang]. Sein Schema kann aber auf die Vokale der ukrainischen Sprache nicht angewendet werden, weil Länge hier ein redundantes Merkmal ist. Daher scheint es für uns sinnvoll, eine Mustersprache für die Beschreibung des Vokalismus beider Sprachen vorzuschlagen. Diese Mustersprache sieht das Feststellen des vokalischen Minimums vor, dessen Erweiterung nach bestimmten Regeln die Vokalsysteme einzelner Sprachen ergibt.

B. Pompino-Marschall weist darauf hin, dass das minimale Vokalsystem aus drei distinktiven Vokalen besteht *(Pompino-Marschall, 2003: 224)*. Nach C. Féry sollen die drei Vokale akustisch so verschieden sein wie möglich, weil sich in der Artikulation zwei entgegengesetzte Prinzipien die Waage halten: so wenig artikulatorische Anstrengung wie möglich vs. hinreichende perzeptuelle Trennung *(Féry 2001: 49)*. Das Ukrainische hat ein System von fünf distinktiven Vokalen, wie z.B. Spanisch oder Japanisch. Das Deutsche mit seinen 15 Vokalen weist ein überdurchschnittlich großes Vokalsystem auf. Je größer das Vokalsystem, desto eher ist auch mit zusätzlichen, die einfachen Vokale modifizierenden artikulatorischen Parametern zu rechnen.

Als vokalisches Minimum halten wir nach R. Jakobson und M. Halle *(Yakobson, Khalle, 1962: 255)* die Gegenüberstellung der Vokale nach dem distinktiven Merkmal „kompakt/diffus". Alle anderen Vokale können aus dieser Gegenüberstellung infolge deren Erweiterung nach hierarchisch geordneten Merkmalen abgeleitet werden.

Die erste Stufe der Erweiterung des Vokalminimums sieht die Teilung des diffusen Vokals in *labial* und *illabial*. Akustisch gilt diese Teilung als Gegenüberstellung *tief*/*hoch*. Die zweite Stufe stellt eine weitere tonale Differenzierung der diffusen Vokale, die durch hohe und mittlere Zungenhebung im Mundraum gewährleistet wird (sieh Abbildung 1). Diese zwei Erweiterungsstufen des Vokalminimums ergeben alle fünf Vokalphoneme des Ukrainischen.
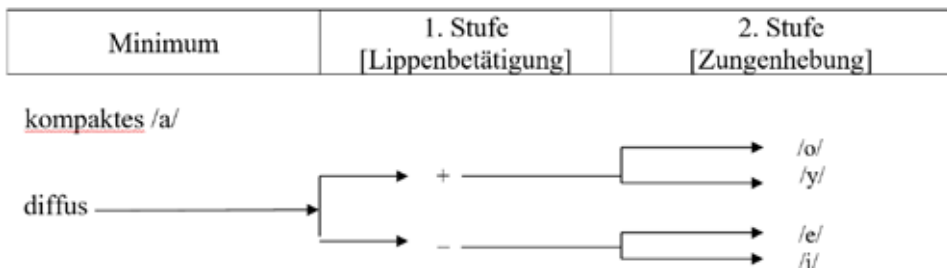
Abb. 1. Erweiterungsschema der ukrainischen Vokale

Der deutsche Vokalismus mit 15 Vokalen lässt sich als weitere Erweiterung des Vokalminimums nach Zungenstellung (Palatalität), Mundöffnungsgrad und Bau des Vokals (Monophthong / Diphthong) betrachten. Palatalität ist ein tonales Merkmal, das nur bei den labialen Vokalen realisiert wird und die Phonemkorrelation /u/ : /y/ und /o/ : /ø/ ermöglicht. Potenziell kann die Erweiterung des Vokalismus auf Grund dieses Merkmals ein System als zehn Elementen ergeben, aber im Deutschen kommen nur zwei Elemente zusätzlich. Die Kompatibilität dieses Merkmals mit einem kompakten Vokal sowie mit den labialen Vokalen findet sich in den Sprachen selten *(Crothers, 1997: 119)*. Andere distinktive Merkmale der deutschen Vokale sind nicht tonal. In der dritten Stufe setzen im Deutschen andere Merkmale ein im Unterschied zum Ukrainischen, wo nur tonale Merkmale die Erweiterung des Vokalminimums gewährleisten.

Die vierte Stufe ist mit dem Merkmal „Mundöffnungsgrad" verbunden, das zur Unterscheidung von 14 Phoneme dient.

Aber im Deutschen gibt es in betonter Stellung 15 Monophthonge, was die paarweise Beschreibung nach distinktiven Merkmalen erschwert. Die sieben Korrelationspaare unterscheiden sich nach dem Öffnungsgrad (jeweils *geschlossen* vs. *offen*), und der Unterschied /ɛ:/ : /e/ scheint rein quantitativ zu sein. Man könnte zusätzlich das Merkmal „Länge" einführen, aber es scheint überflüssig zu sein: wie wir schon gezeigt haben, korrelieren Merkmale „Öffnungsgrad" und „Länge" miteinander, d.h., ein langer Vokal ist zugleich geschlossen und umgekehrt: ein kurzer Vokal ist gleichzeitig offen.

Minimum	1. Stufe (Lippenbetätigung)	2. Stufe (Zungenhebung)	3. Stufe (Palatalität)	4. Stufe (Öffnungsgrad)	5. Stufe (Diphthong)
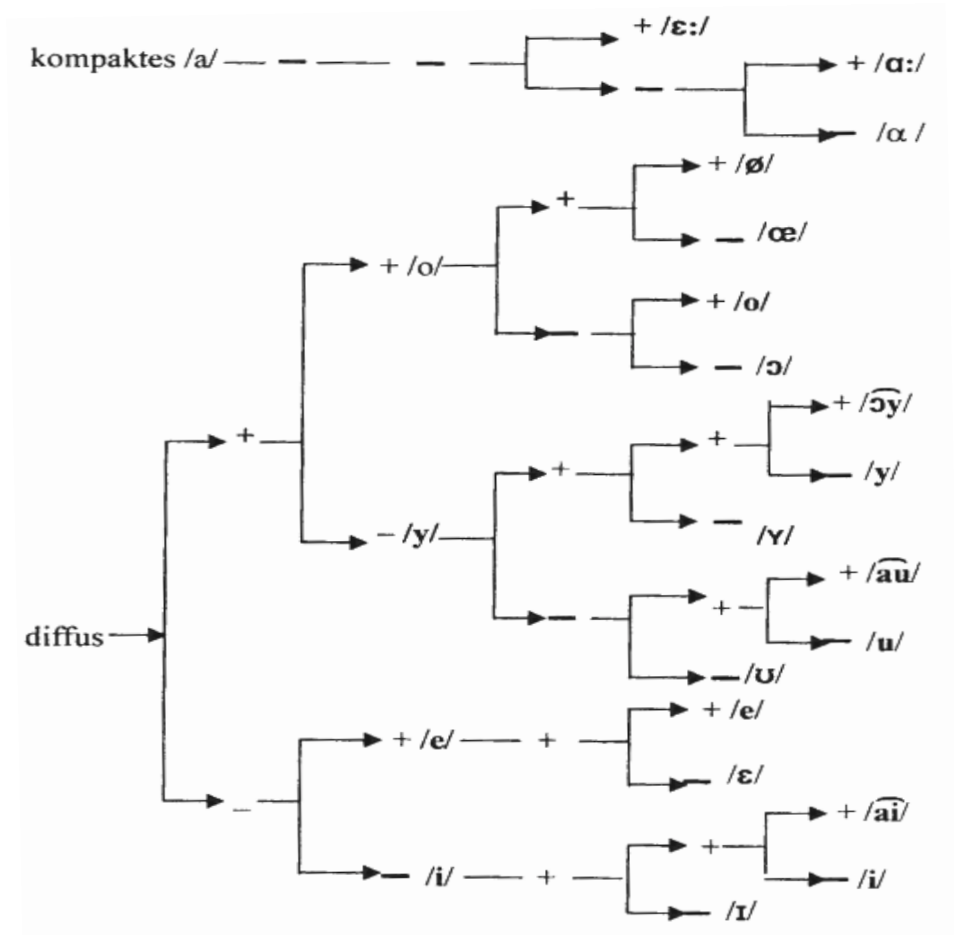
Abb. 2. Mustersprache für die Beschreibung des Vokalphonembestandes im Ukrainischen und Deutschen

Die Einordnung des /ɛ:/ bereitet bestimmte Schwierigkeiten; es ist sogar umstritten, ob dieser Laut überhaupt dem System der Standardsprache angehört. *(vgl. Moulton, 1962: 68).* K. Ezawa bezeichnet dieses Phonem als „eine eigenartige Erscheinung, deren Realität sowohl synchronisch, als dyachronisch bezweifelt werden kann" *(Ezawa, 1974: 396)*, und A. Szulc schreibt dem /ɛ:/ den Status eines Allophons zu *(Szulc, 1966: 27 ff)*. Gegen solche Auffassungen spricht aber die Tatsache, dass es Minimalpaare gibt, die sich durch /ɛ:/ : /e:/-Opposition unterscheiden, z.B.: *dehnen* [´de:nən] – *Dänen* [´dɛ:nən].

Da es zwischen /ɛ:/ und /e:/ einen tonalen Unterschied gibt *(Becker, 1998: 17),* so könnte man diese Korrelation nach dem Merkmal der Palatalität vermuten wie bei der Gegenüberstellungen /u/ : /y/ und /o/ : /ø/. Diese Interpretation entspricht den historischen Prozessen (Palatalisierung und Hebung tiefer Vokale durch *i*-Umlaut). Die Unterscheidung /ɛ:/ : /a:/ kommt dann in der 3. Stufe der Erweiterung des Vokalminimums.

Die 5. Stufe stellt die Erweiterung nach dem Merkmal „Bau des Vokals (Monophthonge/ Diphthonge)" dar (sieh Abbildung 2). In diesem Schema fehlt der Zentralvokal [ə], der nur in unbetonter Stellung erscheint.

Dieses Schema zeigt uns deutlich, dass sich der ukrainische Vokalismus auf der zweiten Erweiterungsstufe des vokalischen Minimums ergibt, dagegen der deutsche Vokalismus – auf der fünften Stufe. Folglich kann man vermuten, dass die größten Schwierigkeiten den ukrainischen Deutschlernern die Aneignung der distinktiven Merkmale bereitet, die die Erweiterung des vokalischen Minimums von der dritten bis zur fünften Stufe gewährleisten. Aus den oben angeführten Beobachtungen können didaktische Implikationen hergeleitet werden, die den Ausspracheunterricht optimieren sollen.

5. Schlussfolgerungen

Beim Gegenüberstellen von Ausgangslauten und zielsprachlichen Lauten soll man darauf achten, ob der jeweilige Unterschied die Artikulationsstelle oder die Artikulationsart betrifft. Laut A. Szulc *(Szulc, 1966: 149-150)* ist es methodisch leichter, von einer für zwei Laute gemeinsamen Artikulationsstelle auszugehen, und sich dann lediglich auf die Unterschiede in der Artikulationsart zu konzentrieren. Die Gruppierung der zielsprachlichen Laute sollte folglich nach zwei Gesichtspunkten vorgenommen werden: 1) nach der Anzahl der Merkmale, die den zielsprachlichen Laut vom ausgangssprachlichen unterscheiden; 2) nach der Bezogenheit der Distinktion auf die Artikulationsstelle oder auf die Artikulationsart. Die Laute sollen nach Möglichkeit in Kontrasten (nach einem bestimmten distinktiven Merkmal) geübt werden. Diese distinktiven Merkmale sollen entweder als ein Minimalpaar in verschiedenen Wörtern / in gleichem Wort oder in einem Syntagma vorkommen.

Literaturverzeichnis

1. Almeida A. (1977) Sprachvergleich Portugiesisch–Deutsch. Düsseldorf: Schwann. (in German).
2. Amir-Babenko S. (1999) Lehrbuch der ukrainischen Sprache. Hamburg: Buske. (in German).
3. Andersen H. (1978) Vocalic and consonantal languages. Studia linguistica A.V. Issatschenko oblate. Lisse: P. de Ridder. S. 1-22.
4. Becker T. (1998) Das Vokalsystem der deutschen Standardsprache. Frankfurt a. M.: Lang. (in German).

5. Crothers J. (1997) *Typology and Universals of Vowel Systems. Universals of Human Language.* Ed. by J.H. Greenberg. Vol. 2. Phonology. California: Stanford University Press. Pp. 93-152.

6. Duden. *Aussprachewörterbuch der deutschen Sprache* (2003) 5. Aufl. Hrsg. von M. Wermke [u.a.]. Bd. 6. Mannheim [u.a.]: Dudenverlag (in German).

7. Eideneier H. (1979) *Sprachvergleich Griechisch–Deutsch.* Düsseldorf: Schwann. (in German).

8. Ezawa K. (1974) *Zwei Probleme der phonematischen Analyse des Hochdeutschen. Zeitschrift für deutsche Philologie.* Nr. 93. S. 384-398. (in German).

9. Féry C. (2001) *Phonologie des Deutschen. Eine optimalitätstheoretische Einführung.* 2. Aufl. Teil 1. Potsdam: Univ. -Bibliothek. (in German).

10. Greenberg J.H. (1997) *Typology and Cross-Linguistik Generalizations. Universals of Human Language.* Ed. by J.H. Greenberg. Vol. 1. Method & Theory. California: Stanford University Press. Pp. 33-59.

11. *Großes Wörterbuch der deutschen Aussprache* (1982) Hrsg. von U. Stötzer [u.a.]. Leipzig: VEB Bibliographisches Institut. (in German).

12. Hakkarainen H. J. (1995) *Phonetik des Deutschen.* München: Fink. (in German).

13. Hall T. A. (2000) *Phonologie: eine Einführung.* Berlin [u.a.]: de Gruyter. (in German).

14. *Handbook of the International Phonetic Association: a guide to the use of the International Phonetic Alphabet* (2000) Cambridge: Univ. Press. 204 S.

15. Hirschfeld U. (1994) *Untersuchungen zur phonetischen Verständlichkeit Deutschlernender.* Frankfurt a. M.: Theo Hector. (in German).

16. Milewski T. (1970) *Voraussetzungen einer typologischen Sprachwissenschaft. Linguistics.* Nr. 59. S. 62-107. (in German).

17. Morciniec N. (1990) *Das Lautsystem des Deutschen und des Polnischen.* Heidelberg: Groos. (in German).

18. Moulton W.G. (1962) *The Sounds of English and German.* Chicago: Chicago Univ. Press.

19. Podskarbi M. (1992) *Polnisch-deutsche Interferenz im Bereich der Aussprache und systematischen Ausspracheschulung in Deutsch als Fremdsprache. Info DaF.* Nr. 19/6. S. 678-691. (in German).

20. Pompino-Marschall B. (2003) *Einführung in die Phonetik.* 2. Aufl. Berlin / New York: Walter de Gruyter. (in German).

21. Raffler-Engel W. (1965) *Die Entwicklung vom Laut zum Phonem in der Kindersprache. Proceed. of the 5th International Congress of Phonetic Sciences.* New York: de Gruyter. Pp. 483–492. (in German).

22. Siebs Th. (1969) *Deutsche Aussprache: reine und gemäßigte Hochlautung mit Aussprachewörterbuch.* Hrsg. von H. de Boor, H. Moser u. Ch. Winkler. 19. Aufl. Berlin: de Gruyter. (in German).

23. Szulc A. (1976) *Die Fremdsprachendidaktik: Konzeptionen – Methoden – Theorien.* Warszawa: Panstwowe Wydawnictwo Naukowe. (in German).

24. Tots'ka N.I. (1976) *Do pytannya pro artykulyatsiynu ta akustychnu klasyfikatsiyu holosnykh ukrayins'koyi movy* [To the question of articulatory and acoustic classification of vowels of the Ukrainian language]. Movoznavstvo, no. 6. Pp. 5-10. (in Ukrainian).

25. Trubetzkoy N. S. (1989) *Grundzüge der Phonologie.* 7. Aufl. Göttingen: Vandenhoeck & Ruprecht. (in German).

26. Yakobson R., Khalle M. (1962) *Fonologiya i yeye otnosheniye k fonetike* [Phonology and its relation to phonetics]. Novoye v lingvistike. Vol. II. M.: Nauka. Pp. 231-278. (in Russian).

DEVELOPMENT OF DIGITAL COMPETENCE UNDER THE CONDITIONS OF DIGITALIZATION OF EDUCATION

Alla Klochko
Doctor of Psychological Sciences, Assistant Professor,
Head of the Department of Psychology,
Bila Tserkva National Agrarian University, Ukraine
e-mail: klochko_alla@ukr.net, orcid.org/0000-0001-6631-2638

Alla Prokopenko
Researcher, Distance Learning Scientific Center of the National Defense University
of Ukraine named after Ivan Chernyakhovsky, Ukraine
e-mail: allicka7@gmail.com, orcid.org/0000-0001-5719-844X

Summary

The development of the digital environment covers almost all spheres of life. Today, every person needs a wide range of digital knowledge, abilities, and skills in the intelligent use of the latest technologies for education, professional activities, and participation in society. Special attention is paid to providing the educational process of institutions of higher military education with appropriate digital technologies that would meet modern challenges and ensure the support and development of modern digital competencies of teachers. The article presents the results of an empirical study of the peculiarities of the development of digital competences among scientific and scientific-pedagogical employees of institutions of higher military education. It was established that in the conditions of digital challenges, the role of a teacher of a higher military education institution as a provider of digital transformations and the formation of his digital competence becomes important. It was noted that the majority of scientific and scientific-pedagogical workers paid due attention to the issue of systematic application of information technologies in professional activities. It was established that teachers need the development of digital competence related to the work of gamification tools, content visualization for solving practical, professional and general educational goals. It was determined that the digital competence of scientific and scientific-pedagogical workers of institutions of higher military education should be considered as the newest type of literacy, which is associated with special knowledge, skills, and practical skills for activities in a digital educational environment. Mandatory structural components of a teacher's digital competence are computer literacy, information literacy, communicative literacy, and safety in the digital environment. The development of digital competences of teachers will contribute to the establishment of interaction with students, overcoming the digital gap between participants in the educational process, the development of digital literacy of students, and their conscious use of digital technologies for their own realization in the conditions of a digital society.

Key words: distance learning, information and communication technologies, digital society, information and educational environment, digital competence.

1. Introduction

The saturation of the real world with electronic and digital devices, means, systems and the establishment of electronic communication exchange between them leads to the digitalization of education, as a component of the digitalization of society as a whole. In order to realize the goal of digitization, the education system itself should play an important role. In the conditions of social distancing, distance learning became the only possible form of educational activity. The need to continue the educational process in new conditions has made the issue of rapid integration of distance learning technologies into traditional forms of educational activity more relevant.

It should be noted that one of the main obstacles to the effective implementation of distance learning technologies in the educational process was the unpreparedness of teachers, their insufficient digital competence, and the lack of necessary skills in the use of computer learning systems *(Krasnova, 2017)*. The problem of the wide implementation of distance learning in educational practice led to the need to increase the appropriate level of knowledge of teachers of higher education institutions in the field of information and communication technologies and the ability to apply them in practice.

Skills in the use of information and communication technologies are becoming more and more relevant in the professional activity of a teacher, therefore an important task for institutions of higher military education is the preparation of teachers for the use of such technologies, including the formation of digital competence as a vital personal skill *(Bond, Marin, Dolch, Bedenlier, & Zawacki-Richter, 2018)*.

The special training of teachers should be aimed at forming the skills to design and construct technologies to support the learning process in an informational educational environment, justify the logic of organizing pedagogical interaction with students both at the communicative level and at the level of network interaction, choose adequate forms and methods of managing students' cognitive activities.

To master this technology is not just to learn the theory of distance learning, to be able to distinguish it from other types and forms of acquiring knowledge, but also to be able to independently create any distance educational elements of any complexity, to carry out various professional actions with their application, remotely organize advisory, communicative and tutoring support, designing and equipping an informational and educational environment.

In the process of distance learning, distance learning technologies, which have been studied by many scientists, are gaining significant importance.

K. Pollock, C. Schwartz, D. Buck *(Pollock, Schwartz, & Buck, 2018)* noted the importance of distance learning technologies for increasing the effectiveness of information and communication technologies in the process of obtaining, processing information, and predicting future development models.

The need to improve information and communication competence today is relevant throughout the world and is reflected in key documents in the field of education. The document "Europe 2020 Strategy" declares the numerous opportunities that are opening up in the era of digital technologies for the creation of new educational strategies. Horizon's annual report highlights that education needs to adapt more to digital technologies. Studies confirm the relationship between the level of information and communication competence of teachers, the intensity of use of information and communication technologies and the effectiveness of their professional activities (*Europe 2020 Strategy, 2017; Horizon 2020,* 2017).

M. Kharbach *(Kharbach, 2012)* believes that such competence of a teacher is based on the free and appropriate use in the process of professional activity of various opportunities embedded in computer services and online technologies.

The effectiveness of using digital technologies in the educational process has been proven by the practice of organizing distance learning during the COVID-19 pandemic *(Semenets-Orlova, Klochko, Tereshchuk, Denisova, Nestor, & Sadovyi, 2022)*. They became the tool that ensured the continuity of the educational process.

Research has confirmed that the creation and use of an information and educational environment ensures effective interaction during the educational process and the organization of joint productive activities, contributes to the formation of sustainable motivation to study and the effectiveness of education as a whole *(Semenets-Orlova, Teslenko, Dakal, Zadorozhnyi, Marusina, & Klochko, 2021)*.

The aim of the study. To empirically investigate the peculiarities of the development of digital competences among scientific and scientific-pedagogical employees of institutions of higher military education.

2. Research methods and organization

Respondents were asked to answer the questions of the "Technologies of distance learning" questionnaire, which included 8 main questions related to two blocks of questions: identifying the need for the development of digital competence among scientific and scientific-pedagogical workers; level of mastery of distance learning tools. The generalized answers of the respondents to the questions of the questionnaire, which are directly related to the severity of the need for the development of digital competence, are reflected in this article. Other results will be presented in future publications. The survey was conducted using Google Forms. In the question part of the questionnaire, the respondent could either choose the proposed answer option, or independently construct an answer to the question.

3. Results

The purpose of the conducted survey was to identify the specifics of the development of digital competencies among scientific and scientific-pedagogical employees of institutions of higher military education. 249 scientific and scientific-pedagogical employees of institutions of higher military education in different regions of Ukraine took part in the survey.

According to the results of the survey, the share of scientific and scientific-pedagogical workers who had experience using distance learning technologies in their professional activities was determined (Fig. 1).

In view of the obtained results, it can be said that the experience of using distance learning technology among scientific and scientific-pedagogical workers is sufficient, since 33.3% of respondents have used such technologies in their professional activities for 3–5 years, 8.4% of respondents – 5–10 years and 4.8% – more than 10 years, that is, even before the introduction of the quarantine, which indicates a sufficiently high degree of readiness for new digitalization conditions.

This confirms the fact that the majority of scientific and scientific-pedagogical workers paid due attention to the issue of systematic application of information technologies in professional activities, as a result of which they were sufficiently prepared for the introduction of distance learning.
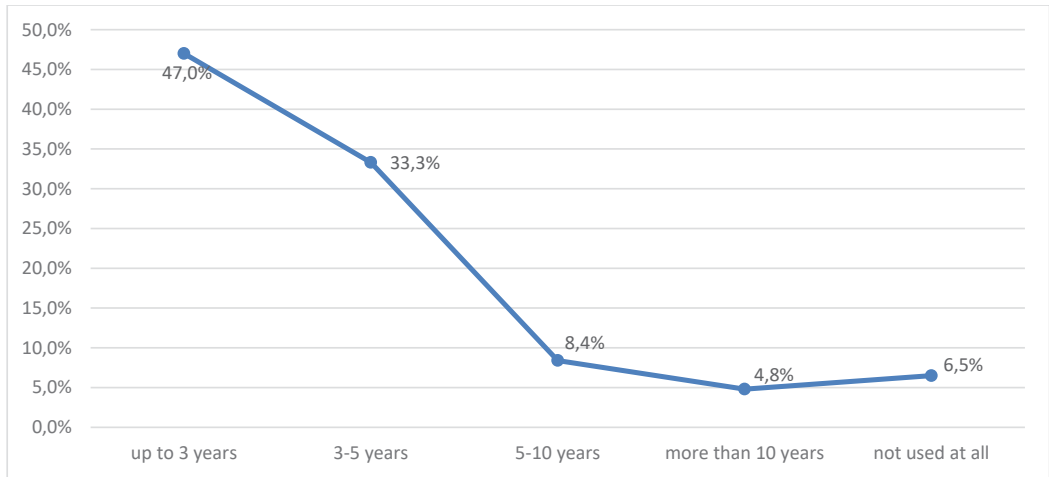
Fig. 1. Experience in using distance learning technologies in professional activities

Analyzing the opinion of the respondents regarding the improvement of the quality of the educational process thanks to the introduction of distance learning technologies, we can say that 92.5% of the respondents agree that the use of information technologies in the educational process increases its quality (Fig. 2).
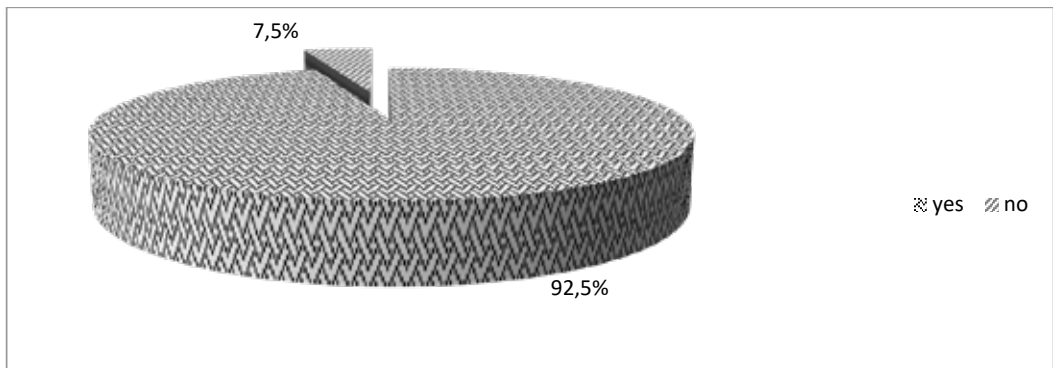
**Fig. 2. Indicators of improving the quality of the educational process
by introducing distance learning technologies**

This testifies to the readiness of scientific and scientific-pedagogical workers to perceive changes, adaptation to modern rates of education development and the need for special training of teachers to master such technologies.

In order to introduce distance learning technologies into the educational process, it is advisable to develop the skills of using digital tools among teachers. For this purpose, the questionnaire contained questions related to the development of digital competence among scientific and scientific-pedagogical workers.

The analysis of the research results showed that teachers are interested in owning digital tools and being able to use them effectively in the educational process. The obtained results

indicate that teachers are more interested in developing such skills as working with services for creating infographics, mastering content visualization tools, using assessment tools, creating educational video materials, podcasts and 3D visualization, using gamification tools. Attention is also drawn to the low percentage of teachers' interest in using special search and testing tools (Fig. 3).
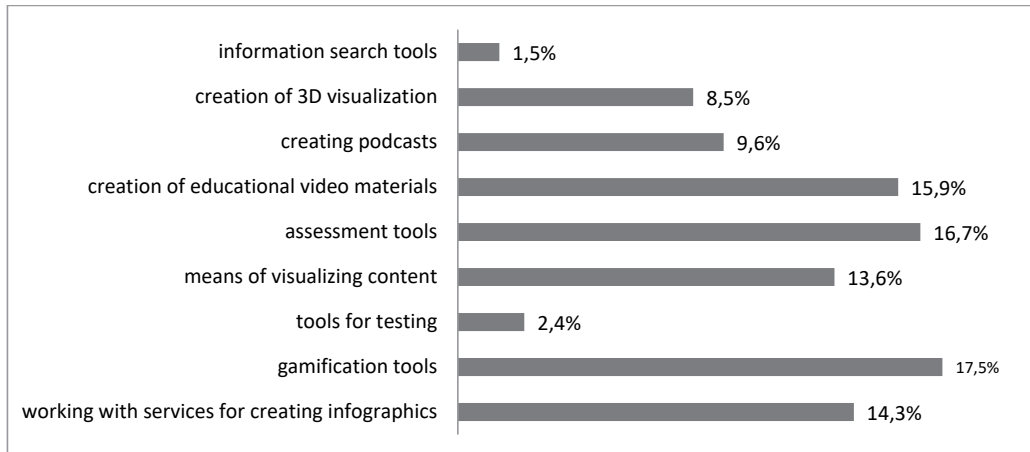
Fig. 3. Defining digital skills for development

It is necessary to include the development of digital competence related to the work of gamification tools and content visualization in order to solve practical, professional and general educational goals in the system of promotion of scientific and scientific-pedagogical employees of higher military education institutions.

4. Discussion

The intensive development of information technologies expands the range of future competencies, among which the mastery of digital technologies allows you to quickly adapt to the changing conditions of the digital world *(Racko, Oborn, & Barrett, 2017)*.

Scientists note that modern digital technologies contribute to the creation of a "smart" space – a digital environment where people and technological systems openly interact, and technologies become an integral part of everyone's daily life *(Panetta, 2018)*.

In the Concept of the development of digital competences *(On the approval of the Concept of the development of digital competences and the approval of the plan of measures for its implementation, 2021)*, the main goal is the development of digital competences and increasing the level of digital literacy of the population.

Given the rapid changes in society, the requirements for scientific and scientific-pedagogical employees of higher education institutions are constantly updated and require new, more complex sets of competencies. The spread of digital devices, their popularity among students leads to the need to develop the teacher's own digital competence.

In the structure of digital competence, the following sub-competencies are distinguished: informational (information processing skills), technological (skills for working with technical devices and software), didactic-methodical (understanding the role of digital technologies in

education and their didactic possibilities), motivational (needs to use digital technologies in professional and pedagogical activities), the culture of cyber security (safety of the subjects of the educational process in the digital space, content and means of education).

Digital competence is multifunctional, belongs to the transversal ones, able to provide "learning transfer" through the integration of knowledge, skills and metacognitive abilities of the individual to solve real-life situations, and focuses on continuous learning *(Tolochko, Bordiug, & Knysh, 2020)*.

The Digital Competence Framework (DigComp), (DigComp 2.0: Digital Competence Framework for Citizens), introduced by the European Commission, consists of six components: professional involvement (the use of digital technologies by teachers in the educational process and for their own personal professional development); digital resources (using and creating content, sharing digital resources for educational purposes); teaching and learning (organization and management of the use of digital technologies in the educational process); assessment (serving digital strategies to support assessment algorithms); expanding the opportunities of education seekers (use of digital technologies to ensure individualization of education); promoting the digital competence of education seekers (creative and responsible use of digital technologies in the process of collecting and processing information, communication, content creation, well-being and problem solving).

S. Carretero, R. Vuorikari, Y. Punie *(Carretero, Vuorikari, & Punie, 2017)* highlight the digital competencies of teachers related to digital fluency and communication skills in a digital environment.

Gudmundsdottir G.B., Hatlevik O.E. *(Gudmundsdottir, & Hatlevik, 2018)* highlight the following digital skills that teachers of higher education institutions need to develop: information literacy, information and communication literacy, communication and cooperation (table 1).

Table 1

Digital skills of teachers of higher education institutions

Digital skills	Competences
information literacy	the ability to find, interpret, evaluate, manage and share information
information and communication literacy	the ability to accept, adapt and use digital devices, programs
communication and cooperation	ability to use digital networks for teaching and research
career and management style	the ability to manage digital reputation and identity online

H. Beetham *(Beetham, 2017)* believes that the formation of digital literacy of a teacher at a higher education institution is related to the creation of a special professionally-oriented educational environment. The key principles of its operation are a variety of tools and resources to support the digital development of participants in the educational process, their partnership interaction, the use of joint mentoring initiatives, and the exchange of digital skills.

Among the digital capabilities of the teacher, the author singles out the possession of ICT proficiency; Information, data and media literacies; Digital creation, problem solving and innovation; Digital communication, collaboration and participation; Digital learning and development; Digital identity and wellbeing.

Digital technologies play a key role in organizing the educational process. They can be used as a tool for joint work, organizing active cognitive activities. Today, digital competences

have a universal character and provide participants in the educational process with mechanisms for adapting to the digitalization of the economy, and the digital competence of the teacher becomes the basis for the full participation of future specialists in the digital society.

Digital competence is the ability to confidently, effectively, critically and safely choose and apply information, communication and digital technologies in various spheres of life: 1) work with content such as: creation, search, selection, critical evaluation of content; 2) communication: creation, development, maintenance of relations, identity, reputation, self-presentation; 3) consumption: use of the Internet for consumer purposes, ordering, services, purchases, etc.; 4) technosphere: computer and software ownership, as well as readiness for such activities.

Therefore, in our opinion, the digital competence of scientific and scientific-pedagogical workers of institutions of higher military education should be considered as the newest type of literacy, which is associated with special knowledge, skills, and practical skills for activities in a digital educational environment. Mandatory structural components of the digital competence of a teacher of a higher military education institution are computer literacy, information literacy, communication literacy, and safety in the digital environment.

The development of digital competences of teachers will contribute to the establishment of interaction with students, overcoming the digital gap between participants in the educational process, the development of digital literacy of students, and their conscious use of digital technologies for their own realization in the conditions of a digital society.

5. Conclusions

Digitization remains a key trend covering various spheres of human activity and, above all, education. Distance learning technologies are not only a means of learning, but also a new learning environment. As a result, the teacher must possess distance learning technologies that change the education system and provide an opportunity to realize the concept of education – education for all, education throughout life. The formation and development of the digital competence of teachers in the conditions of the digital transformation of education acquire special significance. The issues of identifying its essence, ways of forming and assessing the level are actualized in connection with the dynamic development of digital technologies and increasing their role in human life and activity.

References

1. Beetham, H. (2017). Designing for digital capabilities in the curriculum: what's new? Retrieved from: https://digitalcapability.jiscinvolve.org/wp/2017/10/31/designing-for-digital-capabilities-in-the-curriculum-whats-new/
2. Bond, M., Marin, V., Dolch, C., Bedenlier, S., & Zawacki-Richter, O. (2018). Digital transformation in German higher education: student and teacher perceptions and usage of digital media. International Journal of Educational Technology in Higher Education, 15: 48.
3. Carretero, S. Vuorikari, R., & Punie, Y. (2017) DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use. Luxembourg. Publications Office of the European Union, Luxembourg.
4. Europe 2020 Strategy (2017) Retrieved from: http://ec.europa.eu/digital-single-market/en/europe-2020-strategy

5. Gudmundsdottir, G.B., & Hatlevik, O.E. (2018). Newly qualified educators' professional digital competence: Implications for educator education. European Journal of Educator Education, 41(2).

6. Horizon 2020 (2017) The EU Framework Programme for Research and Innovation. Retrieved from: http://ec.europa.eu/programmes/horizon2020

7. Krasnova, L.A. (2017) Development of teachers' information competency in higher education institution. Astra Salvensis, V. 5.

8. Med Kharbach (2012) The 20 Digital Skills Every 21st Century Teacher should Have. Retrieved from: https://www.educatorstechnology.com/2012/06/33-digital-skills-every-21st-century.html.

9. Panetta, K. (2018). Gartner Top 10 Strategic Technology Trends for 2019. Retrieved from: https://www.gartner.com.

10. Pollock, K., Schwartz, C., & Buck, D. (2018) Information Technology and Its Future Role in Student Success. Retrieved from: https://er.educause.edu/articles/2018/1/information-technology-and-its-future-role-in-student-success.

11. Pro skhvalennia Kontseptsii rozvytku tsyfrovykh kompetentnostei ta zatverdzhennia planu zakhodiv yii realizatsii : pryiniatyi 3 bereznia 2021 r. № 167-r [On the approval of the Concept of the development of digital competences and the approval of the plan of measures for its implementation, from March 3 2021 № 167- r]. Verkhovna Rada Ukrainy. Retrieved from: https://zakon.rada.gov.ua/laws/show/167-2021-%D1%80#Text [in Ukrainian]

12. Racko, G., Oborn, E., & Barrett M. (2017) Developing collaborative professionalism: an investigation of status differentiation in academic organizations in knowledge transfer partnerships. The International Journal of Human Resource Management. 30(3).

13. Semenets-Orlova, I., Klochko, A., Tereshchuk, O., Denisova, L., Nestor, V., & Sadovyi, S. (2022) Special aspects of educational managers' administrative activity under conditions of distance learning. Journal of Curriculum and Teaching, Vol.11, No 1; Special Issue.

14. Semenets-Orlova, I., Teslenko, V., Dakal, A., Zadorozhnyi, V., Marusina, O., & Klochko, A. (2021) Distance learning technologies and innovations in education for sustainable development. Studies of applied economics. Special issue innovation in the economy and society of the digital age, Vol.39, No 5.

15. Tolochko, S. Bordiug, N, & Knysh, I. (2020) Transversal competencies of innovative entrepreneurship professionals in lifelong education. Baltic Journal of Economic Studies. 2020. Volume 6. Number 3.

VERB WORD-FORMING DERIVATION AS A PROCESS OF CREATION OF THE SECONDARY NOMINATIVE SIGNS WITH A WORD STATUS

Halina Kocherha

Candidate of Philological Sciences, Associate Professor, Associate Professor
at the Department of Ukrainian Linguistics and Applied Linguistics,
Cherkasy National University named after Bohdan Khmelnytskyi, Ukraine
e-mail*: kocherga_galina@ukr.net, orcid.org/0000-0003-1000-3427

Summary

The article characterizes the mechanism of the secondary marking of verbal derivation, establishes the boundaries of semantically derived units in the nominative-derivative processes of the Old Ukrainian language in the written records of the 14th – 17th centuries. The suffixed word-formation of the verbal nominatives should be considered not only within the limits of semantics, but also in the onomasiological aspect of language and its connections with the structure of consciousness: thinking, mental functions, internalization of reality and feeling of the world, as well as in the mechanism of reflecting referents in the mentality and marking them in language system. Nominative processes determine the mechanism of interaction of reality, thinking and language inherent in a certain ethnic group. The suggested combined approach to research, in particular onomasiological with elements of the field and ideographic, which makes evident the two-vector analysis, from a thought to a word and from a word to a thought, in the research of the word-forming subsystem of the Old Ukrainian language in the linguistic conceptualization of the world, clarify the cognitive-discursive approach in the emergence of new nominative derivatives, which outline **the relevance** and **the perspective** of the research.

Key words: the denominatives, a motivation, a word-forming type, a suffixed word-formation, a linguistic sign, a cognitive-onomasiological analysis, a combined approach.

1. Introduction

The study of historical derivation in the modern linguistics is **relevant and promising**, as it contributes to the deepening and clarification of ideas about the national-linguistic picture of the world of Ukrainians in the diachronic and synchronic aspects: "Linguistics, regardless of whether it is called historical or not, must inevitably be historical. Any explanation that we can give for the definition of a given phenomenon in a language necessarily leads to what was previously different; the science establishes a number of stages that this phenomenon has passed through until the present time. If there is a science of language, then this already says that there is a history of a language, that this science is historical" *(Potebnia,1930: 3).* Intensive study of the historical vocabulary of the written monuments of the 14th–17th centuries of the Old Ukrainian language produces the application of the latest approaches to the analysis of the derivational compilations not only in the analytical-synthetic, but also in the cognitive-onomasiological aspects, which is **a novelty** of our research.

The purpose is to find out the semantic-structural mechanism of creation of verbal nominatives in the Old Ukrainian language of the 14th–18th centuries and the cognitive-onomasiological (motivational) mechanism, from the internal programming of the motivational base to

the stage of selection of the onomasiological structure of the name. The realization of the set purpose involves solving the following **tasks**: to characterize the semantic-structural aspect of the verbal nominatives, to determine the main types reflected by the verb suffix subsystem of the Old Ukrainian language; to analyze the motivational features of derived verb units; to determine the ratio of intralingual, extralingual and extralingual factors in the development of the verbal word-form of the 14th–18th centuries of the Old Ukrainian language; to systematize the paradigm of word-forming means of the Old Ukrainian verb subsystem as the embodiment of a fragment of the idio-ethnic language picture of the world of Ukrainians.

Traditional linguistics uses such formal and substantive methods as distributive, transformational, valence, comparative, component analysis, etc. This technique makes it possible to model the hierarchical structure of word meanings at the seme level and at the level of connections of lexical-semantic options. In order to analyze the actual material, **the methodological apparatus** of Ukrainian derivation (word formation) was applied, linguistic methods – descriptive with methods of classification (systematization of the language material), comparative-historical with methods of etymology, general scientific (induction, deduction, classification, systematization, modeling), cognitive-onomasiological, which makes it possible to characterize the grammatical system of the Old Ukrainian literary language of the 14th–18th centuries, in particular its word-forming subsystem at the motivational level.

2. Main text

Ukrainian derivational science has a significant theoretical and practical development in terms of the study of the word-forming system of the language, types and methods of word-formation in the works of O. Potebnya, Ya. Holovatskyi, I. Verkhratskyi, A. Krymskyi, I. Kovalyk, L. Humetska, S. Bevzenko, V. Nimchuk, T. Vozny, V. Rusanivskyi, L. Yurchuk, K. Horodenska, N. Klymenko, L. Bisovetska, U. Shtandenko, I. Vyhovanets, V. Greschuk, L. Didkivska, Ye. Karpilovska, O. Pinchuk, L. Polyuga, L. Rodnina, Z. Sikorska, I. Yatsenko, S. Samiylenko, P. Timoshenko, V. Tokar, L. Beregovenko, P. Bilousenko, A. Hryshchenko, O. Krovytska, and others, who deserve attention in its factuality, perfection, representativeness and relevance. As O. Selivanova notes: "the problem of the modern word-formation and the theory of nomination is the study of motivational mechanisms, which at the verbal level are manifested in the structural-semantic connections between derived and creative units of the language system, and at the cognitive level is a way of linguistic representation of the conceptual relations of the synergistic system of ethnic consciousness. The analysis of the motivation of the nominative units enables at least a partial explication of this system, the detection of mental processes that mediate the connection between linguistic and conceptual, the procedure for obtaining, processing information acquired in a sensory-empirical way, by internal thought reflection in interaction with unconscious processes" *(Selivanova, 2000: 21–27)*. The processes of the secondary designation require cognitive and functional clarification, because, firstly, it is a cognitive operation by which we understand and perceive one type of object in terms of objects of another type, secondly, the secondary materialization of values is determined by functional possibilities language and text-discursive signs *(Lakoff, 1980: 5; Lipka, 1990)*. In the process of creating verb derivatives, either a fragment of true knowledge about the signified, verbalized in the direct meanings of words (a sphere of propositions), or associative knowledge (a sphere of associates, images) is highlighted. Systemically, the final stage of nomination is selection (verbal-nominative stage), through which the onomasiological structure of the word is finally formed. According to the general interpretation of the onomasiological structure as a set of an onomasiological

basis and a signs *(Dokulil, 1962)*. The task of conceptual analysis is to establish the structures of knowledge and their linguistic representation, and the description of the former takes place on the basis of the latter, although there are relations of homomorphism and not isomorphism between linguistic structures and structures of consciousness: a language reflects only a part of human knowledge and is a one-sided reflex of consciousness, and according to proponents of modularism, is a separate module-subsystem *(Bierwish, 1983: 122–124)*, and "each module as a cognitive system has a specific structure inherent only to it, which cannot be explained on the basis of the structural features of other modules" *(Schwarz, 1992: 23)*. The study of the motivational mechanisms of verb derivatives in the ancient Ukrainian language of the XIV–XVII centuries is two-vectored: from the onomasiological structure of the word to the structure of knowledge about the signified object, and vice versa *(Kocherha, 2003)*.

3. Verbal formation of denominatives

Verbal word formation in the Old Ukrainian literary language of the 14th–18th centuries serves as a means of expressing the specific category of denominatives, the formation of imperfect verbs from perfect verbs and, conversely, perfect from imperfect verbs, while passing into form construction. Such secondary species categorization served to replenish the lexical composition of the Old Ukrainian language. Therefore, the verb formation of denominatives combined two functions in the motivational and word-forming process: formal-grammatical and lexical. Verbal word formation appeals to two formal means for establishing the aspects of perfection and imperfection of verbs, namely suffixation and prefixation: ВАБИТИ (20), -ЛЮ, -ИТЬ v. To call, to invite: ж(е)ны же ины видѣвше ю дѣлающю, начаша ю вабити въ црквъ. ЧтБГ к. XI сп. XIV, 49 а *(Tymchenko,B.1:87)*; ВЪЗБЛИСТА|ТИ (1*), -Ю, -ЄТЬ v. To shine, to sparkle: тогда праведнии възблистають акы и слнце во цр(с)твии ѡца ихъ. (ἐκλάμψουσιν) ЖВИ XIV–XV, 37б *(Tymchenko,B.1:127)*; ВЪЗДОИТИ (1*), -Ю, -ИТЬ v. To feed: аще родитсѧ ѡтроча погубѧть. аще дѣвоческъ полъ то въздоѧть. <и> прилѣжнѣ въсп(т)итають [так!] ЛЛ 1377, 6 *(Tymchenko,B.1:128)*; ВЪЗДРОЖАТИСѦ (1*), -ОУСѦ, -ИТЬСѦ v. To tremble, to shudder: и не станеши. [в день судный] и не въздрожьшисѧ бьѧ по персемъ. ПНЧ XIV, 109 в.; ВЪКОВАТИ (1*), ВЪКОУЮ, -ЄТЬ v. To strengthen by forging, to put smth. somewhere: и вкова в ню [икону] боле трии десѧть гривенъ золота. ЛЛ 1377, 116 (1155) *(Tymchenko,B.1:128)*; ВЪШИБИТИСѦ (1*), -ОУСѦ, ЕТЬСѦ v. To be pierced, to shatter: и оудари и мечемъ. и тако вшибесѧ шеломъ. до лба ЛИ ок. 1425, 158 об. (1151) *(Tymchenko,B.1:128)*; ГНѢТИТИСѦ (1*), -ЧОУСѦ, -ТИТЬСѦ v. To flame up: желаюмъ бо по законѣ страдати. кде мечеве ѡстрите. и страшно да блискаютсѧ. кде оузы. ѡгнь паче да гнѣтитсѧ. ГБ XIV, 136 б. *(Tymchenko,B.1:175)*; ГОБЬЗОВАТИ (5*), -ОУЮ, -ОУЄТЬ v. 2. To flourish, to prosper: нынѣ же безаконьствующе и прогнѣвающе ба спѣюще многажды долготерпѣниюмь биюмь и ничтоже приюмлюще зла, но гобзоующе всѣмь батьствомь и блгоднюмь (εὐθηνοῦντες) ГА XIII-XIV, 77в. *(Tymchenko,B.1:172)*. Suffix -ова- in the Old Ukrainian literary language of the 14th–18th centuries is the most productive suffix in the intra-verb suffix word formation.

4. Prefixation of a verb word-formation

The prefixation of the verbal word-formation of the Old Ukrainian language is most profoundly represented in the nominative processes, as a transitional phenomenon perfective forms of denominatives composed of a prefix and an iterative base could arise, and this indicates that

in the Old Ukrainian literary language of the 14th – 17th centuries they inherited from the previous eras two formal means of creating perfect verb units: prefixation and suffixation and kept their motivational value *(Humetska, 1958)*. Combining with simple imperfect denominatives, they performed a double, lexical-motivational and formal-grammatical function: they created lexemes with a new motivational and semantic shade or modified a new lexical meaning and at the same time produced a grammatical means of transitioning imperfect denominatives to the category of perfective verb derivatives. Some prefix formants revealed a new shade of meaning of the prefixed verb unit, and did not break the motivational connection with the original lexeme. Others belonged to the marginal sphere, had a weakening of motivational judgments *(Humetska, 1958)*, in the conceptual scheme of the formal word-forming process, or completely destroyed the semantic connection with the relative verb.

The verbal language segment modified the compilation of the meaning of the main verbal motivator with the derived motivator, the most productive prefixes that indicated the finitive-resultative nature of the process: ВОЛОЧИТИ (1*), -ОУ, -ИТЬ v. To drag in: аще ли ключитсѧ тако же проказа людьи Рустѣи. да пр(о)водимъ ю в Рускую земьлю. да продають рухло тоѧ людьѧ. и аще что можеть продати ѡ(т) людѧ. воволочимъ имъ мы Русь. ЛИ ок. 1425, 14(912) *(SSUM,vyp.1:75)*; ВАЛИТИСѦ (1*), -ЮСѦ, -ИТЬСѦ v. To roll over: Ненавиди наштоѧштаѧ сеѧ жизни. видиши. бо ю ѩкы коло валѧще сѧ (ϰυλιόμενον) Изб 1076, 74 об. *(SSUM,vyp.1:7)*; РОЗГРОМИТИ, v. To destroy, to smash. Хмелницкого полковникове [лядскіе] посилали на тіе поля имати и розгромити, але оніїї тихъ посланнихъ лядскихъ погромилъ, а козацтво до оного пристало. Л.С. 7. *(Tymchenko,B.2:279)*; ВЪБРАНѦТИ (1*), -Ю, -ЄТЬ v. To forbid, to prohibit *(SSUM,vyp.1:83)*; ОБЗАРЪ, с.м. looking around; an attention, a respect. ОБЗИРАТИСЯ, v. To look back; to pay attention. Вѣруй тому пророцтву, нѣчого ся не обзираючи на особу Хозроя. Пал. 868 *(Tymchenko,B.2:9)*; ПОЛАЯТИ, v. To scold. Учувши тое отець полаялъ его. Рук.хр. 24 *(Tymchenko,B.1:157)*; ОГОРНУТИ, v. To embrace, to surround, to cover. Страхъ и жалость невимовная всѣхъ Троянъ огорнула. Рук.хр. 80 *(Tymchenko,B.2:128)*; ПЛЮНДРОВАТИ, v. (нм. plindern). To rob, to devastate, to plunder. [Ґріеннїй] панства его [цесара] плюндровалъ и осѣдаль. Пал. 896 *(Tymchen-ko,B.2:112)*. The secondaryness of prefix formants had a polysemic character. Prefixes had a motivation and a grammaticalization only in combination with a motivating base, the action is characterized from the point of view of its passage and appealing to effectiveness.

5. Verbal denominatives in a figurative meaning

Verbal denominatives were used figuratively and lost their motivational connection with the motivator used in the direct meaning. Such verbal derived units cease to be realized with a derived verbal derivative. This group includes denominatives of a terminological nature, which segmental simple verb derivatives do not have. The motivational connection with the derived motivator is lost when the derived prefixed verbal derivative is used with a particle -ся-: ВЪВОДИТИСѦ (11), -ЖОУСѦ, -ДИТЬСѦ v. 1. To be introduced somewhere: двое се гл҃. г(с)и аще арии заоутра вводитсѧ ѡ(т)пусти раба си. ГБ XIV, 182б. 2. To experience some state, feeling: въводѧщесѧ въ великую надежю оупованиѧ. (διεξάγοντες) ФСт XIV, 84 a. 3. To be put into use, to legitimize, to be approved: въводи(т) сѧ на(м) единосущьѧ лица по (пре)вели(ч)ству стг҃о стх҃ъ именуема. ГБ XIV, 54г. *(SSUM,vyp.1:79)*; ОДТИНАТИСЯ, v. To be cut off, destroyed. Тамъ найлѣпшая згода, гдѣ гнилость одтинается. Диар.Фил. 134 *(Tym-chenko,B.2:34)*; ОБВИСИТИСЯ, v. To hang yourself. Обvisитися для долговъ великихъ хот ндѣ. Рук.хр. 325 *(Tymchenko,B.2:6)*; ОБВѢСТИТИСЯ, v. (пл. obwiesić się)*. Make

yourself known. А коли Ковнянинъ пріндеть зъ Низу, а маеъ рыбу, то маетъ обвѣститься мытнику, а маетъ обѣстки дати, любо щуку дбрую, а любо какую рыбу доброю, а не обѣстився, то промыта. АЮЗР. I, 26 (1500) *(Tymchenko,В.2:7)*; ОБЛИЧИТИСЯ, v. To settle accounts, to pay off. Оуподобилося црство небесное, члкоу цроу, который хотѣлъ ся обличати изъ слоугами своими. Пер. ев. 15 *(Tymchenko,В.2:11)*; ОДРУЖИТИСЯ, v. To get married. В одружився и купивъ грунтъу Товстяка мужика. М. П. Кр. 10 *(Tymchenko,В.2:34)*; ПОПИСОВАТИСЯ, v. (пл.popisywać się). To show off, to brag. Есть… премного святыхъ а чудотворцовь, который ся зь тымь не пописують, але сокровени суть. Пал. 811 *(Tymchenko,В.2:170)*. In the Old Ukrainian literary language there is a part of prefixed denominatives derived from simple verbs that have fallen out of use and have only a prefixed form. Such prefixed verb units of the Old book Ukrainian language were devoid of simple imperfect counterparts.

6. Conclusions

Denominatives performed a double, lexical-motivational and formal-grammatical function: they created lexemes with a new motivational and semantic shade or modified a new lexical meaning and at the same time produced a grammatical means of transitioning imperfective denominatives to the category of perfective verb derivatives. The verbal language segment of the Old Ukrainian language in the written records of the 14th–17th centuries modified the compilation of correspondence and regularities of the historical formation of the word-forming system and the verbal subsystem of the Ukrainian language, projecting nomination processes onto the national-linguistic picture of the world, extrapolating into the ethnic consciousness of Ukrainians. We see the perspective of further research in the analysis of the motivation and categorization of the verb as a class of sign words in a specific discursive context, which makes the grammaticalization of the verb derivative evident.

References

1. Bierwish, M. (1983). Formal and Lexical Semantics // Proceedings of the 13th International Congress of Linguistics. Tokyo. P. 122–124.
2. Humetska, L.L. (1958). Narys slovotvorchoi systemy ukrainskoi aktovoi movy XIV – XV st. [Essay on the word-forming system of the Ukrainian act language of the 14th – 15th centuries]. Vyd-vo Akademii Nauk Ukrainskoi RSR. Kyiv, 297. [in Ukrainian]
3. Dokulil, M. (1962). Tvoreni slov v cestine. Praha: Nakl-vi Cs. Akad. Ved., 264. [in Slovak]
4. Kocherha, H.V. (2003). Motyvatsiia vidimennykovykh diiesliv u suchasnii ukrainskii movi (kohnityvno-onomasiolohichnyi aspekt) [Motivation of the pronominal verbs in the modern Ukrainian language (the cognitive-onomasiological aspect)]. Dys…kand. filol. nauk. Odesa, 200. [in Ukrainian]
5. Lakoff, G., Johnson, M. (1980). Metaphors We Live By. Chicago: CUP, 242.
6. Lipka, L. (1990). An Outline of English Lexicology. Tübingen: Univ. Press, 122.
7. Materialy do Slovnyka pysemnoi ta knyzhnoi ukrainskoi movy XV – XVIII st. [Tekst]: u 2 kn. (2002 – 2003). [Materials for the Dictionary of the written and book Ukrainian language of the 15th – 18th centuries] / Ye. Tymchenko [Upor. V.V. Nimchuk, H.I. Lysa]. NAN Ukrainy, Ukrainska Vilna Akademiia Nauk u SShA. Kyiv – Niu-Iork, [Pam'iatky ukrainskoi movy. Seriia slovnykiv]. Kn.1 – 2 [in Ukrainian].

8. Potebnia, O.O. (1930). Z lekciy teoriyi slovesnosti: Baika, pryslivya, prypovidka [From the lectures of the theory of literature]. Kharkiv: DVU, 110. [in Ukrainian]

9. Pliushch, M.Ya. (2005). Hramatyka ukrainskoi movy: U 2 ch. [Grammar of the Ukrainian language: in 2 parts] Ch.1. / M. Ia. Pliushch. K.: Vyshcha shkola, 286. [in Ukrainian]

10. Selivanova, E.A. (2000). Kognitivnaya onomasiologiya: monografiya [Cognitive onomasiology: monograph]. Kiev: Izdatelstvo ukrainskogo fitosociologicheskogo centra, 248. [in Russian]

11. Slovnyk ukrayinskoyi movy XVI – per. pol. XVII st. (2004). [Dictionary of the Ukrainian language XVI – the first half of XVII century.]. / NANU Instytut ukrayinoznavstva im. I. Krypyakevycha. Vyp. 1 – 12. Lviv. [in Ukrainian]

12. Schwarz, M. (1992). Einführung in die kognitive Linguistik. Tübingen:Francke, 223. [in German]

FASCINATION AS A SUPPORTIVE STRATEGY
OF POSITIVE COMMUNICATION CLIMATE

Liana Kozyarevych-Zozulya

Ph.D., Assistant Professor, Kyiv National Linguistics, Ukraine
e-mail: lianakoziarevich@urk.net, orcid.org/0000-0003-1894-7713

Summary

The article investigates the phenomenon of fascination in the context of modern approach to interpersonal communication in cooperative and nonviolent way. Effectiveness of communication process mainly depends on the quality of interpersonal relations, the degree and quality of emotions, the willingness of communication partners to adjust to verbal contact. We shall undertake linguistic analysis of fascination as one of discursive strategies. Fascination is defined as the person's quality to be liked via peculiar semiotic way of self-presentation, aimed at minimizing unpleasant emotional tone in communication and maximizing positive communication climate. According to fascination's nature to enchant, charm, express sympathy, elicit negative emotions and make positive impression, it can be stated that positive communication climate is created by special fascinating way of communication. Such kind of communication is made up of a system of verbal and nonverbal components and connections between the fascinator and the object of fascination. As fascination is able to change emotional state and create positive tone in interpersonal relations, we consider fascination as supportive strategy of positive communication climate. The purpose of our study is to explore fascination as supportive strategy in relation to making positive communication climate.

Key words: Fascination, communication climate, emotional tone, strategy, tactic, nonverbal signs, approval, appreciation, attention, admiration, acceptance.

1. Introduction

Under the conditions of rapid and dynamic changes, communication is considered to be strategic *(Dijk van T.A, 2006)*. While studying communication climate particular attention should be paid to the strategic organization of communication. Effective and appropriate communicative actions of communication partners are traditionally thought to be the main criteria of successful speech interaction *(Deetz, 1986: 24)*. Entering the communicative contact, speakers try to achieve communicative success, realize their own intentions without damaging others' face *(Goffman, 1967: 30)*. It should be emphasized that any communication is strategic in its essence as there is no communication without goal. According to the established goal, language means are selected, communicative techniques are picked, communication channels are established. Generally, strategic communication as the component of paradigm of any communicative action is determined by complexity and a variety of interrelated systems and relations participating in creating communication *(Wilmot, Hocker, 2001: 11)*. Only having a clear goal, having developed a strategy, having identified the means of realization of strategic conception, positive tone is guaranteed in communication.

The discursive strategy of fascination presupposes the task to fascinate the listener, influencing his emotions, making them positive and finally enhancing the climate in communication.

We shall lay a special emphasis on fascination as supportive strategy of comfortization of inter-personal relations which is realized due to different language means to get nice attitude.

2. Literature Review

To carry out this analysis it is necessary to explore interdisciplinary approaches existing in modern practices *(Vangelisti 1990, Ting-Toomey 1994, Wilmot 2001, Littlejohn 1989, Burgoon 1996, Ickes 1991).* From Renaissance period scientists have used the word *fascination* to describe the hypnotic power of persuasion *(Dumont, 2015: 80).* Some of them understand **fascination as a neurological state of intense focus**, that creates an irresistible feeling of engagement as if falling in love *(Fenn, 2015).*

Sally Hogshead, the leading American expert on the science of fascination, advanced the contemporary understanding of fascination having found its practical application. She investigated 7 languages of fascination: the language of creativity, the language of relationship, the language of confidence, the language of excellence, the language of stability, the language of listening, the language of details *(Hogshead, 2010: 15).* All these languages of fascination take place in different types of discourse. In S. Hogshead's opinion, knowing in what "language" you communicate, and understanding what "language" those around you are speaking, will get your message out there, and improve your communication in each part of your life.

Communicative-pragmatic approach in linguistics determines the focus on the speaker, his communicative intentions, ways of verbal and nonverbal expression, strategies and tactics that enables to understand the specificity of communication *(Dijk van T.A, 1982: 12 Sidnell, 2010: 5).* Having analyzed sufficient range of scientific literature, we can state the tendency that discursive practices place a human as an object of communication as well as her discursive behavior, improving interpersonal relations. According to E. Goffman, the main goal in interpersonal interaction is avoiding conflicts and maintaining the communicant's face *(Goffman, 1987: 12).*

Theories of discourse are based on the communicative approach that suggests studying speech in the structure of communication. The communicative approach appeals to studying the discourse as "speech plunged into life" *(Dijk van T.A, 2006: 259)*, taking pragmatic, situational, social and cultural factors into account. Discourse reflects communicants themselves, their relations, beliefs, thoughts, intentions, feelings and emotions.

While analyzing discourse it is essential to investigate strategy and tactic. They have been under thorough analysis of many scholars *(Dijk van T.A, 2006: 260 Goffman, 1986: 13).* In their opinion, communicative strategy is an optimal realization of speaker's intentions to achieve a certain goal in communication.

3. Database and methodology

The data to process in this article are fragments of discourses from prose of the XX century, linguistic corpus of evaluative words, positive tone words, empathetic, complimentary utterances.

Complex methodology is based on the integral methodological approach, according to which fascination is the object of study. It is a supportive strategy realized through a set of tactics with the help of verbal and nonverbal means. Such approach determines applying basic scientific methods (such as induction, deduction, analysis, synthesis, hypothesis).

Special linguistic methods applies in the article are methods of description, methods of discourse analysis, semantic analysis.

4. Presentation of Basic Material of the research

Communication climate refers to the emotional tone of relationships *(Adler, 2009: 25)* between participants of verbal interaction in all kinds of settings and relations (formal and informal). Communication climates can be positive (supportive), negative (defensive) and neutral depending on the emotional tone of communication. Communication climate is pre-determined by the degree to which people see themselves as valued *(Adler, 2009: 18)*. Para-phrasing this thought, communicants perceive others as appreciating and respecting. As a result, they will react positively, experiencing positive emotions that promotes positive com-munication climate.

Since communication climate is the emotional tone of a relationship, it means it is made and influenced by verbal and non-verbal expression of emotions encoded within interpersonal messages, like "*You're important*," "*You matter*," "*You exist*." Positive emotions like happiness, excitement, joy, and inspiration construct positive climate. The latter prevails in confirming communication *(Adler, 2009: 22)* where messages convey valuing, treating with respect, res-onating with each other. The term confirming communication implies messages that transmit valuing *(Beebe, 2007: 20)*. For example, in business discourse these kinds of confirming rela-tionships facilitate productive exchange of information and ideas because everyone is open to listening and discussing projects and issues. People tend to see eye-to-eye about things. Every-one attempts to be generous, friendly and likeable. So, such confirmation can create a positive communication climate, characterized by the term supportiveness *(Beebe, 2007: 16)*.

To conclude, positive communication climate can be formed due to supportiveness. Sup-portive communication climate is the importance of providing emotional support when commu-nicating with others. A basic principle of all healthy interpersonal relationships is "the impor-tance of positive, supportive messages that communicate liking or affection" *(Beebe, 2007: 26)*.

In literature confirming messages include:

1) endorsement;
2) acknowledgment;
3) recognition *(Costigan, 1984: 113)*.

Endorsement means entire support, or communicating someone that they are important. Endorsement is considered the highest form of valuing, one of the strongest type of confirming message.

Acknowledgment indicates an interest, recognizing the thoughts and feelings, offering support.

Recognition means that somebody recognizes the other person. It is the most fundamen-tal communicative act.

We may trace compulsory components of positive communication climate. They are: 1) Supportiveness (through acts of encouragement, acts of sympathy and empathy); 2) Involve-ment (through tats of support, approval, appreciation); 3) Trust (through acts of acknowl-edgement); 4) Openness (through acts of recognition, endorsement) *(Deetz, 1986: 127)*. It is assumed that in positive communication climate communicants feel valued and respected; they demonstrate confident communicative behavior; they have open, sincere and trustworthy rela-tionships; they are willing to speak to others; they listen carefully; they offer feedback; they convey and perceive information accurately.

When we refer to fascination we mean the ability to create that special feeling for others via verbal and nonverbal signs. Fascination is the phenomenon which makes others feel exceptional. Therefore we suggest fascination as supportive strategy of communication climate as its pragmatic force is to be able to create positive communicative tone.

We may point qualities of fascinating speaker: 1. the talent to sweep listeners away with their charm. 2. Seem truly like their interlocutors. 3. Value other's opinion. 4. Devote all of their attention to the listener. 5. Make others feel important like a million and liked.

Since the deepest craving of human nature is the need to feel valued and valuable *(Fisher, 1994: 29)*. The secret of fascination is therefore simple: make others feel important. We can formulate the fascination as supportive strategy in the following way:

"When I fascinate or charm some person with the help of certain verbal and non-verbal signs, I try to make her special powerfully and emotionally".

The more important a speaker makes somebody, they feel more comfortable in his presence. It leads to comfortization in relationships directly related to friendly attitude and disposition to others, appreciation, desire to speak. A fascinating speaker has a powerful quality to speak to others as though "waving a cocoon" (*Fenn)*. No one else exists in the world for him but his listener. And he listens as though every word is important and needs his undivided attention.

Within the study we have elaborated fascination tactics how to make people feel comfortable and wonderful about themselves.
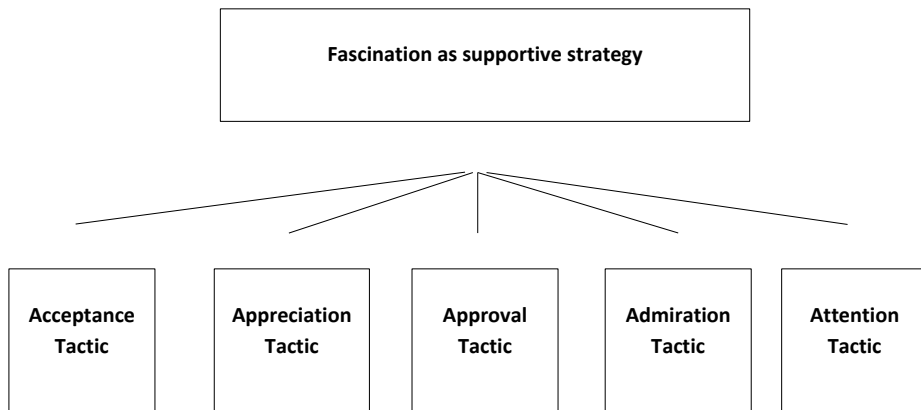
Pic. 1. Fascination Tactics

This picture demonstrates tactics of fascination: **acceptance tactic, appreciation tactic, approval tactic, admiration tactic, attention tactic.** 1. **Acceptance Tactic**.

Acceptance implies giving other people unconditional positive regard *(Onyekwere, 1991: 36)*. In other words, they are accepted entirety, without limitation. By the way, fascination does not admit criticizing or finding fault. Everything is totally accepted about communication partners, as if they were a "miracle of nature" *(Dumont, 2015: 17)*. To accept another person is the starting point in fascination process.

At the level of linguistics acceptance tactic is expressed via empathetic utterances, compliments, praise, etc.

Empathetic utterances selected from one book: *If I am understanding you correctly. If I were you. I would feel the same in that situation. I understand your feelings. I wish you didn't have to go through that. I'm on your side here. I wish I could have been with you in*

that moment. Oh, that sounds terrible. You must feel so helpless. That hurts me to hear that. I support your position here. I totally agree with you. You are feeling so trapped! That sounds like you felt really disgusted! I'd feel the same way you do in your situation. You are in a lot of pain here. I can feel it. It would be great to be free of this. That must have annoyed you. That would make me mad too. That sounds infuriating. That sounds frustrating. That is very scary. Well I agree with most of what you're saying. I would have also been disappointed by that. That would have hurt my feelings also. That would make me sad too. POOR BABY! Wow, that must have hurt. I would have trouble coping with that. What I admire most about what you're doing is… That would make me feel insecure. That sounds a little frightening (Graham, Kenderick, Gordon, 2008: 176).

As for nonverbal components, smile is a powerful means to show happiness at seeing people *(Burgoon, Buller, Woodall, 1996: 187).* They feel happy about themselves because they feel important and valuable. Hence, their feedback is to like the person who is making them feel this way. They find a speaker charming and fascinating. As a result, it brings in positive communication climate.

2. Appreciation Tactic. It is expressing high estimation to others for their actions, increasing their self-esteem *(Onyekwere, 1991: 171).* What does appreciation tactic produce? Eventually, communicants feel more valuable and important; more competent and capable; their self- image improves and their self-respect soars.

Appreciation Tactic is realized through speech acts of gratitude evaluative words (positive emotional nouns, verbs and adjectives). Again smile helps to appreciate others. In this case, self-esteem and feeling of importance highly jump.

Evaluative words selected from different literature: *great able, absolute, aces, adept, admirable, adroit, bad, best, brutal, cold, complete, consummate, crack, downright, dynamite, egregious, exceptional, excellent, expert, fantastic, fine, first-rate, good, heavy, marvelous, masterly, number one, out-and-out, perfect, positive, proficient, skilled, skillful, super dupe, surpassing, terrific, total, tough, transcendent, tremendous, unmitigated, unqualified, utter, wonderful excellent accomplished, admirable, attractive, capital, certified, champion, choice, choicest, desirable, distinctive, distinguished, estimable, exceptional, exemplary, exquisite, fine, finest, first, first-class, first-rate, good, great, high, incomparable, invaluable, magnificent, meritorious, notable, noted, outstanding, peerless, premium, priceless, prime, select, skillful, sterling, striking, superb, superior, superlative, superlative, supreme, tiptop, topnotch, transcendent, wonderful good acceptable, ace, admirable, agreeable, bad, bully, capital, choice, commendable, congenial, crack, deluxe, excellent, exceptional, favorable, first-class, first-rate, gnarly, gratifying, great, honorable, marvelous, nice, pleasing, pleasant, positive, precious, prime, reputable, satisfactory, satisfying, select, shipshape, sound, spanking, splendid, sterling, stupendous, super, superb, supereminent, superexcellent, superior, tip-top, valuable, welcome, wonderful, worthy, etc.*

3. Approval Tactic. This tactic is basic one because throughout life, all humans have a deep subconscious need for approval of their actions and accomplishments *(Costigan, 1984: 113).* Moreover, the need to be approved is continuous. Praise actualizes approval tactic as praise elevates other people's self-esteem. Praise makes them feel wonderful about themselves. In response they find their communication partner to be more interesting, perceptive, highly likable, and extremely charming.

Praise utterances: *You're an awesome friend. You're smart. You are awesome! You are the most perfect you there is. You are enough. You're strong. You have a great sense of humor. You are really courageous.*

4. Admiration Tactic. Admiration means to regard with wonder or approval. Admiration is expressed by compliments. When sincere and genuine compliments are paid, people feel better about themselves, acknowledged and recognized, valuable and important. Consequently, they like themselves more, and they like the fascinator too.

Complimentary utterances are*: I love talking with you. That was fascinating. That dress looks stunning on you. Your hair just adds to your gorgeousness. You are always so happy and kind to people, it's like a big breath of fresh air when I walk into the building and see you here! I want to compliment you. It was a great success. It was a pleasure to listen to. It was one of the finest meeting. I was enthralled by your speech. I was so impressed with you. (Golden, 2005: 43).*

5. Attention Tactic. Probably attention is the most important quality of all. So, it is the most powerful communication behavior for building self-esteem and is the key to instant fascination. When somebody pays close attention to other people, the more valuable and important they feel they are, and the more they like a fascinator.

Thus, these are the five most powerful communication climate creating tactics, i.e. the climate of trust and openness. In such communication environment interlocutors enjoy their relationships because it is easy to talk together and understand one another.

In communication attention tactic is revealed though attentive listening. The ability to listen well is one of the most important qualities of fascinator. He gathers information by asking questions and listening closely to what people have to say. The author of Emotional Intelligence, Daniel Goleman, concluded that the ability to connect emotionally with people, to be aware and sensitive to what people say and what they really mean is crucial for creating communication climate *(Goleman, 1995: 16).* To listen attentively means as if listener is transfixed by what the other person is saying. When a person is intently listened to by another, it makes him feel good about himself. The speaker's self-esteem goes up and he likes himself more. As a consequence, he likes and trusts his listeners.

Examples of phrases that demonstrate active listening*: I'm picking up that… As I get it, you felt… Sort of a feeling that… Sort of saying… Kind of a feeling like… If I'm hearing you correctly… To me it's almost like you're saying… Sort of hear you saying that you… Kind of made you feel… The thing you feel most is… So, as you see it… As I get it, you're saying… What I guess I'm hearing is… I'm not sure I'm with you but… I somehow sense that maybe you feel… You feel… I really hear you saying. I wonder if you're expressing a concern that… It sounds as if you're indicating a concern about… I wonder if you're saying… You place a high value on… It seems to you… Like right now you believe… You often feel… You feel, perhaps, that… You appear to be feeling… It appears to you… As I hear it, you… So, from where you sit… Your feeling now is that… I read you as saying… Sometimes you… Your message seems to be, "I… Listening to you it seems as if… I gather… So your world is a place where you… You communicate a sense of… (Bright, 1988: 33).*

Another technique of attentive listening is pausing before replying. While pausing, three things happen. The first – avoiding interrupting the other person. The second, pausing tells the person that his thoughts and words were important and were being considered carefully. The third, pausing is hearing at a deeper level of mind *(Knapp, Hall, 2002: 93).*

The next technique is questions for clarification. Questions expand on recent remarks. After questions listener can feed message back; in other words, paraphrase it in his own words.

So, effective listening means listening with a difference, it's about convincing people about being totally involved in what is being said. There is a deep conviction that fascination requires undivided attention especially during listening process. In other words, positive

communication climate is built on empathetic listening. The better partners the listeners are, the better communication climate is established.

In terms of nonverbal communication, the whole body of empathetic listener signals his listening. His nonverbal behavior says: "**I am totally focused on what you are saying; every word you utter is of extreme importance to me**." Attentive listeners project that "in the moment" focus that makes people feel special and important. While listening attentive listeners turn their whole body toward the other person and gives this person his complete attention. Close eye contact, gentle "flicking" or shifting gaze from one eye to the other; leaning slightly forward and facing the person directly, standing two to four feet away, and unfolding arms *(Knapp, Hall, 1992: 33)* facilitate to make others feel wonderful and loved.

So, positive communication climate is entirely determined by the way a person looks, listens, and speaks to people. Being a focused and patient listener, using a pleasant voice is essential for communication climate.

Another key to positive communication climate is to be sensitive to what others want and don't want to talk about. While having unpleasant news or emotions, it is recommended to change the subject obliquely, into a slightly different direction. In positive communication fascinator talks about what the other person cares about. When people discuss a topic that's important to them, they tend to reveal a great deal about themselves to sympathetic listeners. They show their likes and dislikes, their preferences, beliefs, and ideas. When a listener in a conversation listens closely, he discovers the way to steer the conversation in positive communication climate.

Thus, communication climate is characterized by the following emotions: **joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, elevation, satisfaction, affection, cheerfulness, surprise, confidence, admiration, enthusiasm, eagerness, euphoria, contentment, enjoyment, optimism, happiness.**

5. Conclusions

The modern development of linguistics is determined by intense interest to language mechanisms of effective communication, reflection of emotions and feelings in speech, to functioning of nonverbal components of communication as signs of attitudes of people to each other, finally means of regulating interpersonal relations of communicants in the process of communicative interaction leading to positive communication climate.

The article interprets communication climate as the tone of the relationship expressed by verbal and non-verbal messages between people. The way people feel about each other and themselves stipulates the tone (communication climate) in verbal interaction.

Features of positive communication climate pointed out in this article are: 1) communicants' feelings of being valued and respected; 2) confident communicative behavior; 3) open, sincere and trustworthy relationships; 4) willingness to speak to others; 5) careful listening; 6) offering feedback; 7) conveying information accurately. Communication climate can be characterized by the following emotions: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, elevation, satisfaction, affection, cheerfulness, surprise, confidence, admiration, enthusiasm, eagerness, euphoria, contentment, enjoyment, optimism, happiness, etc.

Such positive tone in communication is created due to the ability to treat others positively. Fascination provides communication comfort between participants of interaction, performing the so-called magical function in speech. The magic of fascination is in minimizing unpleasant emotional tone in communication and maximizing positive communication climate Fascination

is defined as the person's quality to be liked through charming, expressing sympathy, avoiding negative emotions and making positive impression on people via the whole semiotic complex of verbal and nonverbal means. Qualities of fascinating speakers are: 1. Charming others while caring about them. 2. Showing that they like their interlocutors. 3. Valuing other's opinion. 4. Devoting all of their undivided attention to the listener. 5. Making others feel important like a million and liked.

The work postulates fascination as supportive strategy: "When somebody fascinates another person with the help of certain verbal and nonverbal signs, he tries to make them special and exceptional". The realization of fascination strategy is performed through tactics: acceptance tactic, appreciation tactic, approval tactic, admiration tactic, attention tactic.

Thus, fascination possesses emotional, cognitive, social, communicative and pragmatic potential which determines its discursive importance.

References

1. Adler, R., Rosenfeld, L., Proctor, R., & Winder, C. (2009) Interplay: The process of interpersonal communication. Don Mills, Ontario: Oxford University Press.
2. Beebe, S., Beebe, S., & Redmond, M. (2007) Interpersonal communication: Relating to others. Boston: Allyn & Bacon.
3. Bright F. (1988) Singular Women. New York: Bantam Books,. 354 p.
4. Burgoon J.K., Buller D.V., Woodall W.G. (1996), Nonverbal Communication. The Unspoken Dialogue. The McGraw-Hill Companies, INC, 522 p.
5. Costigan, J., & Schmeidler, M., (1984) Exploring supportive and defensive communication climates. In J. W. Pfeiffer and L. D. Goodstein (Eds.), The 1984 annual: Developing human resources (pp. 112-118). San Diego: Pfeiffer.
6. Deetz S. (1986) Managing Interpersonal Communication. New York: Harper&Low, 1986. 242 p.
7. Devito, J. (2008) Interpersonal messages: Communication and relationship skills. Boston: Allyn & Bacon.
8. Dijk van T.A. (2006) Discourse and Manipulation. Discourse & Society, 17(2), 359-383, www.discourses.org/OldArticles/Discourse%20and%20manipulation.pdf.
9. Dijk van T.A. (1982) Studies in the Pragmatics of Discourse. The Hague: Mouton de Gruyter. 331 p.
10. Duck S. (1998) Human Relationships. London: Sage Publications. 392 p.
11. Dumont T. (2015) The Art And Science Of Personal Magnetism. The Secret Of Mental Fascination/ Theron Q. Dumont. New York: Digiread Publishing, 87 p.
12. Fenn G. M, The Golden Magnet. http://www. readbookonline.net/read/41615/87275/
13. Fisher A., Adams K. (1994) Interpersonal Communication. Pragmatics of Human Relationships. McGraw-Hill, Inc., P. 270.
14. Goffman E. (1967) Interaction Ritual: Essays on Face-to Face Behaviour. Garden City, N.Y.: Anchor Books, 33 p.
15. Golden A. (2005) Memoirs of A Geisha. New York: Randon House. 434 p.
16. Goleman, D. P. (1995) Emotional intelligence. New York: Bantam Books.
17. Graham L., Kenderick S., Gordon L. (2008) Summer Seductions. New York: Harlequin Books. 742 p.
18. Hogshead S. (2010) How to Fascinate. New York: Harper Collins Publishers. 156 p.
19. Ickes W. (1991) Empathetic Accuracy. Journal of Personality. Vol. 61. № 4. P. 12–13.

20. *Kidd F. (1981) Passionate Stranger / Flora Kidd. London: Mills & Boon Limited, 187 p.*

21. *Knapp M. L., Hall J. A. (2002) Nonverbal Communication in Human Interaction. Wadsworth. Thomson Learning, USA. 482 p.*

22. *Lindsey J. (2005) Captive Bride. New York: Avon. 400 p.*

23. *Littlejohn S. W. (1989) Theories of Human Communication. Belmont: Wadsworth Publishing Company. 315 p.*

24. *Onyekwere, E. O., Rubin, R. B., & Infante, D. A. (1991), Interpersonal perception and communication satisfaction as a function of argumentativeness and egoinvolvement. Communication Quarterly, 39(1), 35-47.*

25. *Sallis S, (1991) An Ordinary Woman. London: Gorgi Books. 475 p.*

26. *Sidnell, J. (2010) Conversation analysis: An introduction. West Sussex, UK: WileyBlackwell.*

27. *Ting-Toomey, S. (1994) The challenge of facework: Cross-cultural and interpersonal issues. Albany: State University of New York Press.*

28. *Vangelisti, A. L., & Knapp, M. L. (1990) Conversational narcissism. Communication Monographs, 57(4), 251-275.*

29. *Wilmot, W. W., & Hocker, J. L. (2001) Interpersonal conflict. New York: McGraw-Hill.*

30. *Yankelovich, D, (1999) The magic of dialogue: Transforming conflict into cooperation. New York.*

UNDERSTANDING THE ESSENCE OF UNIVERSITY EDUCATION AND CLASSICAL UNIVERSITY EDUCATION

Kseniia Kugai

Associate Professor at the Department of Philology and Translation,
Kyiv National University of Technologies and Design, Ukraine
e-mail: kugaj.kb@knutd.com.ua, orcid.org/0000-0001-9838-904X

Summary

The article deals with the issue of university education and classical university education. The essence of such concepts as "university education" and "classical university education" has been characterized. There have been analyzed history, essence and content of university education as one of the most important component of higher education.

A university is the oldest and most common type of higher education institution. Therefore, it is considered appropriate to analyze the content, peculiarities and trends of higher education development as a whole on the example of university education. The main task of the university is to awaken the desire for science in the youth, to help the graduate transfer scientific ideas to specific fields of knowledge and social practice. A classical university unites three types of generally significant social institutions: science, education and culture.

University education is not only a special institution designed for education. It is considered to be an important component of society culture, a complete sociocultural image.

There have been used different methods in the study: general scientific (analysis and synthesis), methods of theoretical research, terminological, retrospective logical and systematic analysis, continuous sampling method alongside definition analysis.

Key words: higher education institution, teaching process, learning process, research, personality development, culture of society, scientific activity.

1. Introduction

Education is a part of the means for material life production, which with the help of three interrelated processes of learning, upbringing and development, carries out the purposeful formation of the type of personality necessary for society. The goal of education is the intellectual and moral development of a person. Modern society needs a citizen who has independent, critical thinking, knows how to see and creatively solve existing problems, and is an educated specialist.

University education is the most important component of higher education. A university is the oldest and most common type of higher education institution. Therefore, it is considered appropriate to analyze the content, features and trends of higher education development as a whole on the example of university education.

Nowadays, university education is not only a special institution designed for education. This is an important component of society culture, a complete sociocultural image. Accumulating and transmitting the scientific knowledge of the era as a cultural achievement, universities are a special cultural space that includes huge potential opportunities for the "cultural education" of an individual in the broadest sense, involving him not only in scientific knowledge and

practical skills, but also in the culture of relationships, interaction, behaviour, deed. Representing a special dynamic system, they represent different forms and levels of relationships.

The purpose of the work is to characterize and analyze the essence of such concepts as "university education" and "classical university education".

To achieve this goal the following tasks were set: to study the concept of university, to identify the difference between university education and classical university education, to analyze various scientists' approaches to these notions and to research the history of classical university education in Europe.

There are different methods that were used in the study – general scientific (analysis and synthesis), methods of theoretical research, terminological, retrospective logical and systematic analysis, continuous sampling method alongside definition analysis.

2. The notion of university

A university is an ancient and at the same time modern form of the highest quality educational institution, which gives a person a high level of education, practical skills and skills in a mastered specialty. At the same time, the university is a creative spirit, the spirit of humanism, education and culture. It is innovation, combining pedagogics with scientific achievements of the modern level *(Kugai, 2016:111)*.

The university idea's classic scholars, Humboldt, W., Schelling, F., Schleiermacher, F. and Habermas, J. emphasized the educational function of the university training as a model of national education and moral culture of the nation. The opinion about the culture-forming power of science, its spiritual and moral potential, the relationship between reason and morality was especially fruitful, because teaching means "teaching good". University education (teaching, upbringing) should contribute to the disclosure of an individual inner strength, the formation of his cultural image as a unique phenomenon in the universe, capable of creativity and morally fine deeds thanks to intelligent thinking.

The idea of a university in the modern world, in the space of human culture, is revealed in the very name "Universitas". The term "university" is based on the Latin adjective "universitas" – "universal", "relating to everything" (compared to "universus" – "whole", "entire", consisting of "unus" – "one", "only" and "versus" – "directed", "related to") *(Sydorchuk, 2014)*. That is, the term "universum" covers the meaning "construction and maintenance of universal integrity".

The concept of university ("complex") has a different meaning, which has several interpretations. Firstly, in the organizational aspect, the result of various types of higher education institutions' union began to be called a university. A typical example can be the University of Paris, which arose as a merger of the theological school of the Sorbonne with medical and law schools. Secondly, and very important, the main mission of the university is to attract young people to the combination of all kinds of knowledge. The history of science shows that universities tried to form universal worldview positions for understanding life, the world, space, and man, to provide universal education to graduates who, after completing their studies at the alma mater, joined the elite of society.

3. University education

Another aspect of the "complex" is singled out, which refers to the principles of the organization in university education. First of all, they include the principles that ensure the

continuity of scientific creativity: teaching the latest scientific knowledge and methods of cognition and students' involvement in scientific research activities. Therefore, the main task of the university is to awaken the desire for science in the youth, to help the graduate transfer scientific ideas to specific fields of knowledge and social practice.

Hessen, S. summarizing historical experience, clearly formulated the main principles of university education:

– completeness, diversity and versatility of knowledge offered by the university;

– the spirit of freedom and creativity in the process of teaching and learning;

– the university's ability to self-reproduce by training teachers and scientists from among its students *(Gessen, 1923)*.

These principles should be inherent in university education, regardless of the historical era and nature of development.

What should be understood by the completeness and versatility of university knowledge? From the point of view of Helmholtz, H. the completeness of scientific knowledge consists in ensuring the full interaction of researchers from all fields of knowledge, which lead to a common goal. It is at the university that the fullness of the developing science provides, on the one hand, the worldview breadth of the future specialist, and on the other hand, it creates the foundations for the development of certain fields of knowledge. The completeness, diversity and versatility of scientific knowledge are revealed through the content of the university course, just through theoretical, practical and experimental directions of science, which is the basis of an academic discipline.

The second important principle of the university education is the freedom of teaching and learning. The teachers of some universities do not teach the course outlined by the program, but publicly share their own scientific views. Accordingly, the student does not so much study as engages in scientific activity. However, intensive scientific activity requires systematic knowledge in scientific theories and directions of development in scientific thought. Therefore, the modern university preserves, along with the freedom of study, a variety of subject and professional training programs aimed at in-depth mastering the system of scientific knowledge and practical skills necessary for future professional activity.

The practice of other universities is to give preference to teachers, excellent rhetoricians, and skilful popularisers of scientific knowledge who can arouse students' interest in learning the truth. However, in both versions, an important feature of the university is freedom of scientific views' expression, freedom of scientific and pedagogical creativity, freedom of thought and speech.

The third principle of the university education is the ability to self-reproduce scientific and pedagogical staff from among its own students, which symbolizes the potential for self-development and the freedom of science. Obviously, we are talking about scientific schools, which are created in universities, and which perform the functions of "incubators" of scientific and pedagogical personnel *(Turkot, 2011)*.

4. Historical retrospective

It is generally known that classical university education dates back to the 11th century. Political, economic, and cultural ties began to expand on the territory of Western Europe those days. Many cities appeared and developed, where trade and crafts evolved. Thus as a result there was an increased demand for knowledge in society. The experience of organizing the first universities gradually spread in the countries of Europe and the world, and later turned into a

classical one. In 1088, the first such university was opened in the Italian city of Bologna. Then universities appeared in other European countries and cities, including Paris (1150), Oxford (1167), Salerno (1173), Valencia (1178), Cambridge (1209), etc. *(Jilek, 1983)*.

It is generally accepted that the first universities were classical not only in the time of their creation, but also in their structure. As a rule, they all had four faculties: theological, legal, medical, artistic, or preparatory, which was later called philosophical. The "seven liberal arts" were taught at the arts faculty: first the trivium (Latin grammar, rhetoric, and dialectics), then the quadrivium (arithmetic, geometry, astronomy, and music theory) was added. And it was this system of knowledge that formed the basis of classical university education. Only after graduating from this faculty one could continue studying at one of the other three main faculties.

On the territory of Ukraine, Ostroh Higher School and Kyiv-Mohyla Collegium became the first higher educational institutions similar to the European classical university. Ostroh Higher School was founded in 1576 by Prince Vasyl-Kostiantyn Ostrozkyi. Kyiv-Mohyla Collegium was founded in 1632 by Petro Mohyla, Metropolitan of Kyiv, Halych and all Rus, by uniting Kyiv Brotherhood and Kyiv-Pechersk Lavra schools. Petro Mohyla, in whose honour the Collegium was later named Kyiv-Mohyla College, managed to turn it into an educational institution oriented to the Western European education system *(Khyzhniak, 1988)*.

For the first time in Ukrainian lands, the title of "university" was officially granted to the Jesuit College in Lviv. On January 20, 1661, the Polish King John II Casimir signed a diploma granting the Jesuit College "the dignity of an academy and the title of a university" with the right to teach all classical university disciplines at that time, award bachelor's, licentiate, master's and doctorate academic degrees *(Chuhaiov, Makarchuk & Hryhorash, 1986:16)*.

In the future, the process of creating classical universities in Ukraine continued from the beginning of the 19th century.

The concept of Humboldt, the practical embodiment of which was founded in 1810 by the University of Berlin, is of great importance for the development of classical university education idea. This became an entire era in the development of classical university education. This model spread to all universities in Germany. Humboldt's model is considered classic because it was the first attempt by the university to achieve its true essence in a purposeful way. Since then, science and research have become the main value orientation for universities.

The classical university prototype cannot be imagined without Newman's model, which spread the tradition of liberal education to the university. Newman defined the essence of liberal education as the learning process in which intellect should not be directed to the performance of certain functions, but should function for the sake of forming its own, i.e., "university" culture. It is this culture, he believes, that is the basis of liberal education *(Pelikan, 1992:71)*.

By the time of creation, the fifth university of Ukraine within its modern borders became the university in Bukovyna, which in the 19th century was part of the Austrian Empire. On the basis of Chernivtsi Higher Theological School, Chernivtsi University was established by order of Emperor Franz Joseph on October 4, 1875. In 1918, the Austro-Hungarian Empire collapsed and Northern Bukovyna was annexed to the Kingdom of Romania, but the university continued its existence since then as a classic Romanian higher education institution.

Before the beginning of Soviet transformations in the educational sector in the 20s of the XX century the above-mentioned Ukrainian universities, according to the educational and historical standards of Europe, were standards of classical university education.

5. Higher education institutions in Ukraine

Traditionally, classical university education is based on natural scientific, social and humanitarian specialties, but modern interpretation of the term "classical" still indicates the presence of economic specialties at universities, which has become a characteristic phenomenon for domestic university education since the 1930s.

At the time of Ukraine's independence declaration in 1991, there were 10 state universities on its territory. There activities were modelled on the world classical universities.

For the first time in the official documents of independent Ukraine, the term "classical university" was used in Cabinet of Ministers Resolution dated September 5, 1996 On Approval of the Regulation on the State Higher Educational Institution. According to this resolution "a university (classical university) is a multidisciplinary higher educational institution that provides training specialists with higher education from a wide range of natural, humanitarian, technical and other areas of science, technology and culture under educational and professional programs of all levels, conducts fundamental and applied scientific research, is a leading scientific and methodical centre, promotes the spread of scientific knowledge and carries out cultural and educational activities among the population, has a developed infrastructure of scientific, scientific and production enterprises and institutions, a high level staff and logistical support for such activities" *(Resolution of the Cabinet of Ministers of Ukraine, 1996)*. Along with the generally positive definition of the term "classical university" there was a significant inaccuracy, which according to educators did not correspond to the existing world practice, namely, technical areas cannot be present in classical university education.

If Cabinet of Ministers Resolution of 1996 defines a classical university, then the Law of Ukraine On Higher Education of January 17, 2002 clearly identifies only the term "university", without calling it classical. However, the term definition ends with the provision that both classical and specialized universities can be created. Later, the economic direction of university education was added to the content of the specified term.

According to the latest edition of the Law of Ukraine On Higher Education, the concept of "university", within which the concept of "classical university" is clarified, has the following definition: a university is multi-disciplinary (classical, technical) or sectoral (professional, technological, pedagogical, physical education and sports, humanitarian, theological, medical, economic, legal, pharmaceutical, agricultural, artistic, cultural, etc.) higher educational institution that conducts innovative educational activities at various degrees of higher education (including doctor of philosophy), conducts fundamental and/or applied scientific research, is a leading scientific and methodical centre, has a developed infrastructure of educational, scientific, scientific and production divisions, promotes the dissemination of scientific knowledge and conducts cultural and educational activities (*The Law of Ukraine On Higher Education*).

Based on the analysis of the given definitions and interpretations, it can be concluded that the modern classical university is a multidisciplinary higher educational institution that carries out educational activities related to the acquisition of higher education degrees of bachelor's and master's degrees, the educational and scientific level of the doctor of philosophy from a wide spectrum of natural, humanitarian and economic areas of science, conducts fundamental and applied scientific research. It is a leading scientific and methodical centre that should have a developed infrastructure of educational, scientific and production divisions, an appropriate level of staff, material and technical support, promotes the spread of scientific knowledge and carries out cultural and educational activities.

The focus on the integration of educational process and fundamental scientific research as the basis of university life determines the functions of a classical university, the main of which are:

– production of knowledge;
– accumulation and preservation of knowledge;
– transfer of knowledge;
– spread of knowledge.

These four main functions are characteristic of the ideal model of Humboldt's university and determine the capabilities of the classical university in training the intellectual elite of a society. It is clear that for the implementation of these functions, the university must have the appropriate infrastructure and potential.

6. Conclusions

Thus, a classical university is an advanced, progressive educational centre, a fundamental research institution, a national intellectual centre, a generator of innovations and creativity, a catalyser and guide of rich culture and spirituality. The following criteria of a classical university can be added *(Dvortseva, 2011:35)*:

– large-scale staff training through postgraduate and doctoral studies;
– advanced system of retraining and professional development;
– high proportion of teaching staff with academic degrees and titles;
– availability of doctors of science and professors;
– formation of a higher educational institution, as a classical university, for at least 20 years;
– share of educational programs belonging to natural scientific, mathematical, humanities and social specialties should be a larger part of other educational and vocational programs licensed at universities.

Classical universities are the basis of modern institutions of higher education and forms of cooperation development in the Eurasian educational space. This is due to the fact that despite all the differences and intricacies of national state educational standards, despite all the dynamism and national characteristics of higher education problems, the status of a classical university, its purpose and the content of its activities in the higher education system of each country remain unchanged.

A classical university is a higher educational institution that has certain specific features, special mechanisms and forms of functioning. The fundamental quality peculiarities of such educational institutions are, in particular, a high, one might say elite, level of specialists' training based on a thorough methodological basis. That is an opportunity for students to acquire not just basic, but fundamental knowledge in various fields of science with an optimal combination of natural and humanities educational disciplines, the ability to form and spread the long-standing moral and cultural values, the predominance of fundamental, creative research in scientific work.

In addition, the classical university is the main source of replenishment of scientific and pedagogical staff for the higher education system. It acts as a generator of changes in the field of educational organization. These signs of classical university education, the corresponding qualities of graduates make it possible to talk about the special role of classical universities not only in the field of education and enlightenment, but also in the development of modern society. Also, such a university conducts fundamental and applied scientific research, engages in cultural activities.

In view of the above it can be concluded that a classical university unites three types of generally significant social institutions: science, education and culture. The prestige of classical national universities remains at a high level. In their favour, there is a fundamental knowledge base, many years of experience in the field of science and teaching, internationally recognized scientific schools, the best teaching staff, and a solid material and technical base. At the same time, such a factor as knowledge about national universities abroad and, accordingly, the prestige of the diploma, which opens the door to successful employment, also influences the applicant's choice. Classical university education is the centre of intellectual flower of the nation, the source of international contacts, exchange programs and grants.

References

1. *Chuhaiov, V. P., Makarchuk, S. A., & Hryhorash, D. S. (Eds.) (1986). Lvivskyi universytet [Lviv University]. Lviv: Vyshcha shkola. [in Ukrainian]*

2. *Dvortseva, H. (2011). Klasychnyi universytet yak kulturne seredovyshche osobystosti [Classical university as a cultural environment of an individual]. Psykholoho-pedahohichni problemy silskoi shkoly. № 39(2). [in Ukrainian]*

3. *Gessen, S. I. (1923). Osnovy pedagogiki. Vvedenie v prikladnuyu filosofiyu [Fundamentals of Pedagogics. Introduction to Applied Philosophy]. Berlin. Slovo. [in Russian]*

4. *Jilek, L. (1983). Historical compendium of European Universities. Geneva.*

5. *Khyzhniak, Z. Y. (1988). Kyevo-Mohylianskaia akademyia [Kyiv-Mohyla Academy]. K.: Vyshcha shkola. [in Ukrainian]*

6. *Kugai, K. B. (2016). Analiz istorii vynyknennia ta vzhyvannia terminu «klasychnyi universytet» v Ukraini [Analysis for the history of emergence and use of the term "classical university" in Ukraine]. Labirynty realnosti: zb. naukovykh prats (za materialamy III Mizhnarodnoi naukovo-praktychnoi konferentsii 30-31 zhovtnia 2016 roku). Za zah. red. d.filos.n. Zhurby M.A. Montreal: SPM «ASF». [in Ukrainian]*

7. *Pelikan, Y. (1992). The Idea of the University. A Reexamination. Yale University Press.*

8. *Postanova Kabinetu Ministriv Ukrainy vid 5 veresnia 1996 r. "Pro zatverdzhennia Polozhennia pro derzhavnyi vyshchyi navchalnyi zaklad" [Resolution of the Cabinet of Ministers of Ukraine dated September 5, 1996 On Approval of the Regulation of the State Higher Educational Institution]. Retrieved from: https://zakon.rada.gov.ua/laws/show/1074-96-%D0%BF#Text [in Ukrainian]*

9. *Sydorchuk, N. H. (2014). Universytet yak sotsialno-kulturolohichnyi fenomen [The university as a socio-cultural phenomenon]. Novi tekhnolohii navchannia: nauk.-metod. zb. Instytut innovats. tekhnolohii i zmistu osvity Ministerstva osvity i nauky Ukrainy. K. № 81. [in Ukrainian]*

10. *Turkot, T. I. (2011). Pedahohika vyshchoi shkoly [Higher school pedagogics]. Navch. posib.: rekom. MON Ukrainy dlia studentiv mahistratury vyshchykh navchalnykh zakladiv nepedahohichnoho profiliu. Kherson. [in Ukrainian]*

11. *Zakon Ukrainy "Pro vyshchu osvitu" [The Law of Ukraine On Higher Education] Retrieved from: https://zakon.rada.gov.ua/laws/show/1556-18/page2#Text [in Ukrainian]*

ORGANIZATION OF EDUCATIONAL ACTIVITIES IN THE CONTEXT OF BLENDED LEARNING FOR FUTURE TELECOMMUNICATIONS SPECIALISTS

Anna Kviatkovska

Postgraduate Student at the Department of Open Educational Systems and Information and Communication Technologies, University of Education Management of the National Academy of Pedagogical Sciences of Ukraine, Lecturer, Kyiv Professional College of Communication, Ukraine

e-mail: sobolevanna29@gmail.com, orcid.org/0000-0002-4977-5515

Summary

The article is devoted to the issue of organizing educational activities in the conditions of blended learning for future telecommunications specialists in teaching the disciplines "Switching and Information Distribution Systems" and "Telecommunication and Information Networks". Due to the pandemic and the Russian invasion of Ukraine, distance and blended learning has become one of the leading trends in education, providing continuous and high-quality education. The author analyzed the experience of Ukrainian researchers in the use of blended learning and ICT tools in higher education institutions. The author describes digital tools and learning platforms used by teachers in the disciplines "Switching and Information Distribution Systems" and "Telecommunication and Information Networks" at the Kyiv Professional College of Communications. The materials in the areas of study of future telecommunications specialists are described in detail. The advantages of using the workbook in teaching the discipline "Telecommunication and Information Networks" are presented.

As a result of the survey, which was attended by 50 students majoring in Telecommunications and Radio Engineering, the following advantages of blended learning were identified: flexibility of the process; increased academic performance of students; gaining knowledge in different ways; combination of distance and traditional learning. In an open question, students were asked to indicate what, in their opinion, needs to be changed or improved to improve the blended learning process; the answers were analyzed by the author and singled out into separate positions.

Key words: digital tools, blended learning, informatization, students, telecommunications, institutions of professional higher education.

1. Introduction

The use of blended learning in higher education institutions is a priority not only in Ukraine but also around the world. The impact of the pandemic on educational processes and the outbreak of war in Ukraine in February 2022 have actualized the problems that have arisen in the system of higher education before. Therefore, effective organizational activities of higher education institutions are possible with the high-quality and continuous use of cloud services, digital platforms, auxiliary resources, as well as with the improvement of teachers' competencies in conducting classes for future telecommunications specialists.

2. Analysis of publications and the purpose of the study

The following scholars have studied the use of digital tools, information and communication technologies for organizing distance and blended learning in educational institutions: N. Hushchyna, O. Spirin, V. Oliynyk, N. Morse, O. Pinchuk, L. Kartashova, O. Pinchuk, M. Silchenko, L. Liakhotska, N. Bolubash, and others. N. Balyk, L. Kartashova, K. Buhaichuk, V. Bykov, N. Morse, V. Oleksiuk, M. Noskova, O. Spirin, M. Shyshkina, and others have been involved in the implementation of Google services in the educational process.

The purpose of the article is to describe the digital platforms and tools used in the educational activities of teachers of the Kyiv Professional College of Communications in the training of students majoring in Telecommunications and Radio Engineering in the process of blended learning; theoretical justification of the need to use cloud services and auxiliary digital tools for the successful activity of future telecommunications specialists.

Within the framework of the formulated goal, the following research tasks were solved: by surveying future telecommunications specialists, to identify the advantages, features of digital platforms and auxiliary tools used at the Kyiv Professional College of Communications.

3. Digital services in the process of blended learning

Undoubtedly, the process of modernization of the education system in professional higher education institutions is influenced by the informatization of society and is based on dynamism, the use of existing educational technologies, innovative methods, and new forms of education, such as blended and distance learning. In the Ukrainian modern information society, there is a great demand for IT specialists. Therefore, quality education in colleges and higher education institutions is a priority and is of great value in the field of telecommunications and radio engineering.

The development of science and technology has led to a sharp increase in the need for a digital economy and digital society. Thanks to digital technologies, all changes and realities in society are rapidly changing and updating. The modern education system must be constantly updated, adapted, adjusted and improved by scientific knowledge, because the future of Ukraine depends on the activities of experienced professionals trained in the digital world. According to HolonIQ, the main skills in the 2030 learning scenarios are the ability to make decisions and independent judgments, the ability to produce ideas, active learning, and the ability to learn throughout life.

An important component of blended learning is the organization of the educational process in such a way that future telecommunications specialists communicate with each other online, in groups, during discussions, and these classes overlap with, complement, and add meaning to classroom classes. Without these digital, interactive forms of learning and communication, the process of studying a course at a distance becomes static and ineffective. Therefore, the use of digital tools and cloud technologies is relevant in the process of blended learning: the education and training of teachers should be carried out in accordance with the needs and follow individual and adapted educational trajectories.

The educational process at a distance can be complete if teachers have a number of professional, digital and personal competencies that will allow them to interest, teach, organize the work of future specialists in the first classes and keep their attention until the final one *(Hura, Kviatkovska, Mozghova, 2022)*.

The author analyzed which digital tools are used by teachers at the Kyiv Professional College of Communication in the process of blended learning:

– Google Apps services. Using Google Forms to conduct various surveys, test the level of knowledge of future telecommunications professionals. Google Forms are used as a test platform that eliminates paperwork, in addition, the test results will not be lost, as they are stored in the Google cloud *(Vinokhodov, 2017)*. Google Class is a digital platform where interaction between a teacher and a student or a teacher and a group of students takes place. The creation of a distance course, class, group on Google Class is driven by the need to find new intensive ways and means of education that is moving to new content, and this, of course, requires the use of modern learning tools. Google Classroom helps teachers to organize interaction through the practical development of various online resources and tasks; to teach how to create and maintain a personal information environment, their own virtual rooms, to demonstrate the benefits of collective interaction, cooperation, and the effectiveness of using Google's digital tools in educational activities using specific examples (Fig. 1).
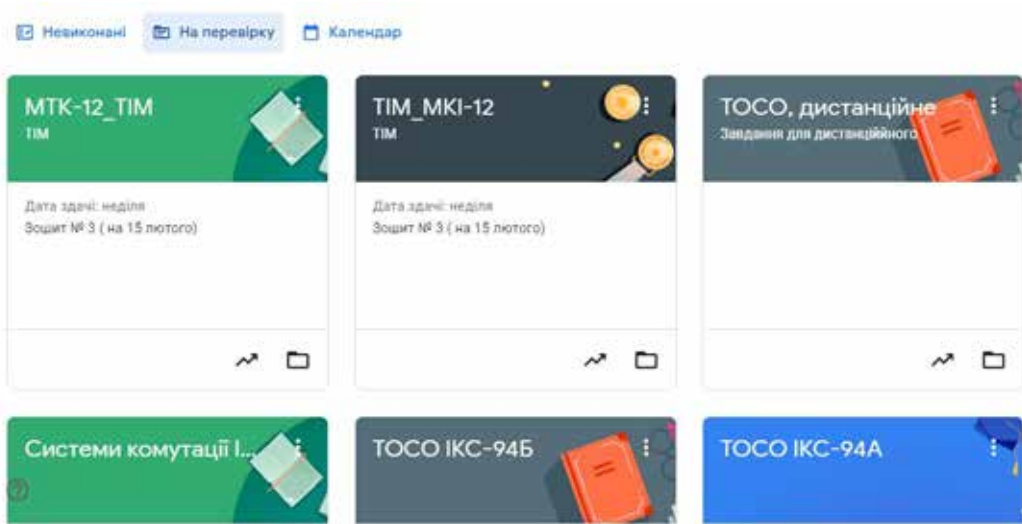
Fig. 1. Work in Google Classroom by a teacher of the Kyiv Professional College of Communications

The main advantage of working in this digital environment is high-quality feedback from course participants, set up through notification systems, submission of work, and private consultations for each assignment in the Google Classroom system.

During blended learning, future telecommunications specialists work through materials in the following areas:

– They get acquainted with lectures in the form of documents, audio and video files in Google Classroom virtual rooms in the disciplines of Switching and Information Distribution Systems and Telecommunication and Information Networks.

– Summarize, analyze and systematize lecture materials on the ZOOM platform.

– Use Padlet board on the ZOOM or GOOGLE MEET platforms when conducting lectures in the disciplines "Switching and Information Distribution Systems" and "Telecommunication and Information Networks". In the process, students can supplement the teacher, express their opinions, and draw a diagram in real time.

– During classroom and online classes, workbooks are used to help learn the material, systematize knowledge, supplement and analyze it. In the system of vocational education, workbooks occupy a proper place and play a multifaceted role in improving the effectiveness of learning, provided they are methodically competent in their design and use (Fig. 2). When working in such a notebook, the student needs to add, cross out, complete directly on the pages of the notebook, which is convenient for both classroom and online classes.

Зошит з предмета
Телекомунікаційні та інформаційні мережі
Для груп МТК, МКІ

Тема 1 Загальні принципи побудови мереж

Оператором мережі (Network Operator) називається компанія, яка є власником телекомунікаційної інфраструктури та бере на себе всі витрати щодо забезпечення її працездатності з заданим рівнем якості обслуговування. Її ще називають мережевим оператором, або просто оператором.

Привести приклади операторів мереж в Україні
_____
_____

Кінцевим продуктом діяльності мережевого оператора є **надання послуг з транспортування інформації його мережею.** Ці послуги називаються телекомунікаційними послугами (Telecommunication Services) та надаються як кінцевим користувачам мережі, так і іншим мережевим операторам, забезпечуючи їх транзитною можливістю з передачі трафіку через свої мережі. *У зв'язку з цим мережі операторів прийнято називати телекомунікаційними мережами* ("теле-" в перекладі з давньогрецької означає "далеко").
Привести приклади ТК-послуг
_____
_____

Створюючи мережу загального користування, оператор зобов'язаний забезпечити в будь-якому місці мережі, до якого під'єднано кінцеві пристрої, стандартний інтерфейс (точку з'єднання).

**Fig. 2. An example of using a notebook in teaching the discipline
"Telecommunication and Information Networks"**

4. Conducting a survey among students

The authors conducted a survey among 50 future telecommunications specialists at the Kyiv Professional College of Communication, which included questions about the effectiveness of blended learning: how students perceive blended learning; what advantages they see in blended learning when studying the discipline "Switching and Information Distribution Systems" and "Telecommunication and Information Networks"; what resources are considered more effective in the process of blended learning.

The answers were distributed as follows:

1. What resources are most convenient and effective for you to use in the process of blended learning? (Google Meet – convenient – 69%, not very convenient application – 7%, not used by the teacher – 24%; Zoom – convenient – 86%, not very convenient application – 6%,

not used by the teacher – 8%; Google Class – convenient – 92%, not very convenient application – 4%, not used by the teacher – 4%).

2. The advantages of blended learning are shown in Figure 3, where the percentage of factors that students considered to be the greatest advantages are included (Fig. 3).

Fig. 3. Answers of students about the benefits of blended learning

The author notes that most of all, students majoring in Telecommunications and Radio Engineering highlighted the following advantages: flexibility of the process (58%); improving students' academic performance (56%); gaining knowledge in different ways (45%); and combining distance and traditional learning (64%). In an open-ended question, students were asked to indicate what, in their opinion, needs to be changed or improved to improve the process of blended learning:

– A personalized, adaptive approach to the student through individual assignments.

– Real-time communication through various digital tools and platforms.

– Diversify classes with various simulation programs. Interactive programs and new effective methods.

5. Conclusions

The prospect of improving blended learning in the process of training future telecommunications specialists is the active introduction of digital platforms and cloud services into the educational process, as well as the improvement and active use of digital competencies by teachers. Organizing effective blended learning with the use of digital platforms, workbooks, simulation programs, and visualization programs is important for students majoring in Telecommunications and Radio Engineering, as communicating with students at a distance, inspiring and motivating them to study in their specialty are skills that modern teachers must have. After analyzing the survey, the author can state that the active role of cloud services, digital platforms and auxiliary tools (e.g., workbooks) in the process of blended learning allows to improve the professional competencies of students, effectively learn knowledge in the study of the disciplines "Switching and Information Distribution Systems" and "Telecommunication and Information Networks". The introduction of computer technology and simulation programs

in the process of training a future telecommunications specialist in higher education institutions radically changes the content of training and the role of the teacher in the educational process. The most interesting and effective, in the author's opinion, is the learning process where technical teaching aids are used to demonstrate the processes that occur in telecommunications visually.

References

1. HolonIQ. (2022) Education in 2030. Five scenarios for the future and talent. 2020. URL: https://www.holoniq.com/wp-content/uploads/2020/01/HolonIQ-Education-in-2030.pdf (date of application 06.02.2023) [in Englich]

2. Vynokhodov, A. (2017) Vykorystannia servisiv Google ta khmarnykh tekhnolohii v navchalnomu protsesi: navch. Posib [Use of Google services and cloud technologies in the educational process: a textbook]. Nikopol. [in Ukrainian]

3. Hura, V, Kviatkovska, A, Mozghova, S. (2022). Khmarni servisy: rozshyrennia mozhlyvostei dlia zakladiv osvity [Cloud services: expanding opportunities for educational institutions]. Aktualni pytannia humanitarnykh nauk: mizhvuzivskyi zbirnyk naukovykh prats molodykh vchenykh Drohobytskoho derzhavnoho pedahohichnoho universytetu imeni Ivana Franka"[Topical Issues of the Humanities: Interuniversity Collection of Scientific Papers of Young Scientists of Ivan Franko Drohobych State Pedagogical University]. № 55. DOI https://doi.org/10.24919/2308-4863/55-1-40 st 247-252 [in Ukrainian]

4. Gurzhiy, A.; Kartashova, L.; Zaichuk, V.; Sorochan, T. and Zhuravlev, F. (2022). Digital twin of an educational institution: an innovative concept of blended learning. In Proceedings of the 1st Symposium on Advances in Educational Technology – Volume 2: AET, ISBN 978-989-758-558-6, pages 300-310. DOI: https://doi.org/10.5220/0010931100003364) [in Englich]

5. Kartashova L. (2018). Rozvytok tsyfrovoi kompetentnosti pedahoha v informatsiino-osvitnomu seredovyshchi zakladu zahalnoi serednoi osvity [Development of digital competence of a teacher in the information and educational environment of a general secondary education institution]. Informatsiini tekhnolohii i zasoby navchannia, № 68 (6) URL:http://lib.iitta.gov.ua/713236/ (data zvernennia 08.02.2023) [in Ukrainian]

6. Kviatkovska A. (2022) Vykorystannia robochykh zoshytiv v zmishanomu navchanni maibutnikh spetsialistiv z telekomunikatsii [The use of workbooks in blended learning for future telecommunications specialists]. Naukovo-praktychna konferentsiia "Profesiinyi rozvytok v umovakh tsyfrovizatsii suspilstva: suchasni trendy". Kyiv. [in Ukrainian]

7. Kviatkovska, A. (2022) Praktychnyi dosvid profesiinoi pidhotovky maibutnikh fakhivtsiv za spetsialnistiu "Telekomunikatsii ta Radiotekhnika" v umovakh zmishanoho navchannia [Practical experience of professional training of future specialists in the specialty "Telecommunications and Radio Engineering" in the conditions of blended learning]. International scientific conference "Modern scientific developments in pedagogy and psychology": conference proceedings. Riga, Latvia: "Baltija Publishing", st.153-155. DOI https://doi.org/10.30525/9978-9934-26-259-3-37 [in Ukrainian]

8. Osadcha, K., Osadchyi, V., Spirin, O., Kruhlyk, S. Stan problem orhanizatsii zmishanoho navchannia u zakladakh vyshchoi osvity ukrainy pid chas pandemii COVID-19 [The state of the problem of organizing blended learning in higher education institutions of Ukraine during the COVID-19 pandemic]. Innovatsiina pedahohika [Innovative pedagogy]. Vyp.81. 2022. DOI https://doi.org/10.32840/1992-5786.2022.81.44[in Ukrainian]

INTERTEXTEMES SOURCES OF THE UKRAINIAN INTERNET SEGMENT

Mariana Lavriv
Postgraduate Student at the Department of Applied Linguistics,
Lviv Polytechnic National University, Ukraine
e-mail: maryanna.zh@gmail.com, orcid.org/0000-0002-5713-8970

Summary

This work aims to analyze the intertextemes sources of the Ukrainian segment of the Internet. The article examines approaches to the concepts of *citation thesaurus* and *intertextual thesaurus*. The functioning of intertextemes of biblical and folklore origin, units that go back to artistic texts of different periods, journalism, advertising, and spoken discourse in Internet texts is studied.

During the formation of the factual base of the research, the method of entire selection from texts posted on the Internet was applied. The origin of the units was analyzed, as well as the relevant phraseographic sources, collections of aphorisms, etc. The elements of etymological analysis turned out to be valuable for the analysis of the national and cultural specificity of the intertextual thesaurus.

English- and Russian-speaking cultures were significant factors changing the composition of the Ukrainian intertextual thesaurus, particularly in the pre-war period. It has been observed that quotations originating from German, Polish, and French linguistic cultures occur much less often. Given the informality of Internet communication, speakers often attribute the authorship of an expression to a certain person. The work analyzes and singles out some intertextemes-«bastard».

Key words: quotation thesaurus, intertextual thesaurus, intertextemes sources, network intertextuality, russification.

1. Introduction

In dictionary practice, there are numerous attempts to systematize intertextemes, mostly such as collections of quotations and aphorisms, authorial in particular, as well as phraseological dictionaries, collections of proverbs, and sayings. Researchers have used various terms to denote a systematized list of intertextual units, such as *a dictionary of learned texts (Tolochyn, 1996)*, *intertextual encyclopedia (Eko, 1996)*, *dialect of memory (Lotman, 1992)*, *quotation thesaurus (Siuta, 2017)*, *intertextual thesaurus (Wasiluk, 2017)*.

H. Siuta defines the concept of a quotation thesaurus as a corpus of expressions formed in the process of learning cultural texts, stated in the minds of speakers and approbated by oral and written language practice of various styles, genres, and times, supra-verbal figurative and semantic combinations as verbal accumulators of knowledge about these texts *(Siuta, 2017: 59)*. O. Wasiluk suggests a comparative definition of the term *intertextual thesaurus*: The intertextuality of the text is a reflection of the cognitive base (a set of information, knowledge, as well as associations, beliefs, ideas common to members of the ethnic cultural-linguistic community, specific to the people, which co-determine the specificity of the given community of the author, a reflection of his intertextual thesaurus *(Wasiluk, 2017: 62)*.

It should be noted that the synchronous analysis of Internet texts confirms the use of a stabilized corpus of utterances and is a training ground for the «formation» and «approbation» of units. Diachronic and synchronic considerations of intertextuality will yield qualitatively different universal and national thesauri. In addition, such thesauri will differ if they are based on texts of different functional styles.

The purpose of this work is to analyze the intertextemes sources of the Ukrainian segment of the Internet. The sample was formed by the method of entire selection, the origin of the units was analyzed, as well as the relevant phraseographic sources, collections of aphorisms, etc. The research corpus is formed from data extracted from texts on various topics but limited by time frame and method of communication. The factual base of the study includes more than 2,500 different units, which are characterized by different frequency of use in Internet texts (more than 3,000 contexts).

Sources of intertextemes are various written and oral texts belonging to folklore; religious, artistic (prose and poetry), journalistic (speeches of famous personalities), scientific, official-business, and conversational discourses. In addition, feature and animated films, as well as commercials, etc., are significant sources of intertextuality. This statement can be applied to every functional style. However, the qualitative and quantitative characteristics of such a thesaurus will differ significantly: the core intertextemes for one style may become peripheral for another, in particular, because of the use frequency within the style.

Observations of the frequency and repertoire of intertextemes of various origins convince us that the sources of the researched units, in the pre-war period in particular, were mostly English- and Russian-speaking cultures, in addition to the specific units. Back in 2010, O. Taranenko drew attention to the «rather widespread detection of the Russian cultural-linguistic component in Ukrainian speech in a set of clichés, catchphrases and individual lexical units, quotations, and other precedent texts. Thus, the specific weight of such tracing phrases has noticeably increased in the titles of publications, columns in Ukrainian-language newspapers of the studied period in the general context of greater freedom of journalistic style – from the language of pop songs, Soviet films, from new programs and advertisements of Russian television, from fiction, Russian folklore, from the language of Soviet political leaders, etc.» *(Taranenko, 2010: 59)*. O. Taranenko notes: «if the use of Russian speech when quoting in the form of direct speech can still be explained by the desire to reproduce it as accurately as possible <…>, then, in other cases, there is an elementary lack of skills of automatic switching of the language code» *(Taranenko, 2010: 33)*. R. Tryfonov, O. Lohvinova explain the appearance of Russian intertextemes in Ukrainian texts by the existence of Ukrainian-Russian bilingualism: «Modern Ukrainian-Russian bilingualism has a variety of manifestations that deserve not only sociolinguistic analysis (recently very common for obvious reasons), but also stylistic and discursive analysis. The massiveness of bilingualism and the powerful pragmatic potential of a «foreign word» led to the rather frequent use of elements of one of the two languages in texts in the second one, in particular in mass communication media of Ukraine» *(Трифонов, Логвінова, 2006: 81)*.

It should be noted the significant influence of the English language on the Internet language. Globalization processes are very noticeable. Back in 2007, Chemerkin noted the significant influence of the English language on the Ukrainian conversational style in Internet communication *(Chemerkin, 2007: 36)*.

O. Levchenko concluded that the use of intertextemes in the original language can be explained by the desire of the text author to preserve the rhyme of poetic lines or paremies, without making efforts to find an equivalent native expression; lexical features of the text that may

complicate translation; make the text more convincing *(Levchenko, 2015)*. Instead, «transcription or transliteration is mainly used to create an ironic or satirical effect» *(Levchenko, 2015)*; for the same purpose, intertextemes containing surzhyk are used *(Levchenko, 2015)*. In addition, if we talk about the Russian-language cultural code, then its «survivability» in the minds of speakers can be explained by the duration of the russification of the Ukrainian linguistic community. Today, in the conditions of racist aggression, Russian-language intertextemes convey a negative connotation in the Ukrainian text, they are used to create a linguistic portrait of the enemy.

The sources of intertextemes that appear in Internet discourse are generally typical of artistic and journalistic styles. However, some Internet discourse genres (posts, tweets) tend to a colloquial and everyday style, which allows us to trace the active part of the intertextual thesaurus of the linguistic community.

2. Ukrainian component of the intertextual thesaurus

The analysis shows that there are many quotations from **the Bible** in various Internet genres: *«Полюбіть свого ближнього, як самого себе!» І ключовим тут є останнє словосполучення* (FB) and many others. It should be noted that the authors also actively use phraseology of biblical origin. It is known that social networks instantly react to the current situation, which is reflected in the transformation of Biblical phraseology: *Але не Пфайзером єдиним, Модерна теж норм чи Астразенека*[1] (Tw)). With the beginning of Russian aggression, this unit is also being updated by replacing the component: *Не Байрактором єдиним / Добірка яскравих успішних місій українських споживчих безпілотників на війні проти Росії* (Tw)[2].

Internet users quite often use **Latin proverbs** and **sayings** in their texts: *Як казали в давнину: репетіціо – ест матер студіорум! Повторення – матір навчання!* (Tw), etc.

Various **spheres of Ukrainian culture** act as sources of «network» intertextuality. One of the most powerful sources is **phraseology** and **paremiology**. D. Syzonov interprets phraseology as a reflection of national identity in mass media coordinates, noting: «since phraseology is a complex fragment of the linguistic world picture, it verbally embodies the material and spiritual culture of people» *(Syzonov, 2019: 66)*. For example, *Перша композиція вдавалася доволі складно, але тепер уже все йде як кажуть, по маслу*[3]*»… (Article «What happened in Transcarpathia during the day?», 2018)*, etc. «Network» also actively creates intertextual units. Today, the neological unit *піти на концерт кобзона* 'to die' and its numerous transformations are functioning (*Окупанти в Донецьку прямо зараз масово летять на концерт до кобзона* (Tg)), etc.

The studied texts contain quotations from **folk songs**: *Тут, як співається у народній пісні: тече річечка невеличечка, скочу-перескочу. Дехто таки перескакує, а декому…* (Tw), etc.

---

[1]   In the examples, the spelling and punctuation of the posts' authors have been preserved.

[2]   *Не одним хлібом живе людина*. According to the biblical myth, Moses addressed the Jews with these words after God gave him the tablets with the commandments: «…Не одним хлібом живе людина, але всяким словом, що виходить із уст господа» (Deuteronomy, 8, 3). Meaning: in addition to material interests have spiritual ones *(Uzhchenko, Uzhchenko, 1998: 190)*.

[3]   Phraseologism *як по маслу* 'clearly, easily, without obstacles; very good' *(Uzhchenko, Uzhchenko, 1998: 96)*.

We come across quotes from **fairy tales**: …*А що президент Володимир Зеленський? Тут усе може бути. Або* **«три дні й три ночі скакав Іван-царевич, доки скакалку не відібрали»** *(Пархомчук, 2019),* etc.

Intertextemes go back to **anecdotes**, which mostly have an international character, in particular in the post-Soviet space. For example, *Не треба ні в кого «перевтілюватись»! Кого обдурити зібрались? Чоловіка? СЕБЕ??? Певно таки себе, бо* **«Штірліца видасть чи то парашут, що тягнеться за ним, чи будьоновка на голові»** *(FB),* etc. However, there are also «national» anecdotes on the network, which transform according to the current situation: *– Не треба там окопуватись, це Рудий ліс. / – Что ви говоріте? / – Глубже, говорю, копайте!* (FB).

L. Skrypnyk notes that «among the catchphrases, which are especially often found in the language of Ukrainian poetry, there are many of them learned from ancient Russian sources, in particular from the famous «The Tale of Igor's Campaign»» *(Skrypnyk, 1973: 57)*. The author's «catchphrases» have been checked for use by modern speakers, in particular in Twitter social network: *Були віки Трояна* (0); *Див кличе над деревами* (0)*; За землю Руськую, за рани Ігореві (Українці звикли до комплексу неповноцінності. Через штамп* **«за землю руську»***. Через дебільний фільм Богдана Ступки…*) (Tw) (0)*; Коні іржуть за Сулою (Іржуть коні за Сулою / Слава дзвенить у Києві* (Tw) (1)*, сурмлять сурми в Новіграді (Сурми сурмлять в Новгороді / Стяги мають у Путивлі-граді* (Tw) (1)*;* **Лисиці брешуть на щити (6)***; О Руська земле, уже за шеломянем єси!* (1)*; Свиснув Овлур за рікою* (0)*; Чи не добре б нам, браття, почати…* (0)*; заступити шляхи полю* (0)*; криваве вино* (0)*;* **ламати списи (близько 70);** *напитися шоломом Дону* (2)*; орати тугу сіяти смуток (трапляється лише 2 контексти зі словосполукою сіяти смуток)* (0)*;* **розтікатися мислію по древу (по дереву)** (5). Quantitative data testify to the fact that a certain part of the intertextual thesaurus is actualized in different discourses (and in different time periods).

Ukrainian literary prose is also a source of intertextemes: *Пам'ятайте, що* **«не потоком галасливих фраз»***, як писав Франко, а добрими справами. Справами абсолютно кожного з нас* (Tw)*; Мордувати дітей не варто, але як писав Франко* **«…Що то за наука, що до голови іде без бука?…»** (Tw).

The Internet quotation book is formed primarily from quotations from T. Shevchenko's poems: *кохайтеся і цілуйтеся вільно, квірно і без меж! адже у кохання немає кордонів! окрім російських. бо, як казав класик, –* **кохайтеся, чорнобриві, та не з москалями** (Tw)*; Слабаки ці запоребрики нинішні, лише язиками ляпати уміють/ Як писав Тарас Шевченко:* **«Славних прадідів великих правнуки погані…»** (Tw), etc. It should be noted that with the beginning of the full-scale Russian aggression, the number of citations of both T. Shevchenko and other specific sources has increased significantly.

I. Franko's poems are often quoted: *Ще би! Це той самий пупсик, який самовіддано* **«лупав сю скалу»** (FB); **«Час рікою пливе.»***, – писав Іван Франко. / У тому плині часу нерідко, здавалося, колись непомітне чи не особливе, згодом стає явищем* (FB).

Users of social networks often quote Lesia Ukrainka: *Як писала Леся Українка* **«Щоб не плакать, я сміялась»** (Tw)*; Коротко про останні два дні –* **щоб не плакать, я донатила на зсу (с) Леся Українка, 2022** (Tw)[4].

Quotations from Lina Kostenko's poems are presented in Internet discourse: *так багато слів, / але як писала Л. Костенко: /* **«несказане лишилось несказанним»** (Tw);

_____

⁴ Words «Щоб не плакать, я сміялась» from Lesia Ukrainka's poem «Як дитиною, бувало…» (1897).

*Чи була я, як писала Ліна Костенко, **дурною і доброю**? – Так / Чи навчила мене ця історія чогось? – Ні* (Tw).

One of the intertextemes sources is a Ukrainian author's song: *Це і дійсно наш стяг. І наші українські кольори. / Як співається в пісні: **червоне то любов, а чорне то журба*** (Tw); *Рештки героїв звалили із села **по русифікованих містах*** (FB).

Internet users often quote and transform expressions of Ukrainian politicians: ***Ці руки, які й справді ніколи не крали**, які відмовилися підписувати накази про виготовлення колючого дроту, – вони й сьогодні не дають… (Kruchyk, 2013)*; *Адже це він на київському Майдані морозною осінню-зимою 2004 року запевняв, що **руки його соратників «ніколи не крали»**, він розповідав про прозору… (Pavliv, 2008)*[5].

Conversational discourse is represented mostly by units of jargon origin: *жадність фраєра загубить* (Tw); *пішов по бєспрєдєлу (Article «The USA offers Russian oligarchs to stage a coup in the Kremlin», 2018)*. However, network neologisms (*Сміх сміхом, та дуже швидко наближається час коли Курська, Білгородська та інші області з само собою Кубанню попросяться до складу України. / Як кажуть – **запам'ятайте цей твіт*** (Tw)) and dialectisms do occur (*І сміття почало накопичуватися спочатку в домоволодіннях, потім, як у нас кажуть **«в сутичах»** – це в поконечах господарств, в якихось пустошах на околицях* (FB).

Therefore, the use of specific sources in the Ukrainian intertextual thesaurus proves the national identity of the Ukrainian linguistic community.

3. Russian-speaking component in the Ukrainian Internet segment

Because of the long history of russification, the aggressive propaganda of the Russian Federation, and the current language situation in Ukraine, the Internet quotation book presents a significant layer of Russian-language intertextemes. Internet texts contain Russian phraseological units and paremias: *Отако дівка дума, що хлоп «самостійний мужик», на «море» заробив, хлоп певен, що мама до могили «обезпечуватиме», а потім скрізь **«скрежет зубовний»**, що сім'ї розваляються* (FB); *Але як кажуть за поребриком: **«Хрен редьки не слаще»** (Polishchuk, 2018)*.

We observe a significant number of intertextemes that go back to Russian literary prose: *В Укртві як у житті, ламур-тужур, вороги, друзі, і Як говорив Остап Бендер, **«тут не церква, тут не крадуть»*** (Tw); *Навіть одяг і міміка мають вплив на учнів. Ще Микола Гоголь у своєму «Ревізорі» звертав увагу на це «… **Інший вчитель таку фізіономію скорчить, що хоч святих винось»*** (FB).

Another source of intertextemes is Russian poetry: *Ги. / **Как много нам открытий чудних** готує цифрове 21 століття. / Рано чи пізно ми дізнаємося і про кремлівську нараду 2019 року* (FB); ***«Блажен, кто посетил сей мир в его минуты роковые, его призвали Всеблагие как собеседника на пир…»**. Ми маємо бути достойними такого запрошення* (FB).

There is a citation of a Russian author's song in Internet texts: ***Якби молодість знала, а старість могла…** / 1 жовтня – міжнародний день людей похилого віку* (FB); *Нові Санжари відправити туди на екскурсію під пісню **«ти помніш как всьо начінолось»…*** (FB).

We come across a significant layer of intertextemes from Russian-language feature and animated films: *Або як говорив Карлсон із однойменного мультфільму: **«Проблем***

---

[5]   Words «Ці руки нічого не крали» belong to Viktor Yushchenko

не існує. Є задачі, а їх потрібно вирішувати» (FB); *Хай пишуть, скільки завгодно. Як казали у фільмі «Службовий роман», у країні в нас перебоїв з папером немає, паперова промисловість працює добре* (Tw).

Ideological texts of the Soviet past, sayings of V. Lenin, Y. Stalin, etc., are often quoted: *І чому моє запитання виявилось ударом нижче пояса? Невже тому, що «дело Ленина живет и побеждает» у нашій #НУШ? (Hromovyi, 2021)*; *Пам'ятаєте?, як у 37-му: «задушить как бєшених собак».* (FB); *Велика вам шана і подяка з цього. / Але... Як казав «отєц народов»: / «Неважно кто и как голосует. Важно, кто и как считает!»(c)* (Tw).

In the texts posted on the Internet, we come across citations of political slogans from the Soviet past (*Запам'ятаймо імена цих покидьків. Треба вивісити їх на табло, як то було за совєтів: Ані пазорят наш горад* (FB)), as well as quotations from modern Russian ideological texts and statements of odious Russian politicians (*Ну ніхто ж не думає, що Аваков скаже: я устал, я ухажу?/ Сам він з владою розстатися не захоче* (FB)[6]; *(Нагадую, що кріпацтво як «духовную скрєпу Росії» рекламував восени 2014 р. не хто, як сам голова Конституційного суду РФ, тож, думаю, Iaroslava Strikha правильно занюшила – від цього сюжету дійсно "пахне сіркою"...* (FB)[7].

The Russian-language segment of Ukrainian political discourse is also presented (*Дякую УП. Ви теж здєлали нас* (FB)).

Unfortunately, the Russian-speaking culture has had a significant impact on Ukrainian linguistic awareness, causing the appearance of a considerable number of Russian intertextemes in the Ukrainian Internet segment.

4. English-, German-, Polish-, French-language intertextemes

Today, the English language is gaining more and more popularity, the number of people who freely use it is increasing, and because of this, Ukrainians are becoming more familiar with English-language cultural texts. We come across English phraseological units and paremias in the Ukrainian segment of the Internet: *Вона була більш мовчазною, але коли починала говорити – я перетворювалась на вухо, як говорять англійці :)* (FB)[8]; *Просто, як кажуть англійці, в кожної дороги своя калюжа (Kuzhelnyi, 2018)*[9].

English artistic discourse is gaining popularity and, accordingly, its citations are frequent: *Напередодні транзитного прольоту Януковича над брюссельським «гніздом зозулі» в напрямку кубинського Гвантанамо, сталося... (Terokhin, 2011)*[10].

An English-language song is often quoted: *Просто це ще одна жива «ілюстрація», що «nothing stays the same» (як співається в пісні). І що ніщо й ніхто не лишається назавжди* (Tw); ***You don't own me**, як співається у пісні, не плутайте стосунки з людиною і право рабовласності* (Tw).

---

[6] The phrase «Я устал, я ухожу» is attributed to Borys Yeltsyn, but in the original, his words were: «Я ухожу. Я сделал всё, что мог».

[7] A common phrase in Russian political discourse, first used by Vladimir Putin in 2012.

[8] English idiom *all ears* 'listening eagerly' *(Longman, 2009: 410)*.

[9] English proverb *every path has a/its puddle* 'Obstacles or challenges are a part of everything' *(Farlex Dictionary of Idioms, 2015)*.

[10] Ken Kesey's novel «Пролітаючи над гніздом зозулі» («One Flew Over the Cuckoo's Nest») (1975).

Units from English-language animated and feature films are presented in Internet discourse: *дякую, а щодо хомо, то як казав мільйонер на яхті в фіналі одної старої, ще чорно-білої американської комедії: «Well, nobody's perfect!»*[11] (Tw).

Quotations from English-language advertising discourse are found: *Сьогодні в мене в коментах під постом Maria Burmaka і Lara Gubina домовилися ввечері зустріться та вина випить… Я прямо, як Nokia: коннектінг піпл…* (FB)[12].

Compared to Ukrainian, Russian and English intertextemes, quotes originating from linguistic cultures are much less frequent in the studied texts: **German** (*На це можна тільки відповісти –«не сміши мої підкови» або як кажуть німці: «Ich bin sprachlos!»* (Tw); *Не можна повністю звинувачувати одного чи іншого. Як кажуть німці: «Es gibt keine fregide Frauen, sondern ungeschickte Männer»* (Tw)); **Polish** (*Як кажуть поляки: «Jak sobie pościelisz – tak się wyśpisz»* (Tw); *шанси були мізерні, ветеринар вколов велику дозу ліків. як кажуть поляки: «raz kozie śmierć!»* (Tw)); **French** (*Здавалося, ж не ланцюгами тебе прив'язали, ну лети від свого театру на всі чотири сторони. Але не можеш, тисяча чортів, як казав Д'Артаньян, не можеш!!!!!* (FB)).

5. Intertextemes-«bastards»

Speakers, communicating on the Internet, often attribute one or another expression to a certain person. Several bastards types can be distinguished:

– **intertexteme authorship belongs to another person/authorship is unknown**: *«Смерть однієї людини – це трагедія, смерть мільйонів – статистика». Чи казав Сталін цю фразу, чи хтось інший припечатав нею сталінізм, але в ній – вся сіль* (FB); *Як казав дядько Фройд – що у тверезого на думці, те у п'яного на язиці* (Tw);

– **the author is attributed a transformed intertexteme, mostly this is an occasional, often pejorative expression**: *Як казав Макіавеллі: Харьков всєгда бил мєнтовскім городом* (Tw); *Як казав Вінстон Черчилль, спочатку державні справи, а потім пішов нах**** (Tw).

6. Conclusions

The qualitative composition of the intertextual thesaurus proves its national and cultural identity. It has been studied that Internet users turn to the Bible texts as an authoritative source, arguing in this way their own consideration. Latin paremiology is a component of the intertextual thesaurus of the Ukrainian linguistic community.

The actual Ukrainian component of the intertextual thesaurus is represented by a specific phraseology and the latest, unstabilized one, which reflects current socio-political events. Another source of the Ukrainian intertextual thesaurus is a Ukrainian folk song and a fairy tale. Internet users also quote such a genre as an anecdote (the latest transformations of plots have been observed).

The specificity of the intertextemes list that occurs in Internet genres is not so much in its qualitative composition as in the frequency of a particular intertexteme use. Thus, among the catchphrases from ancient Russian sources cited by L. Skrypnyk, which are present in Ukrainian poetry, only a few actively function in modern Internet discourse, e.g., *лисиці брешуть на щити; ламати списи; розтікатися мислію по древу (дереву)*.

---

[11] Quote of the character Osgood Fielding from Billy Wilder's film «Some Like It Hot» (1959).

[12] The slogan «Nokia's Connecting People» of Nokia Corporation.

The national identity of the Ukrainian linguistic community is revealed in the use of quotations from poetic and prose works of Ukrainian authors (T. Shevchenko, Lesia Ukrainka, I. Franko, etc.).

The relevance of this or that intertexteme is determined by extralinguistic socio-political factors. External influences on Ukrainian linguistic awareness, in particular, Soviet ideology and long-term aggressive propaganda of the Russian Federation, were aimed at the loss of Ukrainian identity, leading to the presence of a significant layer of Russian intertextemes in the intertextual thesaurus. However, recently in particular, there has been a shift in axiological emphasis, a rethinking of the value of Russian «culture».

Another factor that changes the composition of the Ukrainian intertextual thesaurus is English-speaking culture (phraseology and paremiology, fiction, author's song, animated and feature films, advertising discourse, etc.). Intertextemes of German, Polish, French, and other origins are less common.

Internet communication is largely characterized by informality, «free dealing with a word». Because of this, Internet users can attribute, consciously or unconsciously, the authorship of an expression to one or another person. Conscious attribution of authorship mostly concerns the «quoting» of pejorative expressions.

From the observation of the studied units functioning in Internet texts, it follows that the composition of the citation thesaurus is characterized by a dynamic character, since it is greatly influenced by extralinguistic factors, such as socio-political events and even language fashion.

References

1. Chemerkin, S.H. (2007). Transformatsii rozmovnoho styliu v internet-komunikatsii [Transformations of conversational style in Internet communication]. Movoznavstvo – Linguistics, 4/5, 36-43 [in Ukrainian].

2. Eko, U. (1996). Poetyka vidkrytoho tvoru [Poetics of an open work]. Slovo. Znak. Dyskurs: Antolohiia svitovoi literaturno-krytychnoi dumky 20 st. – Word. Sign. Discourse: Anthology of world literary and critical thought of the 20th century. M. Zubrytska (Ed.). Lviv: Litopys [in Ukrainian].

3. Farlex Dictionary of Idioms. (2015). idioms.thefreedictionary.com. Retrieved from https://idioms.thefreedictionary.com/every+path+has+its+puddle [in English].

4. Hromovyi, V. (2021). Pedahohichne boloto, abo ne zakhodte pered snom v uchytelski «kupy-prodai» FB-hrupy. Chastyna 2 [Pedagogical quagmire, or don't go to teachers' «buy-sell» FB groups before going to bed. Part 2]. vseosvita.ua. Retrieved from https://vseosvita.ua/news/pedahohichne-boloto-abo-ne-zakhodte-pered-snom-v-uchytelski-kupy-prodai-fb-hrupy-chastyna-2-43017.html?fbclid=IwAR1Dg7WM2S65Bs5tpUIDyyYoOQtx5kWvnZy2OzXtx-73nfFAZXXAEMo9Uyhk [in Ukrainian].

5. Kruchyk, I. (2013). Ikona znevirenykh [Icon of the despondent]. i24.com.ua. Retrieved from https://i24.com.ua/digest/people/che-gevara-kona-znevirenih [in Ukrainian].

6. Kuzhelnyi, O. (2018). Remont… chasu [Repair… of time]. day.kyiv.ua. Retrieved from https://day.kyiv.ua/article/kultura/remont-chasu [in Ukrainian].

7. Levchenko, O.P. (2015). Intertekstualnist ukrainskoho internet-dyskursu porevoliutsiinoho periodu [Intertextuality of the Ukrainian Internet discourse of the post-revolutionary period]. Liudyna. Kompiuter. Komunikatsiia: zbirnyk naukovykh prats – Human. Computer. Communication: collection of scientific works, 60-65 [in Ukrainian].

8. Lotman, Yu.M. (1992). Pamiat v kulturolohycheskom osveshchenyy [Memory in cultural illumination]. Yzbrannye staty – Selected articles (Vols. 1), (pp. 200-202). Tallinn [in Russian].

9. Mayor, M. (2009). *Longman dictionary of contemporary English* (5th ed.). Harlow, Essex: Pearson Longman.

10. Parkhomchuk, T. (2019). *Viter koalitsiinykh zmin: pro shcho svidchyt koruptsiinyi skandal u fraktsii «Sluh narodu»* [The wind of coalition changes: what is evidenced by the corruption scandal in the «Servants of the People» faction]. umoloda.kyiv.ua. Retrieved from https://umoloda.kyiv.ua/number/3523/180/139030/ [in Ukrainian].

11. Pavliv, V. (2008). *Ne Nasha Ukraina* [Not our Ukraine]. zaxid.net. Retrieved from https://zaxid.net/ne_nasha_ukrayina_n1057657 [in Ukrainian].

12. Polishchuk, O. (2018). *Shchorichno v Rosii na viiskovykh navchanniakh hynut desiatky viiskovosluzhbovtsiv* [Every year in Russia, dozens of servicemen die during military exercises]. uainfo.org. Retrieved from https://uainfo.org/blognews/1536914613-shchorichno-v-rosiyi-na-viyskovih-navchannyah-ginut-desyatki.html [in Ukrainian].

13. *Shcho trapylosia na Zakarpatti za den?* [What happened in Transcarpathia during the day?]. (2018). zakarpatpost.net. Retrieved from https://zakarpatpost.net/2018/09/03/scho-trapylosya-na-zakarpatti-za-den-holovni-novyny-ta-podiji-3-veresnya/ [in Ukrainian].

14. Siuta, H.M. (2017). *Tsytatnyi tezaurus ukrainskoi poetychnoi movy 20 stolittia* [Quoted thesaurus of Ukrainian poetic language of the 20th century]. Kyiv: KMM [in Ukrainian].

15. Skrypnyk, L.H. (1973). *Frazeolohiia ukrainskoi movy* [Phraseology of the Ukrainian language]. Kyiv: Naukova dumka [in Ukrainian].

16. *SShA proponuiut rosiiskym oliharkham provesty perevorot v Kremli* [The USA offers Russian oligarchs to stage a coup in the Kremlin]. (2018). 24tv.ua. Retrieved from https://24tv.ua/economy/ssha_proponuyut_rosiyskim_oligarham_provesti_perevorot_v_kremli_n1028281 [in Ukrainian].

17. Syzonov, D.Iu. (2019). *Frazeolohiia yak vidbyttia natsionalnoi identychnosti v mas-mediinykh koordynatakh* [Phraseology as a reflection of national identity in mass media coordinates]. *Movoznavstvo – Linguistics, 6,* 64-71 [in Ukrainian].

18. Taranenko, O.O. (2010). *Ukrainsko-rosiiski movni kontakty na suchasnomu etapi: Prytiahuvannia i vidshtovkhuvannia. Tekstualni vkraplennia. Pretsedentni teksty movoiu oryhinalu* [Ukrainian-Russian language contacts at the modern stage: Attraction and repulsion. Textual inclusions. Precedent texts in the original language]. *Movoznavstvo – Linguistics, 4/5,* 22-38 [in Ukrainian].

19. Terokhin, S. (2011). *Pro Yanukovycha, Azarova ta myto na rosiiskyi vazelin* [About Yanukovych, Azarov and the duty on Russian vaseline]. pravda.com.ua. Retrieved from https://www.pravda.com.ua/articles/2011/10/21/6692493/ [in Ukrainian].

20. Tolochyn, Y.V. (1996). *Metafora y yntertekst v anhloiazychnoi poezyy* [Metaphor and intertext in English-language poetry]. Saint Petersburg: Yzd-vo SPbHU [in Russian].

21. Tryfonov, R.A., & Lohvinova, O.V. (2006). *Rosiiskomovni elementy v dyskursi suchasnoi ukrainskoi presy yak intertekstualni odynytsi* [Russian-language elements in the discourse of the modern Ukrainian press as intertextual units]. *Visnyk Kharkivskoho natsionalnoho universytetu im. V.N. Karazin – Bulletin of Kharkiv National University named after V.N. Karazina, 727 (47),* 81-84 [in Ukrainian].

22. Uzhchenko, V.D., & Uzhchenko, D.V. (1998). *Frazeolohichnyi slovnyk ukrainskoi movy* [Phraseological dictionary of the Ukrainian language]. Kyiv: Osvita [in Ukrainian].

23. Wasiluk, J. (2017). *Intertekstualność jako jeden ze sposobów językowego oddziaływania w dyskursie medialnym (na przykładzie wiadomości prasowych)* [Intertextuality as one of the ways of linguistic influence in the media discourse (on the example of press releases)]. *Język – obraz – dyskurs – Language – image – discourse, 27,* 61-68 [in Polish].

THE DEVELOPMENT OF CULTURAL LITERACY AND AESTHETIC THINKING OF MUSIC TEACHERS IN CHINESE UNIVERSITIES

Liu Meihuan

Postgraduate Student at the Department of Pedagogy, Foreign Philology and Translation,
Simon Kuznets Kharkiv National University of Economics, Ukraine;
Associate Professor at the Department of Music and Performing,
Sichuan University of Arts and Science, China
e-mail: liumh9990@163.com, orcid.org/0000-0002-5950-4727

Summary

This article aims to explore artistic techniques, education cognition and culture experience constitute the main system of music education. Based on numerous teaching practices of college music teachers, the development of culture literacy and aesthetic thinking are of great importance at present. Thus teaching space and application range can be extended while creation and deepening of teaching materials would be increased. This work was the result of a scientific and historical study, before which the goal was to determine the quality of musical training in China. The article shows the impact on the level of musical training of Chinese students of the latest technologies using the latest generation of multimedia technology in the process of learning to understand music better. The level of formation of professional competence characterizes the degree of preparedness of a music teacher for music-educational work at school, and acts as a prerequisite for the effectiveness of his pedagogical activity. With the development of times and the progress of society in China, the number of colleges and universities is constantly increasing. College teachers not only carry out the important task of promoting the creative traditional culture of the Chinese nation, but also must have a high degree of cultural awareness and depth. China's spiritual culture and the whole process of teaching and educating people can fulfill this mission.

Key words: music teachers, culture literacy, aesthetic thinking, technology, training.

1. Introduction

The development of culture literacy and aesthetic thinking for teachers is an indispensable part of current music teaching system along with the basic music techniques instruction. Most teachers are equipped with a single music technique: vocal music, instrumental music, opera performance, etc. They mostly lack culture knowledge due to the low requirement on literacy for them. The comprehension and analysis of musical works would be definitely weakened. Therefore, college music teachers in China should put emphasis on culture literacy and aesthetic thinking. It is the requirement of teaching practices and the education reform urges them to change. Teaching system with a hierarchy based on teaching cases combined with high quality teaching aims has gone mainstream.

The purpose of the article is the theoretical substantiation of the pedagogical conditions for the formation of spiritual culture in future music teachers, the development and experimental verification of the management technology for the formation of spiritual culture in future music teachers, to consider the essence of managing the formation of spiritual culture

and the specifics of the professional competence of a music teacher and to prove the importance of implementing the principle of integration of professional training of future music teachers. The practical significance of the obtained research results will consist in the development of an author's model of managing the process of spiritual culture formation in future music teachers and the technology of implementing its components; in the development of scientific and practical provisions, conclusions and methodological recommendations regarding the application of the management model of the process of spiritual culture formation in future music teachers.

Research methods. Methods of theoretical and experimental-empirical levels were used to solve the tasks. The first group consisted of methods of theoretical analysis of psychological-pedagogical and methodical literature; synthesis of empirical material, its classification; modeling and concretization of theoretical knowledge, generalization of pedagogical experience in higher pedagogical education. With their help, the essence of professional competence was considered, the problems of the formation of professional competence in the theory and practice of professional training of future music teachers were analyzed. The second group consisted of such methods as questionnaires, conversations, interviews, surveys; direct and indirect observation, self-observation; independent expert assessments, ranking, creation of problem situations, study of creative works, implementation of experimental verification; statistical methods of experimental data processing.

2. Main part

The development of culture literacy and aesthetic thinking
(1) Art technique (skills and techniques)
Art technique is the main part of music education. As the base for culture literacy, it also serves as the carrier and origination of teaching. At the same time, aesthetic thinking rises out from it. Namely, music teachers cannot only adhere to the instruction of traditional instrumental performance, culture should be blended into teaching from the perspective of education cognition and culture experience. It provides a thinking base and logic design for teaching.

Art technique teaching involves many subjects rather than a given artistic performance. But the majority of college music teachers focus on the teaching of art techniques. The introduction of basic music terms and music language with appreciation of important musical pieces make students acquire the perception of music: the melody, the rhythm, the harmonics and the orchestration. Then students can master a musical expression (musical instrument, vocal, compose,etc). These can be treated as instruction on the level of art techniques. Generally speaking, most teachers graduating from professional music colleges emphasize the skills and techniques performance while neglecting the significance of education theory and general courses. The present one-to-one tutoring is quite individual, though the rigidity of techniques, stereotype of thinking mode and weakening of literacy cannot be overlooked. Consequently, some music graduates cannot find other jobs except music performance. The lack of cultural deposits, aesthetic awareness and innovation would lead to failure in career. To develop qualifying music graduates, based on imparting the knowledge of art techniques, more on culture literary and thinking mode should be added into teaching system. In other words, literacy and instruments work together to improve students competence *(Wang Anguo, 2004)*.

In the context of education reform on Literal arts and Inter-discipline, college music teachers are confronted with challenges: high requirement and broad teaching room. Hence, the creative teaching system should be considered in the art techniques teaching. Culture literacy

should also be accompanied with the whole teaching practice. To be specific, music teachers are supposed to explore how to broaden education cognition.

(2) Education cognition(aesthetic and education theories)

It seems that there is difference between education cognition and music techniques instruction. Actually, the teaching practice and teaching activities are based on education theories. College music teachers may be an excellent artist with talent in instrumental performance and vocal performance. However it requires much more to be a qualified teacher. The theories in pedagogy and psychology are necessary in teaching practice.

As college music teachers, the identity of teacher demand education cognition. Meanwhile the knowledge of music teachers in education has an impact on the efficiency of teaching. The art teaching system can also be influenced. "the emotional values, knowledge and techniques, process and methods in music teaching function as systemic structure on students."[2] Music teachers with proper education cognition help to grasp the general rules of music education. The effective communication between students and teachers would be accomplished. It also determines the efficiency and quality of teaching activity. Admittedly, music education is one type of art education. The accumulation of aesthetic theories is quite important. Dong wenxue, the literary artist, put forward a definition on aesthetics value dimension: aesthetics is to cultivate all-round students; aesthetics is about values and art education; aesthetics is a branch of philosophy concerned with the study of the idea of beauty; aesthetic is the instruction of aesthetic perception. From the above explanation, it provides an insight into education cognition. Many dimensions involved in music education are demonstrated. The cultural deposit and aesthetic thinking mode are supposed to employed in teaching practice for comprehension and application.

Culture literacy and aesthetics play an important role in education cognition. The concept of teaching regardless of status and well-rounded education are the emphasis of Confucian thoughts. *Disciple gauge* lists many traditional good manners. The interpretation of *On instruments of Xishan,* researches in music creation of Bach, piano performance and emotional expression of Chopin...numerous literacy in music influence music appreciation and teaching. Education can be related with culture experience.

(3) Culture experience

Stage and social practice are important in this respect. The field and social community serve as a quite different cultural experience from traditional school education.

The perception of integration in music education become more prominent. The integration in teaching procedure, teaching aim, teaching space, teaching theme and teaching content asks for more in the dimensions of cultural experience. In other words, the pursuit for art techniques and aesthetics in teaching should be accompanied with the enhancement of cultural experience. Cultural experience permeates the whole education system rather than an attachment to teaching practice. Currently college music teachers employ cultural education in the following two aspects: the introduction of background on classics, the artists and artistic features; the summary and expansion.

Quality-oriented education has been a focus in the education of China. Literacy, a set of practices which can be observed, taught, acquired and measured, is the combination of knowledge, skills and attitudes. This type of education with high standards requires music teachers to highlight the integration of art techniques and education cognition through cultural experience. The interaction of theory-practice-theory should be strengthened. The construct of culture literacy and the unity of knowledge and action should be developed for students in teaching practice. Core quality is gradually cultivated from comprehensive quality.

Music teachers should improve their own cultural experience to satisfy the increasing need in music education.

The practice of cultural literacy and aesthetic thinking mode development

Teaching aims and value innovation are involved in cultural literacy and aesthetics. That is to say more aims and value orientation can be found from traditional teaching. Another two specific teaching practice are concerned: the expansion of teaching material and field domain; deep experience and interactive influence. The innovation in music education aims at the multidimensional value orientation. It is the key from the traditional music technique instruction to cultural literacy and aesthetics. Instead of learning several songs and cultivating art specialist, what matters for college students is the improvement of art appreciation and aesthetic competence along with cultural literacy. Hence the development of cultural literacy and aesthetic thinking are based on the creative adjustment on teaching aims and values. The expansion of teaching material and field domain is referred to as well as the deep experience and interactive influence.

In the context of interdisciplinary and integrating scope of college music education reform, there are many limitations for the traditional teaching aims and value orientation. College music teachers should apply cultural literacy and aesthetics thought into teaching for positive values.

(1) The expansion of teaching material and field domain (the extension of teaching space "classroom-stage-field")

The diversity of options in teaching material and the expansion in teaching field domain are the focus in the practice of cultural literacy and aesthetic thinking mode development. Muti-dimensional teaching material can be available for music teachers. The domain for practice can be expanded in teaching space. The teaching application domain can be defined as a special cultural domain. An objective relationship grounded on the production, inheritance, transmission and acceptance of knowledge is produced among educators and educatees. It should be noted that the teaching application domain in a narrow sense concentrates on the traditional school and classroom. Recording studio, stage and theater would be included. However it can be expanded to community and field in music teaching application domain. Thus more vivid and rich teaching material can be obtained. In other words, the college, stage and field, as different dimensional application domain, can benefit teaching to shape a complete teaching system.

The comparison of teaching plans in music appreciation of two college teachers

Teacher A-traditional teaching plan	Teacher B-modified teaching plan
the lead in for preview	the lead in for preview
the introduction for content	the introduction for content
the demonstration of teaching material(audio and video)	the show of folk musician
the discussion and reflection	the presentation of students
	the discussion on the similarity and difference between folk musician and music majors
	the call for the attention on original culture and the emphasis on the conservative value of culture heritage and aesthetic value of folk art

(Wang Changen, 2011)

From the above teaching plans, the difference lies in the choice of teaching material. There is less material in the former which concentrates on audio and video. While the teaching material is plentiful in the latter and better teaching effect can be achieved. The expansion of field domain, "classroom-stage-field", is formed on the basis of college music teachers' vision and accumulation of knowledge. Equipped with corresponding culture deposit and aesthetic thinking, teachers can design more creative teaching activities. Except for teaching aims and content of music education, the practicability, variety and expansion of teaching material should be taken into account in teaching. Teachers cooperate with students, and colleges coordinate with local government. All work together to enhance application efficiency. In this way, teaching material and teaching space can be fully put into practice.

(2) Deep experience and mutual influence (the mutual interaction between teachers and students from art to culture)

The blend with teaching space is the key in this respect. The logical adjustments in the procedures of traditional teaching plan make the teaching activity develop smoothly. Culture literacy based on deep experience and strong mutuality is emphasized. Specifically, culture literacy education of college music teachers is demonstrated in two aspects: the interpretation of classic works, artists and artistic features at the beginning of class; the summary of knowledge expansion at the end of class.

The comparison of teaching procedures on Suona horn between the traditional teaching plan and the modified one:

the traditional teaching procedure	the modified teaching procedure
the introduction of music culture in Meishan	the communication and experience of folk Suona musicians in Danlin area of Meishan
the explanation of artistic features of Suona in Danlin area of Meishan	the consultation of instrument performance, arrangement of band from folk musicians
the show of Suona performance video and analysis of performance techniques	the questions and reflection of students and comments of folk musicians
the imitation of playing Suona	the cooperation with folk musicians on stage(community, school, and other places)
the rehearsal on the stage and teachers' comment	the questions and reflection of students and comments of folk musicians
the consolidation	the consolidation

(Feng Lanfang 1978-1998).

From the comparison of the two teaching plans, the latter is abundant in teaching material and teaching field domain. Meanwhile the culture experience run through the whole teaching procedure. The interest is intrigued in the latter teaching model and the transition from art to culture is realized. What matters is college music teachers' culture literacy and reflections. Thus the deep influence and mutuality in teaching activity can be achieved. The social value, cultural value and aesthetic value can be obtained at the same time *(Wang Anguo 2004).*

Obviously, it doesn't mean the aim of deep experience and influence can be achieved if students are led to the teaching field out of class. Sometimes it only scratches the surface in practice and the effect may be not equal to the effort teachers put in teaching. Some vocal music teachers put forward the learning system of "learn-immers-sing-perform-feel-think-create". It is not only a expansion of the simple system of "learn-sing-perform", students can experience

culture through learning singing techniques, engaging in stage performance, reflection and analysis of knowledge. Therefore college music teachers try to explore more suitable teaching plan in order to realize deep experience and mutual influence based on culture literacy and aesthetics.

3. Conclusion

There remains some problems in the development of cultural literacy and aesthetics for college music teachers: the lack of systematic training model for teachers and suitable text-books, the communication gap between students and teachers, the restriction on teaching activity during the Corona-virus epidemic…… However, music teachers should reflect on exerting themselves to enhance cultural literacy and complete sound knowledge system from the perspective of academics, teaching and life. Then the realistic value should be achieved.

References

1. Ren Yeyun (2021). Compulsory education music teaching under the language structure metaphor. Journal of Aesthetic Education, No. 12 (05): P. 105-113 [in Chinese].
2. Dong Xuewen. Introduction to Aesthetics. Peking University Press, 2003: P. 247 [in Chinese]
3. Chu Hongqi (2016). The international vision of core literacy and China's position: China's national quality improvement and the transformation of education goals in the 21st century. Educational Research, 2016, No. 37(11): P. 8-18.
4. Wang Anguo (2004). Research on the Reform and Development of School Music Education in my country. Journal of the Central Conservatory of Music, 2004(04): P. 3-12.
5. Feng Lanfang (1978-1998). Twenty-year review and prospect of art education in ordinary colleges and universities. People's Music, 1999(10): P. 33-37.
6. Wang Changen (2011). Education and teaching activities in the cultural field. Journal of Nanjing Normal University (Social Science Edition), 2011 (06): P. 77-81.

AN EMPIRICAL STUDY ON INTERCULTURAL COMPETENCE OF CHINESE UNIVERSITY TEACHERS WORKING WITH BACHELOR-TRANSLATORS

Liu Yanshi

Postgraduate Student at the Department of Pedagogy, Foreign Philology and Translation,
Simon Kuznets Kharkiv National University of Economics, Ukraine;
School of Foreign Languages, Sichuan University of Arts and Science, China
e-mail: 936533660@qq.com, orcid.org/0000-0002-6588-8325

Summary

This article presents a factor-criterion model of determining the intercultural competence of Chinese university teachers who work with bachelor-translators. The practical result of the scientific research of the article is the system of recommendations to the management of the intercultural competence development of teachers who work with bachelor-translators in the condition of Chinese institutions of higher education. The article systematizes the main problems of improving the intercultural competence of teachers in Chinese institutions of higher education. The article considers the internal and external factors of developing intercultural teaching competence of teachers in Chinese institutions of higher education. The article emphasizes that the intercultural competence of the teacher, as a systematized set of knowledge, abilities and qualities that ensure the optimal implementation of pedagogical activities, is aimed at meeting both professional and social needs, is a multilevel system that develops over time from the three intercultural dimensions of emotion, cognition and skill. The essence of social and professional needs of teachers in the conditions of Chinese institutions of higher education is considered with the approaches of regular training and intercultural experience. The components of the model of determining the intercultural competence of the Chinese university teachers working with bachelor-transactors are analyzed and considered in detail. The article presents the essence of pedagogical conditions, which is necessary for designing the intercultural teaching training process in the conditions of Chinese institutions of higher education, and it contributes to the development of the intercultural competence of teachers in teaching implementation. The specifics of the pedagogical approach to the development of intercultural competence of Chinese university teachers are considered. The scientific result of the research was the proposed model of determining the intercultural competence of teachers in the conditions of Chinese institutions of higher education, which is verified to improve the intercultural competence of teachers who work with bachelor-translators.

Key words: intercultural competence, teacher, model, emotional aspect, cognitive aspect, skills, bachelor-translators, Chinese institutions of higher education, pedagogical approaches.

1. Introduction

Intercultural studies has been a hot topic in China's academia since 1980s. In the past, the contrast research on cultures seems to be done a lot, but the dynamic intercultural process needs to be done further. To develop students of undergraduates at the translation program, the teachers' professional competence is quite vital. Teachers occupy a pivotal role in developing students' intercultural competence.

Any teacher who responds to new social expectations, is capable of creative growth and professional self-improvement, perceives and creates innovations, and then updates one's knowledge, enriches pedagogical theory and practice, becomes an effective teacher with a high level of intercultural competence integrated into students' linguistic competence development.

That is the reason that the authors attempt to design a model of determining the intercultural competence of Chinese university teachers who are working with bachelor-translators, from the viewpoint of teachers in accordance with their professional competence. To verify this model, a survey is made and conducted to prove the good design and practice in teachers' intercultural competence teaching.

2. Literary review

Theoretically, Lessard-Clouston *(1996)* investigated Chinese foreign language teachers' attitude to cultural teaching, Sercu *(2006)* and Oranje & Smith *(2017)* probed foreign language teachers' cultural teaching faith, and Zhang Chun *(2014)* studied the intercultural competence development faith of university foreign language teachers, in addition, the cognition about intercultural communication competence of foreign language teachers of higher education institutions is also analyzed *(Han Xiaohui 2014)*. But specialized literature sources do not provide sufficient information regarding the formation of the intercultural competence of teachers in the conditions of Chinese institutions of higher education.

Most teachers admit the importance of intercultural competence theoretically, but they embrace uncertain attitude or contradictory emotion toward the integration of cultural knowledge into language teaching. To make it clear, the authors have made hypotheses: do the foreign language teachers, working with bachelor-translators, have different interpretations on the policies? How much do they know about intercultural competence? Do they use some appropriate teaching methods to develop students' intercultural competence? Have they had some intercultural experiences to guide their teaching designs? Apparently, a project of teachers' training on inter-culture is necessary to be designed in the approaches of instruction and experience, so that teachers can transform their cognition, emotion, attitude, and behavior in their actual teaching activities.

3. Research aim and tasks

The aim of the article is to develop the model of determining the intercultural competence of teachers in the conditions of Chinese institutions of higher education, who work with bachelor-translators. To achieve this goal and get the proper verification of the model, the following tasks were set:

– Analysis of the factors of determining the intercultural competence of teachers in the conditions of institutions of higher education of west China;

– Study of the teacher's intercultural competence model in the conditions of Chinese institutions of higher education, who work with bachelor-translators.

– Identification of pedagogical conditions that contribute to the development of the intercultural competence of the Chinese university teachers.

4. Materials and methods

The object of research is the status of intercultural competence of Chinese university teachers who work with bachelor-translators.

The subject of the study is the processes of developing the teacher's intercultural competence in the conditions of Chinese institutions of higher education.

An applied problem on this topic, is the complexity of the emotion, cognition and behavior of teachers working with bachelor-translators in the environment of Chinese institutions of higher education.

The scientific problem lies in the lack of methodological principles regarding the development of the intercultural competence of teachers in the conditions of Chinese institutions of higher education.

The following research methods were chosen:

– generalization – for the analysis of the factors of determining the intercultural competence of teachers in the conditions of institutions of higher education of west China;

– classification – to highlight and substantiate the main components of the teacher's intercultural competence development model in the conditions of Chinese institutions of higher education;

– deduction – for the parameterization of the components of the teacher's intercultural competence development model in the conditions of Chinese institutions of higher education;

– analysis and synthesis – to identify pedagogical conditions that contribute to the development of the intercultural competence of teachers in the conditions of Chinese institutions of higher education.

5. Research results and discussion of results

The status of intercultural competence development of the teacher in Chinese institutions of higher education determines the desire to satisfy the social needs of bachelor-translators with high-level intercultural competence, which reflect the necessities of the enhancement of the university teachers' professional competence and intercultural teaching actions, especially working with bachelor-translators.

The concept "teaching language to form intercultural competence" refers to "an educational activity of individual world outlook, values, identity, intercultural awareness and ability carried out by the school through the determination of training objectives, curriculum setting, selections of teaching content and materials, update of teaching concepts, designs of teaching methods and teaching activities, and organic combination of school education and social practice" *(Zhang Hongling 2012: 4)*. Thus, the goal of teaching is to enhance intercultural awareness and sensitivity and help students observe, analyse, and settle the questions from the intercultural viewpoint; to develop students' attitude of respect, inclusion, understanding, and appreciation, towards different cultures; enrich their cultural knowledge and own a global vision; to increase their intercultural communication competence to ensure the efficiency and appropriateness; cultivate students' cooperative competence in the diversified settings.

The process of intercultural competence development is determined by both external factors (social and professional requirements for pedagogical condition) and internal factors (the level of development of individuality as a teacher's attitude, emotion, skills and qualities that determine the teacher's readiness to overcome intercultural barriers in the pedagogical activity and other applied translations).

The factors of determining the intercultural competence of teachers in the conditions of Chinese institutions of higher education are as follows:

The authors have developed the factor-criterion model, which includes six types of professional activities of teachers of the translation discipline. The first one is organizational competence, which refers to six skills, namely: the ability to organize educational activities; the ability to organize extracurricular activities of students; the ability to foster student participation in the team; the ability to educate ideas; the ability to coordinate all aspects of internal and external education; the ability to organize and manage their own learning and life in professional development.

The second is related to professional knowledge, that is, the cognitive component. The fourth component is keen observation, rich imagination, good memory and ability to think logically.

The third indicates competence in developing curricula for teachers working with students in the translation program. It requires five components: clear teaching objectives; careful study of teaching materials; activation of teaching activities; attention to teaching strategies; implementation of teaching assessment.

The fourth concerns communicative competence. It includes the ability to linguistic expression; the ability to non-verbal expression; the ability to use modern educational technologies. All three elements constitute the teacher's ability in terms of communication to establish harmonious relationships with students and their colleagues. Thus, their translation educational activities can function as an effective act of intercultural communication to bridge the gap between different languages and cultures.

The fifth is synergistic competence. It contains three aspects: teamwork management, task adjustment, organizational structure.

The last one concerns performance. It includes positive dynamics of translation learning, active participation in professional activities, increased interest in the translation discipline, methods of self-assessment of teaching.

Intercultural competence of teachers' working with bachelor-translators actually involves three aspects of emotion, cognition, and behaviour in the teaching and education. Emotional competence refers to a teacher's constant refection of his native language culture's reference frame, its influence on his and students' thinking and ways of behaviour, of his attitude to target language culture, stimulating and helping students to actively do an intercultural leaning. Cognitive competence includes teachers' accumulation of alien culture's comprehension and intercultural theory and practice, and internalization of intercultural education and teaching, among other things, training the ability of seeking common ground while reserving differences. Behaviour competence is to conclude the experience of intercultural practice, by searching and collecting the intercultural teaching stuff and cases, promote the close linking with translation teaching and intercultural practice, and form the students' ability of applying intercultural theory and knowledge into thinking, analysis and solution to the intercultural problems.

In addition, teachers' working with bachelor-translators have to respect students' characters of intercultural learning, based on this, take proper modes, methods and means to develop students' intercultural competence. To develop the level of bachelor-translators' intercultural competence through teaching, it is difficult for a part of teachers to achieve it. More cooperation among teachers is essential, along with the systematic design and implementation of training project and teaching plan, which can be adopted into the different courses and stages.

In the questionnaire survey conducted based on the design of empirical study, all 57 correspondents are the colleagues working in the Chinese universities, Sichuan province, west

China. As for questions regarding intercultural competence from the dimensions of concept, connotations at the emotional, cognitive and skill aspects, and self-assessment and evaluation on their students, corresponding teachers are giving their selections. Actually, the degree of cognition of the teachers will impact their focus on the intercultural competence training for students in their pedagogical designs and tasks. Only 15.09% of them chose the choice "weak" and 35.85% selected the "strong" and "very strong".

In the terms of the connotations of intercultural competence, the author provides the five choices: [1] Respect the world's cultural diversity; [2] Through comparison, understand, interpret and evaluate the similarities and differences of cultural texts and products, etc., deepen the understanding and identification; [3] Critically learn the basics of western intercultural theory and research methods, and carry out preliminary research based on intercultural practice; [4] Carry out intercultural communication in a flexible, effective and principled manner; [5] Provide intercultural communication services through interpreting or translation, to mediate between people with intercultural communication difficulties.

The second choice [2] is accepted by all teachers, and 78.16% of correspondents select the fourth one [4]. Thus, the language service such as interpreting and translation is very important but quite difficult in fulfilling the communication tasks concerning cultural transference.

However, "the appropriateness of the teachers in intercultural experience is in proportion with the pedagogical competence" sounds true. 16.36% correspondents think they have relatively weak points in adapting themselves to bridge the cultural link. Only they had very strong intercultural awareness and sensitivity, they could excavate the cultural elements in the textbook or use relevant translation materials.

Nevertheless, as for "how is the intercultural competence of the students you have taught?" the teachers have made assessment on the intercultural competence of bachelor-translators. On average, most of the students own the competence at the general level. 12.73% correspondents as teachers think their students have strong competence in the intercultural aspect.

In the light of data analysis above, the authors come to conclusions on this investigation: 1) The concept of intercultural competence and its connotations needs to be known deeply by teachers. More further study and trains are provided to foreign teachers to enhance their professional competence in teaching. 2) From the average rate of intercultural competence of teachers and the one of students, the similarities between them are decided by the teachers' competence. Only by developing teachers' professional competence, students' competence can be improved with the implementation of teaching, learning and assessment. 3) Some difficulties in teaching practice are often met, especially, what to teach, how to teach, and how to test are in urgent need of creative exploration. In addition, foreign language teachers' emotion is another focus for further research.

In the process of competence development, it is necessary to identify the pedagogical conditions that contribute to the development of teachers' intercultural competence in the conditions of Chinese institutions of higher education. By pedagogical conditions, the authors mean the pedagogical environment, in which the process of training develops and functions, corresponds to the goals of the development of intercultural competence in the conditions of Chinese universities and implements the didactic principles of selecting the contents of intercultural training for teachers, with the approaches of instructions and experience, in professional orientation of linguistic-cultural teaching activity, which determine the development of this quality as one component of the specialist's professional competence.

To identify the pedagogical conditions for the development of the Chinese university teachers' intercultural competence, it is necessary to: determine the system of the goals of the

intercultural training process; justify the didactic principles of the selection of the subject matters, structure the content of the educational material mostly from the target language not the source language; identify the factors which functions mainly in this process (methods, means, organizational forms); to provide a program for intercultural competence development as the main means of achieving the given goal, to test the developed program in an experiment.

The level of the Chinese university teacher's intercultural competence is determined by knowledge about other multi-cultures, the culture processing, skills and abilities to use means and methods of culture information processing and analysis in various types of intercultural activities, the ability of emotion to recognize and control oneself and bachelor-translators in professional teaching activities, the ability of reflection on the teacher's classroom action as a practitioner. Any creative teacher cannot be separated from the realities, and teachers working with bachelor-translators are in search of new forms and methods of intercultural teaching, pedagogical support in the educational process. The translation materials the website that the teacher select should help the bachelor-translators to transform the information and culture as well so as to achieve the intercultural communication in the educational training and practical process.

The approaches of enhancing the teacher' intercultural competence in teaching include a regular and systematic training program, which highlights the importance of further teacher education, and an intercultural experience project by means of web platforms such as digital reading, media materials, and video from the target language countries, to promote the cooperation and communication of intercultural teachers.

In the process of using the proposed results, the following limitations of a subjective essence may be imposed:

– in the process of development of intercultural competence environment, social and professional needs of teachers' intercultural pedagogy may arise in the condition of Chinese institutions of higher education;

– the list of organizational and pedagogical conditions in the Chinese universities may change depending on the peculiarities of undergraduate programs.

Further areas of research may be:

– assessment of the effectiveness of intercultural interaction and expedience of teachers in the environment of Chinese institutions of higher education to cultivate the development of intercultural competence;

– assessment of the quality of taking into account the web technological aspects and the function of multi-modal teaching means for Chinese university teachers in the development of intercultural competence in teaching.

6. Conclusions

The concept of intercultural competence and its connotations needs to be known deeply. More further study and trains are provided to enhance their professional competence in teaching. From the average rate of intercultural competence of teachers and of students, the similarities between them are decided by the teachers' competence. Difficulties in teaching practice are often met, especially, what to teach, how to teach, and how to test are in need of creative exploration.

From the dimensions of emotion, cognition and skills, teachers' intercultural competence can be evaluated so that, according to the model, the professional competences of teachers such as organization, professional knowledge, curriculum teaching design, communicative

competence, synergy competence and performance could be developed increasingly. Furthermore, the approach to fostering the foreign language teachers' competence will emphasize the intercultural experience and its reflection. More chances are offered to teachers to get cognition and promote their skills. In the meantime, the multi-modal devices of internet technology impact foreign language teachers' competence development, which needs more attention.

References

1. Han Xiaohui. (2014). The status quo and consideration of the cultivation of intercultural communication ability of college students: a case study of college English teachers // Journal of Foreign Languages, No. 3. p. 106-110.

2. Lessard-Clouston, M. (1996). Chinese teachers' view of culture in their EFL learning and teaching // Language, Culture and Curriculum, Vol. 9. No. 3. p. 197-224.

3. Oranje, J. & L. Smith. (2017). Language teacher cognitions and intercultural language teaching: The New Zealand perspective // Language Teaching Research, Vol. 22. No. 3. p. 310-329.

4. Sercu, L. (2006). The foreign language and intercultural competence teacher: the acquisition of a new professional identity // Intercultural Education. Vol. 17. No. 1. p. 55-72.

5. Zhang Chun. (2014). A quantitative study on the belief of foreign language teachers in Chinese universities: Based on the cultivation of intercultural communication competence // Foreign Languages in China. No. 6. p. 91-95.

6. Zhang Hongling. (2009). Research on intercultural competence training of foreign language teachers. Study on Intercultural Studies (Vol. 1) / Beijing: Higher Education Press, 278-290.

7. Zhang Hongling (2012). Intercultural education-oriented foreign language teaching: history, current situation and future // Foreign Language World. No. 2. p. 2-7.

8. Zheng, X. (2017). Translingual identity as pedagogy: international teaching assistants of English in college composition classrooms // The Modern Language Journal, Vol. 101. No. S1. p. 29-44.

STANDARDIZATION OF HIGHER EDUCATION AS A SCIENTIFIC AND PEDAGOGICAL ISSUE: THEORETICAL ANALYSIS

Illia Lysokon

Assistant at the Department of Social Pedagogy and Social Work,
Kryviy Rih State Pedagogical University, Ukraine
e-mail: lysokon2697@gmail.com, orcid.org/0000-0002-1722-1825

Summary

The standardization of higher education as a scientific and pedagogical issue is theoretically justified in the article. It has been established that the basis for the development of higher education standards and their adaptation, taking into account the European experience, are legislative acts that ensure the functioning of the sector of higher education in Ukraine, didactic materials and scientific intelligence on the subject of the phenomenon under study. The idea of the relationship between the quality of educational services in the system of higher education of Ukraine and the acceleration of educational reforms is highlighted. The theoretical and terminological aspect of the standardization of higher education was analysed, and the issue of replacing basic educational concepts was identified, which as a result leads to misunderstanding of the processes both in the education system and in its individual branches. Possible directions (globalization, Europeanization and intercultural one) of the educational policy of Ukraine for the development of higher education standards and their specifics are revealed. It was determined that the standardization of higher education and ensuring its quality takes place in the conditions of a liberal model of educational policy, which simultaneously strengthens the ideas of academic freedom and social responsibility of educational institutions. Therefore, the state educational policy of Ukraine sees the standardization of higher education as a tool for socio-cultural and economic growth.

Key words: higher education, European integration, institutions of higher education, foreign experience, education, professional training, standard of education, standard of higher education, quality of education.

1. Introduction

The relevance of research is that an integral component for the development of any, and especially the Ukrainian, system of higher education is the development of education standards. Educational standards are a kind of determinant that arose at the request of society and due to the interaction of various stakeholders in the field of higher education. The reaction of the system of education to the social order depends on the adaptation of the domestic educational policy to European requirements, principles and standards. Currently, Ukrainian higher education requires a student to master the necessary general and special competencies that will allow to be competitive on the labour market.

The absolute advantage of the Europeanization of the standards of higher education in Ukraine is the convergence of the European and Ukrainian educational systems, the cross-cultural exchange of national educational practices, the return of the Ukrainian historical-pedagogical narrative to its European beginnings, and the promotion of the formation of knowledge about

European values and culture among students of higher education. That is why the Ukrainian state educational policy must ensure the proper quality of higher education for its citizens and enter the European space of higher education as an autonomous unit that has preserved the national educational and political tradition and adapted to new requirements.

The main task is the theoretical justification of the standardization of higher education as a scientific and pedagogical issue in the national educational discourse.

The object of the study is higher education in Ukraine.

The subject of the research is a theoretical analysis of current issues of development and implementation of standards of higher education in Ukraine.

Research methods. The following methods were used to conduct the scientific research: analysis, expert method, interpretation, classification, problem-genetic, synthesis, systematization, terminological analysis and generalization.

The source base of the research consists of regulatory and legal acts that ensure the functioning of the sector of higher education in Ukraine, didactic materials, which are represented by programs, manuals, methodical recommendations, textbooks, educational, methodical literature and scientific works of Ukrainian and foreign researchers, which contain modern ideas, highlight innovative methods and standardization tools of higher education (V. Andrushchenko, V. Bobrytska, O. Bosak, L. Gayevska, O. Lyashenko, M. Piren, L. Ryzhak, A. Sbruyeva, G. Tovkanets, Ye. Khrykov, Yu. Yakymenko, etc.).

2. Theoretical and terminological aspect of standardization of higher education

The European integration of Ukraine is a completely logical evidence of Ukraine's acquired historical experience in the process of its political and socio-cultural formation. The process of European integration takes place in various directions, in particular in the field of higher education. In 2005, Ukraine joined the Bologna process and for the next almost 10 years its integration into the world educational and scientific space was suspended. However, since 2014, the development of the field of higher education and European integration processes have been revived and even accelerated.

One of the factors of socio-cultural development and a component for the development of the European community, which provides solutions to the problems and current challenges of today due to the competence approach, is the concept of "Europe of Knowledge" *(Andrushchenko, 2006)*. Thus, this definition confirms the approved vector for development of education as one of the main social institutions and a priority direction for the development of humanity.

In our opinion, the terminology system of higher education and its integration with foreign approaches can be attributed to the main scientific and pedagogical issues of standardization of higher education, trends in introduction of standards and consideration of European experience in the development of standards of higher education.

First of all, it is important to note that the standardization of higher education is interconnected with the quality component of the educational process. On the one hand, the standards of higher education determine the list of competencies and program learning results that a student of higher education must achieve, and on the other hand, the provision of the backbone of higher education contributes to the development, implementation and modification of standards of higher education.

Thus, Yu. Yakymenko defines three main models of the quality of education – American model (combines the English and French models, and assumes that the educational institution

and the interested parties determine the level of quality of higher education in joint activities); English model (outlines the assessment of the quality of education at the institutional level, where the institution of higher education determines its strengths and weaknesses, prospects for further development through self-assessment); French model (provides an assessment of the activities of the higher educational institution, the quality of its provision of educational services from the outside, and also establishes the social responsibility of the educational institution to society for quality preparation for the further professional activities of its graduates). Additionally, according to the researcher, the American model was a prototype for the formation of the European system of quality assurance of higher education *(Yakymenko, 2004: 126)*.

We consider it expedient to consider such concepts as "quality of education" and "standard of education" within the scope of the research. Let's start with the definition of "quality of education", which Ye. Khrykov suggests to consider as a characteristic that determines compliance with the established state standards of education and accepted social norms *(Khrykov, 2017: 65)*.

The international educational community in the conditions of modern globalization challenges considers the quality of higher education as a basis for economic growth and increasing the state's competitiveness *(Lyashenko, 2005: 6)*.

We agree with European Centre of Higher Education, which consider a standard of education as "a defined level of requirements and conditions, according to which the quality of the activity of an educational institution is evaluated, and which are put forward to educational programs within the framework of accreditation" *(National Report, 2005)*. In the Ukrainian legislative field, the standard of education determines the requirements for mandatory competencies and learning outcomes of a student of the appropriate level, as well as the total amount of educational workload of students and other components provided for by special laws *(Law of Ukraine, 2017)*.

Standardization of higher education is actively taking place in European countries, which leads to the activation of scientific research by Ukrainian scientists, improvement of the theory and practice of higher education, and modernization of domestic legislation. Thus, in the opinion of V. Bobrytska "the strategy for ensuring the quality of the provision of educational services in the system of higher education of Ukraine is an important incentive for the acceleration of educational reforms, which led to an intensive search for mechanisms to bring the content platform of the national system of education closer to the standards developed by the world community during the historical evolution of education» *(Bobrytska, 2016: 18)*.

At the same time, according to N. Remezovska, the standardization of education is a completely natural process as a response to the interaction of the philosophy of education and pedagogy in the conditions of globalization challenges of modern times for adaptation and development of modern Ukrainian education *(Remezovska, 2011: 269)*.

At the same time, A. Sbruyeva came to the conclusion during scientific investigations that one of the leading tools for achieving educational reforms at the turn of the XX–XXI centuries is the improvement of quality of education, which became possible due to the implementation of educational standards *(Sbruyeva, 2004: 215)*.

Unfortunately, the field of higher education in Ukraine, like many post-Soviet countries, has undergone severe politicization, ideologization and centralization. That is why, in the conditions of active reform of the field of higher education, there is a need to improve approaches to define the main and derived concepts of standardization of higher education and their clarification.

For a long time, a situation of replacing basic educational concepts has developed in the Ukrainian scientific discourse, which as a result leads to misunderstanding of the processes both

in the system of education and in its individual branches *(Lysokon, 2020: 409)*. In our opinion, the theoretical and terminological aspect of the standardization of Ukrainian higher education should determine the vectors of development of certain fields of knowledge and specialties, compare the social order and regulate the professional formation of an individual in a certain scientific direction, standardize Ukrainian and European educational legislation.

3. Educational policy of Ukraine on the development of standards of higher education

The strategic development of Ukrainian society is closely interconnected with youth representatives, who are the hope and success of any state and system of education. Modern youth is the main bearer of social potential, becoming over time a subject and a provider of cultural, social, socio-political and socio-cultural changes, which play an important role in the process of development and European integration of Ukraine.

Historical, cultural and civilizational development of the society led to a new stage of development – digitalization *(Piren, 2017: 23)*. Under such conditions, adaptation, education, integration, culture, science and socialization are the most important factors that contribute to the comprehensive development of an individual, his potential and the state in general. The standardization of higher education is not an exception under such conditions, since adaptation involves the professional and practical training of a student of higher education in the conditions similar to those of further work. Education is one of the categories of pedagogy and a purposeful process of supporting a student. Integration consists in the possibility of interdisciplinary interaction with the participation of the student, and socialization is the process of entry, adaptation and acquisition of the necessary experience by the student of higher education for further professional activity.

Today, Ukrainian educational policy is one of the leaders in the implementation of foreign values and standards. Modern higher education as an extensive, orderly and value-oriented system due to the approval and active implementation of foreign practices actually provides professional training of a person for further work and participation in the political life of the state, as one of the leading subjects of democratization.

Currently, the educational policy of Ukraine regarding the development, normalization and implementation of the standards of higher education can be divided into three main directions – globalization, Europeanization and intercultural one. Let's consider the theoretical analysis of each of the listed directions.

First of all, we will consider *the direction of globalization* of the implementation of the standards of higher education on the territory of Ukraine. Globalization itself is a process of unification of a certain socio-political, economic or cultural phenomenon. The vast majority of researchers believe that globalization is an objective factor that leads to the activation of social processes and the transformation of all social institutions. Given that education is one of the social institutions, it can be argued that the globalization process of bringing the standards of higher education into uniform conformity for the training of specialists in various fields and specialties is a necessary condition for the further development of humanity.

At the same time, L. Gayevska believes that globalization encourages economic development through the modernization of institutional management at various levels with the leading role of the state in solving socially important issues, and also ensures the establishment of ideas of social responsibility between the state and its citizens *(Gayevska, 2010)*.

The promotion of the ideas of the knowledge economy, the leading role in the socio-economic development of the state, the digitalization of the educational space, the strengthening of

interdepartmental interaction of higher educational institutions, the implementation of liberal ideas of academic freedom, the search for new opportunities for funding and development of educational services are the main characteristics for development of the global educational environment in modern conditions *(Kalenyuk, Gonta and oth., 2011)*.

Having considered the direction of globalization in the implementation of the standards of higher education, let's move on to **Europeanization**. The logical direction of the development of higher education in Ukraine and its standards is Europeanization due to Ukraine's mental proximity to the values, approaches and system of higher education of the states of the European Union. In general, the direction of Europeanization in the standardization of Ukrainian higher education became possible due to active economic and political European integration. The introduction of European standards of higher education in Ukraine is based not only on current trends prevailing in foreign or domestic educational practice, but also on axiological approaches.

Thus, L. Ryzhak believes the Europeanization of education for Ukraine consists in a harmonious combination of the ideas of national and European educational policies and can be one of the "principles of humanistic Western civilization" *(Ryzhak, 2005)*.

We believe Europeanization as a potential direction of standardization of higher education in Ukraine is possible provided that the need for mutual coordination of previous historical and pedagogical experience and building an intercultural dialogue aimed at the formation of common ideas and values of education is taken into account. Under such conditions, the Ukrainian sector of higher education will preserve the national features of its system and at the same time adapt European practices. In Ukraine, the process of general Europeanization continues, particularly in education. Therefore, the fact of the possibility of improving educational services and building a qualitatively new model of higher education in Ukrainian universities with the professional training of students of higher education due to the introduction of European standards is undeniable.

Next, we will consider the last of the possible directions of standardization of Ukrainian higher education – **intercultural** one. This direction is somewhat broader than the previously defined, as it is implemented simultaneously in educational, philosophical and socio-cultural discourses. Therefore, we can claim that the intercultural direction aims to implement liberal ideas of educational policy.

"The peculiarity of liberal views on the system of education is its innovative activity, apoliticism and anticipatory character. In fact, politics here is not considered as mechanisms of management, but as a common cause and freedom of choice. Therefore, the role of horizontal interconnections of various educational institutes, which appear as a mechanism for realizing liberal relations in society as a whole, is growing" *(Lysokon, 2022: 126)*. However, liberalism in the educational environment realizes academic freedom, and the intercultural direction ensures the implementation of integration processes of functioning and management of the educational environment.

According to G. Tovkanets, the cross-cultural direction of standardization of education will allow to implement various educational programs using educational and information technologies of distance learning for the purpose of developing education and its subjects *(Tovkanets, 2013)*. While O. Bosak believes that interculturality is a factor in the formation of a positive international image of an educational institution and the construction of a competitive educational environment among universities under the conditions of a market economy due to the ability to provide professional training of specialists for various spheres of human life *(Bosak, 2008: 225)*.

In the end, interculturality makes it possible to determine the future vectors of the development of the field of higher education and to establish new academic connections, which allows the integration of the standards of other states into the educational space of Ukraine.

In our opinion, the domestic system of higher education is in a transition stage regarding standardization. A positive trend of this stage can be considered the awareness of the need to bring the existing approved standards of higher education in line with European or world requirements, taking into account the globalization challenges of modern times and trends in the development of the labour market. Currently, the development of Ukraine is considered in the context of European integration with a focus on established values and approaches of Western culture.

4. Conclusions

The obtained results indicate that the development of the Ukrainian sector of higher education is at the stage of democratization and adaptation to European educational requirements. Active reforming of higher education is being implemented due to the timely accession of Ukraine to the Bologna process (2005). Therefore, appropriate educational and political conditions are currently being laid for the development and implementation of new standards of higher education. In general, such conditions will be decisive in the future to achieve the European level of professional training.

Therefore, the analysed possible directions of standardization of higher education in Ukraine only contribute to the process of European integration and solve a large list of current issues of educational organizations (entering the European educational space, participation in international programs and projects, improving the quality of professional training of students of higher education, implementing tools for institutional audit of educational services, development of local programs or concepts for quality assurance of higher education or implementation of approved standards of higher education, etc.).

Based on the results of the research, it can be stated that the standardization of higher education and bringing it into line with European requirements and values is a kind of interpretation of philosophical and socio-cultural ideas that find their place in higher education. Therefore, the main categories of standards of higher education should include quality, implementation of an individual educational trajectory, and professional training of specialists capable of competing on domestic and foreign labour markets. Under such conditions, the development, integration or implementation of any educational standards is interconnected with the social order, regional specificity and the level of development of science and innovation.

Summarizing, we note that standardization of higher education as a scientific-pedagogical issue is an ongoing process, which aims at finding a universal mechanism for implementation of educational activities in order to establish the social responsibility of the institution of higher education to stakeholders for the results of training students of higher education for further professional activities.

References

1. Andrushchenko V. (2006). Orhanizovane suspilstvo [Organized society]. Problemy orhanizatsii ta suspilnoi samoorhanizatsii v period radykalnykh transformatsii v Ukraini na rubezhi stolit: dosvid sotsialno-filosofskoho analizu. Kyiv [in Ukrainian].

2. *Bobrytska V. (2016). Suchasna vyshcha osvita v umovakh konkurentsii na rynku osvitnikh posluh: porivnialnyi analiz dosvidu krain Chornomorskoho rehionu [Modern higher education in conditions of competition in the market of educational services: a comparative analysis of the experience of the countries of the Black Sea region]. Visnyk Natsionalnoho aviatsiinoho universytetu. Seriia: Pedahohika. Psykholohiia. 1(8), 17-22. Kyiv [in Ukrainian].*

3. *Bosak O. (2008). Faktory konkurentospromozhnosti vyshchykh navchalnykh zakladiv v systemi formuvannia ekonomiky znan [Factors of competitiveness of higher educational institutions in the system of formation of the knowledge economy]. Rehionalna ekonomika, 4, 223-227. Lviv [in Ukrainian].*

4. *Haievska L. (2010). Hlobalizatsiia i problemy osvity [Globalization and problems of education]. Sotsium, Nauka, Kultura. Kyiv. Retrieved from: http://intkonf.org/kandpednauk-gaevska-la-globalizatsiyaiproblemi-osviti [in Ukrainian].*

5. *Kaleniuk I., Honta O., Verbovyi M. & Kholiavko N. (2011). Intehratsiia vyshchoi osvity Ukrainy v yevropeiskyi ta svitovyi osvitnii prostir: ekonomichnyi vymir [Integration of higher education of Ukraine into the European and world educational space: economic dimension]. Chernihiv [in Ukrainian].*

6. *Khrykov Ye. (2017). Teoretyko-metodolohichni zasady monitorynhu yakosti profesiinoi pidhotovky [Theoretical and methodological principles of monitoring the quality of professional training]. Retrieved from: http://prof.osvita.org.ua/uk/career/articles/2.html [in Ukrainian].*

7. *Liashenko O. (2005). Yakist osvity yak osnova funktsionuvannia y rozvytku suchasnykh system osvity [The quality of education as a basis for the functioning and development of modern education systems]. Pedahohika i psykholohiia, № 46, 5-12 [in Ukrainian].*

8. *Lysokon I. (2020). Problema formuvannia terminosystemy investytsiinykh protsesiv u vyshchii shkoli [The problem of forming the terminology of investment processes in higher education]. Molod i nauka. Praktyka innovatsiinoho poshuku. Dnipro [in Ukrainian].*

9. *Lysokon I. (2022). Liberalizm yak sotsialno-filosofska ideia ta osvitnia praktyka [Liberalism as a socio-philosophical idea and educational practice]. Baltic Journal of Legal and Social Sciences. Number 2 (2022). 122-127. Riga. DOI https://doi.org/10.30525/2592-8813-2022-2-20 [in Ukrainian].*

10. *Natsionalnyi zvit Ukrainy pro vprovadzhennia polozhen Bolonskoho protsesu v Ukraini [National report of Ukraine on the implementation of the provisions of the Bologna Process in Ukraine]. (2005). Retrieved from: http://eustudies.history.knu.ua/yevgen-hanuchast-ukrayiny-u-bolonskomu-protsesi-12-rokiv-na-shlyahu-do-yevropejskogo-istorychnogo-prostoru [in Ukrainian].*

11. *Piren M. (2017). Yakisna osvita – intelektualnyi resurs efektyvnosti sotsialno-politychnykh zmin v suchasnomu ukrainskomu suspilstvi [Quality education is an intellectual resource for the effectiveness of socio-political changes in modern Ukrainian society]. Yakisna osvita v Ukraini: tendentsii, problemy, perspektyvy. Chernivtsi [in Ukrainian].*

12. *Remezovska N. (2011). Standartyzatsiia zmistu znan ta navchalnykh dosiahnen pochatkovoi osvity v Anhlii ta Uelsi [Standardization of the content of knowledge and educational achievements of primary education in England and Wales]. Psykholoho-pedahohichni problemy silskoi shkoly, (39), 265-271. Uman [in Ukrainian].*

13. *Ryzhak L. (2005). Filosofsko-svitohliadni zasady osvity Ukrainy v umovakh yevro intehratsii [Philosophical and worldview foundations of Ukrainian education in the conditions of European integration]. Sotsiohumanitarni problemy liudyny. Retrieved from: http://znc.com.ua/ukr/publ/periodic/shpp/2005/1/p034.php [in Ukrainian].*

14. Sbruieva A. (2004). Tendentsii reformuvannia serednoi osvity rozvynenykh anhlomovnykh krain v konteksti hlobalizatsii (90-ti rr. XX – pochatok XXI st.) [Trends in reforming secondary education in developed English-speaking countries in the context of globalization (1990s – beginning of the 21st century)]. Sumy [in Ukrainian].

15. Tovkanets H. (2013). Ekonomichna osvita u vyshchii shkoli Chekhii i Slovachchyny u XX stolitti [Economic education in higher education in the Czech Republic and Slovakia in the 20th century]. Kyiv [in Ukrainian].

16. Yakymenko Yu. (2004). Vdoskonalennia systemy kontroliu yakosti vyshchoi tekhnichnoi osvity ta Bolonskyi protses [Improvement of the quality control system of higher technical education and the Bologna process]. Vyshcha tekhnichna osvita Ukrainy i Bolonskyi protses. Xarkiv [in Ukrainian].

17. Zakon Ukrainy № 2145-VIII. (2017). Pro osvitu [On education]. Verkhovna Rada Ukrainy. Retrieved from: https://zakon.rada.gov.ua/laws/show/2145-19#Text [in Ukrainian].

HUMAN AS PHILOSOPHER AND NOTARY

Nataliya Manoylo
Private Notary of Kyiv City Notarial District,
Candidate of Philosophical Sciences, Doctoral Student,
National Pedagogical Dragomanov University, Ukraine
e-mail: notarmanoylo@gmail.com, orcid.org/0000-0002-6369-7437

Summary

A person becomes a human being if he or she is capable of communication based on the disclosure of his or her inner essence, which he or she not only experiences, feels, but also expresses, writes down, and tells others about its content. The well-known saying that "someone else's soul is twilight" captures the complexity of self-knowledge that philosophy calls for. The fact is that the essence of a person is indeed in the twilight of the bodily wrapper that hides its manifestations. Therefore, it is quite possible to argue that cognition is the process of declassifying the content that is hidden behind material bodily forms. Hence the well-known definition that consciousness is the internal state of matter. The organs of perception perceive universal forms of material existence through movement subordinated to internal forces, which, by revealing and projecting outward not only aloud but also through writing, can reveal information about them and their inherent energy potential. M. Mamardashvili defined philosophy as consciousness out loud, but it is always desirable not only to voice any reflections on the "last and ultimate" foundations of existence, as Heidegger defined its essence, but also to write them down, thereby preserving them for posterity, as well as for contemporaries, who thus have the opportunity to join the discussion and, thus, to some extent, to solve problems that concern people but which must be constantly addressed by each new generation.

Key words: worldview, man, notary, value, mythology, religion, philosophy.

1. Introduction

The question arises: "Why can virtually everyone be considered a philosopher and a notary at the same time?"

The fact that every person is a philosopher is evidenced by the fact that wise sayings, being the product of certain authors, are presented as folk sayings. After all, it is difficult to imagine that a certain people collectively formulated their laconic content. However, it is so obvious in its axiomaticity that the author does not claim authorship, since he does not feel that it is some kind of discovery that would require any additional volitional effort from him, just a statement of what is obvious in its general reliability. Hence the popular respect for wise men who do not put themselves above the people, who do not demonstrate their superiority to them. This cannot be said of philosophers as thinkers, whose claims to the people are also obvious. First of all, because there is a significant difference between the ability to speak and the ability to think. In the first case, the vocabulary of a language denotes objects of perception, while in the second case, thinking through their external forms/ideas tries to discover formulas or ideas that reveal the laws that determine their existence and, thus, the way a person interacts with them. To do this, one needs to be both a philologist and a philosopher, since the wisdom

of existence manifests itself through speech, which must be lovingly analyzed in order to find its laws.

2. Presentation of basic material

In view of this, to find the answer to the question about the notary as a philosopher, we need to consider the meaning of the word notary. "Notary (from Latin notaries – scribe, secretary) is an official who certifies, draws up various legal acts (contracts, wills, powers of attorney, etc.)» *(Dictionary of foreign language words, 2000: 394)*. The Latin dictionary gives the following definition: "notaries 1) a shorthand writer, stenographer; 2) a scribe, secretary" *(Dvoretsky, 1976: 676)*.

In turn, this word comes from the Latin nota, which has many meanings. Namely: «1) a sign, a mark…; a notation; proof, a distinguishing mark; 2) a written sign, a letter, a stenographic sign; a musical note; 3) a spot, a native speck, a mark; 4) a stigma, … figurative meaning – disgrace, dishonor; 5) mint, stamp; 6) remark, condemnation; 7) character; 8) label, mark, brand; grade; 9) species, genus, category; 10) characteristic feature, property, quality; 11) honorary name; 12) communicated sign, nod; 13) note, letter" *(Dvoretsky, 1976: 676)*.

Related words are also worth citing. "notatio 1) designation, recording… 2) description, characterization…; 3) consideration, observation…; 4) appointment, election…; 5) remark, condemnation" *(Dvoretsky, 1976: 676)*.

Another one: "notio 1) familiarization, acquaintance, recognition; 2) representation, concept; 3) idea; 4) meaning, significance; 5) examination; 6) remark, reprimand" *(Dvoretsky, 1976: 676)*.

It is easy to draw the obvious conclusion that all of the above meanings apply to every human being as a social being. As for notaries, all of them, without exception, are realized to varying degrees in their professional and social activities. Of particular importance is their function, expressed by the word secretary, which, in turn, is closely related to the word secret.

So, let's look at the meaning of the words secret and secretary. But first, let us note the fact that, firstly, the primary type of human worldview and cognitive activity is based on the mythological components of individual human consciousness, because the meaning of the word myth is a story, a story about one's inner emotional experiences projected outward into the object and material world in its interaction, in which one is present; secondly, it is a way of revealing the secrets of natural objects; thirdly, it is also a belief in the unity of man and nature based on the magical power exerted by man in this situation by means of communication with his objects, which seem to reveal their secrets, being dialectically related to him. "SECRET (French: secret, from Latin: secretum) – 1) A secret. 2) A secret device in a mechanism. 3) An advanced hidden military post" *(Dictionary of foreign language words, 2000: 516)*. Magic is a certain practice of a mystery that is beyond the reach of the possibilities of the everyday worldview. Hence the belief in magic, in its influence on people. It is derived from the word secret: "SECRETARY (French secretaire, from Latin secretarius – a participant in secret meetings)" *(Dictionary of foreign language words, 2000: 516)*.

For a more magical deepening into the meaning of the word secret, let's consider them as given by the Latin dictionary. "secretarium – 1) a secret place, a hiding place; 2) seclusion, hermitage. secretio – separation, separation. secreto – 1) separately, individually…; 2) secretly, secretly, secretly. secretum – 1) a remote place, secluded…; 2) a secret, secret…, secret papers. secretus – 1) individual, separate; … isolated, distant; deprived; remote; deserted; 2) secret,

hidden, intimate…; 3) rare, little used…; 4) greedy for other people's secrets" *(Dictionary of foreign language words, 2000: 911).*

If a person is innately curious, thanks to which human cognitive activity becomes possible, then this is tantamount to the process of discovering the secrets that hide from a person all those secrets, aka laws, according to which nature and, accordingly, society and every person exist.

What is the essence of the notary's sacrament? It is that he has the heroic power to enforce the law, to certify it in the relevant documents. This is truly a heroic power, because a person, as a subjective being, is not inclined to be subject to the action of reasonable will, which is what the law encourages him or her to do. He or she is much more satisfied with arbitrary will, which manifests itself directly, without deliberation, without miscalculation of consequences. This is also true of people who have a legal education, but who find it much easier to state the requirements of the law than to confirm the effectiveness of a legal action by their own behavior. The manifestation of subjectivity helps to release the energy of the subconscious, while the law as a subject of action contributes to neuroses.

The mass consciousness can be impressed by the public behavior of those categories of people who are able to demonstrate a virtually ideal way of life. This is the one that complies with the law, because you cannot find a person who does not know about the requirement that everyone, without exception, must be equal before the law. Especially before legal laws based on the norms of human will. The arbitrary affective will manifests itself spontaneously, so the will subject to such laws cannot but cause not only surprise but also fascination. These are the requirements for notaries, and they are the ones who, to the best of their ability, comply with the legal norms of behavior. This is, of course, a hypothetical assumption, but we think that in the case of a sociological survey it will be confirmed.

Any society develops in the socio-political, economic, scientific, technological, socio-cultural spheres thanks to the active manifestation of creative energy inherent in its leading part. In the history of the existence of any society, it has never covered the entire population, but only a small part of it, called by H. Ortega y Gasset, a "selected minority.» Another prominent researcher of history A. Toynbee confirmed this by stating that civilizational progressive development is ensured by the fact that certain social formations borrow the experience inherent in the practical and theoretical achievements of those peoples who in their development were guided not so much by the preservation of established traditions as by their own creative elite, capable of encouraging the masses to achieve the achievements possible through creative mimesis with their ideas and practical energy.

Studying the phenomenon of the notary community, we can conclude that, being strictly tied to the strict approval of existing laws in its professional activities, it is a conductor of conservative mimesis. On the other hand, having a high level of professional and socio-cultural education, considerable practical experience, including experience in communicating with clients, participation in certain legal examinations, their consciousness goes far beyond purely secretarial executive duties. This gives grounds to consider the notary and, accordingly, the notary community as one of the leading strata of society, as an outstanding social and spiritual phenomenon capable, under appropriate conditions, of significantly influencing the state of public legal consciousness, capable of establishing the "earthly" rather than "heavenly" justice desired by all.

It cannot be considered normal that in modern Ukrainian society, which is building a democratic, legal, socially oriented state, the army and the church have the greatest support. Moreover, the army is supported for obvious reasons, while among peaceful institutions,

despite all the respect for religious feelings, for some reason there is almost minimal trust in state-forming institutions, including the judiciary. In fact, there are no dimensions of public opinion towards civil society institutions, as well as towards the community of scientists, educators, media and culture. Recent years, according to sociological studies, show a great deal of trust in the volunteer movement.

The consequence of such deviations from the objective direction of society's development is, as just mentioned, a belief in some otherworldly hopes for the "final" establishment of justice, which is the basis of law. The religious and ecclesiastical version of justice cannot be a reliable foundation for the establishment of the values that should be the basis of a law-based society. This is the realm of exclusively conservative mimesis, because the main attributive feature of this variant of religious outlook is the preservation of those traditions that originated in the slave-owning social and state system. It is no coincidence that with the emergence of the republican type of state, the church was separated from the state and from the education system. One can hardly hope that the influence of purely moral factors promoted by the church will replace legal decisions.

By stating that each person represents a certain modification of the legal profession, as well as the notary profession, we do not deviate from objectivity. Why is this so? Because there is no person who does not think about justice and thus is not involved in both philosophy with its call for self-knowledge, which is impossible without an analytical and synthetic way of thinking, and law as, on the one hand, an organic part of philosophy, and on the other, the legal profession of notary, which requires both reflection on it and a written certificate of its own understanding. The universal moral norms promoted and preached by the church version of the religious worldview are a form of "powerlessness in action," as noted by S. Fourier. Instead, they, being the result of harmonization of the understanding of the essence of moral norms in their individual form, based on justice, and being synthesized into a general legal plane, become a manifestation of a reasonable philosophical and legal will capable of establishing peace and harmony in society.

Of course, we are not talking about absolute peace and complete harmony, but a level of peace that satisfies each member of the community, since there is no sense of public humiliation on the part of everyone else. Harmony is not about everyone agreeing with everyone else, but about everyone feeling a mutual interest in finding a "middle ground." It is also in the fact that a person in such mutually interested communication does not feel forced to reach a common understanding, since his or her volitional efforts have complete freedom of expression in everything that concerns the search for a common denominator.

What limits a person's freedom of will is coercion to understand without giving him or her the opportunity to understand, going to the general as objectively necessary, having the status of truth, the status of law, in an individual way, based on the mastery of scientific methods of cognitive thinking. One could not hope to fully and sincerely accept the teachings of K. Marx as the only true and therefore omnipotent only on the grounds that Lenin decided so. Nor can we accept the truth of any conclusions, even if they are expressed by authoritative scholars and are in fact objective in their content. One must come to them not on the basis of faith in the authority of scientists, thinkers, and scholars, but on the basis of understanding that they are the result of the application of a scientific methodology of cognition, the effectiveness of which is confirmed by the history of cognition, the objective logic of its history and its development. This is what should be passed on to descendants as the truth of the method and methodology, not the final results of their application. Then the listeners will really agree with the conclusions of the thinkers, because they will be motivated to do so not by external state coercion, which

cannot be perceived with joyful inspiration, but by the objective spirit of the method that has been discovered in themselves. Here it is important to recall M. Montaigne's wise advice that "one must be able to understand" the essence of a method that does not require one to kneel before it, but, on the contrary, raises one from one's knees.

To a large extent, coercion to perform certain functions is manifested when it is determined by certain professional obligations. Especially those related to professions in the education system and those that regulate relations between people. But this is most relevant to the notary profession, since it is an actual coercion to approve existing laws as if they were completely identical to the laws of nature, rather than being manifestations of a certain compromise of those political forces whose members are a priori opposed to objectivity. Of course, they deny this, but the party's vision is always a partial vision, not a holistic one. The idol of the cave, the meaning of which was clearly defined by F. Bacon, prevents us from seeing the whole. Instead, notaries, being professionally doomed to fulfill the normative requirements of the law, constantly keep in their operational consciousness the content and understanding of the essence of the law as a manifestation of objective and general, and therefore holistic in its various manifestations, relations between interacting subjects of social life. Hence their inherent vision of all those deviations from the affirmation of the general public interest in favor of certain subjects. This also explains, on the one hand, the internal rejection of such injustice, since the "law" clearly rejects the principle of equality of all before them, and, on the other hand, the inability to counteract its requirements, because "the profession obliges.«

What is left is to take the path of philosophical reflection, i.e. to justify justice, having before us the practice of injustice approved by laws, which comes from the incompleteness of the discussion of their final formulation, and even more from their adoption by means of the party-political majority, which is always in a hurry to report on their quantity, not quality. One might say that this is a passive position, incompatible with the status of a citizen as a subject of legal consciousness. However, any citizen, let alone a notary public, cannot have an active civil and legal position if he or she is deprived of the opportunity to influence the adoption of laws. To do this, one needs to join party activities, which, even if one is elected to the Verkhovna Rada, does not guarantee that the idea of fair equality of all before the law will not be "corrected" by party subjectivity focused on the so-called "deputy majority" rather than the objective logic of the development of the history of knowledge, as discussed above. This is how the philosophical reflections of any person are formed, especially one who is in a state of existential choice on a daily basis: "To be or not to be?". That is, to be a citizen as a subject of active political and legal activity as a republican, or simply an executor of the party political will, always temporary, dependent on public sentiment and their opportunistic quotation in the country, which means to be a de jure free person and a de facto slave. At least, this is how Aristotle assessed people who are content to fulfill someone else's will. Even if it is reasonable in the law itself, but not tested for reasonableness by one's own cognitive efforts, as R. Descartes called for with his maxim that "I think, therefore I exist.«

Of course, this maxim makes sense if a person is aware that the ability to speak is not the same as the ability to think. Of course, man was created by language. But not just language as a means formed by the practice of sound imitation. Language is not just a message about objects of perception, about their external forms. It is, first of all, a message about the internal reasons why objects have such and not other forms. If consciousness is the internal state of matter, in this case the matter of sound, sound, then the internal "voice" of the language of sound manifests itself in every person in the way that, perceiving the external forms of objects, a child, and all people come from childhood, simultaneously with the awakening of consciousness,

awakens the question: "Why do objects have such and not other forms? Why do they interact in this or that way?" and so on ad infinitum. And this is already an awakening and an incentive to think, which reveals the causes, combining them into a chain of causality. Therefore, every person is a potential subject of thinking. Thus, he or she is a philosopher at the level of its definition given by M. Mamardashvili. After all, just speaking out loud about the objects of perception is not enough to move to the apperceptive mode of cognition, which reveals the internal regularities and laws of being.

Curiosity is innate in humans. But it can become self-cognitive only when a person realizes that explanations from others are not enough to make the objective laws and regularities of existence his or her inner possession. Only in this case will another maxim, according to which "knowledge is power,» be realized. Knowledge of the laws should become a method of successful activity for a person, a way to achieve happiness as satisfaction with life.

We proceed from the position that it is the notary profession that, by requiring them to unconditionally follow the content of the law, forms in them not only respect for it, but also an understanding that the dialectical methodology of knowledge in general and dialectical thinking in particular are a process of unity and struggle of opposites. Truth, which is the central category of the theory of cognition, is a process in which the opposites are objective and subjective, absolute and relative, abstract and specific, universal and particular, etc. Their struggle is manifested in a person as a subject of cognitive activity. The law as truth is cognized in the interaction of the objective and the subjective, the objective and the subjective, the necessary and the accidental, the general and the particular, the unchanging and the changing, the internal and the external. Hence the need to doubt the allegedly absolute truth of the provisions postulated by professional requirements, since they abstract from the fact that their entire content is the result of the interaction of opposites that continue to exist objectively even after their formulation. The content of laws in texts is final, but it is not so in their interpretation, nor is it so in their operation in empirical reality when it comes to individual cases.

Of course, each person is capable of giving his or her own original interpretation to a similar text, including texts of laws. By comparing their content, one can see that the differences directly depend on the level of a person's awareness of the processes that are synthesized in their wording. We proceed from the conviction that the interpretation inherent in the notary community has a much greater degree of objectivity than the interpretation of any other related legal professions. It is based on the fact that the unconditional professional requirement to certify the legality of certain documents forms the dominant motivation of consciousness, according to which the attributive features of the law are constantly present in it, which constantly inhibit the desire to show subjective bias, which always pushes for haste in the final and final formulations.

Objective reality includes, as we noted above, the universal interaction of everything with everything. It is difficult for a human being to encompass all connections, so any laws, especially legal laws that reflect social ties between people, are essentially a record of the dialectical process of unity and the struggle of opposites. This process is completed in the texts of legal laws, but it is not completed in the mind of the notary. This puts him/her in a situation of constant existential and philosophical choice: while certifying the legality of a transaction, he/she feels a certain incompleteness because the law does not adequately take into account those subjective, external, separate, random, seemingly insignificant moments that are essential for a particular person and that are the opposites of the cognitive process, abstracting from which the current law does not become a manifestation of justice as the purpose of law.

Of course, such philosophical "pangs of thinking" (Hegel) are also characteristic of other representatives of legal professions. And not only them, but also other active subjects of both

social and individual life. In this case, we proceed from those existential situations that charac-terize the internal spiritual experiences inherent in both the author and the notary community as a society of like-minded people. The above text is nothing more than a notarial designation of those values that define a person as an interested subject of cognitive activity.

When we presented the main components of the words notary and secretary at the begin-ning of the article, we argued that they all refer to each person in his or her cognitive activ-ity, to which the profession encourages him or her. As a professional notary, we certified our cherished thoughts, entrusting them to both paper and readers. At the same time, the text itself transcribed those thoughts, which may not be only our own mental secret, but an unconditional manifestation of our inherent identifying features, native specks, marks, minted musical notes of the consciousness that seeks to familiarize other people with them in order to describe the characteristic features in the meanings and values that make a person a social species with such an honorable name. By choosing such an identity, we are aware that we are as much doomed to certain remarks and even condemnation and reprimand as we are to be recognized by others in the observations of our own thoughts.

3. Conclusions

In our publication, we advocate the idea that the notary community, by its spiritual potential, should play not only an exclusively professional function, but also the function of one of the leading structures of civil society. The reason for this is that, being involved in the field of jurisprudence, which is based on the establishment of justice as the foundation of social life, it is impossible to limit professionals to purely executive functions. More important is the educational and enlightening function.

References

1. Dvoretsky I.H. (1976) Latinsko-russkij slovar. [Latin-Russian dictionary]. Moscow. "Russkij yazyk". [in USSR].
2. Slovnik inshomovnih sliv. [Dictionary of foreign words]. (2000). Kyiv: Naukova dumka [in Ukrainian]

MENTAL IMAGERY: METAPHORICAL UNDERSTANDING OF THE CONCEPTUAL SCHEMA "SEARCH FOR FREEDOM" (ON JOHN FOWLES'S NOVEL "THE COLLECTOR")

Mariya Matkovska

Senior Lecturer at the English Language Department,
Kamyanets-Podilskiy Ivan Ohienko National University, Ukraine
e-mail: matkovska.mariya@kpnu.edu.ua, orcid.org/0000-0002-1047-7027

Summary

The aim of the paper is to prove the hypothesis: the conceptual schema "Search for Freedom" verbally embodied into the text is formed on the basis of interpretation of conceptual structures represented by socio-cultural experience. "The Collector" is an existential allegory of the difficulty of living by the dictates of one's own conscience. The author examines the situation in the novel – the relationship between the Few and the Many which is complex and portrayed in clearly existential terms. In "The Collector" Fowles gives us two characters that represent a profound dichotomy of perspectives on life. Miranda quests for knowledge of the Self and attempts to define herself through her relationships with men. This quest for self definition leads to an existential awareness for Miranda. The result proved the fight between Ignorance and Artificiality against Honesty and Freedom. This is a struggle between Jealousy and Envy against the Purity of Creation. It is postulated the idea that the hymn of Freedom, which will never be a part of those who in the name of their particular interests do not see another man, or those for whom everything that is human becomes oddly strange since by enslaving the others they enslave themselves.

Key words: mentality, reference, semantic change, concept, categorization, cognition social setting, national character, communicative behavior.

1. Introduction

Text can be understood as an instance of spoken or written language use, a relatively self-contained unit of communication. As a communicative occurrence it meets seven standards of textuality. These standards are also referred to as constitutive principles: cohesion, coherence, intentionality, acceptability, informativity, situationality, intertextuality *(Searle, 1985: 53)*. In addition, there are some regulative principles (again following Searle): efficiency, effectiveness, and appropriateness *(Searle, 1985: 54–56)*. The efficiency of a text depends on its use in communicating with a minimum expenditure of effort by the participants. The effectiveness of a text depends on its leaving a strong impression and creating favorable conditions for attaining a goal. The appropriateness of a text is the agreement between its setting and the ways in which the standards of textuality are upheld. But for our research the most important principles are cohesion and coherence. The term cohesion concerns the different grammatical dependencies of the surface text. The surface components depend upon each other according to grammatical forms and conventions, such that cohesion rests upon grammatical dependences. The grammatical dependencies in the surface text are major signals for sorting out meanings and uses. Cohesion is maintained by recurrences and requires continuity, when different occurrences of

the text are related to one another. A concept is definable as a configuration of knowledge (cognitive content) which can be recovered or activated with more or less unity and consistency in the mind. Relations are the links between concepts which appear together in a textual world: each link would bear a designation of the concept it is connected with. Text receivers need to discover a continuity of senses among the knowledge activated by the words and expressions of a text. This continuity is the foundation of coherence.

The Topicality of this paper coincides with an analysis of textual communication. We ought to find out what standards texts must fulfill, how they might be produced or received, what people are using them for in a giving setting of occurrence, and so forth.

As we know language is an integral part of cognition which reflects the interaction of cultural, psychological, communicative, and functional considerations, and which can only be understood in the context of a realistic view of conceptualization and mental processing. The cognitive analysis of my essay includes the structural characteristics of natural language categorization (such as prototypicality, metaphor, mental imagery, and cognitive models), and the relationship between language and thought.

The aim of this paper is to define and analyze the functional peculiarities of the given text which balance out the implicative and explicative knowledge, namely, means of 'Causing Evil' linked with the writer's intention and the reader's orientation and some psycholinguistic peculiarities of "Search for Freedom" in this novel.

The methods of the research are as follows: the inductive-deductive method of analysis of language material; the method of the semantic modeling and contextual interpretational analysis; the method of the quantitative counting of received language empirical data.

The Novelty of this paper is associated with an increased interest to psycholinguistics, interaction of thought and language, in desire to understand how our speech is made, perceived, understood, and interpreted. On the basis of the relatively new understanding text as lingo-cognitive object connected with verbal knowledge representation the new approach for defining the functional value of the main textual elements was proposed.

2. Constitutive Principles of Textual Communication

Discourse analysis is the analysis of connected speech and writing, and their relationship to the contexts in which they are used. Discourse analysts study written texts, conversation, institutionalized forms of talk, communicative events in general, and aspects of electronic text-processing. Early researchers included the structural linguist R. Hasan in the 1960s, at a time when linguistics was largely concerned with the analysis of single sentences. R. Hasan was interested in the distribution of elements in extended texts and the relationship between a text and its social situation *(Halliday, Hasan, 1976: 18–21)*. The work of British linguistic philosophers such as J. L. Austin, J. R. Searle, and H. P. Grice was influential in the study of language as social action, through speech-act theory, conversational maxims, and pragmatics (the study of meaning in context) in general *(Austin, 1962:45; Grice, 1975: 42; Searle, 1985: 63)*.

Research in the UK has been greatly influenced by the functional approach to language of M. A. K. Halliday, in turn influenced by the Prague School. His systemic linguistics emphasizes the social functions of language and the thematic and informational structure of speech and writing. Halliday relates grammar at the clause and sentence level to situational constraints, referred to as *field* (purpose of communication), *tenor* (relationships among participants), and *mode* (channels of communication) *(Halliday, Hasan, 1976: 28–31)*. Also influential were James Copeland and April McMahon, who devised a model for the description of spoken interaction

in school classrooms, based on a rank-scale of units of discourse, from larger stretches of talk termed *transactions* to individual *acts* of speech *(Copeland, 1984: 23; McMahon, 2000: 41).* Central to the Copeland – McMahon model is the *exchange,* the minimal unit of interaction. Other such work has dealt with doctor-patient talk, service encounters, interviews, debates and business negotiations, and monologues. Other work has related intonation to the structuring of topic and information, and to interaction. Such work follows structural linguistics in isolating units and framing rules for defining well-formed sequences. It also leans on speech-act theory *(Copeland, 1984: 28; McMahon, 2000: 44–45).*

The field often referred to as *conversation analysis* is also included under the heading of discourse analysis. Here the emphasis is not on models of structure but on the behaviour of participants in talk and on patterns recurring over a wide range of natural data. The work of T.A. van Deik, W Kintsch and D. Edwards is important in the study of conversational rules, turn-taking, and other features of spoken interaction. The description of turn-taking classically illustrates the approach. A set of rules or procedures is described for how participants manage their turns at speaking: speakers know when they may, without being seen to interrupt, take a turn at talk, and mechanisms exist for selecting who speaks next *(Deik, Kintsch, 1983: 48–51; Edwards, 1997: 34).*

Alongside the conversation analysts, in the sociolinguistic tradition, Anna Wierzbicka studies of oral narrative have contributed to a more general knowledge of narrative structure. Such work has generated a variety of descriptions of discourse organization as well as studies of social constraints on politeness and face-preserving phenomena *(Wierzbicka, 2003: 16–19).* These overlap with British work in pragmatics *(Wierzbicka, 2003: 25).*

Important in the development of discourse analysis is text linguistics, i.e. analysis of written texts. Texts are viewed as elements strung together in definable relationships. The *cohesion* of a text (the 'surface' marking of the semantic relations between its elements) is studied alongside the 'deep' or underlying logical and rhetorical relations between its elements, which account for its overall *coherence.*

Such linguists as T.A. van Dijk, W. Kintsch, R. de Beaugrande, A. K. Halliday, and R. Hasan have contributed in this area *(Deik, Kintsch, 1983: 56–61; Beaugrande, 1981: 56; Halliday, Hasan, 1976: 49–51).* Closely related to such work is that of R. Keller. There has also been research on anaphora, topic progression, and the discourse significance of grammatical choices at clause level (such as tense, voice, aspect, and modality). Although discourse analysis is a wide-ranging and heterogeneous discipline, it is unified by interest in describing language 'above the sentence' and the contexts and cultural influences that motivate language in use *(Keller, 1994: 41–43).*

A science of texts should be able to describe or explain both the shared features and the distinctions among different texts and text types. We ought to find out what standards texts must fulfill, how they might be produced or received, what people are using them for in a giving setting of occurrence, and so forth.

A presentation is likely to be rejected as a non-text only if the standards of textuality are so strongly defined that communicative utilization is no longer a feasible one. Such a borderline can depend on factors outside the text itself, e.g. tolerance and prior knowledge.

3. "Search for freedom" in John Fowles's novel "The Collector"

Freedom, the word that has very often appeared on the banners spread to the sky by various armies of this world, is a key word that frequently reappears and deeply sets into the human minds; "it's better die in a battle than live without freedom" *(Brown, Levinson, 1987: 74–76).*

The manifestation of this view can be easily traced in time. One may encounter difficulties however, when trying to define this long-sought-after freedom. It is not difficult to notice though, that every human being has a different vision of freedom and understands something else behind this term. It can produce different images or different associations in people. In every human being this word will strike different string and resonates with different amplitude.

Since in its conception, philosophy as a science has been struggling with the problem of freedom. It has tried to define this notion and once it is done, it has been showing different paths to the realization of human desire for freedom. Questions have still been raised and every answer to them seems to spur another set of doubts in this never ending process.

It is certain that absolute freedom as such does not exist since people are restricted by the laws of physics for example or they are limited by their own body.

There is a generally accepted distinction between being free to do something and being free from something. This is an influence of the outlook of previously quoted Erich Fromm *(Fromm, 1994: 147)*. Such a distinction does not contribute to a better understanding of this problem. A better division is offered by Wierzbicka, who sees it in terms of a negative and a positive concept. Arbitrariness is a satisfaction of one's drives, an unfettered will to do what one desires, a capricious freedom. Liberty is a type of freedom that allows individuals to exercise their rights within existing laws and rules *(Brown, Levinson, 1987: 77–79; Wierzbicka, 2003: 66–69)*.

The true freedom of an individual contains a limitation of egocentrism and egoism. A totalitarian system will always decide on this issue without any input from society. This results in the formation of conformist attitudes that corrupt the human character and personality. Conformism, when becoming a commonly spread phenomenon, should be treated as a warning of a disappearing freedom.

Freedom can be defined as a lack of duress, a situation in which one can make one's selections from a limitless realm of possibilities.

Ignoring a number of paths that lead to understanding the idea of freedom, one should posit a question which is fundamental to the analysis of Fowles' book. Is the desire to be free an inseparable part of human nature? Can freedom become cumbersome ballast that people want to discard or reject?

A conceptual metaphor is a conventional way of conceptualizing one domain of experience in terms of another, often unconsciously. Metaphorical thought needs not to be poetic or especially rhetorical. It is normal, everyday thought. Not every common concept is metaphorical, but a surprising number are *(Lakoff, Johnson, 1980: 4)*.

Words don't have meanings in isolation. Words are defined relative to a conceptual system. We think by using conceptual systems that are not immediately accessible to consciousness and the conceptual metaphor is part of our normal thought processes.

A conceptual metaphor is a correspondence between concepts across conceptual domain, allowing forms of reasoning and words from one domain (in this case, the economic domain (owe, debt, and pay)) to be used in the other (in this case, the moral domain). It is extremely common for such metaphors to be fixed in our conceptual systems, and thousands of such metaphors contribute to our everyday modes of thought. For the most part, we use them without effort or conscious awareness. Yet they play an enormous role in characterizing our worldviews *(Lakoff, Johnson, 1980: 64)*.

The language is secondary. The mapping is primary, in that it sanctions the use of source domain language and inference patterns for target domain concepts. The mapping is conventional. This view of metaphor is thoroughly at odds with the view that metaphors are just linguistic expressions.

Reading the novel we come across several metaphors which lay in the basis of text understanding. These metaphors are evolving from the very beginning towards the end of the novel. The imagery metaphors are as follows:

Miranda is Butterfly: *"It was like catching the Mazarine Blue again or a Queen of Spain Fritillary ..."* (Fowles, 1986: 31). *"...now you've collected me ... You've pinned me in this little and you can come and gloat over me ..."*

(Fowles, 1986: 44). ".Aren't you going to show me my fellow-victims?" (Fowles, 1986: 54). ...She was like some caterpillar that takes three months to feed up trying to do it in few days. I knew nothing good would come of it, she was always in such a hurry ..." (Fowles, 1986: 95). ... I know what I am to him. A butterfly he always wanted to catch ..." (Fowles, 1986: 123). I am one in a row of specimens. It's when I try to flutter out of line that he hates me. I'm meant to be dead, pinned, always the same, always beautiful…" (Fowles, 1986: 205).

Ferdinand is Master; Miranda is Slave: *"I promise, I swear that if you let me go I will not tell anyone ... I felt like a cruel king, her appealing like she did…" (Fowles, 1986: 40). "...Will the mysterious great master accept apologizes of very humble slave? ..."* (Fowles, 1986: 71).

Miranda is Mistress; Ferdinand is Servant: F. buys M. hundreds of pounds' worth of expensive gifts, as M. herself points out, he lets her everything … except her freedom.

The contextual metaphor **Ferdinand is Collector** with the negative meaning shows us how the deadening points in collecting things (in this peculiar case, collecting butterflies, when one must kill them to collect), refer to the whole mind-set of F. and influence M. When F. shows M. his butterfly collection, M. tells him that he thinks like a scientist rather than an artist, someone who classify, and names and then forgets about things. She sees a deadening tendency, too, in his photography, his use of cant, and his decoration of the house.

"He is a collector. That's the great dead thing in him" (Fowles, 1986: 161).

In perfectly detailed phases, the odd twists and turns that makes one's life what it ultimately becomes 'Caliban' to a rather wretched existence as a collector. His favorite collection, the 'work' he is most proud of, are his butterflies. Ferdinand likes to take them out and look at them, pinned up and arranged just how he likes them. However, he is soon freed up from monetary constraints – having won a lottery of some sort and winning an obscene amount of money that makes him able to abandon a career for good – and he quickly sets his sights on bigger targets (or perhaps 'conquests' would be the better word). He hits on the idea of collecting Miranda, so to speak.

While analyzing the text we noticed that what is most attractive for Ferdinand in Miranda is her hair. Using methods of coherence and cohesion I found out an analogy that is important in text understanding. That is, analogy of Loosen Hair and Freedom. While imprisoned, Miranda wears it always tied up. The only case when her hair is loose that after bath. And that is the moment which Ferdinand, admires. He wishes *"to touch it, just to stroke it, to feel it" (Fowles, 1986: 198).* We can make such an interpretation: if loose hair is an analogy of freedom then Ferdinand wants to touch this freedom, the freedom he admires unconsciously, the freedom he never achieved.

The one more interesting imagery metaphor that can be tracked in the novel is Ferdinand's capacity to blush in reaction to Miranda and the same capacity of Miranda in reaction to G.P. If Miranda is the sparkle which lights Ferdinand and G.P. is the sparkle which lights Miranda, so both Ferdinand and Miranda burn with similar fire, and we can suppose that they are not as different as it is emphasized in the text.

We followed up also the conceptual metaphor **Morality Is Health, Immorality Is Disease.** This leads us to speak of immoral people as 'sick' or having 'a diseased mind.' And it

leads one to speak of the spread of immoral behavior as 'moral contagion', and of sudden unexpected immoral behavior on a large scale as an 'outbreak' of immorality.

The logic of this metaphor is extremely important: Since diseases can spread through contact, it follows from the metaphor that immorality can spread through contact. Hence, immoral people must be kept away from moral people, lest they become immoral too *(Lakoff, Johnson, 1980: 114–117)*.

The madness of Ferdinand infects Miranda, and perhaps it is not the cold that she caught from F. but his madness, the disease from which she dies. *"… For years he's been looking for something to put his madness into. And he found me… I suddenly realized that I was going mad too …" (Fowles, 1986: 127)*.

Thus, we see that metaphors are important source of information for text understanding and evaluation of people's thoughts and actions. But one must find these metaphorical schemas throughout the configuration of the text. Here we use principles of textual communication, mainly cohesion and coherence, to identify metaphors, taking into account contextual framework. Most of them serve for generalizing the conceptual schema "Causing Evil" and verbalize evil power in "The Collector".

It may seem that these questions are absurd and the answer to them is rather obvious. Certainly, most of the respondents would answer 'yes' and 'no' respectively and such answers would certainly be considered correct. One should however scrutinize this problem in details so that the answers could reach the core of the problem *(Lakoff, Johnson, 1980: 34)*.When does the freedom begin? When does an individual become free? George Lakoff and Mark Johnson point to an ongoing process of individualization of man, in whom a feeling of subjectivity as well as the sense of their own self gradually appear, develop and reinforce themselves. He states that the human being exists, is completely different from the rest of the Kind, and that this differentness is valuable. Paradoxically, Miranda realizes her sense of freedom in her captivity *(Lakoff, Johnson, 1980: 39)*.

"Knowing I am rather a special person. Knowing I am intelligent, knowing … Even knowing that I shall never be so stupid as to be vain about it, but be grateful, be terribly glad (…) to be alive, to be who I am – Miranda, and unique" (Fowles, 1986: 145).

Such a picture of a slow process of liberation, of a free person being born, is however too idyllic to be true. It lacks a certain problem stressed by Fromm, namely: "perhaps next to the innate desire of freedom there is a need for subordination?" *(Fromm, 1994: 167)*. This raises a very interesting question of escaping from freedom.

In his polemics with Freud, Fromm introduces a concept according to which the so-called 'human nature' is not and cannot be something static. For Freud an individual appears to be fully complete, fully developed, and ready. He or she is guided by instincts, which cannot be eradicated due to their nature, so, they must be integral part of human nature or the nature itself. Actions of an individual are directed by urges, complexes, whose sources can be traced in childhood perturbations. The society in which an individual is forced to live has only a repressive function, it compels adjustment and restricts the urges, which, in other words, means that it "tames" the individual. The relation between the individual and society is static in character since the human nature is de facto unchangeable, formed by biological factors and the human being can only learn certain behaviors but is not subject to any broader, deeper changes *(Fromm, 1994: 172)*.

Fromm rejects the Freudian concept by pointing that societies cannot be viewed as an integral whole; completely separate from an individual with respect to whom it will stand aside. He stresses the creative character of society and denounces the Freudian thesis of

exchangeability of the individual – society relationship. In Fromm's opinion, human nature is subject to continuous change due to the social and cultural processes in progress. He writes, "The most beautiful and ugly inclinations of man are not static elements being part of the biological nature of man but a result of social process which is created by him. (…) Human nature, passions and fears are results of culture *(Fromm, 1994: 160)*. Man creates and builds culture and at the same time is influenced by it. Being part of a society, man contains a part of it within him.

The presented Fromm's concept of the shaping of human nature may lead to conclusion that a desire for freedom does not arise from the original natural construct of man. Under appropriate conditions it might never come into existence at all *(Fromm, 1994: 177)*.

There are many concepts relating to this issue and there will be many new to come in the future. Uncertainties and doubts will never be fully satisfied and all the answers will always be hypotheses impossible to be verified. The only practical and possible way of explaining them is a statement that one is deeply convinced as to their truth. One can simply take it for granted that people want freedom and abandon any further exploration of this question.

As to the second question put forward, one should remember that the inevitable process of individualization consists of two faces. One arising from the growth of one's self-esteem, strength, and inner integration of an individual, the sense of uniqueness. And the other being a result of becoming independent, cutting off the umbilical cord connecting the individual with the rest of the world and the fear arising from the process *(Fromm, 1994: 166–167)*.

Fear is caused by a growing sense of loneliness. This original tie that has been cut gave man some feeling of safety and membership in exchange for limited freedom. There comes a time that an individual is compelled to self-liberation. He or she will stand against the surrounding world, which becomes somewhat strange, perhaps even threatening, and most of all they stand face to face with a frightening vision of loneliness, which stems from so much desired freedom.

Erich Fromm states, "Feeling of complete loneliness and isolation leads to a psychological disintegration in precisely the same way as starvation leads to death" *(Fromm, 1994: 168)*. People suddenly notice an approaching danger and their way of reasoning is rather simple, the blame for a growing isolation, which produces a feeling of complete helplessness, is put on the so-called "unfortunate gift of freedom". All one must do is simply to depose it *(Fromm, 1994: 169–171)*.

It is the time to begin the quest for authority figure, a role model, some lofty idea, an omnipotent power which will remove the heavy load off the shoulders, the load of one's own choice, responsibility, and the feeling of loneliness will disappear. One must quickly be subordinated to *Someone* or *Something*
(Fromm, 1994: 177).

People want to lose their freedom. Erich Fromm, whose works influence Fawles' philosophy, writes that "Man is free, so he has to cope with life, but most of all he does not want freedom and its outcome, he asks for spanking; he creates horrible rules (…). The most important this is that everything became simple like for children, that every action was superimposed, that good and evil was defined arbitrarily. (…) Long live any ruler then (…)" *(Fromm, 1994: 172–173)*.

People need authorities. For centuries they have been fighting for freedom without ever realizing the consequences of their fights. Authorities and leaders are as indispensable as air. It is not about the power representing the State, which regulates social relations (though certainly there is a need for one) but about such power that could release people from the decision making process and taking responsibility for their own actions. Of course, people will rebel against

the world, against any restriction and infringement upon their freedom, but only until they realize that they succumb to the authority that they themselves have chosen.

An authority figure can be any person, institution, God, conscience, anything that an individual decides to be subordinated to or anything so considered.

Even in a complete seclusion people are able to create a ruler, whom they will worship, and whose orders they will obey, thus creating an illusion of growing freedom.

Freedom constitutes an important philosophical problem. Speaking of freedom has for its prerequisite the existence of an entity (spirit or mind) capable of making rational decisions. A deterministic view, in which every event is an unavoidable consequence of previous causes, is difficult to be reconciled with the free will *(Fromm, 1994: 174–175)*.

Freedom can make the man authentic. What distinguishes the man from other beings is his attitude toward the future. By being the future himself, he becomes what he is not, since the future has not arrived yet. Conclusion – he is nothingness because he is what he is not. Something that does not exist cannot be determined. Only existing things can. Thus, the man is the freedom. In every situation he is free because he has a choice. He will not take responsibility when he justifies his actions by blaming external factors. But it is eternal factors that he decided to accept, which makes him fully responsible for that. The freedom of the man is realized through ideals set forward. He is condemned to be free with no way of escaping it.

Every man is aware of his freedom and responsibility. This awareness is manifest in his anxieties, which are a result of his knowledge that he can reject every value, or that he establishes these values himself. While escaping from his responsibility for the choice of value he has made, he is also aware that he is escaping from it. Even when he renounces his freedom, he makes a free choice.

In the situation presented in "The Collector", Clegg is not only isolated from society (a realm he despises), he also imposes his authority over Miranda Grey.

"Seeing her always made me feel like I was catching a rarity, going up to it very careful, heart-in-mouth (...)I always thought of her like that, I mean words like elusive and sporadic, and very refined (...) More for the real connoisseur" (Fowles, 1986: 175).

Clegg was looking at Miranda and craving without ever realizing that it was freedom which had brought colors and charm to her and his butterflies. He fell in love and desired to have her for himself, but he could never find either a net or a poison strong enough to keep her close to him. He looked at her while she could still enjoy her freedom, still beautiful, joyful and playful and veiled by the aura of the day dream by which he lived. He was imagining her sitting next to him and painting. Ordinary life can be beautiful, graceful, volatile, as always. He was imagining that they were together and his desire for her grew stronger... Apparently, providence wanted to endow him with the best of the specimen he could ever wish for. Why would the reason be different? It was money that let him capture her and she came dangerously too close as though she had known and decided to be part of his collection.

He thought it over and created a world in which she could be only his. While in captivity, Miranda Grey proved to be neither a quiet nor an unsettling butterfly. Contrary to the circumstances, she was the one to dictate the rules and even began to find some fun or joy in her new situation. And what about him? He only wished she would love him whereas she only desired to be free again. Although she could explain his madness and find some reasoning for his behavior, she could not understand him and wanted to flee. She did not love him, never could fall in love with him. He realized they belonged to two different worlds and that his mastermind plan, so approved by the providence, was not so perfect after all. But both of them were living together, at least for some time.

"The Collector" is a novel about freedom and love or perversely about captivity and selfish, egoistic loving. The subject matter of the entire book provides a shrine for other truths about the human condition such as weaknesses and a changing attitude toward God, which a careful reader is able to discover with ease *(Fromm, 1994: 176–177)*.

There is a game in play between the collector-observer and the 'exhibit', whose main prize is freedom or love. The game in which there are no losers or winners. Clegg expects that his specimen will finally melt into his deranged strategic plan. Miranda will never surrender and she will pretend not to know about the marked cards just to keep her rival happy. There is only one thing that he can accept from her, her unconditional love as he has imagined. Realizing his defeat, he unveils his true face. *"I could have done anything. I could have killed her. All I did later was because of that night. It was almost like she was stupid, plain stupid. Of course she wasn't really; it was just that she didn't see how to love me in the right way. There were a lot of ways she could have pleased me" (Fowles, 1986: 214)*.

4. Conclusions

Text as the object of investigation is an important source of the factual information about human thoughts and actions and the way they are presented in language. Through profound research of the text one can better understand relations in human interaction. The use of such determinative principles as cohesion and coherence plays the very important role in text processing. As text is a human product one should take into consideration the psychological aspect and also designate available in text psychological models. One should also consider that text is a product of author's imagination processes. Thus any interpreter should insert his imagination in text understanding.

In this paper we investigated John Fowles's novel "The Collector". We came to conclusion that the power of "The Collector" is threefold and arises chiefly from: plot, which is associated in the author's works the prototype of the hero's quest and with his love for Nature; existentialism, which is equated with the psychological journey of the protagonist toward self-identity and authenticity; and the author's existential humanism, which is tied to his romantic belief in the ultimate power of love (both of Eros and agape) to change mankind for the better. The key to the power of Fowles's novels derives largely from his unique fusion of archetypal and existential visions of the human experience. Fowles is an archetypal writer who is profoundly concerned with the existential nature of the world and man's place in it.

"The Collector" is an existential allegory of the difficulty of living by the dictates of one's own conscience. The book is also a criticism of modern civilization, for its indifference to the needs of the individual. The situation in the novel – the relationship between the Few and the Many – is complex and is portrayed in clearly existential terms. Fowles explores the nature of good and evil in man. Like Freud and Jung and countless others Fowles thinks that each of us has within him something of evil, no matter how saintly he appears; conversely, there is no man, however heinous and oppressive his actions may be, who does not contain some modicum of good.

The metaphorical schemas also play their role in identifying the situation in the text as good or evil. The processing of the text language and the recurrence of notions which define the conceptual schema 'Causing Evil', their quantitative evaluation on basis of common human definition of good and evil confirm the first impression; but the whole analysis gives empirical data what and who represent evil, how the situation is changing while the text evolves, and gives us the thorough and precise picture of the novel as a single whole.

References

1. Austin, J. L. (1962). How to Do Things with Words. Oxford : Oxford University Press.

2. Beaugrande, R., Dressier, W. (1981). Introduction to Text Linguistics. London: Longman.

3. Brown, P., Levinson, S. (1987). Politeness: Some Universals in Language Usage. Cambridge: Cambridge University Press.

4. Copeland, J. E. (1984). New Directions in Linguistics and Semantics. Houston: Rice University Studies.

5. Deik, T.A. van, Kintsch, W. (1983). Strategies of Discourse Comprehension. New York: Academic Press.

6. Edwards, D. (1997). Discourse and cognition. London: SAGE Publications Ltd.

7. Fowles, J. (1986). The Collector. London: Cavaye Place

8. Grice, H.P. (1975). Logic and Conversation // In Cole, P., Morgan, J.L. Syntax and Semantics. Vol. 3: Speech acts. London: Academic Press.

9. P. 41-58.

10. Halliday, M. A. K., & Hasan, R. (1976). Cohesion in English. English Language Series, London: Longman.

11. Keller, R. (1994). On Language Change. London: Routledge.

12. Lakoff, G., Johnson, M. (1980). Metaphors we live by. Chicago: University of Chicago Press.

13. McMahon, A. (2000). Change, Chance, and Optimality. Oxford: Oxford University Press.

14. Searle, J.A. (1985). Expression and Meaning: Studies in the Theory of Speech Acts. Cambridge: Cambridge University Press.

15. Wierzbicka, A. (2003). Cross-cultural Pragmatics: The Semantics of Human interaction. Berlin / NY: Walter de Gruyter.

EMOTIVE ADJECTIVAL UNITS IN MODERN ENGLISH: SEMANTIC APPROACH

Natalia Melnychuk
Candidate of Science in Philology, Assistant Professor,
Yuriy Fedkovych Chernivtsi National University, Ukraine
e-mail: n.melnychuk@chnu.edu.ua, orcid.org/0000-0002-8742-1670

Anna Symaka
Master of Arts in Philology, Assistant Professor,
Yuriy Fedkovych Chernivtsi National University, Ukraine
e-mail: a.symaka@chnu.edu.ua, orcid.org/0009-0002-1564-5963

Summary
The article is devoted to the study of the functioning of the English adjectival emotive units denoting positive semantics as direct linguistic means of representing human emotional states that combine semantic and pragmatic components of meaning. The aim of this paper is to determine the semantic features of the adjectival emotive units with positive meaning in modern English. The defined approach to the aim of this investigation led to the use of those research methods that correspond best to its goals: in particular, definitional, componential, quantitative analyses, thanks to which the main characteristics of the English adjectival units denoting positive semantics were clarified and the emotive component in the structure of their meaning was revealed. The basis for the analysis of the emotive adjectives with positive semantics in the English lingual worldview is the principle of sustainability which brings to the fore the link of the language with reality, its correlation with extra-linguistic actuality.

Key words: lingual worldview, emotiveness, emoseme, meaning, connotation, expressiveness, evaluation.

1. Introduction

In current linguistic researches the notion of lexico-semantic field is widespread while studying lexico-semantic structure of a language as a complex of interrelated elements. Semantic field of emotiveness in the English lingual worldview is a complex structure that encompasses elements of different parts of a language. Its main function is to verbalize a person's emotions within a lingual worldview that presumes a plurality of objects' continuity links along with a possibility to describe these emotive units in their totality without separating into expressive lexis and lexis of emotive descriptions, unlike functionally-semantic subfields of emotive words that requires this separation.

The relevance of the paper is determined by the anthropocentric direction of the study of adjectival emotive units and the general orientation of modern linguistic studies to study of the content aspect of a language and the necessity of intra-linguistic analysis of this vocabulary. The anthropocentric nature of the modern linguistic paradigm determines a significant scientific interest in a problem of representation of emotions in a language and speech which is investigated in psycholinguistic *(Lewis, 2012), (Prykhodko, 2001)*, cognitive *(Kosmeda, 2000),*

(Power, 2008) and linguocultural *(Boiko, 2005), (Pavlenko, 2006), (Weigand, 2006)* directions. A contrastive study of emotional adjectives in the English lingual worldview contributes to the identification of such properties of lexical semantics that reflect the specificity of the worldview of this linguistic society. The aim of this research is to establish the peculiarities of the English emotive adjectival units with positive meaning. Achieving the aim of this paper involves solving the following tasks: to establish a theoretical and methodological basis for the study of adjectival emotive units in the English lingual worldview; to analyze the peculiarities of their functioning; to distinguish the groups of adjectives expressing positive emotional states based on their lexical meanings. The study determined the use of the selection and descriptive method for analysis and description of the given vocabulary; definitional, componential and quantitative analysis to study the lexical meaning of emotive adjectives which is reflected in their dictionary interpretations and to distinguish the main groups within the lexico-semantic field of English emotive adjectives. A systematic approach to the study of the vocabulary in modern English requires the identification of the functioning regularities of its individual components, among which adjectival emotive units are of particular interest for linguists.

2. Semantics of Emotive Adjectives in English

Analysis of semantic structure of the words belonging to the lexico-semantic field of emotive adjectives that denote a person's emotions was accomplished on the data of the adjectival units, taken from the modern English dictionaries and characterized by "obscure meaning field and vastness of semantic structure" *(Ufymtseva, 2011: 153).* They express not only the external, but also the internal world of a person, his or her attitude to the surrounding reality which has evaluative character.

For building a multilayer structure of adjectives with emotive seme in the English lingual worldview definitional and componential analysis were used in this paper. A matter of priority was defining the nucleus, near-nuclear zone and the field's periphery. A mandatory criterion for the division of adjectival emotive lexis into such zones was a presence in them necessary for these zones characteristics, such as width or definiteness of their component's meanings.

According to such principle there were singled out lexemes-representatives of nucleus groups, afterwards their semantic characteristics and combination peculiarities were determined. The next stage of our investigation was the analysis of the lexemes that form a near-nuclear zone and periphery of the field under research. The division of the field into parts has a quite conditional character, as between its structural elements a definite line is absent and there are diffusive places which depict a gradual transition from one zone into another. It is necessary to underline that in this paper the procedures of splitting lexical units into components and integration them into lexico-semantic groups was fulfilled simultaneously. On the basis of definitional and componential analyses of dictionary interpretation of the words, there were singled out integral emosemes of the field which contain in themselves the elements of its nucleus. To them belong such semes as, *"Anger"* (fury, rage, indignation), *"Fear"* (fearfulness, trepidation), *"Joy"* (amusement, cheer, delight), *"Love"* (affection, fondness, devotion), *"Sadness"* (gloom, sorrow, dejection), *"Surprise"* (amazement, astonishment). These emotive semes are integral and dominant for nuclear groups of adjectival units, because their comprising elements have necessary for nuclear component criteria, as they are not terms, are not marked according to stylistic feature and if necessary, in their structure one can easily single out a common meaning. As a proof of objectivity of this division is a theory *(Izard, 2007)* about universality and basis of emotions, according to which they have the same expressions and characteristics in

different societies, namely joy-pleasure, amazement-astonishment, sadness-sorrow-depression, fear-anxiety are basic emotional experience of any person in any society.

On the basis of the presence of these semes in the definitions of adjectival emotive units they are united into basic lexico-semantic groups. To the emotive adjectives, that act in corresponding groups as the main lexeme-identifiers, belong such units as **joyful** (cheerful), **loving** (affectionate), **surprising** (astonishing), **angry** (furious, irritated), **fearful** (dreadful, scary), **sad** (gloomy, regretful). With their help there were singled out near-nuclear zones of emotive adjectives to which belong main subgroups that are formed on the principle of the general components of meaning, common for the words of these lexical formations and organized on the basis of the following dominant adjectives: **Joyful**: *cheerful*, *contented*, *enthralling*, *optimistic*, *proud*, *relieved, zestful*; **Loving**: *affectionate*, *longing*, *lustful*; Surprising: *amazing*, *astonishing*; **Angry**: *exasperated*, *irritated*, *outrageous*, *envious*, *disgusted*; **Fearful**: *horror-stricken*, *nervous*; **Sad**: *disappointed*, *neglected*, *shameful*, *hurtful*, *sorrowful*, *sympathetic*.

Adjectival units, having these semes in their interpretations, form subgroups of emotive adjectives within corresponding groups. With the help of definitions, one can single out the differential (prototypical) semantic features of the given field (the reason for the emotion, time of experiencing the emotion, intensity of the emotion, evaluation of the emotion, subject of the emotion, revealing of the emotion, control of the emotion). With their help it is possible to reconstruct the models of the main emotional states, expressed by English adjectives which belong to this field. Its constituents were singled out on the basis of the qualitative emotive sign of the adjectives, common for all lexical units that are parts of it. This field is a mosaic, the nucleus of which consists of the language means that specialize in expressing certain categorical emotive meanings which widely illustrate them.

Thus, a general and main condition for the enrolment of the adjectives to emotive ones was the presence of any indication of the emotion in their dictionary definition. Hence, a place in the systematically-structural organization of the field of adjectival emotive units was defined by the role of emosemes "Anger", "Fear", "Joy", "Love", "Sadness" and "Surprise" in their meanings, which proved itself as a dominant (determined the belonging to the field's nucleus) or dependent (determined the belonging to field's periphery).

3. Adjectival Units Denoting "Joy"

One of the dominant emotions of a person is joy, because it has all its main characteristics, such as language realization, recognisability, and universality. The motivational nature of joy, according to some psychologists, is ambiguous, as having the optional character of manifestation, "to a greater extent joy can manifest itself on the background of more important for the subject events of non-hedonistic character … joy is what is happening after any creative or socially important activities, that is fulfilling for reaching a goal or getting benefit" *(Izard, 2007: 98).* Joy is a deep and pleasant emotion, which changes our perception system and optimizes all psychical processes, bringing a feeling of certainty, contentment, enthusiasm, admiration, lightness, and cheerful world perception.

Since native speakers regard joy as a positive emotional state, its language realization always presumes the fulfilment of a wish, reaching a goal or satisfaction of a need, so it is a vital experience for people that allows them to enjoy the world and sharpens their perception. Joy, as any other fundamental emotion has its unique characteristics, and that is why for an adequate research of the language means of its presentation it is necessary to determine semantic peculiarities of its representation in the structure of English emotive adjectives.

Adjectival units with the emotive seme "Joy" are represented in modern English with the help of such adjectives as *beatific* (showing great joy and peace (OALD)), *exalted* (filled with a great feeling of joy (LDCE)), *enraptured* (filled with great pleasure or joy), *joyous* (full of joy; very happy (CALD)), *triumphant* (showing great satisfaction or joy about a victory or success (OALD)), *fulfilled* (feeling happy because you are getting everything that you want from life (LDCE)), *devil-may-care* (cheerful and not worrying about the future (OALD)), *blissful* (extremely or completely happy (OALD)), *bantering* (amusing and friendly (OALD)), *sparky* (full of life; interesting and amusing(OALD)), *banging* (very good or enjoyable (CALD)), *cock-a-hoop* (extremely happy and excited about something (CALD)), *elated (*extremely happy and excited, often because something has happened or been achieved (CALD)) and others.

A dominant nuclear seme, denoting the emotion of joy in English acts out emoseme with the same name *joy* (it is the one to be used more often in the semantics of emotive adjectives). Accordingly, the main identifying word that will present the examined group in the structure of the field of emotive adjectives in English is an adjective *joyful,* as it relates to the common semantic component of this group. This adjective is a central element of the group, that's why it is necessary to study its semantic structure in order to define its general meaning:

1) very happy; causing people to be happy (OALD); 2) something that is joyful causes happiness and pleasure; someone who is joyful is extremely happy (CCADE); 3) very happy, or likely to make people very happy (LDCE); 4) very happy (CALD); 5) very happy, expressing great happiness, causing happy feelings (MED).

Therefore, with the help of definitions from different dictionaries we can determine common meaning: causing, expressing or showing happiness and pleasure. This definition shows the peculiarities of the central element of the group: *joyful* connected with the feeling of happiness and contentment. In the examined group elements unite according to a semantic principle around the central unit as a direct component of their semantics, which after all, are connected indirectly – through its synonyms, and hence they are more distant from the meaningful centre of the group.

The group under investigation numbers 805 adjectival emotive lexemes, which nominate the emotion of joy in English and is noted for the complexity of semantic links, as within its limits one can single out seven basic subgroups, that are united on the basis of the next dominant adjectives: *cheerful, contented, enthralling, optimistic, proud, relieved, zestful*. In their turn, these subgroups are divided into corresponding synonymic chains, members of which are more distant from the centre of the group, however, they demonstrate a total lexical correlation with it: *cheerful*: amusing, blissful, delightful, ecstatic, elated, euphoric, gay, glad, gleeful, happy, jolly, jovial, jubilant; *contented*: pleasing, enjoyable, satisfying; *enthralling*: rapturous; *optimistic*: eager, hopeful; *proud*: triumphal; *zestful*: enthusiastic, excited, exhilarating, exhilarated, thrilling, zealous.

Therefore, the group of emotive adjectives with emoseme "Joy" reflects the main systemic links of English adjectival emotive units and is characterized by a specific lexico-semantic unity of its members, the semantics of which serves as a direct expression of the emotive state of joy, realizing it within the English lingual worldview.

4. Adjectival Units Denoting "Love"

Love as one of the basic emotive categories is fundamental for all people's nature, as thanks to it in a language gender peculiarities of individual are fixed and expressed. Love itself is a basis for such emotional states as jealousy, hate, interest, joy, suffering, and contentment, and thus this emotion is a very complicated and extensive notion that covers all these processes

and expresses a wide range of relations between people. Love as a deep, irrational feeling that a subject feels and addressed onto another subject or object, is extremely complicated and polyhedral. This is why all uniqueness of this psychological phenomenon should be equally reflected in the language, which requires a lot of means to express this feeling.

Lexico-semantic group of adjectival emosemes with a general emotive seme "Love" is an integral part of the lexico-semantic field of emotive adjectives in modern English and consists of 147 units. To this formation belong such adjectives as *adoring* (showing very strong love for someone (CALD)), *besotted* (completely in love with someone and always thinking of them (CALD)), *endearing* (making someone love or like you (LDCE)), *gooey* (showing your love for someone in a way that other people think is silly (LDCE)), *torrid* (that involves very strong emotions connected with love and sex (CCADE)), *smitten* (in love with someone (MED)), *doting* (showing that you love someone very much (CALD)), *infatuated* (having a very strong but not usually lasting feeling of love or attraction for someone or something (OALD)), *patriotic* (showing love for your country and being proud of it (CALD)) and others.

A notional centre of this group is emoseme "Love", as it itself acts as a dominant, nuclear seme. Accordingly, as the main identifying word that presents the examined group was chosen an adjective *loving* (it corresponds to the common component of the group). This adjective is a central element of the group and is described as: 1) showing a lot of love towards someone (CALD); 2) feeling or showing love and affection for sb/sth (OALD); 3) someone who is loving feels or shows love to other people; loving actions are done with great enjoyment and care (CCADE); 4) feeling or showing love (MED); 5) behaving in a way that shows you love someone; done with a lot of care and attention (LDCE).

With the help of these dictionary definitions, we can determine a general meaning that is common for the group of emotive adjectives with common emotive seme "Love": feeling or showing love or affection for someone or something. Integral semes "positiveness" and "anthroponimity" that are present in the name of the group show the correspondence of this feeling to the main emotive categories, directly related to the person's inner world, as love plays an important role in our life and expresses interaction with reality, resulting in positive perception of some phenomenon by an individual.

Similar to other groups, belonging to the field under research, in the structure of the group of the adjectives with emoseme "Love" all the elements are united according to semantic principles around the central word, reflecting the main system links of emotive units within it. This group is characterized by a specific lexico-semantic commonality of its elements, which are divided into three main subgroups that are formed on the basis of the dominant adjectives *affectionate*, *longing*, and *lustful.* They denote different ways of love expressed in the form of features or property. These lexico-semantic subgroups, in their turn, are divided into quantitatively smaller formations – synonymic chains (except subgroups based on the dominant adjectival emotive unit *longing* that does not have any synonymic chains), in semantics of which an integral seme is conveyed indirectly or through the semantics of other group members: *affectionate*: admiring, adoring, attractive, caring, compassionate, fond, liking, sentimental, tender; *lustful*: desirous, infatuated, passionate.

Therefore, adjectives with emoseme "Love" in modern English is a relatively heterogeneous formation, as its centre is an abstract emotive notion, that presumes not only an influence on the subject, resulting in the emergence in him or her certain feelings or concerns, but also a wish of the subject to express his or her emotions with the help of certain deeds. Since this group is a part of the lexico-semantic field of emotive adjectives, it unites adjectival emotive units with the meaning of *love* and embraces the whole variety of feelings of liking to subjects and phenomena of objective reality.

5. Adjectival Units Denoting "Surprise"

According to the majority of psychologists, a surprise is a reaction to an abrupt change of stimulus that can be an unexpected and sudden event. The peculiarity of this emotion is its short duration since surprise is a reaction to something unexpected, during which it is underlined impossibility to concentrate or pay attention to anything else, it is fleeting. While feeling surprised, a person cannot detect at once where the situation is heading, that is why surprise at first has a neutral character. This sensually-neutral character may preserve henceforth and gradually subside if the change of the situation doesn't interfere with the person's interests. In the situation of surprise people, as a rule, feel approximately the same pleasure, as in the situation that has arisen a great interest: a feeling that accompanies the emotion of surprise has a positive character, and a consequence of this pleasant surprise, in most cases, is an interest. Despite the fact that emotion of surprise is quite fleeting, it has an important function to prepare a person for interaction with a new, sudden event and its consequences, and also for a new activity, different from the previous one *(Izard, 2007: 193–195)*. A semantic basis of surprise is a breach of foreseen prognosis of the current action, and that is why a study of language objectification of this emotion is quite perspective.

In modern English adjectives with emoseme "Surprise" are characterized by a combination of lexical units, that express the semantics of a subject's strong impression of uniqueness or unexpectedness of the phenomenon that influences him or her. This group is the smallest and consists of 54 adjectival emotive units with the meaning of surprise, such as *nonplussed* (surprised, confused, and not certain how to react (CALD)), *agape* (with the mouth open, especially showing surprise or shock (CALD)), *prodigious* (very large or powerful and causing surprise or admiration (OALD)), *goggle-eyed* (with your eyes wide open and looking directly at something, especially in surprise or shock (LDCE)), *thunderstruck* (very surprised (CALD)), dumbfounded (unable to speak because of surprise (OALD)), *amazed* (extremely surprised (CALD)), *astonishing* (very surprising; difficult to believe (OALD)), *staggering* (so great, shocking or surprising that it is difficult to believe (OALD)), *astounded* (very surprised or shocked (OALD)) and others.

The main semantic centre of the group is emoseme "Surprise", which is general and dominant for the whole formation. Accordingly the identifying word that presents the studied group is an adjective *surprising (causing surprise),* which is the reflection of the common semantic component of the group – surprise. This adjective is a central element of the group and is characterized by the following meanings: 1) unusual and unexpected (LDCE); 2) causing surprise (OALD); 3) something that is surprising is unexpected or unusual and makes you feel surprised (CCADE); 4) unusual or unexpected (MED); 5) unexpected, causing surprise (CALD). With the help of the definitions, taken from different dictionaries a general meaning can be defined: causing surprise, unusual and unexpected. This semantics reflects peculiarities of the central element of the group, according to which adjectives combine into groupings. As this group is the smallest in the structure of the lexico-semantic field of English emotive adjectives, it is divided only into small subgroups that do not have synonymic chains. The basis for separating these subgroups is such dominant adjectives as *amazing* and *astonishing.* In English lingual worldview these adjectival emotive units reflect differences in intensity forms of experiencing the emotion of surprise as an inseparable component of the spiritual culture of every nation since it owns uniqueness and specifics of verbalization, the basis of which is the subjectivity of interpretation of the surrounding reality by a person.

Thus, the lexico-semantic group of adjectives with emoseme "Surprise" represents a systematically organized lexical paradigm, in which semantic space is characterized by inner organization with the existence of lexico-semantic links between its members based on the presence in them a common feature – meaning of surprise.

6. Conclusions

The nature of an adjective implies the possibility of its investigation from the point of view of the subject who chooses one sign from many; especially it concerns emotive adjectives that have an independent emotive meaning, expressing emotions, feelings and the speaker's evaluation of the surrounding reality at the same time. Emotive adjectives in the English lingual worldview form a complex structure that consists of lexical units that are direct verbal expressions of human emotions, and therefore assumes the continuity of the connections of the objects along with the possibility of describing adjectival emotive units as a whole without dividing this vocabulary on vocabulary of expression and vocabulary of description of emotions. Adjectival emotive units in modern English form a complex lexically-semantic formation, consisting of six groups, the elements of which are systematized basing on their constituent elements. The differentiation of emotional adjectives into groups of words with positive and negative meaning reflects the peculiarities of their functioning in the English lingual worldview: emotive adjectives with positive semantics make up a significant part of the general vocabulary, but they are less numerous than units of negative semantics. Emotiveness as a component of semantic content of a word causes significant linguistic interest, and therefore requires further scientific research aimed at identifying stylistic features of emotive vocabulary and in-depth analysis of their semantic structure on the material of different languages.

References

1. Boiko, N. (2005). Ukrainska ekspresyvna leksyka: semantychnyi, leksykohrafichnyi i funktsionalnyi aspekty: monohrafiia [Ukrainian expressive vocabulary: semantic, lexicographic and functional aspects: a monograph]. Nizhyn: Aspekt-Polihraf. [in Ukrainian]

2. Izard, K. E. (2007). Psykholohyia emotsyi [Psychology of emotions]. Saint Petersburg: Pyter. [in Russian]

3. Kosmeda, T. (2000). Aksiolohichni aspekty prahmalinhvistyky: formuvannia i rozvytok katehorii otsinky [Axiological aspects of pragmalinguistics: formation and development of the category of evaluation]. Lviv: LNU im. Ivana Franka. [in Ukrainian]

4. Lewis, M., Haviland-Jones, J., Barrett, L. (Eds.). (2012). Handbook of Emotions. The Guilford Press.

5. Pavlenko, A. (2006). Emotions and Multilingualism (Studies in Emotion and Social Interaction). Cambridge University Press.

6. Power, M. J., Dalgleish, T. (2008). Cognition and Emotion: From Order to Disorder. Second edition. Hove and New York: Psychology Press.

7. Prykhodko, H.I. (2001). Sposoby vyrazhennia otsinky v suchasnii anhliiskii movi: monohrafiia [Ways of expressing evaluation in modern English: a monograph]. Zaporizhzhia: ZDU. [in Ukrainian]

8. Ufymtseva, A. A. (2011). Typy slovesnykh znakov [Types of word signs]. Moskow: Lybrokom. [in Russian]

9. Weigand, E. (2006). Emotion in Dialogic Interaction: Advances in the Complex. Amsterdam Studies in the Theory and History of Linguistic Science. John Benjamin Publishing Company.

PERSONALISTYKA MUZYCZNA W PUBLICYSTYCE
NESTORA NIŻANKOWSKIEGO: PODEJŚCIE KULTUROWE

Ulana Mołczko

student studiów wyższych III stopnia (podyplomowych) specjalność 034 "Kulturoznawstwo"
Instytutu Pedagogiczno-Naukowego Sztuki,
Prykarpacki Narodowy Uniwersytet im. Wasyla Stefanyka, Ukraine;
docent nadzwyczajny katedry dyscyplin muzycznych i teoretycznych oraz prof kształcenie
instrumentalne, Państwowy Uniwersytet Pedagogiczny
im. Iwana Franki w Drohobyczu, Ukraine
e-mail: u.molchko@gmail.com, orcid.org/0000-0003-1519-6053

Anotacja

Badanie wyswietla publicystyczny dorobek ukrainskiego kompozytora, wyklladow-ca,krytyka muzycznego, Nestora Nizankowskiego, w ktorym sie wyswietla pytanie charakteru kwestii kulturowej. Analizuja sie presodruki,ktore zostaly nadrukowane na stronach czasopisu "Ukraiński wisti" w latach 30-ch pierwszej trzeciny XX stolecia. Ocharakteryzowano kulturologiczny zmiast zaznaczonych gazetnych materialow galickiego dziennikarza,ktore maja w sobie bogaty informatywny material o zwyczenstwach koncertowych wiadomych artystow czasow pierwszej trzeciny XX stolecia. Jego posty wyswietlaja wystepy znanych muzykantow: Modesta Męcińskiego, Jewhena Perfeckiego, Wandy Landowskiej, Gałyny Lewickiej, Darii Hordyńskiej-Karanowycz, Jewhena Cehelskiego, Ivan Sewastian Barwińskiego, Imre Ungara, Łesi Derkacz, Lubky Kołessy, Marty Krawciw, Stefana Askenase, Aleksandra Unińskiego, Fritza Kreislera, Jurija Krycha, repertuarny poziom analizowanych program koncertowych, wykonujaca umiejetnosc. Uwazane za funkcje poznawcza te edukacyjne gazetne materialy N. Nizankowskiego. Postanowino ze te sociokulturowe presodruki znajduja w sobie potencial aksiologiczny, ktory jest translowany przez wartosciowy system jak w ukrainska tak i swiatowa przestrzen.

Slowa kluczowe: historia kultury muzycznej Ukrainy, dziennictwo muzyczne, muzyczno-krytyczne dziedzictwo kompozytorskie, Nestor Nizankowski, Wschodnia Galicja, "Ukraiński wisti", reportaz, recenzja, notatka.

1. Wstep

Rozwoj sztuki ukrainskiej, zwyczenstwa znanych muzykantow odnalezli gruntowny obraz w roznotematowych gazetnych materialach kompozytora, spolecznie-publicznego ta edukacyjnego lidera, pianista, krytyka Nestora Nizankowskiego. Jego ilosciowe presodruki obiektywnie wyswietlialy dynamike procesow kulturotworzenia pierwszej trzeciny XX stolecia we Wschodniej Galicji ta fiksuja strony zycia koncertowego wiadomych ukrainskich ta swiatowych artystow. Tematycznie-zmiastowa rzeczywistosc materialow publicystycznych N. Nizankowskiego na stronach gazety "Ukraiński wisti" zdobyla wylacznie wartosc dzisiaj, poniewaz one poglembiaja zrodloznawczy material z historii ukrainskiej kultury ta tworczosci zyciowej elity artystycznej Wschodniej Galicji. Niestety personalistyka muzyczna, ktorej poswiecone jego gazetne materialy, jest niewystarczajaca zbadana.

Dziennikarska działalność Nestora Niżankowskiego, jednego z twórców muzyki ukraińskiej, została opisana w eseju Yu.Bułki (1997) o życiu i twórczości lwowskiego kompozytora. Znaczenie muzyczno-krytycznych i pouczająco-edukacyjnych publikacji prasowych N. Nyżankiwskiego jest częściowo podkreślone w pracach N. Kobryna (2004), U. Molchko (2014).

Celem artykułu jest zarys twórczości wybitnych muzyków lat 30. pierwszej tercji XX wieku w Galicji Wschodniej przez pryzmat druków prasowych Nestora Nyżankiwskiego. Zgodnie z celem artykułu postawiono także zadania, a mianowicie: scharakteryzowanie dominant tematycznych i semantycznych twórczości dziennikarskiej artysty; analizować spektrum gatunkowe tych materiałów prasowych; wziąć pod uwagę poziom umiejętności wykonawczych i repertuarowych artystów ukraińskich i zagranicznych, co zostało odnotowane w publikacjach prasowych N. Nyżankiwskiego.

Analizując wspomniane publikacje N. Nyżankiwskiego zastosowano następującą metodologię: metoda analizy i syntezy – dla badania źródeł z historii sztuki muzycznej Galicji Wschodniej pierwszej tercji XX wieku, opisowa – dla ujawnienia treści materiałów krytycznych dla muzyki; biograficzny – aby podkreślić twórcze życie wybitnych artystów; klasyfikacje i typologie – scharakteryzować analizowane publikacje prasowe; metoda systematyzacji – stosowana do uogólniania wyników badań, formułowania wniosków.

2. Działalność dziennikarska Nestora Niżankowskiego na łamach gazety "Ukraiński wisti"

Artykuły muzyczno-krytyczne ukraińskiego kompozytora, pedagoga, pianisty-koncertmistrza, działacza społeczno-kulturalnego Nestora Niżankowskiego są żywym świadectwem rozwoju kultury ukraińskiej początku XX wieku. Artysta ściśle współpracował z takimi pismami jak "Діло" ["Diło"], "Назустріч" ["Nazustricz"], "Життя і Знання" ["Żyttia i Znannia"], "Українські вісти" ["Ukraiński wisti"], "Світло й Тінь" ["Switło i Tiń"].

Nestor Niżankowski w latach 1935–1939 pracował jako krytyk-recenzent dla czasopisma "Ukraiński wisti". Jego działalność publicystyczna miała na celu "[…] spopularyzowanie sztuki muzycznej, zwłaszcza ukraińskiej, oraz wychowanie słuchaczy-erudytów, którzy potrafiliby dostrzec piękno muzycznej ekspresji" *(Bulka 1997: 20)*. Na łamach tej gazety autor opublikował 77 publikacji, reprezentujących różne gatunki prasowe: recenzje, wspomnienia, notki, artykuły muzykologiczne. W tych publikacjach N. Niżankowski po raz pierwszy używa Npseudonimu Nenyż, podpisując się również pełnym imieniem i nazwiskiem – Nestor Niżankowski.

W komunikatach prasowych na łamach gazety "Ukraiński wisti" autor wyświetla osiągnięcia wykonawcze ukraińskich i zagranicznych artystów a mianowicie: Modesta Męcińskiego, Jewhena Perfeckiego, Wandy Landowskiej, Gałyny Lewickiej, Darii Hordyńskiej-Karanowycz, Jewhena Cehelskiego, Ivan Sewastian Barwińskiego, Imre Ungara, Łesi Derkacz, Lubky Kołessy, Marty Krawciw, Stefana Askenase, Aleksandra Unińskiego, Fritza Kreislera, Jurija Krycha.

3. Dorobek koncertowy artystów lwowskich w latach 1935–1936 w drukach prasowych N. Niżankowskiego

Jednym z pierwszych przyczynków N. Niżankowskiego w tym czasopiśmie jest artykuł o wybitnym ukraińskim śpiewaku Modeście Męcińskim pt. "Modest Męciński. Wspomnienie".

W publikacji krytyk podkreśla "uniwersalny" styl wykonawczy artysty, sporo miejsca poświęca też opisowi repertuaru śpiewaka: i dlatego jego "Zygfryd" czy Canio z "Pajaców", czy Radames w "Aidzie", Otello, Elezar czy inne postacie z 30 oper, pośród których znajdują się i najnowocześniejsze opery Schrekera, R. Straussa, Pfitznera i inne, były bezwarunkowo przekonywujące i naturalne" *(Nyzhankivskyi, 1935: 3)*.

W recenzji "Jurij Krych" Niżankowski nie tylko informuje czytelnika o wydarzeniu artystycznym, lecz także przedstawia badawczą oraz interpretacyjną analizę programu koncertu, którą dokonuje posługując się własną percepcję słuchową. N. Niżankowski podkreśla, że Jurij Krych zaprezentował na koncercie złożony program, w którym znalazły się m.in. Sonata L. van Beethovena, Koncert na skrzypce z fortepianem H. Wieniawskiego,,,Utwory koncertowe" G. Samazeuilh i B. Bartoka,,,Ave Maria" F. Schuberta,,,La rond de lutins" A. Bazziniego,,,Lot trzmiela" N. Rimskiego-Korsakowa i inne utwory. Jego interpretację cechuje "[…] głęboki namysł oraz rozumienie dzieła" *(Nyzhankivskyi, 1936: 4)*. Autor nie pomija akompaniatorskich umiejętności pianistki I. Lubczak-Krych. Według krytyka muzycznego "[…] okazała ona techniczną spójność, zaprezentowała wrażliwość wobec intencji solisty, zdolność pogodzenia osobowości solisty z ideą utworu, i jednocześnie zwróciła na siebie uwagę jak na pianistkę – a nie jest to ani łatwe, ani częste" *(Nyzhankivskyi, 1936: 4)*.

Materiał dziennikarski pt. "Lubka Kołessa" jest relacją N. Niżankowskiego koncertu, który odbył się na początku maja 1936 roku w sali Polskiego Towarzystwa Muzycznego i stał się wydarzeniem artystycznym. Analizując program koncertu, autor posługuje się ekspresyjnymi obrazowo-plastycznymi środkami wyrazu. Relacjonując mistrzowskie wykonanie L. Kołessy w Koncercie organowym w d-moll A. Vivaldiego – A. Shadal'a, N. Niżankowski odwołuję się do wizerunku kościoła gotyckiego. Oto w jaki interesujący sposób autor demonstruje swój talent literacki: "Gotycki kościół. Zmierzch ginie w wysokich spiczastych sklepieniach. Cisza, modlitewne skupienie. Powoli odzywają się organy. Głęboki dźwięk cierpienia narasta coraz mocniej. Co minutę pojawiają się nowe odcienie i wszystko jest w innym kolorze. Dołączają do poprzednich, mieszają się z nimi, czasem toną, czasem wyłaniają się w wirze wybrzmiewających harmonii. I wydaje nam się, że te tony odzwierciedlają nasze życie. Poruszenie i smutek, czuła pieśń i sprzeciw – wszystko to przesuwa się jak w kalejdoskopie przed oczami duszy. Ale tej duszy, którą modlitwa oczyściła, wyciszyła i wzmocniła do dalszej walki… nadszedł kres. Szkoda, że musimy "opuścić kościół, w którym było tak dobrze. To L. (Lubka. – *U.M.*) K. (Kołessa. – *U.M.*) zakończyła grać koncert Vivaldiego – Shadal'a" *(Nyzhankivskyi, 1936: 3)*.

Opisując wykonanie przez wspaniałą pianistkę, Sonaty W.-A. Mozarta, autor używa takich słów: "Drobne, niemalże brzdąkające tony następowały po sobie w szybkim tempie. Jest ich niewiele, ale są bardzo ruchliwe, bardzo zgrabne, bardzo zadbane i wszystkie przeraźliwie dobrze wychowane. Jak ludzie z czasów, gdy nosili krynoliny, aksamitne, haftowane złotem fraki, pięknie uczesane peruki i koronkowe żaboty. A każdy ruch był pełen gracji. Może trochę maniernej, ale pięknej. To ciekawa rzecz! Czy ci ludzie mieli "duszę"? Tak, mieli! Tę naszą miękką, rozśpiewaną duszę, może nawet bardziej wrażliwą od naszej, i nie tak rozchełstaną jak nasza. W miarę jak smutek przemijał, nadchodziły tony weselsze. Ze skrętami, wkrętami, lecz zgrabnie, swobodnie, bez bombastyczności i młodzieńczego przekrzykiwania się. To przedziwne! – tak umiarkowanie, prawie oszczędnie, a jednak tak głęboko i tak dobrze wszystko zostało wypowiedziane! – Tak Lubka Kołessa grała sonatę Mozarta *(Nyzhankivskyi, 1936: 3)*.

W podobnym stylu napisany jest materiał dot. wykonania "Wariacji symfonicznych" R. Schumanna, "Drobnych utworów" F. Chopina,,,XII Rapsodii" F. Liszta.

Publikacja pt. "Jewhen Perfecky (wspomnienie pośmiertne)" jest hołdem złożonym twórcy kultury narodowej przełomu XIX i XX wieku. N. Niżankowski przedstawił czytelnikom

całokształt skomplikowanej drogi życiowej i twórczej artysty. Podkreśla niezrównany talent ukraińskiego skrzypka: "Każdy występ J. Perfeckiego był swoistą rewolucją. Ze sceny popłynęły dźwięki skrzypiec odznaczające się niezwykle czystym brzmieniem, techniczną precyzją i – dźwiękami przepełnionymi wielką kulturą muzyczną i ogólną" *(Nyzhankivskyi, 1936: 3)*.

Recenzja N. Niżankowskiego "Gala Lewicka. Pianistka" była jedną z pierwszych reakcji na ważne wydarzenie w życiu artystycznym Lwowa. Koncert odbył się 22 listopada w małej sali Towarzystwa Muzycznego im. Łysenki, a program monograficzny tworzyły trzy sonaty L. Beethovena – op. 10 nr 3, Appassionata op. 57 i op. 110.

Recenzja zawiera bardzo trafne opinie N. Niżankowskiego dotyczące stylu gry pianistki. Autor podkreśla jaskrawą osobowość wykonawczyni za pomocą trafnych opisów: "Grę G. (Gałyna. – *U. M.*) L. (Lewicka. – *U. M.*) cechuje pewien rodzaj pogłębionej medytacyjności, połączonej niekiedy ze świadomym unikaniem zbędnej popisowości. Utwory i ich autorzy często na tym wygrywają, podobnie jak i G. L. jako pianistka-wirtuoz. Dzięki takiemu podejściu do sztuki pianistycznej G. L. jawił się nam jako muzyk na wskroś głęboki i budzący respekt, co często uchodziło uwadze przeciętnego słuchacza. Ale przy ostatnim wykonaniu trzech sonat Beethovena (op. 10, część 3, Appassionata op. 57 i op. 110), G. L. nie tylko zmusiła słuchaczy zapomnieć o swoich oczekiwaniach wobec utworu i wykonania, ale i sprawiła, że podążyli oni za jej myślami – do kraju, który Beethoven przedstawił swoimi dźwiękami – a G. L. odtworzyła te dźwięki i ten świat" (*Nenyzh. [Nestor Nyzhankivskyi], 1936: 6*).

Autor wskazuje również na indywidualne cechy wykonania przez pianistkę sonat Beethovena: "Pełne głębokie brzmienie, umiejętność wydobycia z fortepianu najróżniejszych barw – wszystko dopasowane do potrzeb utworu i miejsca, giętkość przejść dźwiękowych – to wartości, które z pianistycznego punktu widzenia pozwoliły G. Łewyckiej zagrać te trzy sonaty Beethovena w wyjątkowej stylistyce" (*Nenyzh. [Nestor Nyzhankivskyi], 1936: 6*).

Recenzja pt. "Imre Ungar" pióra N. Niżankowskiego zawiera wiele cennych autorskich sądów, które ukazują jego rozumienie indywidualnego stylu gry węgierskiego artysty. Dziennikarz był szczególnie zafascynowany genialną wirtuozerią I. Ungara. N. Niżankowski pisze: "[…] technika Ungara jest dostosowana do ekspresyjnych potrzeb jego wnętrza. Technika ta jest zaskakująco bogata w najmniejsze odcienie barwy dźwięku – ale bez jaskrawego blasku – który zresztą nie jest Ungarowi zbytnio potrzebny, zwłaszcza kiedy stara się zgłębić treść wykonywanych przez siebie utworów" (*Nenyzh. [Nestor Nyzhankivskyi], 1936: 3*).

Zwięzła recenzja autorstwa "W. Landowska" poświęcona jest koncertowi wybitnej polskiej pianistki i klawesynistki, pedagoga muzycznego, która odegrała znaczącą rolę w odrodzeniu klawesynu w XX wieku. Materiał dziennikarski N. Niżankowskiego dostarcza wiele cennych informacji o repertuarze koncertowym polskiej klawesynistki, który składał się z utworów F. Couperina, J.-F. Rameau, J.-S. Bacha, W.-A. Mozarta i D. Scarlattiego. Autor wyraża w niej też podziw dla umiejętności technicznych artystki, zauważając, że "[…] Landowska jest głęboką znawczynią muzyki dawnej i wszystkich subtelności instrumentu, na którym gra po mistrzowsku" (*Nenyzh. [Nestor Nyzhankivskyi], 1936: 4*).

Cenny opis wzrastania twórczego poziomu lwowskiej pianistki Marty Krawciw-Barabasz daje Nestor Niżankowski w artykule pt. "Marta Krawciw, pianistka". Recenzowany przez krytyka muzycznego koncert M. Krawciw poświęcony był muzyce francuskiej i, jak zauważa autor, odbył się w małej sali Towarzystwa Muzycznego im. M. Łysenki 13 grudnia 1936 roku. Tego wieczoru orkiestra wykonała utwory F. Couperina i J.-F. Rameau, C. Francka, C. Saint-Saënsa, M. Ravela i C. Debussy'ego. Krytyk muzyczny chwalił wielki rozwój zawodowy pianistki. Pisze on: "O Marcie Krawciw nie jednokrotnie już pisano, że jest "utalentowana", "obiecująca" itp. Obecnie jest doświadczoną pianistką, a respekt i rzetelność z jaką M.

(Marta. – *U. M.*) K. (Krawciw. – *U. M.*) uprawia swoją sztukę, wzbudza podziw wobec 19-letniej dziewczyny" (*Nenyzh. [Nestor Nyzhankivskyi], 1936: 3*).

W recenzji znajdujemy nie tylko wyczerpujący opis repertuaru pianistki, w którym przeważały utwory ze skarbnicy francuskiej literatury fortepianowej, ale także przedstawienie cech indywidualnego stylu gry M. Krawciw: "[…] młodzieńczy temperament, brawurowa wirtuozeria, wnikliwe zagłębienie środków wyrazowych utworów, kultura stylistyczna, wrażliwość interpretacyjna" (*Nenyzh. [Nestor Nyzhankivskyi], 1936: 3*).

4. Kunszt wykonawczy wybitnych artystów w recenzjach N. Nyżankiskiego w latach 1937–1939

W zwięzłej recenzji "Stefan Askenase – pianista" N. Niżankowski przedstawia specyfikę wykonania czterech sonat L. Van Beethovena przez polskiego pianistę. Na koncercie L. Van Beethoven w interpretacji S. Askenase "[…] nie był żadnym wielkim człowiekiem, który ze swoją gigantyczną siłą wdziera sie w głąb naszego duchowego Ja i nim potrząsa. Beethoven tego wieczoru był muzykiem bardzo precyzyjnym, przemawiającym do nas poprawnie, precyzyjnie, – wyrównanie – ale i płynnie, bez wewnętrznych ograniczeń i nadmiernego entuzjazmu podobnie jak życzliwy, wyważony wujek, który wiele przeżył, ale umie o tym opowiedzieć, a gdy trzeba i po sztubacku. Ileż pracy, wiedzy i przemyśleń trzeba włożyć, by muzykę Beethovena tak „zbliżyć" do słuchacza!" (*Nenyzh. [Nestor Nyzhankivskyi], 1937: 6*).

N. Niżankowski-krytyk w swoich materiałach publicystycznych reaguje również na wydarzenia artystyczne w galicyjskiej kulturze wiolinowej. W recenzji "Fritz Kreisler" publicysta wyraża swój zachwyt nad wysokim profesjonalizmem artysty, tj. "[…] płynność jego gry, zwłaszcza w drobniejszych utworach, sięga granic ludzkich możliwości w ogóle. Gra Kreislera emanuje szlachetnym spokojem artysty, który opanował to, co gra, zarówno technicznie, jak i psychicznie, a słuchacz odnosi wrażenie, że to dobrze, że jest tak, jak jest – i że nie powinno być inaczej… " (*Nenyzh. [Nestor Nyzhankivskyi], 1937: 4*).

N. Niżankiwski nie ignoruje i występu pianisty-akompaniatora Franza Ruppa, który "[…] był całkowicie równy wielkiemu skrzypkowi. Rupp po prostu zwrócił na siebie uwagę umiejętnością dostosowania się do stylu utworu i wymagań solisty, a jednocześnie udało mu się ukryć swoją pianistyczną osobowość" (*Nenyzh. [Nestor Nyzhankivskyi], 1937: 4*).

Notka pt. "Łesia Derkacz" zawiera cenne informacje, które rzucają światło na pierwsze koncertowe kroki 13-letniej wówczas artystki. Trudny program koncertu, na który złożyły się utwory L. VanBeethovena, D. Viottiego, G. Wieniawskiego, A. Bociniego, C. Hubera i F. Kreislera, ukazał wielki talent młodej skrzypaczki. Autor podkreśla, że młoda artystka wykazuje swoje indywidualne cechy wykonawcze, a mianowicie: "[…] muzykalność oraz szacunek dla tego, co robi. Dodajmy do tego dobre przygotowanie, naturalne "dane" techniczne (głównie niezwykle lekkie i naturalne,"spiccato") oraz piękny ton" (*Nenyzh. [Nestor Nyzhankivskyi], 1937: 4*).

Pianistka-akompaniatorka Melania Baiłowa przyczyniła się do stworzenia spójnego charakteru koncertu.

Artykuł "Daria Hordyńska-Karanowycz" poświęcony jest recitalowi światowej sławy pianistki ukraińskiej. Program jej monograficznego koncertu współczesnej fortepianowej muzyki ukraińskiej składał się z następujących utworów: "Preludia" L. Rewuckiego, "Suita ukraińska" W. Barwińskiego, "Poemat" op.5 nr 1 W. Kosenki, "Wariacje na temat pieśni czumackiej" M. Mykyszi, "Mała suita" N. Niżankowskiego, "Obrazki z Huculszczyzny" M. Kołessy, "Pieśń na wschód słońca" S. Ludkiewicza.

W recenzji krytyk muzyczny opisuje styl pianistyczny D. Hordyńskiej-Karanowycz, który charakteryzują m. in. "[…] giętkość siły dźwięku, wielki zakres barw dźwiękowych, zdolność do szybkich zmian, niezwykła pewność i dobra biegłość z jednej strony, a z drugiej strony zaduma, spokój, głęboka i obrazowa muzykalność, opanowany temperament i wielka kultura wrodzona i nabyta" (*Nenyzh. [Nestor Nyzhankivskyi], 1938: 4)*.

Na wspomnianą styczniową imprezę N. Niżankowski reaguje lakoniczną recenzją "Friedman". Podając na stronach gazety program występu światowej sławy pianisty (J.-S. Bach – F. Busoni "Chaconne", W.-A. Mozart "Rondo in A-moll", J.-N. Hummel "Rondo in Es-dur", F. Chopin "Etiudy" op. 10 i op. 25, R. Schumann "Kreisleriana", Ch. -W. Gluck – I. Friedman "Balet"), autor zaznaczył, że artysta "[…] grał nie tylko brawurowo, ale i ze smakiem prawdziwie kulturalnego wirtuoza" (*Nenyzh. [Nestor Nyzhankivskyi]*, 1938: 4), a także wzbudził podziw krytyka "[…] za fenomenalną płynność, przede wszystkim legato jego przebiegów i pasaży" (*Nenyzh. [Nestor Nyzhankivskyi], 1938: 4)*.

W czterech zdaniach artykułu pt. "Uniński", autor przedstawia pianistę czytelnikom ukraińskiego dziennika "Ukraiński wisti". W krótkiej relacji z koncertu N. Niżankowski trafnie i zwięźle podkreśla jego najbardziej efektowne cechy pianistyczne. Na solowym recitalu fortepianowym lwowska publiczność była pod wrażeniem interpretacji utworów D. Scarlattiego, F. Chopina i C. Debussy'ego. Autor zauważa: "[…] to pianista bardzo wysokiej klasy, który przyciąga uwagę swoją niezwykłą, czystą grą. W trosce o precyzję i przejrzystość Uninsky kreśli ekspresyjne linie, odpowiednie do sposobu gry. Nie należy więc szukać w jego grze wielkiej wybuchowości czy siły – niemniej jednak Uniński daje swojemu wykonaniu wszystko to, co jest potrzebne dla prawidłowego oddania architektoniki utworu" (*Nenyzh. [Nestor Nyzhankivskyi], 1938: 3)*.

Ostatnim artykułem w dorobku dziennikarskim N. Niżankowskiego była krótka recenzja wieczoru muzyki skrzypcowej Jewhena Cehelskiego z udziałem pianisty Wołodymyra Bożka. W ocenie N. Niżankowskiego J. Cehelski "[…] pozostaje wierny swojemu szczególnemu sposobowi gry, który charakteryzuje się spokojem i opanowaniem" (*Nenyzh. [Nestor Nyzhankivskyi], 1939: 4)*, a W. Bożejko "[…] swobodnie, acz precyzyjnie posługuje się techniką (zespołem środków wyrazowych) gry na fortepianie" (*Nenyzh. [Nestor Nyzhankivskyi], 1939: 4)*.

Materiały prasowe N. Niżankowskiego na łamach "Ukraiński wisti" eksponują dokonania koncertowe zarówno muzyków ukraińskich, jak i artystów innych narodowości. Dziennikarz wykorzystuje szeroki wachlarz gatunków informacyjnych przeznaczonych do utrwalenia występów artystycznych. Używa emocjonalnie wyrazistego słownictwa, plastycznych porównań, na uwagę zasługuje też przystępny język.

5. Wnioski

Druki prasowe o charakterze kulturalnym Nestora Nyżankiwskiego podkreślają różne aspekty życia muzycznego, w szczególności wydarzenia koncertowe z udziałem wybitnych artystów ukraińskich i zagranicznych pierwszej tercji XX wieku. Pomimo trudnych historycznych okoliczności bezpaństwowości podkreślali ważną rolę sztuki ukraińskiej w światowej przestrzeni kulturowej. Materiały dziennikarskie dziennikarza należą do informacyjnych (notatka, relacja) i analitycznych (recenzja, recenzja) odmian krytyki muzycznej. Jest to wymowny materiał źródłowy dla badaczy społeczno-kulturowych procesów rozwoju społeczeństwa. Aspekty kulturowe twórczości publicystycznej Nestora Nyżankiwskiego mają istotną wartość dla współczesnej nauki, gdyż potwierdzają wartość muzyki ukraińskiej w

przestrzeni światowej, a także świadczą o wysokim poziomie profesjonalnym życia koncerto-wego we Lwowie na początku XX wieku. wiek. Perspektywy dalszych studiów nad krytyczną twórczością muzyczną N. Nyżankiwskiego upatrywać można w kompleksowym badaniu pub-licystyki artysty jako holistycznego zjawiska kulturowego, które zapełniają mało znane karty biografii muzyków koncertujących.

References

1. Bulka, Yu. (1997). Nestor Nyzhankivskyi: Zhyttia i tvorchist [Nestor Nyzhankivskyi: Life and creativity], Lviv ; Niu-York: Vydavnytstvo M. P. Kots. [in Ukrainian]

2. Nenyzh. [Nestor Nyzhankivskyi], (1936). V. Liandovska [V. Lyandovska], Ukrainski visty, 284(322), 4. [in Ukrainian]

3. Nenyzh. [Nestor Nyzhankivskyi], (1936). Halia Levytska. Pianistka [Galya Levytska. Pia-nist], Ukrainski vist, 273(311), 6. [in Ukrainian]

4. Nenyzh. [Nestor Nyzhankivskyi], (1938). Dariia Hordynska-Karanovych [Daria Gordyns-ka-Karanovych], Ukrainski visty, 33(660). 4. [in Ukrainian]

5. Nenyzh. [Nestor Nyzhankivskyi], (1939). Evhen Tsehelskyi – skrypak [Yevhen Tsegelskyi – violinist], Ukrainski visty, 76(995), 4. [in Ukrainian]

6. Nenyzh. [Nestor Nyzhankivskyi], (1936). Imre Unhar [Imre Ungar], Ukrainski visty, 265(303), 3. [in Ukrainian]

7. Nenyzh. [Nestor Nyzhankivskyi], (1937), Lesia Derkach [Lesya Derkach], Ukrainski visty, 73(411), 4. [in Ukrainian]

8. Nyzhankivskyi, N. (1936). Liubka Kolessa [Lyubka Kolessa], Ukrainski visty, 104(142), 3. [in Ukrainian]

9. Nenyzh. [Nestor Nyzhankivskyi], (1936). Marta Kravtsiv, pianistka [Marta Kravtsiv, pia-nist], Ukrainski visty, 291(329), 3. [in Ukrainian]

10. Nyzhankivskyi, N. (1935). Modest Mentsynskyi. Spohad [Modest Mentsynskyi. Memory], Ukrainski visty, 32, 3. [in Ukrainian]

11. Nenyzh. [Nestor Nyzhankivskyi], (1937). Stepan Askenaze – pianist [Stepan Askenaze – pianist], Ukrainski visty, 22(360), 6. [in Ukrainian]

12. Nenyzh. [Nestor Nyzhankivskyi], (1938). Uninskyi [Uninsky], Ukrainski visty, 30(657), 3. [in Ukrainian]

13. Nenyzh. [Nestor Nyzhankivskyi], (1938). Fridman [Friedman], Ukrainski visty, 16(643), 4. [in Ukrainian]

14. Nenyzh. [Nestor Nyzhankivskyi], (1937). Frits Kraizler [Fritz Chrysler], Ukrainski visty, 18(355), 4. [in Ukrainian]

15. Nyzhankivskyi, N. (1936). Evhen Perfetskyi (Posmertna zghadka) [Yevhen Perfetskyi (Post-humous mention)], Ukrainski visty, 201(239), 3. [in Ukrainian]

16. Nyzhankivskyi, N. (1936). Yurii Krykh [Yuriy Krykh], Ukrainski visty, 87(125), 4.

THE MODEL OF A NEW UKRAINIAN RURAL SCHOOL
AS A GUIDING PRINCIPLE FOR THE FUTURE

Inna Nesterenko

Candidate of Pedagogic Science, Associate Professor,
Pavlo Tychyna Uman State Pedagogical University, Ukraine
e-mail: nesterenkoinna83@gmail.com, orcid.org/0000-0002-1486-1568

Summary

A small rural school has several orders of magnitude and fewer possibilities for meeting educational goals. The remoteness of settlements from scientific centers, the worse level of provision of the educational and material base, and the level of professional training of teachers, which does not always meet the requirements of work, caused this. A small school is not only to give students a sum of knowledge on the basics of science but also to teach them to think creatively, avoiding templates.

The time under martial law in which our children are growing up is difficult. In today's whirlwind, adults can't always withstand enormous stress, so we rarely think about how our children live now. For those, we meet occasionally and for whom we are accountable to their parents and society.

Education in rural schools is a cornerstone for discussion, and not only in our country. The debate continues, but in most cases, the arguments are not in favor of supporting small rural schools with small classes when there is an alternative at a reasonable distance.

Rural schools in Ukraine, despite their high cost, cannot provide quality and affordable education services. The availability of premises and a few students in a class are all advantages of rural education. Success in rural areas significantly lags indicators of success in the city. And the results of the External Independent Evaluation (ZNO), both at the national level and in individual regions, confirm this every year.

According to international experience and research, the most acceptable method of reform is school network optimization and the preservation of small schools only in remote, physically isolated communities, where it is simply impossible to transport students and teachers to school in an acceptable period. Optimization makes it possible to use funds and improves the quality of education in rural areas.

Key words: optimization, rural school, quality of education, model, perspective, pedagogical principles, general educational institutions.

1. Introduction

Because society has increased expectations for the quality of education, developing a contemporary rural school has come to the attention of researchers and practitioners. The level of education is inferior to that received by students in urban or large, self-sufficient general educational institutions operating in district centers and large settlements.

An increased search for new approaches to learning, innovative forms of organizing the educational process and effective pedagogical and information technologies mark the activity of the education system in the conditions of martial law in Ukraine. That is why the promotion

of the active implementation of innovations in the educational sphere during the war became one of the most important areas of work for the Ministry of Education and Science of Ukraine and its branches. In rural areas, the level of education cannot withstand competition with urban education; the results of an external independent assessment confirm this. Schools in rural areas, especially at the primary level, have become mostly small, and because of this, the demand for introducing other forms of education, staffing, and the creation of an appropriate educational environment has increased.

The **goal of the work** is to conceptualize, support, and empirically validate the pedagogical and organizational foundations of innovative development models for rural general educational institutions in various operating environments.

The analysis of modern scientific research made it possible to single out the following areas of research on the problems of rural school work: historical and pedagogical aspects of rural school development (M. Barna, N. Belozyorova, L. Berezivska, V. Homonnai, Ya. Mandryk, G. Ivanyuk, O. Penishkevich, I. Petrenko, and H. Shchuka); the improvement of management activities of school education in rural areas (V. Meleshko, I. Osadchii, etc.); ways for improving the educational process in rural schools (O. Kobernyk, N. Kovalenko, O. Pinskyi, N. Prysiazhnyuk, N. Shiyan, etc.); the functioning of different rural primary schools (V. Kuz, N. Manzheliy, V. Meleshko, etc.); preparing students for work in rural school conditions (O. Pobirchenko, L. Prysiazhniuk, etc.). The **relevance of the work** is the productivity of general educational institutions in rural areas can be significantly increased. This is possible thanks to the motivation and implementation in practice of the model of pedagogical system development in the school, developed on the following organizational and pedagogical principles: openness, structure, integration, and cooperation. The main **tasks** are to determine the organizational and pedagogical principles of the development of general educational institutions as an open educational system (the pedagogical system at obtaining a new quality of education in a rural school); to justify theoretical approaches to modeling effective educational systems in rural areas; to develop variable models of the development of general educational institutions, considering the regional features of their functioning; build up a concept for the development of small schools of various types and a model for managing changes in the pedagogical system of a rural school; to determine the criteria and indicators of the development of the educational institution as an open pedagogical system.

2. The condition of education in Ukraine's rural districts

Today, domestic and foreign scientists are working on the development of strategic directions and the search for innovative approaches to the development of education in rural areas, considering modern trends and needs. «In this difficult time, educators themselves have become more active in the search for ways to solve problems in the organization of training and education seekers. Many educational institutions have made their educational materials freely available on the internet» *(Rohova, 2022: 93)*.

In rural areas, 1.2 million Ukrainian students receive secondary education. This is almost a third of students in the country (3.8 million in 2021). 2/3 of all schools in Ukraine (11,668 out of 17,337 schools) are used to educate children in rural areas. They employ almost half of the teachers in Ukraine (209,858 out of 444,089 teachers). On average, in rural areas, the class size does not exceed 11 people, which is half as many as in large cities (24 students).

It is unfortunate, but students' educational achievements in rural areas are disappointing. It is unlikely that anyone will be surprised that the success rate significantly lags behind the

cities. In cities, 56.5% of 9th graders choose education in 10th grade, while in rural areas; only 51.0% of such children choose education. The proportion of rural students who scored high on the final test (over 174 points) in the major disciplines is much lower than the national average in Ukraine. Most of the students here showed an elementary and intermediate level of knowledge of the Ukrainian language (62.7%), the history of Ukraine (77.5%), and mathematics (72.3%). Only 4% of rural students got a high score on the English language exam. The situation is different for students in urban-type villages. Here, 52.1% demonstrated a sufficient and high level of knowledge of the Ukrainian language and literature. To tell the truth, almost 2/3 of the students showed an elementary and intermediate level of knowledge of the history of Ukraine and mathematics. Currently, in cities, graduates of secondary schools show a high level of knowledge. Thus, in cities, 68.3% of students received a high score in the Ukrainian language, 44.9% in the history of Ukraine, and 56.4% in mathematics *(Osvita, 2020: 33, 82)*.

V. G. Kremen, the president of the Ukrainian Academy of Pedagogical Sciences, in particular, highlights two key trends in modern education: the first is the development of a person as a personality and individuality, and the second is ensuring the graduate's competitiveness and competitiveness in the new society, his adaptation to the conditions caused by the rapid transition from an industrial society to a knowledge society, where knowledge becomes decisive in any activity *(Kremen, 2015: 17)*. This is supported by the fact that many of our graduates – winners of higher-level subject Olympiads – can easily gain admission to foreign universities. Or that, through various mass media, graduates from neighboring territories of Ukraine are invited to study at Polish universities, filling vacancies in their classrooms at the expense of talented and gifted Ukrainian youth.

Therefore, the problem of providing favorable conditions for obtaining quality education both in the city and in the most remote school becomes strategic. How to ensure the implementation of the set tasks and by what means to achieve their successful solution – it is from these positions that new approaches to the model of modern school development should be considered.

A model, as defined by L. Martynets, should be understood as «… such a mental system that, reflecting and reproducing the object of research, can change it so that its study gives us new information about this object. The term «model» means a certain system (sample, example, image, construction) that reflects certain properties and relations to another system (the original) and, in a certain sense, replaces it» *(Martynets, 2015: 47)*.

Modern scientists consider the following to be a novelty in the transformation of education. The creation of a comprehensive, organic educational system based on historical heritage; the adaptation of education to market relations; an integrated approach to the development of school education; the creation of a favorable educational environment conducive to the complete development of the personality.

We come across various ideas in the pedagogical literature. In particular, O. Baranovska, developing pedagogical technologies, points to:

– the model to organize the school community's life;
– a model, a sample of experience that reinterprets pedagogical activity and learning experience;
– the model as a type of alternative school education, its architecture, and new forms;
– the model as a systematized form of experimental innovation;
– a model for developing pedagogical and cultural norms as an organizational system *(Baranovska and other, 2018: 65)*.

Of course, what should the school model be in order to ensure the best possible results for the educational institution? It should be noted that experienced school leaders, planning and

forecasting the work of their school for a certain period, create and work out a certain system or model of the activity of the teaching staff, considering the specifics of their school (we mean pedagogical conditions, traditions, the qualification level of the teaching staff, the state, and connections with the external environment).

Before detailing the models of the rural school, let's dwell on the definition of such an educational institution. A rural school is a general educational institution located in a rural settlement. The uniqueness of such a school is that, in most schools, student and teaching teams are small, which affects the organization of the educational process (learning is done in combined classes, and individual learning is done if there are up to 5 students in the class) *(Kasiarum and other, 2006: 19)*.

It manifested the peculiarity of small rural schools because they are far from district centers and large villages. That 247,000 students live beyond walking distance to the nearest school and need a ride evidences this. Often, small schools have limited access to information sources. Schools in the mountainous regions of Ukraine gain a special status (about 600 schools enjoy this status).

Significant differences in the composition of classes characterize rural schools, the number of students in which does not exceed 5–11 people. The small size of the student body affects the staffing of the school; in such a school, there are no positions for deputies, librarians, clerk-secretaries, etc.

A wide variety of educational facilities characterize rural schools, from adapted ones without heating and water supply to large typical schools with surplus teaching areas and premises with modern equipment. The specified features cannot affect the activity of the institution, the organization of the educational process, and its results. How can you improve the quality of education in low-numbered general education institutions?

First, such a school needs proper state funding, the formation of variable extra-budgetary revenues, the establishment of close relationships with interested legal entities and individuals, and the creation of conditions for the comprehensive development of personality. Second, a small school should take care of the generation and introduction of new pedagogical technologies, the use of effective forms of organization of the educational process, including additional training; and ensure a competent approach to the management of the pedagogical process.

An effective means of improving the quality of education in rural areas is the development of various types of models characterized by a certain structure, content, and forms of activity among the subjects of the pedagogical process.

3. An integrated activity model

The study was conducted based on schools in Ukraine, in particular in the Uman district of the Cherkasy region. Teachers and heads of schools who are developers of their own educational models presented their achievements at conferences and seminars at various levels. We singled out the most characteristic ideas embedded in the presented models of the development of a modern rural school:

• the modern rural school is an open educational system, it must develop in close contact with the external environment;

• the project-related pedagogical activity of the new rural school must be recognized and actively implemented in pedagogical practice;

• the content of the activities of the new rural school, unlike the urban one, a regional component is clearly manifest, reflecting national traditions, ways of managing the economy, the nature of production, etc.

The Yurkiv Lyceum of the Palana Village Council of the Uman District of the Cherkasy Region operates a village school laboratory. Here, for three years, they have been working on the problem of «Organizational and pedagogical principles of the functioning of a new 12-year-old school in a rural area». Among others, the result of our research was the development of a model of integrated activity in a rural school, built on the principles of humanization, democratization, integration, and cooperation.

We consider integration a development process associated with the unification of previously separate parts or elements into a whole *(Bilykh, 2007: 72)*. An increase in the intensity of relationships and interactions between elements characterizes integration. Their arrangement and self-organization into a coherent form with the appearance of qualitatively new qualities or properties.

Integration in education is more commonly found as a union of institutions or other pedagogical systems, the content of educational programs of different subjects or subject areas, or the integration of different subjects or subject areas. The main idea of the model of integrated activity is to unite the pedagogical efforts of schools of different levels with the aim of creating conditions for the comprehensive development of the individual.

The model is based on the concept of a close community of neighboring schools working together to achieve a common goal, such as a joint project. In such an interaction, there is an increase in competitiveness among the participants, a deepening of communication ties, an increase in the importance of the subjects of the school component of the basic curriculum, and an increase in the requirements for teachers, students, and parents.

The purpose of building a model of integrated activity is to create conditions for students to master knowledge at a level not lower than state standards and to improve initial competencies through participation in joint projects that consider the peculiarities of the region (flower growing, entrepreneurship, forestry, etc.) and are under the specifics and experiences of the school (environmental projects, sports, and recreation work, nature protection work).

Determining the goals and tasks of joint activities and the distribution and ordering of the functions of school leaders were carried out in stages. An indicator of the positive impact of the joint activities of several schools as evidenced by the level of results achieved in the education and upbringing of students (a comparison of the coefficients of the level of knowledge in the main subjects in all experimental schools was used).

The joint activity of rural schools was based on general didactic principles, principles of integration, and cooperation of resources (territorially close) of general educational institutions of various degrees, and with the participation of socio-cultural institutions or institutions operating in the territory of villages. It aimed the activities of voluntarily united schools at implementing the principle of dominant collective motivation for activity, the satisfaction of educational interests, and support of individual inclinations and creative abilities, under the principle of conformity to nature. The principle of conformity to nature involves considering the child's natural development at various stages of his activity. J. Rousseau, H. Skovoroda, and later K. Ushinsky comprehensively substantiated this in their writings.

The purpose of implementing the model of integrated activities in rural schools was to:

– demonstrate the hypothetical assumption that by introducing new forms of educational and cognitive activity based on the principles of cooperation and integration of pedagogical teams to achieve a common goal, the quality of the pedagogical process in small schools can be significantly improved;

– ensure the joint work of teachers, parents, and public self-government bodies through organized activities of management subjects, and direct their efforts to ensure proper

conditions for improving the quality of the educational process and the overall development of the individual.

An integrated activity model of rural schools is a multi-faceted structure comprising the following mutually determined and functionally interconnected components: technological (formation of conditions for implementing joint projects), personal (studying and considering the qualitative personal characteristics of participants in the pedagogical process), and activity (implementation of target projects according to the developed program). The structure and content of the model are oriented, but its effectiveness depends on many factors.

In this sense, the influence of a certain layer of common human experience inherent in the region in which the school operates is considered. The success of the model's implementation depends on the system of inter-school coordinated work, on the condition of qualified management of the pedagogical process, and on the innovative and bold actions of the heads of these institutions, who:

– are oriented to the new demands of society for the quality of education and to the attitudes and individual characteristics of the subjects of the pedagogical process;

– creates conditions for open public participation in school activities;

– will contribute to the formation of close relationships and relationships among educational process subjects;

– will constantly work on improving professional and functional competence.

The modeling process should be carried out in stages based on the defined goal and set tasks:

I stage – is preparatory;

II stage is the formation of the structure of the model, awareness of the content of joint activities;

III stage is the correction of activity;

IV stage is the efficiency check.

At the first stage of goal formulation, the operating conditions of schools and other types of institutions (clubs, preschools, libraries, studios, museums) of higher-level schools (I-II or I-III) in proximity are considered. They devote the second stage to the creation of the main conceptual provisions for organizing the educational and cognitive activities of students at each school that have agreed to take part in the joint project. In the third stage, the content of joint activities and methodological recommendations for implementing target projects were developed, and material, technical, and personnel resources were discussed to ensure the educational and cognitive process, which is implemented at the expense of hours of the school component (a variable part of the curriculum). In the fourth stage, it distributed management functions among the subjects of this process, considering personal characteristics, criteria for checking the effectiveness of school teams, and indicators of the impact of the integrated activity model on the quality of the educational process.

Specifying the target orientation of the joint activities of several schools, we considered the quantitative and qualitative characteristics of each teaching team, the resource capabilities of the school, and the nature of internal and external relations.

The specification of the system-forming components of the model is mainly related to: the structure of the school (I, II, III grades); justification of the need for the use of the variable component of the basic initial plan and the content of the regional component; formats of organization for educational and cognitive processes; the nature of relationships with the outside world.

4. Conclusiions

During the experiment, the effectiveness of the model was proven, and the mechanisms of the positive influence of the methodology on the quality of the educational process were confirmed. The following conclusions were reached based on the study's findings: improving the quality of knowledge of students in rural schools can be accomplished by integrating the efforts of several pedagogical teams aimed at the effective implementation of school component hours; the main principle of integrative activity is the collaboration of efforts from different schools aimed at forming a responsible attitude toward learning in students; the functional-activity approach, which provides stimulation and interest in a specific case, is the guiding principle for organizing the collaborative work of several pedagogical teams; the development of target projects is an appropriate form of implementation of the variable part of the plan in rural schools; the conducted comprehensive studies give reasons to claim that the activity of rural schools based on the model of integrated activity increases the level of creative activity of students, promotes the development of communicative ties and educational interests, and has a positive effect on the development of the personality of a rural schoolboy.

References

1. *Baranovska, O. V., Kosianchuk, S. V., Trubacheva, S. E. (2018). Dydaktychnyi kontekst ta osoblyvosti realizatsii pedahohichnykh tekhnolohii v umovakh profilnoho navchannia [Didactic context and peculiarities of the implementation of pedagogical technologies in the conditions of specialized training]. Polish Science Journal, 3, 62–72 [in Ukrainian].*
2. *Bilykh, A. H. (2007). Normy mizhnarodnoho i natsionalnoho prava v umovakh intehratsii [Norms of international and national law in conditions of integration]. Kyiv: Yur. svit [in Ukrainian].*
3. *Kasiarum, N. V., Korol, V. M. (Eds.). (2006). Teoretyko-metodychni zasady zabezpechennia navchalno-vykhovnoho protsesu v silskii malokomplektnii shkoli [Theoretical and methodological principles of ensuring the educational and educational process in a small rural school]. Cherkasy: Vyd-vo ChNU im. B. Khmelnytskoho [in Ukrainian].*
4. *Kremen, V. H. (2015). Problemy yakosti ukrainskoi osvity v konteksti suchasnykh tsyvilizatsiinykh zmin [Problems of the quality of Ukrainian education in the context of modern civilizational changes]. Yevropeiski pedahohichni studii – European pedagogical studies, 5-6, 13–23 [in Ukrainian].*
5. *Martynets, L. (2015). Suchasni modeli osvity [Modern models of education] (2nd ed., rev.). Donetsk [in Ukrainian].*
6. *Osvita v Ukraini: bazovi indykatory. Informatsiino-statystychnyi biuleten rezultativ diialnosti haluzi osvity u 2020/2021 n.r [Education in Ukraine: basic indicators. Informational and statistical bulletin of the results of the activity of the field of education in 2020/2021]. Kyiv: DNU «Instytut osvitnoi analityky», 210 [in Ukrainian].*
7. *Rohova, V. (2022). Innovatsiina eksperymentalna diialnist u systemi osvity Ukrainy v umovakh voiennoho stanu [Innovative experimental activity in the education system of Ukraine under martial law]. Osvita Ukrainy v umovakh voiennoho stanu. Innovatsiina ta proiektna diialnist : naukovo-metodychnyi zbirnyk – Education of Ukraine under martial law. Innovative and project activity: a scientific and methodological collection. Kyiv-Chernivtsi: «Bukrek» [in Ukrainian].*

THE NATIONAL IDEA AS THE BASIS
OF EDUCATIONAL POLICY OF UKRAINE

Olga Nezhyva

Doctor of Philosophical Sciences, Associate Professor,
National University of Food Technologies, Ukraine
e-mail: nezhyva@gmail.com, orcid.org/0000-0003-4229-6754

Summary

This paper examines the national idea as the basis of the educational policy of Ukraine. The author shows that one of the main factors, which are the basis of Ukrainian education, is the national idea around which this or that society consolidates, and which it recognizes as a reference point for its further development. The author notes that the national ideal is the next important element of the national idea. After all, it is the main spiritual force of progress, organization and purposefulness of efforts, and all the creative energy of the people for the establishment of state independence. The author has determined that progressive components of the Ukrainian national idea can become: the idea of integration and consolidation (both national values with universal ones, and actually Ukrainian national integration and consolidation); the idea of building a civil society, an open society with equal opportunities, and a legal state; the idea of sovereignty, collegiality, and state, political, economic, cultural, spiritual, moral freedom; the idea of democratic transformations; the idea of "positive" development, progressive progress.

Key word: national idea, Ukraine, education, educational policy, national identity.

1. Introduction

The world does not stand still, but it is constantly in motion. Changes are in the world every second. These changes occur in everything that surrounds a person, and also, these changes occur in the person himself/ herself. Changes do not bypass education, since education is the source of the vast majority of changes in the world. Changes in education, or the transformation of education, greatly depend on society, and in particular on its monolithic nature.

In this context, the study of education, the development of projects of future possible ways of its reformation and development as a tool for building civil society becomes extremely relevant from a scientific point of view and extremely important from a praxeological point of view. Education is a necessary condition for the consolidation of all social institutions, the formation of new worldview and value orientations of the individual. It should be coordinated with the national idea. After all, the national idea is an important factor in education, socialization, and development of a harmonious spiritual personality as a bearer of national values, cultural heritage, and traditions of the people.

2. The aim of the study

The aim of the article is to conduct a study of the national idea as the basis of the educational policy of Ukraine.

3. Analysis of the latest research and publications

The study of the national idea is represented by a huge collection of works by domestic and foreign scientists. Despite this, the Ukrainian national idea has not been formed yet. According to O. Zabuzhko's statement, it is rare that an outstanding Ukrainian thinker did not turn to the problem of the national idea, but it still has not acquired a clear conceptual form as a certain theoretical and methodological system *(Zabuzhko, 2009).* According to analyzing the modern horizons of the existence of the Ukrainian national idea, O. Maiboroda in the book *Ukrainian national idea: integrative possibilities of virtuality* notes that in the despairing and significantly polarized society of modern Ukraine, the national idea is doomed to exist in an elusive, textually unformed, essentially virtual form *(Maiboroda, 2002).*

4. Results and Discussion

First of all, in order to develop an effective national educational policy, we must understand the logic behind the construction of modern educational technologies and understand their mechanism of action.

Therefore, let us focus on understanding the logic of building a futuristic educational policy project:

– in the first place should be the national idea, around which this or that society consolidates, and which it recognizes as a reference point for its further development;

– in second place is the state educational policy, which, based on the national idea and the desire of society to develop in the specified direction, develops a strategy for the development of national education.

– in the third place – the formation of the image of the future representative of society, to achieve which the educational process will be aimed.

We will try to apply this methodological approach to the construction of a futuristic project of the educational policy of Ukraine, for which, first of all, we will turn to the problem of the formation of the Ukrainian national idea. The working hypothesis of our research is the thesis that the image of the future Ukrainian in the educational policy of Ukraine should be consistent with the national idea and be based on the national cultural heritage. The national idea is a form of reflection of the nation on the essence and meaning of the existence of its community, reflects a set of axiological and teleological orientations of national existence. Moreover, the national idea is formed on the basis of socio-historical traditions, culture, mentality of the nation, and accordingly influences these factors itself, functioning as a kind of life-creating consciousness, the source of cultural and historical dynamics of national existence. The Ukrainian national idea is a reflexive reflection of the symbiosis of Ukrainian interests in the political, socio-economic, spiritual-cultural, and historical spheres. Its systematic, complex perception and balanced design as teleological priorities is an extremely complex worldview and interpretation problem, which for objective reasons turned out to be the most acute at the turn of the 19th and 20th centuries. It is the period of intensive formation of meaningful and value-targeted priorities of Ukrainian life *(Nezhyva, 2017).*

According to the well-known modern Israeli philosopher Pinchas Polonsky, the national idea is the meaning of the existence of this or that nation, state. This is what people are willing to sacrifice for. It is not necessary to sacrifice life, but rather time, money, invested efforts *(Nezhyva & Teslenko, 2022).* For example, the national idea of Switzerland is the idea of a union of free people; the national idea of the USA: self-made man – "a person who made himself";

the national idea of Israel is the creation of a state that lives peacefully with its neighbors and makes alliances with them;

Certain difficulties exist regarding the formulation of the essence of the national idea, its place and role in the life of society. This is explained by the fact that the very concept of *national idea* is multifaceted, polymorphic, and multidimensional. L. Nagorna singles out the following levels of existence of the national idea:

1. The level of everyday consciousness. Everyday consciousness contains this concept mainly a sense of shared historical fate, as well as the direct dependence of the fate of an individual on the nation and state, which he considers his own. L. Nagorna notes that at this everyday level, the national idea is the ideal of society that emerges in the public consciousness of the nation and reflects a generalized (often instinctive, subconscious) idea of its place in the surrounding world *(Nagorna, 2003)*.

2. The level of politicized consciousness. At this level, L. Nagorna emphasizes that the politicized consciousness notices in the national idea, first of all, a system of symbols and a volitional impulse that acts as the spiritual basis of national movements and national self-identification, the core of national ideology, the political project of the nation's future.

3. The third level of generalization is theoretical. The national idea mainly looks like a starting point of view and methodological position in the theories of state formation, national security, national interest, etc.

4. The fourth level is cognitive. L. Nagorna underlines that this is an epistemological construction that reflects the views of prominent representatives of public opinion on the processes of nation-building, state-building, on the place and role of nationalism.

The complexity of the study of the Ukrainian national idea is also due to the polyphonic representation of this concept in scientific and journalistic literature.

What can the Ukrainian national idea be? According to P. Polonsky, European Orthodoxy could become a new national idea for Ukraine, and the country would become the guardian of Orthodoxy for the whole world, and its modernizer. According to the researcher A. Galchynskyi, the national idea is to build Ukraine in Ukraine. Our strategy should be guided by this. At first glance, the proposed thesis deserves attention. But upon closer examination, it is not entirely clear what the author means by the construction of "Ukraine in Ukraine"? According to the text of the interview, A. Galchynskyi does not decipher his thesis, because, like many others, it remains just a beautiful phrase without a meaningful load.

O. Hryniv in his work *Ukrainian national idea as a means of national self-awareness* has singled out several approaches to the interpretation of the Ukrainian national idea. The most biased for political and conjunctural reasons generally denies the Ukrainian national idea. Proponents of this approach claim that state-building processes should be carried out on the basis of a multinational idea, justifying this position by the fact that in the era of globalization, international integration, and post-industrial society, the national idea has lost its relevance, as it met the needs of the past era. This approach does not take into account the needs of the formation of the Ukrainian nation, rejects the Ukrainian national idea as the basis of the consolidation of society *(Nezhyva, 2015)*.

All proposals and conclusions on solving the problem of the Ukrainian national idea can be divided into two main directions. These are such directions as:

1. The first one accumulates ideas and views, the essence of which boils down to the fact that in the conditions of globalization and multiculturalism. The Ukrainian national idea is a superstition that should not be wasted.

2. The second direction collects various attempts to solve this problematic issue – numerous formulations and definitions of the Ukrainian national idea. Representatives of the second trend believe that the Ukrainian national idea is like a coat of arms, a national flag, therefore it must be present.

O. Pashkova, researching the development of the topic of the Ukrainian national idea, notes that there are common points of view according to which the national idea is called *(Pashkova, 2008):*

– clearly formulated common interest of the absolute majority of citizens, which unites them on the way to a common goal;

– a fundamental idea, with the help of which unity of actions of different social groups is achieved;

– an integrative factor of the social life of the country;

– a common goal and long-term strategy for the development of society;

– spiritual orientation of social life;

– a specific pragmatic goal;

– the answer – what the nation was, what it is, and what it wants to be in the future;

– widely respected values and priorities in society, which are part of the characteristic features and mentality of the nation;

– a public contract between a citizen and the state on mutual obligations and guarantees, principles of personal and social life;

– an ethical platform that enables a person to realize himself as a member of a certain nation and to feel pride for this belonging, etc.

The special role of national identity as an aspect of the national idea is based on the ethnos (people). Furthermore, the ethnos rises to an understanding of its position and purpose in the world, its common interests and ideals, the need for joint struggle for their realization, awareness of the national-state community, and state sovereignty. Moreover, E. Smith in the book *National Identity* claims that national identity primarily characterizes a political community, and contains its most important features: 1) historical territory, or native land; 2) shared myths and historical memory; 3) common mass, public culture; 4) uniform legal rights and obligations for all members; 5) a joint economy with the ability to move within the national territory *(Nezhyva, 2015).*

Modern researchers distinguish five most important sources of national identity (identities of the nation). Let us turn to O. Udod about this, because she successfully separates them. Firstly, these include human beliefs. According to O. Udod, a nation exists as long as its members recognize each other as compatriots, recognize that their common characteristics are similar, and strive to continue coexistence *(Udod, 2011).* Secondly, O. Udod highlights the common historical past (and not only victorious moments, but also defeats), common responsibilities, and ideas about the common future. Thirdly, O. Udod considers common actions (decisions, achieving results) to be the most important sources of national identity, i.e. effective identity. Fourthly, as she notes that permanent residence in one country, common homeland, state. This is the territorial element that strengthens the connection between the nation and the state as a political institution that exercises legal power within a certain space also refers to the sources of national identity. Fifth, O. Udod singles out common characteristics that are united by the concept of "national character", common culture, common political principles (democracy, rule of law, etc.), which are directly included in the sources of national identity (identities of the nation) *(Udod, 2011).*

The next stage of the study of the national idea is the national vocation. If the national identity answers the question "Who are we?", then the national vocation answers another

question -"Why do we exist in this world?" The national vocation forms a people's idea of its purpose, role, and function in the world community, in the environment of other peoples. So, after self-awareness of one's "national self" and acceptance of one's national "self-concept" (national identity), distinguishing oneself among other peoples, that is, answering the question "Who is my nation" (and my "national self"). At the second level of self-knowledge, the national idea should answer the question: "Why does my nation exist, what is its purpose in the world and what the meaning of its existence is." On this basis, a national messianism is formed in many nations. According to B. Kuchta, a national messianism is a chosenness of this nation which from a certain point of views *(Nezhyva, 2017: 250)*. Note that the hyperbolization of the national vocation transforms into national messianism, which can cause a false motivation to rule over other nations.

The national ideal is the next important element of the national idea. After all, it is the main spiritual force of progress, organization and purposefulness of efforts, and all the creative energy of the people for the establishment of state independence. A. Pashuk notes that the national ideal is not a temporary slogan, not a fad, not a shield to show off in front of *the world*, it is a great historical responsibility to the nation and to one's conscience.

The important stage of this study of the national idea is national values and priorities. According to A. Ruchka, the value priorities of the population of Ukraine identified the following five value syndromes *(Pashuk, 2005)*:

1. The first value syndrome includes vital values i.e. health (4.74 points on a 5-point scale), family (4.72), children (4.67), well-being (4.67) (average score – 4.73).

2. The second value syndrome concerns social values i.e. creation of various opportunities in society for everyone, favorable moral and psychological climate in society, social equality (average score – 4.06).

3. The third value syndrome is traditionalist values: national and cultural revival, participation in religious life (average score – 3.47).

4. The fourth value syndrome is self-realization values i.e. interesting work (work), social recognition, raising the educational level, broadening the cultural horizons (average score – 3.70).

5. The fifth value syndrome covers political and civic values: state independence of the country, democratic development of the country, participation in the activities of political parties and public organizations, etc. (average score – 3.51).

The next element of the national idea is national interests. According to *Encyclopedia of Ethnocultural Studies*, the national interest is defined as a real reason for the actions of the nation and the state aimed at its survival, functioning, and development, or as a set of national goals and basic values that play an important role in strategy and tactics in the field of national security *(Encyclopedia, 2001: 421)*. National interests are perceived needs, "cultured", and those that correspond to the system of values, on the basis of which the system of national interests is created in their certain hierarchical systematicity. National interests are not a mechanical collection of all the multifaceted public interests, it is a synthesis of the interests of the nation as an integrated community where separate individual and group interests are coordinated and reduced to a common denominator. A. Kolodiy defines national interests are interest in self-preservation and self-expression, to realization of one's socio-political and cultural potential, in a form peculiar to this nation (in other words, to the realization of the national idea). The core of national interests is the preservation and strengthening of national sovereignty, which means the power of the nation, its mastery of all opportunities to manage its own destiny *(Kolodiy, 1997)*. Therefore, national interests should be a synthesis, and not a mechanical sum

of private and corporate interests. On this basis, a consensus is reached between the main social groups, between the ruling elite, and the whole society.

Let us try to define the main conceptual principles that will allow us to form the Ukrainian national idea. These are the main conceptual principles:

1. The first position, which, from our point of view, must be taken into account when conceptualizing the Ukrainian national idea is the understanding of the national idea as a dynamic phenomenon. The modern world is marked by trends of plasticity, variability and pluralism i.e. globalization, intensification of cross-cultural communications, information revolution, have affected the life of society, fundamentally changed ideas, values, interpersonal communications, moral norms, life goals, and strategies. These trends need to be taken into account in the process of conceptualizing the Ukrainian national idea.

2. The second important aspect of the conceptualization of the Ukrainian national idea is the understanding of the national idea as a multifunctional phenomenon, whose multiplier effect on society occurs due to the synergistic interaction of its functions. The national idea most fully manifests itself through the influence on political and generally social processes, in other words, through the following functions: nation-building and nation-genesis, methodological, worldview, ideological, prognostic, integration, mobilization, modernization, stabilization, functions of national education, and socialization.

3. The content of the methodological function of the national idea is the awareness of the community and its members of the surrounding world and the determination of the place of one's nation in it. As a result of this, theoretical concepts are formed that show the national unity of the people, culture, historical destiny, and common mentality; its individuality, uniqueness, uniqueness and difference from other peoples; as well as calling and role in the world process. On this basis, the nation creates its national identity and realizes its vocation in the world.

4. The worldview function of the national idea is a synthesis of theoretical knowledge and faith. Besides, it is based on the system of national values. A person, realizing the national idea as theoretical knowledge, passes it through the inner world.

5. Furthermore, the national idea has a state-building function, because it represents the basis of the ideology of state-building, shows the sovereignty of the nation over a certain territory, establishes mutual relations between the government and the people, legitimizing this government in society.

6. In addition, the national idea will perform a prognostic function. This means that with the help of this function, we can determine the development processes of society or nation based on the national ideal. It is in the national idea that the national dream turns into a national ideal.

7. The national idea implements an important integrative function, combining social and political groups of society (carriers of different, often opposing, interests) around the national ideal and national values, ensuring the consolidation of the community, its organization, and self-organization. The national idea unites both the elite and the masses, smooth out the contradictions between them, facilitates the coordination of their interests and forces them to subordinate their efforts to the achievement of a national goal.

8. The national idea also performs mobilization and modernization functions, between which there is a close connection. In the conditions of the destruction of the social structure, it is the nation as the most stable form of unity of a large group of people that is an indispensable prerequisite for the consolidation and mobilization of society in order to get out of the systemic crisis. The national idea in the context of these processes acts as one of the factors of mobilizing society in the processes of its modernization and qualitative transformations, provided that this idea reflects world processes and the place of one's nation in them. Under such conditions, there

is an outburst of passion, which determines the progress in national development, which gives the right to such a nation to take the main place in general civilizational processes.

9. The national idea plays an important role in ensuring stable development and promoting social balance in society, because it formulates national ideals, values, goals, and interests around which its citizens, social groups, classes, etc. unite. This contributes to overcoming opposition in society, reconciliation of conflicts, and the formation of national solidarity of different layers of the population for the purpose of fulfilling national interests, and realizing one's purpose in the world, which is marked by a national idea. On this basis, it is possible to achieve a balance of interests, and therefore to restore social balance, to ensure the stable and harmonious functioning of the national body.

10. The national idea is an important factor in the stabilization of international relations. By creating an international identity on the basis of its own national and cultural identity, the nation actually finds out the place, status and role of its own state in the system of international relations, as well as supports the balance of power and the formation of effective mechanisms for ensuring international security, which generally stabilizes the international system.

11. The national idea is an important factor in education, socialization, and development of a harmonious spiritual personality as a bearer of national values, cultural heritage, and traditions of the people.

Therefore, the conceptual basis of the formation of the Ukrainian national idea is the development of the content of the national idea on the basis of democracy, humanism, the development of a democratic society, and the development of an open society with equal opportunities. In this context, it is impossible not to agree with V. Bryukhovetskyi's opinion. He notes that in distinguishing and forming a national idea for Ukraine, it is necessary to look not only for those "pain points" that separate us, but also for "points of contact" that will unite us. After all, the most important task of the national idea for Ukraine is not only ensuring a dignified life for people (this is self-evident for any nation), but first of all, uniting the nation, which has been torn apart for quite a long time *(Bryukhovetskyi, 2007).*

From our point of view, modern world trends require the development of a Ukrainian national idea that will harmonize its own national ideal, national values, and national goals with universal ideals, values, and goals, and will try to optimally combine them.

In our opinion, productive components of the Ukrainian national idea should be:

– the idea of integration and consolidation (both national values with universal ones, and actually Ukrainian national integration and consolidation);

– the idea of building a civil society, an open society with equal opportunities, and a state governed by the rule of law;

– the idea of sovereignty, collegiality, and state, political, economic, cultural, spiritual, moral freedom;

– the idea of democratic transformations;

– the idea of "positive" development, progressive progress (moving away from the image of "suffering Ukraine" to the image of "happy Ukraine of the future").

5. Conclusions

So, we will conclude the analysis of the development of the national idea in its connection with educational policy with the following conclusion. One of the main factors, which are the basis of Ukrainian education, is the national idea around which this or that society consolidates, and which it recognizes as a reference point for its further development. In addition, progressive

components of the Ukrainian national idea can become: the idea of integration and consolidation (both national values with universal ones, and actually Ukrainian national integration and consolidation); the idea of building a civil society, an open society with equal opportunities, and a legal state; the idea of sovereignty, collegiality, and state, political, economic, cultural, spiritual, moral freedom; the idea of democratic transformations; the idea of "positive" development, progressive progress (moving away from the image of "suffering Ukraine" to the image of "happy Ukraine of the future").

References

1. Bryukhovetskyi V. (2007). Peredmova. Ukrayina v poshukakh sebe: natsional'na ideya, problemy rozvytku. [Foreword. Ukraine in search of itself: national idea, development problems]. Kyiv: Ed. house "Kyiv-Mohyla Academy". 328 p.

2. Entsyklopediya etnokul'turolohiyi. Ponyatiyno-terminolohichnyy instrumentariy, kontseptual'ni pidkhody. [Encyclopedia of ethnocultural studies. Conceptual and terminological tools, conceptual approaches]. (2001). Yu. I. Rymarenko and others; ed. Yu. I. Rymarenko; Institute of State and Law named after V.M. Koretsky National Academy of Sciences of Ukraine, Govt. Acad. management personnel of culture and artists. Part 2, book 1: Culture and art in the ethno-national dimension. K. 458 p.

3. Kolodiy A. (1997). Natsiya yak sub'yekt polityky [The nation as a subject of politics]. Lviv: Kalvariya. 55 p.

4. Maiboroda O. (2002). Ukrayins'ka natsional'na ideya: intehratyvni mozhlyvosti virtual'nosti. Natsional'na intehratsiya v polikul'turnomu suspil'stvi: ukrayins'kyy dosvid 1991-2000 rokiv. [Ukrainian national idea: integrative possibilities of virtuality. National integration in a multicultural society: the Ukrainian experience of 1991-2000]. Kyiv. 349 p.

5. Nagorna L. (2003). Ponyattya «natsional'na identychnist'» ta «natsional'na ideya» v ukrayins'komu terminolohichnomu prostori [Concepts of "national identity" and "national idea" in the Ukrainian terminological space]. Political management. №. 2. pp. 14 -31.

6. Nezhyva O. M. (2022). Futurological explanations of the new Ukrainian educational policy. Zhytomyr Ivan Franko state university journal. Pedagogical sciences, №. 2 (109). pp. 16-28. DOI https://doi.org/10.35433/pedagogy.2(109).2022.16-28

7. Nezhyva Olga &Teslenko Natalia. (2022). Human personality development in civil society / Nezhyva; // PNAP. Scientific journal of Polonia university periodyk naukowy akademii polonijnej. 53 № 4.

8. Nezhyva, O. (2015). Future Ukrainian's Image: modern vision. Philosophy & Cosmology, 14, 175-179.

9. Nezhyva, O. (2017). Fenomen osvitn'oyi polityky: natsional'nyy ta mizhnarodnyy vymiry [Phenomenon of Educational Policy: National and International Dimensions]. Kyiv: Foreign Trade. 258 p.

10. Pashkova O. (2008). To chy potribna ukrayins'ka natsional'na ideya? [So is a Ukrainian national idea necessary?] Viche magazine. №. 15. August. URL: http://www.viche.info/journal/1064/ (accessed 10 January 2023).

11. Pashuk A. (2005). I. Franko pro natsional'nyy ideal yak dukhovnu osnovu derzhavnoyi samostiynosti ta natsional'noyi nezalezhnosti ukrayins'koho narodu. Sotsial'no-humanitarni problemy lyudyny [I. Franko on the national ideal as the spiritual basis of state independence and national independence of the Ukrainian people. Socio-humanitarian problems of man]. №. 1. URL: http://znc.com.ua/ukr/publ/periodic/shpp/2005/1/p025.php (accessed 10 January 2023).

12. Udod O. (2011). Aktual'ni problemy suchasnoyi istorychnoyi osvity: harmoniya chy kompromis mizh naukoyu ta istorychnoyu pam'yattyu. [Actual problems of modern history education: harmony or compromise between science and historical memory]. History and social studies in Ukrainian schools: theory and teaching methods. №. 8. pp. 34.
13. Zabuzhko O. (2009). Filosofiya ukrayins'koyi ideyi ta yevropeys'kyy kontekst [Philosophy of the Ukrainian idea and the European context (Frankivsk's period)]. 2nd edition. Kyiv. 154 p.

GLOBALIZATION OF EDUCATION: MODERN EXPERIENCE

Iryna Nikitina
Senior Lecturer, Dnipropetrovsk State University of Internal Affairs, Ukraine
e-mail: N.I.P@i.ua, orcid.org/0000-0003-3767-7034

Tetyana Ishchenko
Senior Lecturer, Dnipropetrovsk State University of Internal Affairs, Ukraine
e-mail: ishchenkotatiana76@gmail.com, orcid.org/0000-0002-3103-978X

Summary
The article deals with the contemporary situation in education sphere in terms of globalization process, describing the key aspects of the globalization of education as well as the main aspects of STEM implementation. The article analyzes the positive sides of educational globalization, the main educational systems that are widely accepted all over the world, the importance and necessity of STEM learning strategy which provides students mainly with an interdisciplinary approach to learning. Both the advantageous and disadvantageous issues of this learning approach are revealed in the article. The peculiarities of STEAM learning method have also been emphasized. In the course of the study, it has been discovered that modern educational system faces lots of challenges and needs to be improved by implementing an interdisciplinary approach to learning such as STEM education. It promotes not only soft skills such as critical thinking, problem solving, higher-order thinking, but also behavioral competencies such as adaptability, cooperation, organization, and responsibility. Modern international educational projects and programs are presented in the article which represent a diverse range of approaches and goals.
Key words: globalization, STEM, educational systems, educational projects.

1. Introduction

Globalization generally refers to the process of increasing interrelation and interdependence among people, economies, and nations across the world. Currently, the problem of globalization occupies an important place in scientific research. The significance of its study is due, on the one hand, to the growing socio-economic and cultural-political importance of understanding the positive and negative consequences of globalism; on the other hand, to the insufficient scientific development of this issue in specific areas of activity. The study of the advantages and disadvantages of globalization becomes especially relevant in the educational sphere, which is responsible for human development, and at a higher level of generalization – for the formation of human being. Analyzing the diversity of globalization manifestations, it can be noted that its main essential feature is to bring various national ideas and systems under the same institutional rules.

Analysis of current scientific research and publications. It is no coincidence that since the 70–90s of the last century, special attention in the scientific community began to be paid to the study of changes taking place in national educational systems under the influence of globalization processes.

There have been many scholars, educators, critical theorists and researchers who have extensively studied the global context in pedagogical activity. Some of the most well-known and influential scholars in this field are Paulo Freire, Michael Apple, Henry Giroux, Gloria Ladson-Billings, Yrjö Engeström.

Their works present the importance of engaging with students, emphasize the role of education in promoting social justice and human liberation, focus on the ways in which education can challenge existing power relations, emphasize the importance of developing critical consciousness among students. Much attention has been paid to the relationship between education, democracy, and social justice, the relationship between race, culture, and education. The concept of activity theory has also been developed, which emphasizes the importance of understanding the social and cultural context in which learning occurs and focused on the ways in which educational practices are shaped by broader societal and cultural forces, and he has emphasized the importance of developing more collaborative and participatory forms of education.

Overall, the study of the global context in pedagogical activity is a rich and diverse field that has been influenced by many scholars and researchers from around the world.

The purpose of the article is to analyze trends and prospects for the development of science and education in the context of globalization. In accordance with the goal, the following research objectives were identified:

1) determine the essence of the problem of globalization of education and its key aspects;
2) consider the present educational systems and models;
3) specify the importance of STEM/STEAM system introduction;
4) focus on modern projects in the educational process

2. The essence of the education globalization

Globalization refers to the process of increasing interconnection and interdependence among people, economies, and nations across the world. Here are some key aspects of globalization: economic (increasing integration of markets, production, and financial systems across the world), cultural (diffusion of cultural products, such as music, art, and movies, as well as the adoption of global norms and standards), political (increasing interconnectedness of national governments), technological (spread of technology and information across borders), social (increasing interconnectedness of individuals and social groups across national borders), educational (increasing internationalization of education systems and the spread of educational practices and ideas across national borders). It involves the growing use of global educational standards, the development of international student mobility, and the emergence of transnational educational institutions. When taken together these key aspects of globalization reflect the growing interconnection and interdependence of the world's economies, societies, and cultures. While globalization has brought many benefits, such as increased economic growth and cultural exchange, it has also given rise to many challenges, such as growing economic inequality, cultural homogenization, and environmental degradation.

The globalization of education refers to the increasing interconnection and interdependence of education systems, institutions and individuals worldwide. It involves the exchange of knowledge, skills and ideas, as well as the internationalization of educational programs, policies, and practices. Here are some key aspects of the globalization of education:

– *Cross-border mobility*: The globalization of education has led to increased cross-border mobility of students, teachers, and researchers. This includes students studying abroad, international collaborations between universities and research institutions, and the recruitment of international faculty and staff.

‒ *Internationalization of curriculum*: Many educational institutions have internationalized their curricula by incorporating global perspectives, languages, and cultural experiences into their courses. This prepares students to live and work in an increasingly interconnected world.

‒ *Collaborative research*: The globalization of education has led to increased collaborative research among scholars from different countries and disciplines. This has helped to address global challenges and has resulted in the development of new knowledge and innovations.

‒ *Global education policy*: The globalization of education has led to the development of global education policies, such as the Sustainable Development Goals, which aim to promote equitable and quality education for all. International organizations, such as UNESCO, also play a key role in setting global education standards and promoting education as a human right.

‒ *Internationalization of credentialing*: The globalization of education has led to the internationalization of credentialing, with increasing recognition of degrees and qualifications across borders. This has facilitated the mobility of students and professionals and has contributed to the growth of a global knowledge economy.

‒ *Technology and online learning*: The globalization of education has been accelerated by advances in technology and the growth of online learning. This has made education more accessible and affordable to learners around the world, and has facilitated the exchange of knowledge and ideas across borders.

‒ *Cultural exchange*: The globalization of education has led to increased cultural exchange and understanding, as students and scholars from different countries and backgrounds come together to study, research, and collaborate. This has contributed to the development of a global community of learners and has helped to break down cultural barriers and stereotypes.

‒ *Skills development*: The globalization of education has helped to develop the skills needed for success in a globalized economy, such as intercultural communication, language proficiency, and adaptability. This has prepared students to work and live in an increasingly diverse and complex world.

‒ *Global citizenship*: The globalization of education has promoted the development of global citizenship, encouraging individuals to take responsibility for their actions and to contribute to the well-being of the global community. This includes promoting values such as human rights, sustainability, and social justice.

‒ *Economic benefits*: The globalization of education has contributed to economic growth and development, as education is a key driver of innovation, productivity, and competitiveness. It has also created new opportunities for businesses and entrepreneurs, as well as increasing demand for education services and products.

The essence of the globalization of education is the recognition that education is an essential driver of economic, social, and cultural development in a globalized world. By promoting cross-cultural understanding, knowledge exchange, and international collaboration, the globalization of education can help to address global challenges and promote a more peaceful and equitable world.

3. The education systems in the modern world

There are several basic models of education systems that are used around the world. Here are five of the most common models:

‒ *Centralized model*: In a centralized model, the government or a central authority has control over all aspects of the education system, including curriculum, funding, and staffing.

This model is often associated with countries that have a strong centralized government, such as China.

– *Decentralized model*: In a decentralized model, individual schools or local authorities have greater control over the education system. This model is often associated with federalist countries, such as the United States, where each state has control over its own education system.

– *Progressive model:* In a progressive model, the focus is on developing the whole child and encouraging critical thinking, creativity, and collaboration. This model emphasizes experiential learning, project-based learning, and student-centered teaching methods. This model is often associated with countries such as Finland.

– *Vocational model:* In a vocational model, the focus is on preparing students for specific careers and developing practical skills. This model often includes apprenticeships, internships, and work-based learning opportunities. This model is often associated with countries such as Germany.

– *Religious model:* In a religious model, education is closely tied to religion and religious values. This model often includes religious instruction and the integration of religious values into the curriculum. This model is often associated with countries where religion plays a significant role in society, such as Saudi Arabia.

These are just a few examples of the basic models of educational systems that exist around the world. In reality, most countries use a combination of these models, and education systems are constantly evolving in response to changes in society, technology, and the needs of students *(Holovina, Kamenova, 2021).*

Determining the effectiveness of a particular educational model can be a complex process that involves multiple factors. Here are a few key considerations:

– *Learning outcomes:* One of the most important factors to consider when evaluating the effectiveness of an educational model is the learning outcomes of the students. This includes academic achievement, critical thinking skills, creativity, problem-solving skills, and other outcomes that are important for success in the real world.

– *Student engagement:* Another important factor is student engagement. An effective educational model should be able to engage students and motivate them to learn. This includes creating a positive learning environment, providing relevant and meaningful learning experiences, and giving students a sense of ownership over their learning.

– *Teacher effectiveness:* The effectiveness of an educational model can also be influenced by the quality and effectiveness of the teachers. Teachers play a critical role in delivering the curriculum, engaging students, and creating a positive learning environment.

– *Student diversity:* It is also important to consider the diversity of the student population when evaluating the effectiveness of an educational model. Effective models should be able to accommodate a wide range of learning styles, cultural backgrounds, and socio-economic levels.

– *Resources:* Finally, resources can also impact the effectiveness of an educational model. Resources include things like funding, technology, and support services. Effective models should be able to make the best use of available resources to create a positive learning environment.

In order to evaluate the effectiveness of a particular educational model, it is important to gather data and feedback from various sources. This can include student assessments, surveys, and feedback from teachers, parents, and other stakeholders. It is also important to consider the context in which the model is being used, as different models may be more effective in different settings.

4. STEM Education Initiative

One of the most popular education strategies in the world is STEM education. STEM (Science, Technology, Engineering, and Mathematics) education appeared in the United States in the early 20th century. At that time, the US was experiencing a period of rapid technological innovation and economic growth, and there was a growing need for workers with skills in these areas.

The first formal STEM education programs in the US were established in the early 1900s, with the aim of training students in the skills needed for industrial and technological jobs. One of the earliest such programs was the Manual Training School, established in St. Louis in 1880, which taught students skills in woodworking, metalworking, and drafting.

In the years that followed, STEM education became more widespread in the US, with many public schools and universities establishing science and engineering programs. In the 1950s and 1960s, the US government began to invest heavily in STEM education, with the launch of programs such as the National Science Foundation and the National Aeronautics and Space Administration (NASA).

In the decades that followed, STEM education in the US continued to evolve, with a growing emphasis on interdisciplinary approaches and hands-on learning. Today, STEM education is a major priority for the US government and many private organizations, with the aim of preparing the next generation of workers for careers in science, technology, engineering, and mathematics *(U.S. Department of Education, 2022)*.

Gradually, new disciplines were added to the STEM program, and new letters were added to its name. So, STEM turned into STEAM, and later into STREAM. The addition of the "A" in STEAM and the "R" in STREAM reflects a recognition that incorporating the Arts and Robotics into STEM education can enhance students' learning experiences and better prepare them for the challenges of the future.The inclusion of the Arts in STEAM education acknowledges that creativity and design thinking are important components of innovation and problem-solving. Educators hope to encourage students to think outside the box and explore different ways of approaching complex problems *(Nikitina, Ishchenko, 2022)*.

The addition of Robotics to STREAM education recognizes the increasing importance of automation and robotics in various industries, as well as the need for individuals with strong technical skills in these areas. Incorporating robotics into STEM education can help students develop an understanding of robotics principles and technologies, and build skills in programming, engineering, and problem-solving.

Overall, the introduction of these new acronyms represents a broader approach to STEM education that seeks to integrate multiple disciplines and emphasize the importance of creativity, design thinking, and technical skills in preparing students for the challenges of the future.

STEM careers are in high demand and are expected to grow in the coming years. Pursuing a STEM education can lead to greater job opportunities and job security. STEM jobs typically pay well, with many of them offering above-average salaries. STEM education emphasizes critical thinking and problem-solving, which are essential skills in many fields. STEM education encourages creativity, innovation, and experimentation, which can lead to breakthroughs in science, technology, engineering, and mathematics. STEM education often involves working collaboratively on projects, which can help develop teamwork skills. With technology playing an increasingly important role in our lives, STEM education can help students become more proficient with technology and better prepared for the future.

STEM education is also an important focus in many European countries.

Many STEM education initiatives in Europe involve partnerships between schools, universities, and industry partners. This can provide students with access to the latest technology and expertise, and can help to bridge the gap between education and industry. European countries have invested in teacher training programs to support STEM education, with the goal of improving the quality of instruction and increasing student engagement and interest in these fields.

Like in the US, there is a growing recognition in Europe of the need to increase gender diversity in STEM fields, and many initiatives have been launched to address this issue *(Skyba, Tkachenko, 2021)*. These efforts aim to increase the participation of underrepresented groups, such as women and minorities, in STEM education and careers.

While STEM education has many benefits, there are also some potential drawbacks or limitations that should be considered:

Lack of diversity: STEM fields have historically been dominated by men and people from certain racial and ethnic backgrounds, leading to a lack of diversity in the field. This can create a cultural and social gap that can make it harder for some students to succeed or feel included.

Emphasis on memorization: Some STEM curricula may prioritize rote memorization of formulas and equations over critical thinking, creativity, and problem-solving skills. This can lead to a narrow view of the subject matter and may not adequately prepare students for real-world problem-solving.

Limited focus on soft skills: STEM education often places a heavy emphasis on technical skills and knowledge, but may not provide enough emphasis on developing soft skills such as communication, teamwork, and leadership. This can be a disadvantage for students who may have strong technical skills but lack the interpersonal skills needed to succeed in a collaborative work environment.

Lack of relevance to students' lives: STEM education can sometimes seem disconnected from students' daily lives and experiences, leading to disinterest and disengagement. It may also fail to address important social issues and the impact of science and technology on society.

Cost and access: Access to quality STEM education can be limited due to cost and geographic location. This can create barriers for students from low-income families or rural areas who may not have access to the same resources and opportunities as students in more affluent or urban areas.

5. Modern international education projects and programs

In solving the problems of world education, major international projects and programs are becoming important, since they necessarily involve the joint participation of education institutions and teachers representing various education systems.

There are several large international education projects that have been launched in recent years. Here are some examplesof them that are well-known and have a significant impact on education globally:

United Nations Sustainable Development Goals (SDGs): The SDGs are a set of 17 goals adopted by the United Nations in 2015 to promote sustainable development around the world. One of the goals is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

International Baccalaureate (IB) Programme: The IB Programme is a comprehensive and rigorous educational programme for students aged 3 to 19. It is designed to develop the

intellectual, personal, emotional, and social skills students need to live, learn, and work in a rapidly globalizing world. The programme is recognized by universities and employers around the world.

Global Partnership for Education (GPE): The GPE is a multilateral partnership that works to improve education in developing countries. It provides financial support to countries to help them build more effective and equitable education systems.

Open Educational Resources (OER): OER is a global movement to provide free and open access to education resources and materials, such as textbooks, lesson plans, and online courses. The goal is to increase access to education and improve learning outcomes for students around the world.

Teach for All: Teach for All is a global network of independent organizations that recruit and train young professionals to teach in underserved communities around the world. The goal is to ensure that all children have access to quality education, regardless of their background or socio-economic status.

UNESCO: The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency of the United Nations that promotes education, science, culture, and communication around the world. UNESCO is responsible for several initiatives, including the Education for All program and the Global Education Monitoring Report.

Erasmus+ Programme: The Erasmus+ Programme is a European Union initiative that provides funding for education, training, youth, and sport projects across Europe. The program aims to support the development of skills and competencies, promote social inclusion, and increase opportunities for young people.

PISA: The Programme for International Student Assessment (PISA) is a global survey that measures the performance of 15-year-old students in reading, mathematics, and science. The survey is conducted every three years by the Organisation for Economic Co-operation and Development (OECD), and it provides a way for countries to compare their education systems and identify areas for improvement.

Education First (EF): EF is a global education company that offers language courses, cultural exchange programs, and educational travel opportunities. The company operates in over 100 countries and serves over 15 million students each year. EF's mission is to break down barriers of language, culture, and geography to create a more connected and open world.

These programs are just a few examples of the many international initiatives that exist to promote education and learning around the world. These programs are aimed at improving access to education, promoting equity and inclusion, and preparing students to succeed in an increasingly globalized world. They represent a diverse range of approaches and goals, but all share a common commitment to providing access to quality education for all.

6. Conclusions

The globalization of education is a complex and multifaceted process that involves the exchange of knowledge, skills, and ideas across borders. The key aspects of education globalization such as cross-border mobility, collaborative research, global education policy, cultural exchange and many others have been described. Globalization process has many benefits, including increased cultural exchange, skills development, and economic growth. However, it also poses challenges, such as ensuring equitable access to education, maintaining quality and standards, and addressing cultural differences and barriers.

Among the numerous education systems we have chosen the five that are widely accepted in the contemporary world and present our view on the effectiveness of a particular educational model.

Much attention has been given to one of the most popular education strategies nowadays – STEM education. Benefits and drawbacks of this system, the process of transforming it into STEAM and then STREAM have been described.

Having analyzed the key aspects of the process of globalization in the sphere of education it is vitally important to view the **i**nternational educational projects and programs which to promote education and learning around the world and should facilitate the educational process, provide free and open access to educational resources, support the development of soft skills and competencies and give the students the opportunity of cross-border mobility to enjoy the benefits of globalized learning.

As the world becomes increasingly interconnected, the globalization of education will continue to be an important driver of progress and development.

References

1. Holovina, O., Kamenova D. (2022). Critical and logical thinking formation as the educational competence in the modern training system for lawyers. Philosophy, Economics and Law Review, – 1(2). Retrieved from: https://phelr.dduvs.in.ua/wp-content/uploads/2022/02/2nd/2.htm

2. U.S. Department of Education (2022). Retrieved from: https://www.ed.gov/news/press-releases/us-department-education-launches-new-initiative-enhance-stem-education-all-students

3. Nikitina, I. P., Ishchenko, T. V. (2022). Transforming stem into steam. Publishing House "Baltija Publishing".

4. Skyba E., Tkachenko K., (2021). Gender challenges of modern societies. Philosophy, economics and law review. Volume 1, no. 2, 2021. Retrieved from: https://phelr.dduvs.in.ua/wp-content/uploads/2022/02/2nd/2.htm

THE AUTOBIOGRAPHICAL STORY'S TYPOLOGICAL TRAITS IN BRUNO SCHULTZ'S COLLECTION "CINNAMON SHOPS"

Lesia Polishchuk

Candidate of Philological Science, Senior Lecturer,
Pavlo Tychyna Uman State Pedagogical University, Ukraine
e-mail: polishchuklesia46@gmail.com, orcid.org/0000-0002-2582-4765

Summary

The article analyzes the peculiarities of the typological characteristics of Bruno Schultz's works. He was the representative of Polish modernism. The autobiographical character of the collection of stories "Cinnamon Shops" is revealed, and the explicit and implicit depiction of reality in the work is determined. The concept of childhood poetry is theoretically substantiated, and its structural components are set forth. The methods of creating the world of childhood were analyzed, and the features of its realization in the works of the named author were revealed.

Bruno Schultz is the founder of the idea of the hermetic mythology of a place. Its mundane nature comprises delineating a geographical area with an infinite number of meanings and content. Schultz's classic prose became a generalized expression, a world structure of global significance. His two volumes of short tales, "Cinnamon Shops" and "Sanatorium beneath the Hourglass", placed him in the canon of 20th-century European literature. Bruno Schultz lived during a period of unprecedented political change when new civilized codes and identities for modern European countries were emerging. In his prose, a rare meta-culture of Central-Eastern Europe emerges through mythology. It is an opportunity to see the enormous possibilities of the past, from which the modern states of the Central European subcontinent emerged. Schultz would probably also be very useful in discussions about postmodernism because of the collage and fragmentary nature of his work and because of the fun he has with myths and parodies – in some places, it fits very well into postmodern practices, and Schultz can be considered one of their forerunners.

Key words: narrator, autobiography, modernism, mythology, explicit, implicit, explicit, implicit.

1. Introduction

The birth of a certain type of writer marked the 20th century in fiction. This appearance is interdependent with the writing of novels by Marcel Proust, Franz Kafka, and James Joyce. Each of them took part in the generation of traits characteristic of these writers, and it created new traditions of writing that define the writer of the modernist era. Against this backdrop, the work of one Polish novelist from the 1930s, Bruno Schultz, who combined the layering of different images, was like a battle with death.

He was a Polish Jew who was born and lived in Galicia. He was a novelist, literary critic, artist, and teacher. So, who exactly is Schultz, and what is his place in national and professional cartography? The name Bruno Schultz is important for today's literary space: he is studied, and we seek new approaches to his work. Who was Bruno Schultz during his lifetime, and who

has he become today – for the world, Poland, Ukraine, and the Jewish community? Shultz is probably the first writer to be added to the canon, and everyone would agree that it is fair. Currently, the positions of literary figures who would protest against Schulz are not known; there is unequivocal recognition and unequivocal support for him.

His work and life are being tudied by researchers and critics from all over the world. For example, we studied his poetics and philosophy of art by Polish critics of the time: E. Fitzowski, S. Witkiewicz, S. Nalkowska, and later A. Sandauer, V. Gombrovych, and others; V. Menyok, D. Drozdovskyi, Yu. Menyok, and other contemporary Ukrainian researchers. A. Pavlyshyn, Yu. Andrukhovych and A. Bondar write articles and essays about V. Shults's work and life. Polish and American researchers, E. Yazembskyi, V. Panas, Yu. Gondovich, E. Kurylyuk, M. Kitovska-Lysiak J. Updyko, and F. Roth are also engaged in this.

This publication examines the relationship between the explicit and implicit depiction of reality in Bruno Schultz's autobiographical collection of stories, "Cinnamon Shops".

The ***purpose*** of the study is the identification and typology of components of childhood poetics and the methods of their creation in autobiographical prose based on the work of Bruno Schultz, "Cinnamon Shops", as well as to substantiate the concept of "childhood poetics" based on the typology of its methods.

The ***relevance of the research*** is because the comparative-historical study of literature allows for the identification of features in the work of a specific author; to analyze and evaluate works of national literature in world literature in a new way. In our case, the characteristics of Bruno Schultz's autobiographical collection, "Cinnamon Shops", are valuable. The ***object of research*** is the cycle of short Bruno Schultz's stories, "Cinnamon Shops". The ***subject of the study*** is the structural components of childhood poetics and the methods of their implementation in autobiographical prose.

2. Autobiography as a principle of narration

Bruno Schultz (1892–1942) is a bright and original representative of Polish modernism, whose unique decoded poetic prose appeared as a unique phenomenon. He was ahead of his time; he showed the world a language and a method for which science has not yet developed research definitions, and therefore even today his work attracts close attention and literary attempts to explain his phenomenon. Like all new non-standard works, Shultz's works did not find their place in translated literature for a long time.

Schultz, a Polish-language writer, was born into a Jewish family in provincial Drohobych, which was part of Austria-Hungary, became part of it after the division of the Polish-Lithuanian Commonwealth, and is now part of modern Ukraine. The creator grew up in an environment that synthesized four national elements and four cultural traditions, which were reflected in the author's texts. It is Shultz's childhood years, family saga, and everyday life of a small provincial town that became a fantastic parable, a story transformed and mythologized in the cycle of stories "Cinnamon Shops".

Actual coincidences confirm the autobiographical nature of the work not only with the life of the writer but also by his attempt to explain his own vision of the role of childhood in the formation of a personality. "Shops is an autobiography, or rather a genealogy, a "kat'exochen" genealogy because it shows the spiritual origin, or rather the spirit, to the depth where it penetrates into mythology and gets lost in mythological delusion. It always seemed to me they lost the origins of the individual spirit in some mythical jungle. This is the last bottom that cannot be broken through" *(Shults, 1996: 62).*

The object of the story is the narrator's childhood memories. In 15 stories, he introduces the reader to various sketches from his past. The participant in those events is a small boy who is related to the narrator, who has a narrative function within the opposition of "I-character" and "I-narrator". However, the apparent simplicity in the division of functions between the senior narrator and the minor participant in the events, who should be the sole narrator of the novel, giving the floor to the adult "I", and whose entire story is told in the first person, is not correct. When trying to accurately identify the voice of the speaker with an adult narrator, the story often loses the features of past events, which are interpreted in a new way, and gains the characteristics of a story – the transmission of current or recent events with a child simultaneously by the mind of "I", but their comprehension and evaluation remain with the narrator, who does not pass the word to another person. And only on an intuitive level does the reader still feel the "I-character" and its influence on the story itself. It is this imaginary "double voice" that needs special attention, as evidence of the specificity of the narrative in the work.

B. Schultz has the most serious theoretical and practical base, which was developed by him based on and considering all previous achievements in this field and presented by V. Schmidt in his study called "Narratology" *(Shmid, 2015: 258)*. In the complex communicative structure of artwork, he distinguishes several communicative levels. Such a classification does not allow the researcher to make a mistake in identifying the position of the author and the narrator. The reality in which the research takes place is an imaginary world in which communication occurs, where the subject of research takes part in a fictitious narrative. The result of communication with a fictitious reader is a narrative world, a time-space reality segment in which the childhood events of the "I-character" take place.

3. The narrator as a system of images from a work of art

Following Schmidt, we understand the term "narrator" only as a technical designation of the bearer of the narrative function, completely unmarked regarding typological oppositions. They are intended to help characterize the narrator as a narrative entity.

From the point of view of the method of detection, the narrator can be explicit or implicit. Explicit reflection is based on the very presence of the narrator, who can "call his name, describe himself, tell the story of his life, and reveal the image of his thinking" *(Shmid, 2015: 66)*. Although we do not learn the name of the narrator or who he is at the moment of the story, the object of the narrative world that he represents is his own story, and the object of the imaginary world is the very process of presenting this story, which allows us to reveal the narrator as a clear. The implied representation of the narrator is mandatory and is revealed through the "symptoms" of the narrative text. In "Cinnamon Shops", "symptoms" appear in the selection of elements from "events" as material for creating "stories", their concretization, text composition, and linguistic presentation, as well as in the narrator's observations, comments, and generalizations.

The narrator's image is not revealed from the point of view of the actual material. Everything we know about him results from the story about the «I-character». The narrator reveals himself in axiological categories such as education, mental worldview, and value system, among others. However, the narrator's presence as a person provides reasons to reveal him as unique and anthropomorphic. The category of expressiveness cannot be absent at all since, according to Schmidt, "it is based on the presence of individual signs in the test" *(Shmid, 2015: 73)*. We define these "symptoms" as strongly expressed since all of them are clearly manifested in the text and together "build" the work. They characterize the genre specificity, linguistic richness, and ideological content of the work.

According to framing, the fictitious narrator in the cycle of stories is primary; we understood this category as absolutely mechanical from the point of view of ideality. But it is interesting to pay attention to the fact that the only hero who speaks in the text on a communicative level is the father. Over the course of three short stories, the father recites his "theory of matter", and the interjections of the narrator punctuate his story. The result is a coherent text in which it is difficult to trace the moment of word transition between the narrator and the character. The narrator's speech, like his life, complements and develops the image of his father, a continuation and the basis of his creativity. To some extent, this shows the importance of the father's character in revealing the narrator's inner world and the ideological plan of the entire cycle of stories.

According to the criterion of diegetic, Shultz's fictitious narrator is diegetic, characterized by two plans: diegesis (story) as an object and exegesis as a subject. The quality of the dietetic narrator is the disintegration into two functionally different instances – the "I-narrator" (storyteller self) and the "I-character" (narrative self).

According to the criterion of informativeness, the fictitious narrator is not omniscient; he does not tell about the real feelings and motives of other characters; and, in the last instance, he is not telling the truth. Episodes in which he characterizes the hero as if he claims omniscience are quite widely represented. For example, «… his yellow and cloudy face faded away like lines on a faded map, dim memories of a stormy and wasted life" *(Shults, 2012: 11),* and "there was a vague and deep melancholy, orphanhood, and helplessness in his mood – the inability to fill the void of life between the feeling of food" *(Shults, 2012: 42).* But in such passages, it is not the omniscience of the narrator that is presented, but the colorfulness of the presented image-memory, the richness of interpretation, and imagination, which bring the image to the state of history and the facial expression to the state of a biographical episode. In the development of each image, there is a metaphorical perception of "I-character" and a metaphorical interpretation of "I-narrator". The narrator is limited to knowledge but not limited to the imagination.

His location limits not even the storyteller but by the location of the «I-character" since the story takes place only where the boy himself is during the action. According to the score's identification, the narrator is subjective, which logically follows from his personality and limitations in relation to events and place.

The reliability category is of particular interest. D. Schmid mentions it but does not give an exact definition, outlining his position only because, in his opinion, this criterion should not be revealed by an implicit author (according to Booth's theory), but specifically by the reader (according to Newning) *(Shmid, 2015: 70).* Dan Shen's work summarizes developments in narrative uncertainty theory *(Matsevko-Bekerska, 2018: 302)*, according to the rhetorical approach – the typology of Per Krohg Hansen. These improvements allow us to emphasize the extra-textual ambiguity that lies beneath the reader's outward knowledge when they approach the text in the narrator's image. The narrator often replaces the real world with a fantastic, mythical one. Sometimes, it borders on a metaphorical vision, as in the description of a "forgotten room" that lives their own lives *(Shults, 2012: 37).* However, the narrator occasionally passes off as a real event that an ordinary reader would recognize as a symptom of fiction or myth-making. For example, "Sometimes at night, the face of the bearded Demiurge appeared in the bedroom window, and for some time he looked tenderly at the sleeping father" *(Shults, 2012: 17).* But in the middle of the text, inside the narrative world created by the storytellers, this very image of events is an inviolable norm, a truth that cannot be trusted. And this characterizes the storyteller's image, despite drawing a line between unbreakable trust and his stories. The narrator in the work is not reliable. But in the middle of the text, inside the narrative world created by

the narrator; this image of events is an inviolable norm, a truth that cannot be trusted. And this characterizes the storyteller's image, despite drawing a line between unbreakable trust and his stories. The narrator in the work is not reliable.

4. Conclusions

Thus, the narrator in the collection of stories "Cinnamon Shops" is clearly and implicitly primary, personal, anthropomorphic, subjective-diegetic, and unreliable, as well as highly revealed, limited in knowledge, and in place. Among the selected types, the most useful for understanding the "duplicity" of the speaker's image is signs of unreliability. It explains childhood, the perception of fantasy, and its influence on history, limited knowledge, and location. Someone actually limited an adult speaker in the story's material to those details that he saw and perceived as belonging to the "I-character". Diegetic emphasizes not only the identity of the two selves but also their unity in one consciousness, presented at different stages of development and united in one story.

References

1. Matsevko-Bekerska, L. (2018). Ukrainska mala proza kintsia XIX – pochatku XX stolit u dzerkali naratolohii [Ukrainian short prose of the late 19th and early 20th centuries in the mirror of narratology]. Lviv: Splain [in Ukrainian].

2. Shmid, V. (2015). Naratolohiia [Narratology]. Kyiv: Hramota [in Ukrainian].

3. Shults, B. (1996). Vidpovid B. Shultsa St. I. Vitkevychu [B. Shultz's answer to St. I. Vitkevich]. Kyiv: 8, 66–68 [in Ukrainian].

4. Shults, B. (2012). Tsynamonovi kramnytsi ta vsi inshi opovidannia [Cinnamon shops and all other stories]. Kyiv: "A-ba-ba-ha-la-ma-ha" [in Ukrainian].

5. Tkachuk, O. (2002). Naratolohichnyi slovnyk [Narratological dictionary]. Ternopil: Aston [in Ukrainian].

COMPARATIVE CHARACTERISTICS OF ENGLISH AND UKRAINIAN PAREMIAS RELATED TO CONCEPTS OF BEING IN THE ANTHROPOCENTRIC PARADIGM

Oksana Prolyhina

Lecturer at the Department of Theoretical and Applied Linguistics,
Zhytomyr Polytechnic State University, Ukraine
e-mail: ktpl_pol@ztu.edu.ua, orcid.org/0000-0001-9754-6023

Summary

The article raises the issue of comparative analysis of the English and Ukrainian paremiological systems. Approaches to defining the terms linguistic anthropocentrism, paremiology, linguistic and cultural aspect of paremiology, paremia, proverb are analyzed. The mental features of the two ethnic groups' views on the fundamental values are considered.

The practical goal is to conduct a comparative analysis of English and Ukrainian paremies in the prism of the anthropocentric paradigm, taking into account the linguistic and cultural aspect.

In this work, a layer of paremies conveying the fundamental concepts of existence, namely the concepts of life and death, was analyzed in the amount of 70 EPs and 70 UPs, and attention was focused on the study of the national discourses specific features, taking into account the different cultural and linguistic specificities of the two languages.

The following methods were used in the research process: the method of continuous sampling of paremias; the method of linguistic description and observation to systematize the material; the comparative method with classification of materials; analysis of dictionary definitions; the method of contextual analysis of lexical units.

In the course of this work, the ratio of linguistic and extralinguistic meanings of paremies was analyzed, from which it follows that the worldview of two ethnic groups, their stereotypes and priorities can be clearly traced on the basis of the concepts of being.

During the comparative analysis of the mentioned paremias, a number of thorough conclusions were made regarding their semantic, grammatical and stylistic characteristics.

Key words: comparative analysis, thinking style, linguistic and cultural aspect, paremiology, proverb, linguistic culture, EPs (English proverbs), UPs (Ukrainian proverbs).

1. Introduction

The relevance of the study is determined by the need to develop some unresolved problems of comparative analysis of the English and Ukrainian paremiological systems and to identify in them both general, common and nationally specific. The existence of common and distinctive properties of English and Ukrainian paremies has a linguistic and extra-linguistic explanation.

In order to reveal the structural and semantic features in each language, in addition to a direct comparison, a deep theoretical understanding of these phenomena is necessary. The problem of the languages comparative study has been developed by various researchers, but it remains poorly analyzed.

Thus, *the purpose* of this work is a comparative analysis of paremias related to the key concepts of being: life-death.

The object of the study is English and Ukrainian paremias.

The subject of the research is determined by the linguistic and cultural aspect of the perception of English and Ukrainian proverbs.

The task of the research is to consider the general structure of English and Ukrainian proverbs with the concept of being, to analyze the linguistic and cultural aspect of the specified paremias in the national paradigm of the two peoples' values; to determine their internal forms and images; to outline synonymous and antonymic relationships, to characterize the stylistic features of paremias.

Research methods. In the research process, the following were used: the method of continuous sampling of paremias containing the concepts of life-death; the method of linguistic description and observation to systematize the material; the comparative method with classification of materials; analysis of dictionary definitions; the method of contextual analysis of lexical units.

The research material is English and Ukrainian paremies from dictionaries of English and Ukrainian proverbs, data from the Internet.

2. Scientific problem statement

In the course of a comparative analysis of paremiological systems, common and distinctive properties of paremies with linguistic and extralinguistic explanations are distinguished. According to V. von Humboldt's concept, language reflects the spirit of the people, its worldview and mentality. Therefore, in modern linguistics, the priority direction has become the study of cultural features in the linguistic picture of the world, where each individual language reflects a certain way of perceiving the world (*Kocherhan, online- resource).*

According to N. Andreichuk, one of the anthropocentric approaches to the study of linguistic consciousness involves the study of psychological landscapes of the individual at the neurophysiological and psychological levels. Studies of the genetic determinism of cognitive programs, the biological aspect of the evolution of cognitive abilities are being conducted *(Andreichuk, online resource).* In turn, the linguistic and cultural aspect of paremiology is considered by scientists as a synthesized concept that includes mental, psychological, ethnic, social, cultural, historical information about a certain national discourse and reflects the national outlook and identity of the people.

Therefore, conducting a comparative analysis of the English and Ukrainian paremiological systems in the prism of the anthropocentric paradigm, taking into account the linguistic and cultural aspect, is promising in modern linguistics and needs further study.

3. Recent research and publications analysis

At the end of the 20th century, a transition to an anthropocentric paradigm took place in linguistics, when language began to be studied in close connection with human consciousness and mentality. Individual fields of humanities research, based on the trinity: man-language-culture, have been singled out. Based on the theory of the German philosopher M. Heidegger, a person is considered not only as a speaker of a certain language, but also as a representative of national culture, an exponent of a certain mentality, as a subject who learns about the world and evaluates it. In this context, we can talk about linguistic anthropocentrism, when speech is studied in the prism of human activity in a complex of relevant circumstances.

According to O. Selivanova, the anthropocentric orientation of modern linguistics determines the need to study language from the point of view of realizing in it the results of an individual's cognitive activity. Language acts as an integral component of consciousness, its tool, an intermediary between a person and a conceptual picture of the world, which reflects it in linguistic forms *(Selivanova, 2006:259)*.

In turn, V. Zhaivoronok notes that the followers of this approach focus on the study of the linguistic picture of the world as a product of a person or ethnic group, taking as a basis the statement that the phenomenon of the world known through language appears to a person primarily as language appears to him, and a human here acts as a generalized subject, because individual products of knowledge of reality through consciousness and thinking are supported by collective efforts, verified by collective experience *(Zhaivoronok, 2007:9)*.

I. Karpova is convinced that in the linguistic picture of the world, a person appears as a biological being with certain physical advantages and disadvantages, with intellectual-volitional, moral-ethical and emotional-psychological characteristics, which reflect the morality of society, religious education and general principles, and also as a social being from the standpoint of its place in society, its belonging to a certain social group, its social role *(Karpova, 2013:25)*.

V. Telia is engaged in the linguistic and cultural analysis of phraseological units, the position of L. Wierzbicka, who is engaged in the development of mental linguistics, is close to her. In this connection, modern linguistics acquires in-depth knowledge about the culture and mentality of a single people. In this context, paremias of a certain people are of particular value. Accordingly, the psychology of the individual, the peculiarities of the manifestation of intelligence, feelings and a person's attitude to the sacred concepts of being are also reflected in paremiology and are of particular interest for study.

4. Paremiology, paremia and proverb terms analysis

Many of scientists' works are devoted to issues of paremiology and paremias: V. Mieder, A. Taylor, R. Trench, S. Vinik, R. Honeck, etc. In our context, it is necessary to review these concepts briefly. For example, researcher B. Chilukuri in his work cites forty-four definitions of proverbs, which were formulated throughout history by famous figures from Aristotle to D. Ray, and conducts a thorough analysis of them *(Chilukuri, online resource:11)*. Despite the large number of studies in this area, there is still no common idea regarding the definition of proverbs or their classification. However, scholars agree that paremias reflect the identity and wisdom of a nation, as they are part of language and at the same time part of culture and serve as material for linguistic research at various levels *(Gevorgyan, online resource:217)*.

Paremiology (from the Greek paremia = proverb) collects, classifies and studies proverbs. According to V. Mieder, paremiologists consider proverbs from a more inclusive point of view, since they rely on such fields as anthropology, art, communications, folklore, history, literature, philology, psychology, religion and sociology *(Mieder, 2004:27)*. At the modern stage, proverbs are considered both in the language system and in the context of culture. In connection with the above-mentioned problem, A. Wierzbicka quotes von Humboldt, putting forward the idea that each language contains a characteristic worldview. As a single sound is an intermediary between an object and a person, so all language is an intermediary between people, the inner and outer world that affects them *(Wierzbicka, 1992:34)*.

Scientist R. Honeck, in turn, concentrates on the use of proverbs in a socio-cultural context, arguing that proverbs are cultural language products created and used in social situations

for social purposes, they entail the codification of important cultural lessons *(Honeck & oth., 1997:615).*

In one of his works, Mieder examines the origin of proverbs in detail, emphasizing that throughout history there have always been borrowings from the ancient period, the Middle Ages, as well as migration from one language to another. The process of creating paremias takes place at the present stage and will continue. A paremiologist is convinced that a statement can become a proverb only if it enters general oral and written usage with a certain frequency and distribution *(Mieder, online resource:44).* In another study, the author concludes that a proverb is a short, well-known folk sentence that contains wisdom, truth, morals and traditional views in a metaphorical, fixed, memorable form that is passed down from generation to generation *(Mieder, 2004:4).*

So, drawing a conclusion from the above, we can state that the terms proverb and paremia are identical and will be used as synonyms further in this study.

Paremias in the Ukrainian and English languages can be conditionally divided into three groups:

1) proverbs that can be translated literally, that is, those that have an identical translation;

2) proverbs that have the same structure, but the chosen images are different;

3) proverbs that differ both in structure and images, that is, those that do not have their counterparts in another language.

All three types are considered in this work, but proverbs of the third type are of particular interest. It is they that make it possible to trace the linguistic and cultural features of two separate peoples. The source of the ancient paremias origin of any people is lost. In this work, attention is paid to proverbs of folk origin. Their original source lies in the collective mind of the people. While studying the two nations' paremias, we also study the culture of the two countries, namely their mentality.

5. EPs and UPs comparative analysis

Ideas about life – death mostly coincide in different peoples, but there are certain differences in the perception of these concepts in different peoples, which is determined by the way of life, geographical location, history, religion, etc. All fundamental values of life are reflected in the language of the people, which conveys them in proverbs, sayings, phraseological units, etc. Proverbs of any nation are the result of its cognitive activity from generation to generation. They summarize the experience of the people in the form of completed judgments, conclusions, teachings. The models for proverbs building in most nations are similar, as is their semantic content, since the values of being among different nationalities mostly coincide. However, a certain cultural difference attracts special interest, according to which it is possible to investigate the mentality of the nation in general and its cultural uniqueness in particular. Paremias of any language constitute a deep layer of folk wisdom, which native speakers were guided by in their everyday life. The concepts of life-death are among the key concepts of the linguistic culture of any people. Studying the conceptual sphere of these contrasts, one can trace the worldview of the ethnic group, its stereotypes and priorities.

Let's consider the most important concepts of existence for any nation: life-death. The selected EPs (30) describing the concept of life can be conditionally divided into two categories: philosophical and practical direction, in percentage terms almost in half.

For example, of a philosophical nature: s*hrouds have no pockets* – we came into this world with nothing, and we will leave with nothing; *every path has its own puddle;*

April rains bring May flowers – maybe the downpour is unpleasant, but something pleasant comes after it.

This category is formulated in an allegorical form and grammatically takes the form of affirmative and complex sentences: *what goes around comes around; oaks may fall when reeds weather the storm* -those who are flexible and relatively insignificant can survive a crisis that destroys powerful people who can't or won't adapt. *If there is white, then there is also black*- if there are easy times, there are also hard times.

Many paremies in this category have the grammatical form of the conditional: *if you survive the storm, you won't be bothered by the rain disturb*- if you survive hard times, small problems in the future are unlikely to bother you. *If there were no clouds, we would not enjoy the sun.*

The second category contains practical recommendations or teachings: *life is what you make it* – life is not predetermined. Your choices and the actions you take on those choices shape it; life becomes less difficult if you take it step by step; life is not all about beer and skittles. According to the structure of this paremia type, they can refer to persuasive sentences: *don't put all your eggs in one basket* – don't put all your efforts into some course of action, enterprise, investment, goal or something similar, because if it doesn't work, you lose everything. *Be like a tree. Stay grounded, keep growing and know when to let go*- just as a tree releases its fruits and leaves from time to time, you must release pent-up anger and hatred. There are also many proverbs in the form of narrative sentences: *everything revolves around bread and death; difficult times teach us much more than peaceful times; failure teaches you more than success.*

Comparing EPs and UPs that reveal the concept of life, we find a small percentage of those that completely coincide in form and meaning (have an identical translation): *hope for the best, but prepare for the worst-сподівайся на краще, але готуйся до гіршого*- be optimistic, but be prepared for a scenario where things can go wrong. *What doesn't kill us makes us stronger- те, що нас не вбиває, робить нас сильнішими*- if we go through hard times, we come out of them stronger. *What you sow, so shall you reap- що посієш, то і пожнеш. The drowning man will grasp at straws-потопельник за соломинку вхопиться*- when someone is in a difficult situation, he/she will use any available opportunity to get out of it. *Keep your head in the cold, and your feet in warmth – you will live forever on earth- держи голову в холоді, а ноги в теплі – будеш жить вік на землі.*

Among the paremias of this group, there are many proverbs of a dualistic nature, where the concept of life and death is revealed within the limits of one proverb: *life is not separated from death. It just looks that way; he who dies- dies, and he who lives- lives; live so that you will be well spoken of at the grave. A righteous man needs no memory, for his deeds are his monument* -live so that they speak well of you at the grave. The righteous does not need memory, because his deeds are his monument. We find similar paremias in the Ukrainian language: *коли б життя, а смерть прийде* (when life and death will come); *живий про живе гадає* (the living thinks about the living); *яке життя, така й смерть* (as life is, so is death); *який порядок у себе заведеш, таке й життя поведеш (*whatever order you establish in yourself, such is the life you will lead); *які люди, таке і життя буде* (like people, like life will be).

The most common group of proverbs are of the same structure, but the chosen images are different. For example, the EP *don't throw the baby out with the bath water* – don't throw away something valuable while getting rid of something worthless. In the Ukrainian language, another image is used, but with a similar meaning: *відбирайте зерна від полови* (select the grain from the chaff). For a Ukrainian bread grower, the topic of grain-bread has long been associated with the most important concepts, just as a child has a sacred meaning for both

cultures. So, two different paremias acquire the same meaning: not to lose something fundamentally important in life.

But there are also those that belong to the third group: proverbs that differ both in structure and in images, that is, those that do not have their analogues in another language. In the course of the study, 44 of the most used UPs were selected, among which there is a very large percentage of those that are authentic: *вік звікувати – не в гостях побувати* (to grow old – not to visit); *як жили наші діди та прадіди, так нам веліли* (as our grandfathers and great-grandfathers lived, so we were told); *виходиш з дому – кланяйся життю молодому* (you leave the house – bow down to a young life); *в добрім житті кучері в'ються, в поганім – січуться* (in a good life the curls curl, in a bad one – they are cut); *живемо, як горох на дорозі: хто не йде, той скубне* (we live like peas on the road: those who go, pluck us); *де мир і совіт, там життя, як маків цвіт* (where there is peace and harmony, there is life, like a poppy flower).

In contrast to EPs, the majority of Ukrainian proverbs describing the concept of life are philosophical and instructive at the same time and are distinguished by the simplicity of images and laconicism: *день довгий, а вік короткий* (the day is long and the age is short); *з віком розум приходить* (wisdom comes with age); *де є життя, там є й надія* (where there is life, there is hope); *життя закоротке для щастя, а задовге для терпіння* (life is short for happiness and long for patience); *життя закоротке для розкоші, а задовге на горе* (life is too short for luxury, but too long for grief); *ліпше солом'яне життя, як золота смерть* (a straw life is better than a golden death); *живи для людей, поживуть люди і для тебе* (live for people, people will live for you); *чоловік змінюється у житті, а по правді життя змінює чоловіка* (a man changes in life, and in truth life changes a man).

According to the structure of UPs, they often acquire comparative forms: *літа пливуть, як вода* (years flow like water); *життя біжить – як музика дзвенить* (life runs as music rings); *вік пройшов – як батогом ляснув* (the age passed like a whiplash); *жив, як пес, загинув, як собака* (lived like a dog, died like a dog); *живе, як у батька за пазухою* (lives as in his father's bosom); *живуть між собою, як голубів пара* (they live together like a pair of pigeons); живуть між собою, як риба з водою (live together like fish with water).

Opposites are inherent in UPs: *життя любить того, хто за нього бореться, а нищить того, хто йому піддається* (life loves the one who fights for it, and destroys the one who succumbs to it); *живи не як хочеться, а як можеться* (live not as you want, but as you can); живи просто, проживеш років за сто, а будеш лукавить – чорт тебе задавить (live simply, you will live for a hundred years, but if you are cunning – the devil will crush you).

It should be noted that the largest percentage of the selected English proverbs with the concepts of existence falls on paremias dedicated to the concept of death (40 units). Therefore, the theme of death for centuries has been of great concern to the English, which indicates their deep experiences and understanding of the meaning of departure to the other world, which was reflected in the large number of paremias. In his research, A. Vojtěch states that the word death in English paremies is used metaphorically (as great fear, great unknown) in five different ways *(Vojtěch, 2018).* In the course of this study, three main meanings of the concept of death were singled out:

1) the approach of death humiliates and reminds a person that everything is temporary;

2) death as a relief from pain and suffering as stated in the Bible, where death is the path that man must walk;

3) death as the most important fear is one of the few driving forces that prompts the rethinking of existence.

The first group includes: *nothing is certain except death and taxes* – no one will escape death; *every day we live brings us closer to death* -it is an immutable law of nature; *the sea does not refuse any river* – as the journey of all rivers ends in the sea, our journey ends in death; *there is no one who can jump so high to escape death*; *there is a cure for everything except death.*

The second group includes: *death doesn't just look through the book of the old; the whole world is a dream, and death is the interpreter*; *death rather frees us of ills than robs us of our goods; pale death knocks at the cottage and the palace with an impartial hand.*

The third group includes the following paremias: *death is a great leveler* – we all die regardless of whether we are rich or poor, strong or weak; *cowards die many times before they die* – cowards suffer the terrible consequences of death many times; *who thinks often of death does nothing worthy of life*- if you start thinking about death, you are no longer sure of life; *there is no rich in the grave; while a person is alive, the whole world is small for him; after death, the grave is quite large; lightning never strikes the same place twice* – misfortune does not happen to the same person twice; *more die from food than from hunger*; *death takes no bribes; death pays all debts; a sudden death is the best.*

The most common grammatical structures are narrative simple or complex sentences: *death foreseen never comes; the sense of death is most in apprehension; death has a thousand doors to let out life; it is better to die once than to live always in the fear of death.*

So, in EPs, with the concept of death, a deep primordial philosophical thought about the doom and fatality of human existence is encrypted. Unlike EPs, Ukrainian proverbs with this concept are the least common, which indicates a positive perception of human existence, and if they are found, they are humorous in nature: *гроші, молода жінка і бистрі коні – то смерть* (money, a young woman and fast horses are death); *в гурті і смерть не страшна* (death is not scary in a band); *боятися смерті – на світі не жити* (to be afraid of death – not to live in the world), *добре лінивого по смерть посилати* (it is good to send the lazy to death).

In this context, there are more paremias, which contain the concept of life and death in a dualistic perception of the world, which was already discussed above.

It should be noted that all the above proverbs are rich in stylistic techniques, which are used as means of indirect and figurative expression of human thought. Stylistic techniques that contribute to the rhetoric of proverbs are metaphor, personification, allegory, hyperbole, comparison, paradox, metonymy, irony. Certain poetic features, such as rhyme, alliteration, assonance, and ellipsis, also add a special rhetorical power to proverbs, making them more vivid, emotional, and more memorable.

6. Conclusions

According to the anthropocentric approach to semantic-lexical, paremiological, conceptual analysis, a person is considered as the center and the highest goal of the universe, in our case, the attitude of a person to the fundamental concepts of being is studied.

The task of anthropocentric paremiology is to study the ratio of linguistic and extralinguistic meanings of paremies, since the paremiological meaning reflects only part of the mental information, while the other part of it is encoded in the human psyche by mental images of an extralinguistic nature.

The direct embodiment of the fundamental values of the existence was reflected in the language. With the help of language, the nation transmits and consolidates symbols, norms, customs, scientific knowledge and models of behavior, values, feelings, ideas, beliefs, attitudes.

Paremias as communicative units have an instructive character, accumulating the authority of previous generations, conditioned by a sharp mind, aesthetic sense, wisdom and talent of collective discursive embodiment.

Based on the analysis conducted by the comparative method with the classification of materials, the following results were obtained:

– the specificity of the Ukrainian and English peoples' culture is directly reflected in the paremiological fund of the considered languages;

– all concepts denoted by paremias are equally familiar to Ukrainian and English speakers, but the images underlying the meanings are specific;

– studying the concepts of existence life-death, it is possible to trace the worldview of the ethnic group, its stereotypes and priorities;

–among the considered paremias, there are those that have lost their relevance over time and are archaic in their images. It is through such proverbs that the original realities associated with a certain historical period are traced;

–other proverbs and their interpretations are universally true at all times, despite the social, cultural and other changes taking place;

– the selected EPs describing the concept of life can be conditionally divided into two categories: philosophical and practical direction, in percentage terms almost in half;

– EPs of the philosophical orientation is formulated in an allegorical form and grammatically more often have the form of affirmative, complex or conditional sentences;

– the second category of EPs contains practical recommendations or teachings; they

are practical and pragmatic; in terms of structure, they are more likely to be persuasive or narrative sentences;

– the overwhelming number of UPs describing the concept of life are philosophical and instructive at the same time and are distinguished by the simplicity of images and laconicism; according to the structure they often acquire comparative forms or contrasts;

– three main meanings of the concept of death were singled out in EPs and their examples were given;

– in EPs, the concept of death encodes a deep, primordial philosophical thought about the doom and fatality of human existence; the most common grammatical structures are narrative simple or complex sentences;

–UPs with the concept of death are the least common and of an ironic character;

– in UPs, the concepts of life and death are described within the limits of one proverb, conveying the dualism of the worldview;

–stylistic techniques in proverbs vary from metaphors, hyperboles, metonymies, comparisons, paradoxes, allegories to litotes and irony.

Prospects for research of the specified problem can be seen in the further study of structural and semantic features of EPs and UPs for the connection of their lexical, grammatical and stylistic characteristics.

References

1. Andreichuk, N.I. Antropolohichna paradyhma suchasnoi linhvistyky: ideolohiia i prohramy doslidzhen [Anthropological paradigm of modern linguistics: ideology and research programs]. Linhv. studii: zb. nauk. prats. Onl. bibl. Ukr. lit. – Ling. studios: Coll. of science works. Onl. libr. Ukr. lit. (n.d.). Retrieved from http://litmisto.org.ua/?p=8137 [in Ukrainian]

2. Chilukuri, B. The proverb and its 44 definitions (part I): A ka:rmik linguistics review with a checklist. (n.d.). (pp.1-29). Retrieved from https://The_Proverb_and_Its_44_Definitions_Part.pdf

3. Gevorgyan, K. On the Cultural Peculiarities of Proverbs and Their Classification. Armenian Folia Anglistika Culture Studies. (n.d.). (pp.214-219). Retrieved from https://On_the_Cultural_Peculiarities_of_Proverb.pdf

4. Honeck, R. & Welge, J. (1997). Creation of proverbial wisdom in the laboratory. Journal of Psycholinguistic Research, 26, 605-629. Retrieved from https://www.proquest.com/docview/1300144136

5. Karpova, I.D. (2013). Nehatyvna otsinka liudyny v konteksti antropotsentrychnoi frazeolohii [Negative assessment of a person in the context of anthropocentric phraseology]. Fylolohychni nauky- Philological sciences. (pp. 23-26). Retrieved from http://dspace.nbuv.gov.ua/xmlui/handle/123456789/92574 [in Ukrainian]

6. Kocherhan, M.P. Linhvistychni pohliady Vilhelma fon Humboldta [Linguistic views of Wilhelm von Humboldt]. Zahal. movozn. Liter. misto. Onl. bibl. Ukr. lit. – General ling. Lit. city. Onl. libr. Ukr. lit. (n.d.). Retrieved from http://litmisto.org.ua/?p=15021 [in Ukrainian]

7. Mieder, W. Origin of Proverbs (n.d.). (pp. 28-48). Retrieved from https://10.2478_9783110410167.2.pdf

8. Mieder, W. (2004) Proverbs. A handbook. Westport, Connecticut: Greenwood Press

9. Selivanova, O. O. (2006). Suchasna linhvistyka: terminolohichna entsyklopediia [Modern linguistics: a terminological encyclopedia]. Poltava: Dovkillia. [in Ukrainian]

10. Vojtěch, A. (2018). Semantics of English proverbs containing the word Death. Retrieved from https://Semantics_of_English_proverbs_containing.pdf

11. Wierzbicka, A. (1992). Semantics, Culture and Cognition. Human Concepts in Culture-Specific Configurations. Oxford: Oxford University Press

12. Zhaivoronok, V.V. (2007). Ukrainska etnolinhvistyka: narysy [Ukrainian ethnolinguistics: essays]. Kyiv: Dovira. [in Ukrainian]

INTEGRATED FORMATION OF STUDENTS' SOCIAL-CULTURAL COMPETENCE DURING FOREIGN LANGUAGE CLASSES IN INSTITUTIONS OF HIGHER EDUCATION

Oxana Rogulska

Doctor of Pedagogical Sciences, Associate Professor,
Associate Professor at the Department of Foreign Language Education and Intercultural Communication, Khmelnytskyi National University, Ukraine
e-mail: oxana.rogulska@gmail.com, orcid.org/0000-0001-5603-0274

Olha Mahdiuk

Ph.D. in Pedagogy, Associate Professor, Associate Professor at the Department of Foreign Languages, Khmelnytskyi National University, Ukraine
e-mail: tychynskao@ukr.net, orcid.org/000-0002-6778-3586

Summary

The article reveals the essence of the concept of 'social-cultural competence' and specifies its structural components. The peculiarities of the formation of students' social-cultural competence during foreign language classes have been determined. The essence and expediency of the integrated formation of students' social-cultural competence during foreign language classes in institutions of higher education has been revealed. The relevance of the study has been determined by the need for intercultural awareness of students for perfect and confident use of language in situations of intercultural communication. The purpose of the article is to reveal the expediency of the integrated formation of students' social-cultural competence during foreign language classes in institutions of higher education.

Key words: concept of social-cultural competence, structure of social-cultural competence, dialogue of cultures, intercultural communication, foreign language.

1. Introduction

The ability to communicate within the framework of the dialogue of cultures requires a whole series of skills, i.e. the ability to put oneself in the place of other communication participants, the ability to take the initiative in intercultural contact, the ability to predict social-cultural shortcomings that may lead to misunderstanding, the ability to take responsibility for eliminating intercultural misunderstanding, the ability to show diplomacy, the ability to be a worthy representative of one's own culture, the ability to exist in a multicultural environment. One of the key competences of any specialty future specialists training is social-cultural, which covers general cultural development of every student, the ability to adapt to life in a certain social environment, knowledge of traditions, realities, customs, spiritual values not only of one's nation, but also of other ones, the ability to communicate in a foreign language in the modern world, operating with cultural concepts and realities of different nations *(Kylyvnyk, 2019)*. The formation of students' social-cultural competence of education is a prerogative in the construction of the educational process. In the process of such competence developing, the cultural and

spiritual heritage of the representatives of the ethnic group, aesthetic, moral and ethical regulations that reflect the relations between people, the connection of generations, etc., are mastered.

The relevance of the study is determined by the need for intercultural awareness of students for perfect and confident use of language in situations of intercultural communication. Although the formation and development of social-cultural competence has already been the subject of scientific analysis, the specified problem still awaits thorough coverage.

The purpose of the study is to reveal the expediency of the integrated formation of students' social-cultural competence during foreign language classes in institutions of higher education.

The task of the research is to reveal the essence of the concept of 'social-cultural competence', to specify its structural components, to outline the peculiarities of the formation of students' social-cultural competence during foreign language classes, to reveal the essence and expediency of the integrated formation of social-cultural competence during foreign language classes.

Various methods of scientific research have been used to perform the presented tasks. They are: synthesis, comparison, generalization and systematization of scientific literature on didactics, psychology, psycholinguistics, linguistics, methods of teaching foreign languages to prepare the scientific basis of the research; theoretical analysis, analysis of one's own pedagogical experience.

2. The concept of 'social-cultural competence' and its structural components

In our study, social-cultural competence is interpreted as a component of communicative competence, which proves the presence of formed knowledge about the specifics of the culture of a representative of another country, about traditions, behavioral patterns, etiquette, as well as the ability to appropriately operate this knowledge during communication, preserving the valuable features of the native culture carrier. A high level of formation of social-cultural competence in an individual enables its integration into global and national culture.

Social-cultural competence of a student is understood as such a quality of personality expressed in the harmony of country studies, linguistic and country studies, sociolinguistic components, which enable an individual to understand the peculiarities of the evolution of culture, during which universal human values are created, preserved, multiplied and transmitted, to build his / her own model of behavior in accordance with spiritual heritage, traditions and the present not only of the one's own nation, but also of other nations, to be able to communicate in a foreign language in different situations, taking into account the cultural background of different people.

Social-cultural competence has the following structure:

1) the country studies component (presupposes students' knowledge of the culture of the country whose language is studied, knowledge of the people – the bearer and creator of culture, national character, social and state system, achievements in the field of education, culture, peculiarities of life, traditions, customs);

2) linguistic and country studies component (students' mastering the features of speech and non-speech (mimics, gestures) behavior; the ability to perceive language in its culture-bearing function, with national and cultural features, which includes knowledge of language units (non-equivalent and background vocabulary; fixed expressions, clichés, idioms; linguistic markers of social relations and situations; idioms, aphorisms, proverbs and sayings; phonetic and grammatical means of communication; discourse models), as well as a national

and cultural components of semantics, and the ability to use them in accordance with socio-speech situations);

3) social-linguistic component – knowledge of the peculiarities of national speech etiquette and non-verbal behavior and the ability to take them into account in real life situations, the ability to organize speech communication in accordance with the communicative situation, social norms of behavior and the social status of communicators *(Nikolayeva, 2013)*.

All individual components of social-cultural competence are interrelated and their formation should be taken comprehensively. While highlighting the components of social-cultural competence it becomes possible to use them into in the educational process. A high level of formation of social-cultural competence enables the student to:

– predict potential social-cultural difficulties that appear in the case of intercultural communication, outline options for overcoming them;

– adapt to a foreign language environment, skillfully follow the canons of politeness, show respect for established traditions and rituals, respect the way of life of members of another cultural community;

– create a basis for the further development of social-cultural competence of a professional and professional nature;

– independently study other countries, nations, cultural communities;

– implement social-cultural self-education in any other areas of communication that has not been studied before.

It is also about the willingness and ability to establish contacts with different native speakers; to be aware of the natural connections between culture and language; to demonstrate social-cultural attentiveness, sensitivity and observation; to compare in native and foreign culture phenomena, to characterize such phenomena and reflect on them; to show empathy, tolerance, treat people impartially and benevolently *(Nikolayeva, 2013)*.

3. Features of social-cultural competence formation

Formation of students' social-cultural competence during foreign language classes is possible under certain conditions, namely:

– communicative direction of the educational process through the appropriate use of language and speech material and the creation of a favorable atmosphere in classes that is close to the conditions of real communication by the communicative behavior of the teacher, who, using various methods, forms, means and types of educational activities, provides students with the opportunity to develop the skills and abilities of foreign language communication within the scope of topics outlined in the curriculum;

– taking into account the individual characteristics of students, their level of motivation and readiness to master a foreign language, their interests, educational and life experience;

– situational orientation of the educational process, which contributes to students' awareness of real social conditions, motivating and stimulating their speech activity;

– comprehensive fulfillment of the goals of social-cultural education during foreign language classes, namely: practical mastery of a foreign language, i.e. mastering all language means for carrying out foreign language interpersonal communication in the main types of speech activity: listening, speaking, reading and writing (practical goal); enrichment of the spiritual world of the individual, obtaining and expanding knowledge about the culture of the country whose language is studied, as well as the native country, namely about history, literature, painting, music, customs, traditions, etc.; about the structure of the foreign language being

studied, its system, nature, features (educational goal); the education of students in the process of foreign language learning is ensured by: the selection of educational material that reflects universal moral values, the application of problematic tasks in the learning process, the solution of which requires the expression of one's feelings, views, critical assessment and one's own opinion (educational goal); the development of individual and psychological characteristics of the student's personality, which affect the success of mastering a foreign language speech activity (this is phonetic and intonation hearing, flexibility of the articulating apparatus, the volume of operational and long-term auditory and visual memory, language guesswork, etc.) and the development of special educational skills (developmental goal);

– a complex combination of traditional and new approaches, in particular, a personal-oriented approach is relevant, which is based on taking into account the individual characteristics, values and interests of each individual student, a communicative approach, i.e. learning a language as a process that is as close as possible to real communication, etc.;

– comprehensive implementation of principles. The process of learning a foreign language should be based on the didactic principles of systematicity, accessibility, scientificity, consistency, problematic and conscious study of the material, contrastiveness (the principle of systematicity is based on the study of the language as a structure, the elements of which are interconnected and interdependent; the principle of accessibility requires selecting appropriate material taking into account individual characteristics of students; the principle of scientificity, which involves the objective coverage of facts, emphasis on cause-and-effect relationships, the use of certain terminology, etc.; the principle of sequence emphasizes the step-by-step presentation of the material, from simple to more complex, to connect the material being studied with the lives of students, to point out the possibilities of its practical application, which will stimulate interest in learning; the principle of problem solving, which promotes the development of creative abilities, creative thinking, gives students the opportunity to independently find a way out of a certain situation; the contrastive principle, which is based on cross-linguistic comparison and will contribute to better learning and clear demarcation of linguistic phenomena in native and foreign cultures.

– performing tasks of a problematic, creative and exploratory nature, which ensure the development of creative thinking, objective evaluation and rethinking of one's experience, development of one's own trajectory and one's own learning strategies;

– the use of interdisciplinary connections, which contributes to the development of the skills of comparison, systematization, generalization and awareness of the integrity of education;

– the use of methods of visualizing educational information, which will help to make the learning process conscious; will contribute to the education of a tolerant attitude and respect for the culture, customs, and lifestyle of other nations whose language is studied *(Rogulska, 2022)*.

The formation of social-cultural competence will be successful if the teacher organizes and the students perform a number of specially developed and selected tasks that will contribute to the formation of the following skills:

– to draw parallels between two cultures;

– to pay attention and choose social-cultural phenomena according to the teacher's task;

– to characterize and evaluate social-cultural realities;

– to express one's own opinion;

– to know and understand the historical events of the country whose language is studied;

– to form a positive attitude towards another culture;

– to interpret social-cultural information for the formation of critical thinking skills;

– to comment on foreign language material of social-cultural content;

– to solve social-cultural tasks in specially created communicative situations.

For the formation of the country studies component of social-cultural competence during foreign language classes, it is advisable to use familiarization-research reading, listening to search for country studies information; the task of developing the thematic dictionary; the task of analysis and interpretation of cultural information. For the formation of the linguistic and country studies component it is advisably to do the task of studying and using culturally marked units in communicative and linguistic situations; the task of translating culturally marked units, proverbs, language clichés, and phraseological units from English into Ukrainian. For the formation of the sociolinguistic component it is preferably to do the task of developing intercultural communication skills; formation of a point of view on a social-cultural topic; the task of adaptation to intercultural communication *(Rogulska, 2022)*.

4. Integrated formation of social-cultural competence

S. Nikolayeva in her work 'Methodology of teaching foreign languages and cultures: theory and practice' notes that learning cultural aspects should be part of learning listening, speaking, reading and writing.

Reading and listening are one of the most effective ways to increase students' social-cultural and linguistic knowledge. After all, texts (local history, journalistic, artistic) and listening (audio recordings, videos) are the biggest source of obtaining social, linguistic and local knowledge. Pre-text and text stages of work play a special role in the development of social-cultural competence in reading and listening. At the pre-text stage, when familiarization with the subject and communication situation is carried out and content and lexical difficulties are eliminated, not only the topics and problems that will be discussed in the text are discussed, but also the prediction of the content of the text is initiated, similar content and problems with the native culture are compared, probable ways of solving them in both cultures, etc. (to read the title of the text and say who (what) will be discussed in this text; to look at the slide (graph, caricature, photo) and make assumptions about the content of the text; to write (compose) a story, using keywords (phrases) from the text).

At the text stage, students are given the task of reading / listening to the text in order to gain a detailed / global understanding or to extract specific country-scientific / social-cultural information (to read the text and divide it into meaningful parts, choosing a title for each; to read the text and choose from the proposed annotations that reflect it content; to find in each part of the text a sentence that conveys the main meaning).

During re-reading or viewing, it is advisable to offer to independently record some para-linguistic and non-verbal means of communication, reveal their meaning, and then comment and organize a comparison with similar means in the native culture (choose the correct answer from the given answers to the questions (test tasks); find in the text confirmation that … ; correctly connect the beginning and end of the given sentences; prove that …; formulate the questions discussed in the text and conduct an interview; write a letter (postcard, e-mail) and express your own vision of the problem of the text; role-play such an episode). Such types of work will help students to develop cultural observation.

During work on the formation of competence in speaking, it is possible to form skills and the ability to use lexical units with national cultural semantics in dialogues and monologues of various types. Since intercultural communication is very often about the exchange of country science and social-cultural information, the most suitable for this are role-playing games, which

are usually conducted after reading or listening to texts with such information. Then the text acts as a stimulus and meaningful support for speech. It is advisable to offer students other supports, for example, logically structural or functional diagrams of dialogues and pictorial clarity, for example: *Student 1: You are a Ukrainian teenager. Ask your English peer about celebrating Christmas. Student 2: You are an English teenager. Tell your friend from Ukraine about the peculiarities of celebrating Christmas in England.*

Exercises for the development of monologue speech skills on national history and socio-cultural topics are very common, for example, for producing monologues of stories. Students can prepare short reports about the peculiarities of the culture of the country whose language is being studied, about prominent people, famous places, holidays, traditions, customs, cultural features, etc. *You visited the USA during Thanksgiving. Tell your classmates about the traditions and history of this holiday and share your impressions using postcards, drawings, photos depicting the symbols of the holiday (Nikolayeva, 2013).*

The teaching of writing and written speech is aimed at developing the ability to independently express thoughts in written form using the studied material. The main task in teaching writing is to form in students the skills and abilities necessary for communication at the intercultural level: the skills and ability to formulate an opinion in accordance with the desired written style, an idea of the subject content, language style and graphic form of the written text. Nowadays, it is not enough to master only a certain set of lexical and grammatical structures for full-fledged communication or correspondence, because there is a need to understand the differences and similarities of cultures, which is directly reflected in written language samples. Hence the typical mistakes that are usually made in the address, in the closing phrase, in the very structure of the construction of the text, letter or essay, in the use of introductory sentences and phrases, linking words.

The formation of social-cultural competence in writing involves the acquisition of general cultural and national cultural knowledge on the topic or problem from which a certain text is written, taking into account the style of speech, knowledge of the correct design and structure of the text: letter, e-mail, resume, essay, etc. Authentic texts serve as an example for writing one's own work; provide an opportunity for research and use of the language learned in real communication situations. At the preparatory stage, the genre of the text is determined. At the modeling stage, students get acquainted with the features of a particular genre of text; determine the purpose of its writing, the addressee (only in letters), language clichés and lexical units according to the content of the statement. At the planning stage, students' knowledge of the topic is activated. Using the authentic text as a model, students are asked to: *Write an e-mail to your friend from Canada, who is going to visit Ukraine, about the weather and climate in our country. He is very interested in this. In your letter, do not forget to indicate the subject (Subject), correct politeness formulas: greetings Dear…, farewell I am looking forward to hearing from you soon / Best regards / Best wishes, etc. and emoticon symbols.*

5. Conclusions

Thus, social-cultural competence is aimed at developing students' worldview and preparing them to perceive themselves as bearers of national values; awareness of duties as a member of society and responsibility for the future of one's country; knowledge of cultural norms of behavior of a foreign-speaking society, generally accepted forms of self-expression and their use during communication; assimilation of ethical norms of discussion; development of abilities to use acquired social-cultural knowledge, abilities and skills in accordance

with communication situations during communication; development of the need for self-education.

We see the development of an author's system of exercises for the formation of social-cultural competence of students during foreign language classes as perspectives for further research.

References

1. *Kylyvnyk V. V. (2019). Formuvannia sotsiokulturnoi kompetentnosti maibutnikh uchyteliv inozemnoi movy v systemi pedahohichnoho koledzhu [Formation of social-cultural competence of future foreign language teachers in the pedagogical college system]. https://vspu.edu.ua Retrieved from https://vspu.edu.ua/content/specialized_academic_council/doc/2019/Kilivnick_V/dis.pdf. [in Ukrainian]*

2. *Nikolaieva, S. Yu. (Ed.). (2013). Metodyka navchannia inozemnykh mov i kultur: teoriia i praktyka: pidruchnyk dlia stud. klasychnykh, pedahohichnykh i linhvistychnykh universytetiv [Methods of teaching foreign languages and cultures: theory and practice: a textbook for students. classical, pedagogical and linguistic universities]. Kyiv: Lenvit. [in Ukrainian]*

3. *Rohulska O. O. (2022). Osoblyvosti rozvytku sotsiokulturnoi kompetentnosti yak skladovoi movnoi pidhotovky fakhivtsiv u ZVO [Peculiarities of the development of social-cultural competence as a component of language training of specialists in institutions of higher education]. Kyiv: DZVO «Un-t menedzhmentu osvity». [in Ukrainian]*

4. *Rohulska O. O., Siryk Ya. S. (2022). Rozvytok sotsiokulturnoi kompetentnosti uchniv starshykh klasiv na urokakh anhliiskoi movy [Development of social-cultural competence of high school students during English lessons]. Kyiv. [in Ukrainian]*

THE SACRED HERITAGE OF THE GALITIC METROPOLITAN: HISTORICAL-CULTURAL AND RELIGIOUS AND PHILOSOPHICAL ASPECTS

Nadia Rusko

Candidate of Philosophical Sciences, Associate Professor,
Ivano-Frankivsk National Technical University of Oil and Gas, Ukraine
e-mail: nadiia.rusko@nung.edu.ua, orcid.org/0000-0002-8962-6004

Natalia Kontsur-Karabinovych

Candidate of Historical Sciences, Associate Professor,
Ivano-Frankivsk National Technical University of Oil and Gas, Ukraine
e-mail: Kontsur@i.ua, orcid.org/0000-0002-0268-4472

Summary

Formulation of the problem. The relevance of the article is determined by the specificity of the study of the sacred heritage of the Galician metropolis, because it was thanks to the center of the metropolis that it was possible to preserve the national and religious identity. The purpose of the article is to determine the role of the Galician Metropolis in preserving the historical memory, cultural and religious identity of Ukrainians. The novelty of the article is determined by the fact that, for the first time, the national peculiarities of the sacred heritage of Galicia, their influence on the value-moral potential and anthropological peculiarities of the formation of religious objectification of the Western region of Ukraine were deeply investigated. Today, when Ukraine is facing new challenges of the cultural, historical, religious, philosophical, political, and economic dimensions, it is very important to show the role of valuable, sacralized, transcendent factors in the formation of national sakrumy through the study of the problems of spiritual heritage. This article asserts that the worldview and mental core of Ukrainian national culture is visualized in sacred places, which are the basis of spirituality and value identity of the region. It was found that they have not only an original, unique cultural content and form, but also their own spiritual territory, where they affirm and reveal the traditional values of the metaphysics of culture, where a person correlates himself with fundamental spiritual values, the Absolute, with higher meanings, national shrines.

Key words: Galicia, sacred places, religious identity, spiritual life, Galician Metropolis.

1. Introduction

One of the fundamental problems of modern religious studies, history and culture is the knowledge of the sacred history of Galicia, the understanding of its spiritual experience, which for a long time determined the cultural and civilizational progress. The sacred heritage acquired in ancient times, embodied in numerous archaeological sites, ritual stones, rock sanctuaries, sacred caves, petroglyph complexes, spiritual works, was transformed into myths, legends, customs, traditions, family, calendar, including Christian rites.

Analysis of research and publications. Philosophical and religious aspects of the axiology of religious symbols were studied by: L. Fylypovych, I. Ostashchuk, V. Lychkovakh.

Cultural and historical features of Galician sacred monuments were studied by: I. Koval, I. Drabchuk, Z. Fedunkiv, however, these features are almost not studied and need a deeper understanding, especially in «turning» times.

The purpose of the study is to determine the role of the sacred heritage of Galicia in the formation of the spiritual worldview, value orientations, cultural features and how they reflect and transform the transcendental and national sacred space.

2. Presenting main material

The ancient Galician land was rich in valuable spiritual orientations, and therefore sacred places were not only symbols of religiosity, but also centers of religious life and spiritual praxeology. During its formation, the Christian church played the role not only of God's house, a place of prayer, but also fulfilled the mission of the center of spiritual life, formed the worldview of the nation, affirmed the ethnic character of the nation, ideas, content and forms of works of spiritual and material culture of the people, was a center of art, literature, science. The influence of religion on self-identification was embodied in the spirituality of the people, its worldview, moral and ethical development, socio-economic and political processes.

The history of the state Halych is inextricably linked with the history of the spiritual Halych – the seat of the highest church power, the episcopal center, and later the metropolitan.

Under Yaroslav Osmomysl in Halych, large stone construction begins, an original architectural school is created. In 1157, the construction of the cathedral, which was built during the heyday of the Galician principality, was completed. It was a single-domed temple, surrounded on three sides by galleries in the Romano-Byzantine style. It was built of white stone, the top was covered with lead sheet, the floor was made of alabaster slabs, which visually resembled marble, and poured ceramic tiles with mosaics. Fresco painting, stone carving testify to the high skill of Galician architects. Halych Cathedral was the third largest church in Kyivan Rus, second only to St. Sophia Cathedral and Tithing Church in Kyiv *(Koval et al, 2010: 25)*.

A characteristic feature of Galician churches is the preservation of the old architectural school. The first wooden churches on the Galician lands were built in the 9th-10th centuries, at the time of unification of tribal unions and creation of principalities. Archaeological excavations around the Church of the Nativity of Christ in Galicia, the foundations of the Church of the Resurrection and others prove that most of the ancient churches were built by Christians on pagan temples in order to erase pagan shrines from the face of the earth, and so that adherents of the old faith came to the church as a place where pre-Christian rituals were performed.

Remnants of the pagan religion were preserved not only in the images of dragons, lions and mythical birds found during the excavation of the foundations of Christian temples in Krylos and its surroundings, but also in the similarity of the pagan and Christian architectural styles, which should contribute to the attraction of the polytheistic population to the Christian faith.

The first churches were built in the form of three squares or octagons on the same line from east to west, which indicates that the Galician school of architecture borrowed examples of Old Russian architecture.

The strengthening of the Halych-Volyn principality in the 12th–13th centuries on the Halych lands was marked by the construction of stone churches, as evidenced by the discovery of 14 foundations of religious buildings on the territory of ancient Halych. Plans of stone churches indicate a connection with wooden construction. Halych's relations with Western states lead to a gradual weakening of the old Byzantine traditions in architecture and the use of

new Romanesque ones. The Ukrainian-Byzantine tradition, combined with Western European ideas, created a new style in the 14th-16th centuries, to which Gothic elements were later added. The slow entry of the new style into the iconic rural architecture was caused by frequent Tatar attacks and a return to simple three-log (three-part) structures *(Fedunkiv, 2001:208)*.

A new era in the cult architecture of Galicia was the work of the architect Viktor Nagirny. According to his projects, starting from the 19th century, about ten churches of a special style were built. Byzantine and Romanesque elements in his projects were combined into curious innovations, often criticized by leading architects. The Church of V. Nagirny is an enlarged reflection in stone of the buildings of the ancient Galician architectural school, supplemented with national features.

During the stay of Galicia under Poland, several Greek-Catholic churches destroyed during the war were rebuilt. However, more funds were allocated for the restoration of Latin churches.

The beginnings of the Galician episcopate are not documented, but its foundation is connected with the construction of the Assumption Cathedral in Galicia, built around 1157. It can be assumed that the first bishop in Galicia was Alexander, although J. Pasternak, relying on the Resurrection Chronicle, calls him the first Galician bishop Kuzma, who is first mentioned in 1165 in the Ipatiev list of the Russian Chronicle. It is worth noting that four seals with the name of Bishop Kuzma *(Pasternak)* were found on the territory of ancient Halych.

Therefore, the religious and architectural monuments of the Galicia region are unique witnesses of antiquity. Their authenticity and originality have been proven by many generations of scientists who studied the religious heritage of Galicia in the context of the region's historical heritage. A large number of temples, which are concentrated in this territory, demonstrate the high level of culture of the ancestors from the princely era to the present day, and the preservation of monuments to this day attests to all the responsibility with which the founders, architects and priests approached the construction and maintenance of temples, which despite their spiritual mission of performing liturgies, they were also spiritual and cultural centers, and today they have become tourist and pilgrimage visiting cards of the region.

The meta-religiousness of Ukrainianism is embodied in its social history and spiritual culture, particularly in art. The inculturation of higher spiritual values takes place through a sacralized vision of one's own historical process («the myth of Ukraine»), the symbolism of artistic systems («Byzantine style», the only nationally perfected style – Ukrainian baroque, secession, modern neo-baroque, etc.). Like the symbolic world of the Bible, the artistic sacrum has a hierarchical character, and its highest levels are occupied by religious shrines that organize the value-semantic space of the artistic image in the sign-symbolic complexes of sacred signatures. Examples of the systematization of this type of Ukrainian baroque symbolism can be seen in the well-known monograph of D. Chizhevsky «Philosophy of H. S. Skovoroda» *(Chizhevsky, 2004: 201)*.

In H.S. Skovoroda, as well as in the Ukrainian mentality in general, the hierarchy of sacred values («sacrednesses») is a high pyramid, from the divine top of which emanates «shrines» that constitute human happiness – «eternal gaiety of God-loving hearts» *(Skovoroda, 2015: 28)*.

Breaking the dogmatic stereotypes of ideas about the structure of the worldview, the modern Ukrainian philosopher turns to its temporal and value dimensions, introduces sacred parameters of inner content. «Faith, hope, dream, spiritual senses (and the positive manifestation of all of them is love in the broadest sense of the word) are extremely important categories of the spiritual life of a person and society, and, therefore, of spiritual culture» *(Skovoroda, 2015:28)*. Therefore, not only the highest Divine, biblical «shrines», but also meaningful life, worldview

values of human existence can constitute the sacred contents of Ukrainian sancties. Faith, Hope, Love, Mother, father's house, «House-Field-Temple» are perceived as chronotopes and existentials of human life, from which archetypes and nationally defined images of Ukrainian art emerge. Sacred signatures are needed so that «a person not only realizes, but also experiences his active state» *(Lychkovakh, 2003: 6)* being-in-the-world. Recently, interest in the analysis of traditional spiritual components of ethno-national artistic thinking, their transformation in modern artistic stylistics is increasing in Ukrainian art, cultural studies and aesthetics. There are artistic events aimed at the reproduction of Ukrainian sancties, sacred signatures in the figurative and symbolic lines of the language of modern art, which awakens «that which does not die» *(Lychkovakh, 2006: 125).*

During the years of the devastation of the Ukrainian capital of Kyiv, Halych was a symbol of statehood and Christian spirituality, an active religious life flourished here, philosophical and theological treatises were born, and numerous shrines were built. Halych became a powerful religious center, which played an important role in establishing the Christian moral foundations of the Eastern Church, and also contributed to the abstinence from polytheism, the development of its own iconography, the emergence of a large number of monasticism and monastic complexes.

Prince Halych in the 14th century was known as the great metropolitan-administrative center of the western Ukrainian lands, which makes it possible to confidently call it the holy land of Ukraine.

In the first part of the XII century it became the main city of the new autonomous region of the Old Russian state, the Galician principality, formed as a result of the voluntary union of several principalities, and a few decades later – the capital of the independent state of the Galicia-Volyn principality. The region on whose territory it was located will later be called Galicia.

For a certain time, Halych was considered the capital of the western Ukrainian lands. The peculiarity of this city was the creation of a seat of the Galician metropolis, which had a positive effect on the formation of the national consciousness of this part of the Ukrainian population. The process of creating a spiritual center began with the spread of Christianity in Red Russia and took place under the influence of political events, which created the conditions for its official registration.

The shrines built at the time when Halych was the capital were almost all destroyed during military conflicts. The Christian tradition of mandatory rebuilding of the destroyed church for a long time provided Halych with the first place among the cities of the former Red Russia in terms of the number of monuments of monumental sacred architecture. Starting from the 12th century and by the end of the 18th century, 51 churches of the Eastern rite functioned within a radius of 20 km from the department. The largest number of churches were built during the princely era: 19 – in the 12th century and 4 – in the XIII century *(Koval et al, 2010: 308).*

According to their functional purpose, all the shrines of the Galician land can be divided into four groups: cathedral churches, court churches of boyar families, churches of craft guilds and brotherhoods, monastery churches and parish churches.

Monasteries had a special role, since Halych and its surroundings experienced two periods of intensification of monastic life – in the 12th–13th and 17th–18th centuries. The first was characterized by the appearance of rock monastic complexes, which simultaneously served to protect the city, in addition, they were islands of Christianity in the pagan world. The second is an increase in the number of parish churches.

In addition to monastic buildings, a great religious and educational role was played by churches and parish churches, from which settlements often got their name.

Archaeological research conducted on the territory of Halych confirmed the originality of the style, decor, and structural and technical features of the temples. When building religious buildings later, less attention was paid to external beauty and decoration. And there were much fewer of them: in the 14th century – two churches, in the 15th century – three, in the 16th century – four in the 17th century as well – one. The dates of the construction of eighteen churches have not yet been determined, and the establishment of the time of construction of some churches is based on the data of a preliminary superficial survey or information about the period of their operation. Therefore, after a more thorough study of the foundations of Halych churches and the discovery of new documents, the chronology of the construction of religious buildings of the Halych diocese undergoes constant changes.

The largest number of churches (18) was located in Krylos, there were nine churches each in Shevchenkovo and Zalukva. The inhabitants of the central part of medieval Halych had only three churches.

The location of several churches near each other is explained by their different functional purpose: some served as shrines of princes and simultaneously metropolitan and episcopal chairs, others were court chapels-burial places of boyar families; some churches were sanctuaries of monasteries. A significant part of the temples received the status of parish churches. According to their functional purpose, all the shrines of the Galician suburbs can be divided into four groups:

1) cathedral churches;

2) court temples of boyar families, churches of craft guilds and brotherhoods;

3) monastery churches;

4) parish churches.

Some churches operated for several centuries and changed their functional purpose according to the political and religious situation, so they are classified into two or more groups.

In various historical documents, four churches are mentioned as cathedrals: the Cathedral of the Assumption of the Holy Virgin, the Church of the Assumption, the Church of the Savior and the Church of the Nativity of Christ. The last two churches can be called cathedrals relatively, because they were the main churches of the Galicia diocese for a short time.

After the arrival of Volodymyrko Volodarevych in Halych, the Church of the Savior served for some time as the princely church and the first episcopal chair. The Church of the Nativity of Christ became the episcopal chair temporarily during the period of struggle between candidates for the throne.

The Assumption Cathedral had the most rights to be called an episcopal chair. For some time, it was the main metropolitan and princely church, while the Assumption Church only temporarily had the status of the seat of Galician bishops. Court temples of boyar clans, as well as churches of guilds and brotherhoods were considered the property of the nobility or social and industrial associations. In addition to historical documents and local traditions, their subordination is also evidenced by the consonance of the names of the tracts where they were located with the names known from the annals of the boyars. In such tracts, archaeologists found a fortified settlement with a large residential building – obvious boyar horoms. It is known from historical sources that representatives of the nobility had their court chapels. In addition to church services for a narrow circle of residents of the boyar manor, these churches also served as tombs. Archaeologists found the ashes of family burials of secular people under and around the church itself.

3. Conclusions

For a certain time, Halych was considered the capital of the western Ukrainian lands. The peculiarity of this city was the creation of a seat of the Galician metropolis, which had a positive effect on the formation of the national consciousness of this part of the Ukrainian population. The Church in Ukraine, even near its origins, was distinguished by the special devotion of believers to holy places: miraculous icons, springs with healing water, relics of saints, monastic abodes, places of apparitions of the Mother of God… This is explained by the fact that faith requires material manifestations of what a person believes in, especially in relation to that which has a tinge of the supernatural. Thus, the great popularity of holy places among pilgrims is a natural consequence of believers seeking confirmation of their own beliefs.

Among the oldest capital cities of the East Slavic world, the city of Halych occupies an honorable place. During the years of the devastation of the Ukrainian capital of Kyiv, Halych was a symbol of statehood and Christian spirituality, an active religious life flourished here, philosophical and theological treatises were born, and numerous shrines were built. Halych became a powerful religious center, which played an important role in establishing the Christian moral foundations of the Eastern Church, and also contributed to the abstinence from polytheism, the development of its own iconography, the emergence of a large number of monasticism and monastic complexes.

Sacred places abstract the deep spiritual axiology revealed in the Holy Scriptures. After all, through religious symbols and rites, there is an anthropological interaction with the Absolute, and in the mythological-religious plane lies the essential meaning of the formation of the Ukrainian people.

References

1. Koval I. (2010) Starodavnii Halych: tsyvilizatsiia vidoma i taiemnycha [Ancient Halych: civilization known and unknown]. Ivano- Frankivsk:v-tstvo I. Tretiak. [in Ukrainian].
2. Lychkovakh V. (2003) Sacrum yak ideia stavlennia do sviata v ukrainskii filosofii mystetstva [Sacrum as an idea of attitude to the holiday in the Ukrainian philosophy of art] Filosofska dumka, 6, 4-10 [in Ukrainian].
3. Lychkovakh V. (2006) Ukrainskyi Sacrum: svitovidnoshennia yak sviatovidnoshennia (kroskulturni horyzonty filosofii etnokultury) [Ukrainian Sacrum: world attitude as holy attitude (cross- cultural horizons of the philosophy of ethnoculture]. Filosofiia etnokultury ta moralnoes tetychni stratehii hromadskoho samovyznachennia. – Visnyk ChDPU: Dukhovnyi svit slovianskykh kultur. Seriia «Filos. nauky», 3, 122-128 [in Ukrainian].
4. Skovoroda H. (2015) «Sad bozhestvennykh pisen (pisnia 28)» [Garden of divine songs (song 28)] Kyiv. [in Ukrainian].
5. Fedunkiv Z. (2001) Halytskyi relihiinyi tsentr: problemy i fakty [Galician religious center: problems and facts] Ivano- Frankivsk:Nova Zorya. [in Ukrainian].
6. Chyzhevskyi D. (2004) Filosofiia H. S. Skovorody [Philosophy H. S. Skovorody] Kyiv. [in Ukrainian].

THE METHODOLOGY OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN THE PROCESS OF TEACHING THE COURSE "PRACTICAL COURSE OF THE ENGLISH LANGUAGE"

Iryna Shevchenko

Ph.D., Senior Lecturer, V. O. Suhkomlynsky National University of Mykolaiv, Ukraine
e-mail: shevchenko2011@gmail.com, orcid.org/0000-0001-6551-9266

Olena Kordyuk

Lecturer, V.O. Suhkomlynsky National University of Mykolaiv, Ukraine
e-mail: elena.kordyuk78@gmail.com, orcid.org/0000-0003-2362-8557

Summary

The article is devoted to the implementation of the method of content and language integrated learning (CLIL) in the process of teaching the discipline "Practical course of the English language" for students of the 2nd year of the specialty 014 Secondary education. Language and literature (English). Perfect knowledge of a foreign language has the greatest importance in today's globalization. Accordingly, special attention is paid at the present stage to the CLIL technique known in the world and actively used for effective foreign language learning. The purpose of the paper is to highlight the main advantages of using the CLIL methodology in teaching the students of the philological faculties of higher educational establishments of Ukraine.

Here we give examples of tasks that can be used by teachers during students' study of the topic "Personality" for the purpose of assimilating vocabulary material, preparing students for discussion of the studied material and independent expression on the studied topic.

The research emphasizes that the use of the CLIL methodology increases the motivation of students to learn English, promotes the development of their mental abilities, purposeful acquisition of lexical units, which will be used in their future professional activities.

Key words: implementation, content and language integrated learning, preparation of students, lexical material, English language proficiency.

1. Introduction

Content and language integrated learning (CLIL) has attracted a lot of attention and interest in recent years, not only in Europe, but also throughout the world. This is undoubtedly related to the expansion of the content teaching of English in state pilot experimental schools, universities or international schools. This happens at the request of parents who want their children to start learning English earlier. Many children now have a relatively good command of English by the time they reach secondary school age and need more than a repetition of what they have already learned. This trend goes hand in hand with the perception of English as an international language, which will ensure the future choice of profession and career. The belief behind CLIL is that teaching subjects in English provides better preparation for professional life than teaching English as a meaningless subject.

Researcher David Marsh points out that the CLIL method allows to form foreign language linguistic and communicative competence in the same educational context in which general knowledge and skills are formed in those who study *(Marsh, 2016)*.

The problem of content and language integrated learning was investigated in the works of such scholars as S. Bobyl, R. Martynova, Z. Korneva, Yu. Rudnik, Yu. Cobol, O. Khodakovska, and others.

Foreign researchers have investigated the problem of content and language integrated learning in their works, and among them such scholars as M. Allen, A. Bonne, D. Graddol, K. Clark, L. Collins, D. Marsh, A. Safty, and Ting, et al.

Scholars Sh.Deller and K. Price indicate that there are two main types of CLIL teachers: subject teachers who understand that they need to teach their subject in English. But they have certain difficulties, and they themselves have limited knowledge of the English language and limited familiarity with language teaching methods. And language teachers who teach the subject "English language", but they are not familiar with the content areas.

In the process of training future specialists in the specialty 014 Secondary education. Language and literature (English) attention paid to the problems stated above, and therefore, while teaching the discipline "Practical Course of the English Language", appropriate lexical material is selected and elements of the CLIL methodology are used.

The purpose of the proposed article is to show the means of implementation of the CLIL methodology in the process of studying the discipline "Practical Course of the English Language" by students of the 2nd year of the specialty 014 Secondary Education. Language and literature (English).

The task of the research is to provide examples of tasks that can be used when studying topics from the discipline "Practical Course of the English Language" by students of the 2nd year of the specialty 014 Secondary Education. Language and literature (English) at Higher Educational Establishments of Ukraine.

2. Advantages of using the CLIL methodology in teaching English language students

Researcher Do Coyel points out that the use of elements of the CLIL methodology has many advantages: it allows you to develop confidence in learning, improves academic cognitive processes and communication skills, and also encourages intercultural communication, understanding of social values. Experience confirms that students become more sensitive to vocabulary and ideas presented also in their native language. Their vocabulary becomes diverse. Attainment of a certain level of mastery is observed in all four types of speech activities, namely listening, speaking, reading and writing *(Do Coyel, 2010)*.

Researcher O. Khodakovska believes that language learning by means of the CLIL methodology becomes purposeful, as the language is used to solve specific communicative tasks. In addition, students have the opportunity to better know and understand the culture of the language being studied, and this contributes to the formation of their sociocultural competence *(Xodakovska, 1916)*.

According to scholars Do Coyel, Sh.Deller and K. Price, it is appropriate to study the lexical material on the basis of thematic texts, where the topic being studied is clearly covered. Students understand the problem, and unfamiliar words found in the text encourage them to search for the meaning of the words *(Sh.Deller and K. Price, 2001)*.

3. Thematic text on the topic "Personality"

We will give an example of a thematic text on the topic "Personality" using the CLIL methodology in the process of studying the discipline "Practical Course of the English Language".

Text. TEMPERAMENT AND CHARACTER

Psychologists from different countries use them in tests to identify personality traits and make it unique, individual. Temperament and character are qualities of personality, but their difference is that temperament is a combination of inclinations, whereas character is a combination of habits. So what is temperament? In general, these are automatic responses to events that must necessarily be characterized by life-long stability. There are four main types of personality in theory. The differences in temperament consists in the nomination of biological functions.

1. Sanguine. People of this type of temperament tend to be very active, "alive", they are sociable, carefree, pleasure-seeking. They can be kind and optimistic friends. They also often have new ideas.

2. Choleric is associated with fire. People of this type of temperament are usually extroverted, they are egocentric, exciting, impulsive and restless, sometimes aggressive. They are also characterized by ambiousness and have the leader-like qualities. All these qualities they stubbornly try to awaken in others. Mostly choleric focused on doing their job most effectively, their motto is usually "do now". Appreciate respect for themselves and positive evaluation of their work by others.

3. Phlegmatic – peaceful and relaxed. People of this type of temperament are usually completely immersed in their inner world, entertaining, thoughtful, calm, patient, caring and tolerant. They tend to live rich inner life, able to find an outlet in a calm, peaceful atmosphere, characterized by the firmness of character, constant in Phlegmatic their habits, can be reliable and faithful friends.

4. Melancholic – sensitive, vulnerable and imaginary type of temperament, which is often expressed introvert. It can react very sharply to various external factors, even to the fact that even a small drive can cause it tears and prolonged image. As a rule, not sure in their abilities, can quickly lose hands in case of failure, differs fear and increased fatigue. Scientists have come to the conclusion that one or another type of temperament has the most vivid manifestations in childhood, approximately in the interval between six and fourteen years. At a later age, temperament is already second-rate, but still an influential factor of personality.

Key words and expressions: psychologists, temperament and character, combination of inclinations, sanguine, sociable, carefree, pleasure-seeking, choleric, extroverted, egocentric, exciting, impulsive and restless, ambiousness, leader-like qualities, positive evaluation, firmness of character, phlegmatic, reliable, faithful, melancholic, sensitive, vulnerabl, external factors, increased fatigue.

4. Tasks to the text "Temperament and Character" on the topic "Personality" using the CLIL methodology in the process of studying the discipline "Practical Course of the English Language"

Students were offered the following tasks to the text "Temperament and Character":

I. Activity 1. Read the key words and expressions. Define whether you know the meaning and translation of them.

Activity 2. Read the text. Pay attention to the key words and expressions.

Activity 3. Answer the questions:

1. What do psychologists from different countries use in tests to identify personality traits?

2. What is temperament?

3. What is character?

4. How many types of personality are there in theory?

5.What type of temperament do sanguines tend to be?

6. What is choleric associated with? Why?

7. What type of temperament is phlegmatic?

8. What type of temperament is melancholic?

9. What conclusion have the scientists come to?

Activity 4. Fill in the gaps in the words.

_sychologists from diff_rent countries use them in tests to identify p_ _sonality traits and make it unique, ind_vidual. Temp_rament and ch_r_cter are qualities of p_ _sonality, but their diff_rence is that temp_rament is a combination of incl_nations, whereas character is a comb_nation of habits. So what is t_mperament? In general, these are automatic resp_nses to events that must necessarily be ch_racterized by life-long stab_lity. There are four main types of p_ _ sonality in theory. The differences in temp_rament consists in the nom_nation of biological functions.

1. S_ng_ _ ne. People of this type of temperament tend to be very active, "alive", they are sociable, car_free, pleasure-s_ _ king. They can be kind and opt_mistic friends. They also often have new ideas.

2. Ch_leric is associated with fire. People of this type of temp_rament are usually extr_ verted, they are egoc_ntric, exciting, imp_lsive and restless, sometimes aggressive. They are also characterized by amb_ _usness and have the leader-like qualities. All these qualities they stu_ _ ornly try to awaken in others. Mostly ch_leric focused on doing their job most eff_ctively, their motto is usually "do now". Appr _ciate respect for themselves and pos_tive evaluation of their work by others.

3. Phl_gmatic – peac_ful and rel_xed. People of this type of temp_rament are usually compl_tely imm_rsed in their inner world, entertaining, thoughtful, calm, patient, caring and tol_rant. They tend to live rich in_er life, able to find an outlet in a calm, peaceful atmosph_ re, characterized by the firmness of char_cter, constant in their habits, can be rel_ _able and f_ _thful friends.

4. M_lancholic – sensitive, v_lnerable and imag_nary type of temperament, which is often expressed intr_vert. It can react very sh_rply to var_ous external factors, even to the fact that even a small drive can cause it t_ars and prol_nged image. As a rule, not sure in their ab_lities, can quickly lose hands in case of failure, differs fear and incr_ased fat_gue. Scientists have come to the concl_sion that one or another type of temperament has the most v_vid manif_stations in childhood, approx_mately in the int_rval between six and fourteen years. At a later age, temp_rament is already second-rate, but still an infl_ential factor of p_ _ sonality.

Activity 5. Fill in the gaps in the sentences using the key words and expressions.

_____from different countries use them in tests to identify _____ traits and make it unique, individual. _____ and_____ are qualities of personality, but their difference is that temperament is a combination of inclinations, whereas character is a combination of habits. So what is _____? In general, these are automatic responses to events that must necessarily be characterized by _____. There are four main types of personality in theory. The differences in temperament consists in the nomination of biological functions.

1._____. People of this type of temperament tend to be very active, "alive", they are sociable, carefree, pleasure-seeking. They can be kind and optimistic friends. They also often have new ideas.

2._____ is associated with fire. People of this type of temperament are usually extroverted, they are egocentric, exciting, _____ _____, sometimes aggressive. They are also characterized by ambiousness and have the leader-like qualities. All these qualities they stubbornly try to awaken in others. Mostly _____ focused on doing their job most effectively, their motto is usually "do now". Appreciate respect for themselves and positive evaluation of their work by others.

3._____ – peaceful and relaxed. People of this type of temperament are usually completely immersed in their inner world, entertaining, thoughtful, calm, patient, caring and tolerant. They tend to live rich inner life, able to find an outlet in a calm, peaceful atmosphere, characterized by the firmness of character, constant in their habits, can be reliable and faithful friends.

4.____ – sensitive, vulnerable and imaginary type of temperament, which is often expressed ____. It can react very sharply to various external factors, even to the fact that even a small drive can cause it tears and _____. As a rule, not sure in their abilities, can quickly lose hands in case of _____, differs fear and increased _____. ____ have come to the _____ that one or another type of temperament has the most vivid manifestations in ____, approximately in the interval between ____ and ____ years. At a later age, temperament is already second-rate, but still an____ factor of personality.

5. Conclusions

The global need to learn languages, especially English, has created a demand for new ways of teaching languages. CLIL methodology is a flexible and effective approach used to respond to this need. They are found by many subject teachers who can develop professionally by adding CLIL to their skill set. The use of the CLIL methodology becomes necessary in the process of training future English language specialists who will use it in their future professional activities, which will contribute to the improvement of the English language acquisition process of secondary school students.

References

1. Coyel D. (2005). Developinh CLIL Towards a Theory of Practice, APAC Monograph 6, Barcelona.
2. Deller Sh., Price Ch. (2001). Teaching Other Subjects Through English. Oxford University press.
3. Four types of temperament. https://www.sciencedirect.com/topics/psychology/fourtemperament#:~:text=The%20four%20temperaments%20described%20individuals,)%20(Buckingham%2 C%202002)(accessed: 14.02.2023)
4. Marsh D. (2016). Content and Language Integrated Learning: The European Dimension – Actions, Trends and Foresight Potential. http://europa.eu.int/comm/education/languages/index/html (accessed: 14.02.2023)
5. Xodakovska O. (2013) Osobly`vosti metody`ky` predmetno-movnogo integrovanogo navchannya [Peculiarities of methodology of content and language integrated learning]. https://conf.ztu.edu.ua/wp-content/uploads/2016/11/63.pdf (accessed: 28.01.2022)

COMPARATIVE ANALYSIS OF SPECIAL EDUCATION DEGREE PROGRAMS IN THE USA

Svitlana Shumaieva

Candidate of Pedagogic Science, Associate Professor,
Pavlo Tychyna Uman State Pedagogical University, Ukraine
e-mail: svetlana.shumaeva75@ukr.net, orcid.org/0000-0003-2706-447X

Summary

Based on the analysis of materials it was revealed that during a significant period of time in the United States the main goal of children with limited capabilities was to gain access to proper general education. Due to the active movement of civil rights for all citizens of the United States the U.S. government adopted a number of legislative acts that could access students with special educational needs to general education. A large number of students who needed special educational conditions provoked a deep rethinking of the training process that could professionally provide necessary training. By analyzing, it was revealed that the training of a teacher of special education involves producing information about the development of students with special educational needs and methods of their correction during learning and education. For this reason, all special education training programs are generally included following subjects relating to applied behavior analysis, mental disorder practice, auxiliary technologies, ways to eliminate language learning, educating pupils with autism or deep mental disorders, typical and atypical early child development, etc. However, it was revealed that every University has certain variations on initial requirements for the introduction, methods of teaching, training duration, internship passage, obtaining the final document and so on.

Key words: special education, special needs education, exceptional education, SPED, special education teachers, special services, assessments of capabilities, students' disabilities, special needs students with identified disabilities.

1. Introduction

For a significant period of time in the United States, the primary goal of children with disabilities, their parents, teachers, and community organizations has been access to an adequate public education. Thanks to the active movement for equal civil rights for all citizens of the country, the US government has passed a number of legislative acts, including the law "Education for all children with disabilities", "Education of persons with disabilities", "Leaving no child behind" and others. access to appropriate general education for students with special educational needs became possible. According to the US National Center for Education Statistics, in 2015/16, the number of students aged 3 to 21 receiving special education was 6.7 million, or 13% of all US secondary school students. Such a large number of students who needed special educational conditions provoked a deep rethinking of the process of training specialists who could professionally provide the necessary training.

Theoretical and practical aspects of special education were considered in the studies of both Ukrainian and foreign scientists: V. Zhukovsky, O. Zabolotna, V. Kovalenko, T. Koshmanova, D.L. Clark, L. Fischer, C.J. Graddy, M. Hunter, E.F. Iwanicki, J. Kelly, M.S. Lewis, G. Madaus,

T. McGreal, R.F. McNergney, B. Shimberg, L. Shulman, M. Alter, L. B. Shimberg, L.S. Shulman, Hallahan, W.L. Heward, R. Jackson, J.M. A. Lewis, D. L. MacMillan and others. The analysis of psychological and pedagogical literature indicates an insufficient number of comparative studies on the training of teachers of special and inclusive education, which is largely reflected in the gaps in the training of domestic specialists in this field and creates the danger of making wrong decisions related to reforms in the field of special education.

The **purpose** of the article is to compare different university programs of special teachers training in education system of the United States of America.

2. The main aim of special education teachers

According to the data of the US National Center for Education Statistics *(Condition for Education, 2018)*, as of the 2015/16 school year, almost 95% of all persons aged 6–21 years who according to the IDEA Act (Individuals with Disabilities Education Act (IDEA)) need special education, study in general schools. However, it has been found that American general education teachers in their classes work only with some students who have special educational needs, while special education teachers are fully responsible for the implementation of the entire spectrum of remedial work in the educational institution. Special education teachers act for such children not only as teachers of Mathematics, Reading, and Writing, creating situations for the formation of their social skills, but also generally as organizers of all types of activities (case managers), that is, from the performance of direct educational services to the implementation of administrative duties with arrangement of their living space and regime. Therefore, knowledge of the specifics of the development of children with health disabilities, their needs, the ability to interact with them, knowledge of the requirements of the curriculum of general education and cooperation with other general education teachers are determined by the necessary conditions for the training of a successful special education teacher *(Nikonenko, 2018: 155)*. Under US federal law, special needs students with identified disabilities have access to special education services. As a part of these services, each student must have an Individualized Education Plan (IEP) designed to meet their specific educational needs. Special education requires special approaches, so the field is regulated by state and federal government regulations and requires depth knowledge of methods of teaching.

As a response to the need, today 871 Colleges and Universities in the United States train special education teachers in at least one specialization, for which 2,400 relevant programs have been developed *(National Council on Teacher Quality, 2022)*. As a rule, the curriculum of all programs for training specialists in special education includes such topics for mandatory study as: advanced applied behavior analysis; extended practicum on mental disorders; assistive technologies for students with disabilities; cooperation in inclusive education; practical experience of special education; admission to special education and learning disorders; language learning and ways to eliminate learning problems; development of a program for children with disabilities of preschool and early school age; education of students with autism; education of students with profound mental disabilities; typical and atypical early child development, etc. However, each university is offering its specialist training program it may have certain variations regarding the initial requirements for admission, the curriculum, the duration of training, the need for an internship, obtaining a final document, and so on. To compare, we provide training programs for teachers of special education of several different universities. As a result, the University of Arizona offers primary teachers the opportunity to obtain a master's degree in education and a certificate from special education and provides a double certification from special education

K-12 and an elementary school teacher. Both master's programs last four semesters, consisting of 54 loans, 33 of which are required to obtain a master's degree, and 21 to receive a special education certificate in Arizon. In addition to major courses, all students must undertake practice in primary and secondary school.

3. Traditional Programs

The University of California-Berkeley together with the State University Сан-Франциско (SFSU) offers a joint program of PhD (PhD) from special education. Students are able to choose one of specializations (human development; early childhood, language and literacy; mathematics, natural science and technology; education politics and administration; other selected fields) both in special and general education. The joint doctoral program prepares graduates to work in teaching, research, administrative activities associated with protecting the interests of people with limited opportunities. The advantage is given to individuals who have experience in the field. Program graduates have the right to work in schools, clinics, hospitals and public institutions.

The Washington University Special Education Programme, which ranked sixth in the best programmes of special education based on the US News & World Report, allows students to obtain a master's degree in education in medium-specific education. The 45-credit program is intended for high school teachers for two years. Individual classes are held once a week to four hours. In addition to the development of the skills of working with teachers of general education and the creation of educational programs specifically for students with special educational needs, graduate students receive practical experience, teaching special education lessons during two mandatory practices.

Wanderbilt University Special Education Department offers Bachelor's and Master's Special Education Programs. The four-year Bachelor's program is a bachelor's degree in science that prepares students before receiving the K-12 certificate and work with students with autism, development delays, teaching and emotional or behavioral disorders. Bachelor's students can also obtain double specialty, choosing aside from special education and other specialty such as childhood development, cognitive research, human and organizational research. Students who already have a bachelor's degree in special education or closely related field may continue the university master's degree in education with a emphasis on pre-school education, disability with high level of illness, severe disability and vision problems. In addition to major courses, all postgraduates must undergo a compulsory practice. The Wanderbilt University Special Education Department has been considered the best special education program in the country by US News & World Report.

4. Online and Hybrid Programs

The University of Perdju offers an online programmer of a Master's degree of special education, which can be obtained as teachers for primary license and teachers who already have a license, but want to work as a teacher of special education. The learning program involves advancing 32-45 credit hours, which includes courses on applied behavior analysis for teachers, identification and evaluation of the physical and emotional state of students, advanced auxiliary learning techniques for students with special educational needs.

The University of Cincinnati offers an online education master's degree program for 30 credit hours and offer three ways to obtain it. The first variant of the program involves

training teachers who already have a teaching license to work with children who have light and moderate deviations. Another program "Supporting students with complex needs" involves training educators to work with high school students. The third program involves preparing the leaders of special education that will prepare teenagers and young people with special educational needs to transition from school education to life in society. To be enrolled on this on-line program, the bachelor must have a minimum average score of 3.0 and a valid license for professional teaching.

The University of Georgia offers a bachelor's degree in special education (a general training plan), which can be passed traditionally at the university or fully on-line. The orientation for a general learning program means that graduates will be able to work with students with light deviations, including behavior disorders, learning problems, autism, Asperger's disease, light intellectual deviations or other health violations. The two-year training program is specifically designed for students who seek flexibility in learning. Each semester all students take practice in Georgia schools. Courses include behavior management, training strategies for individuals with limited capabilities and advanced learning techniques for individuals with easy learning.

The Department of Special Education of the University of Kansas offers several online programs for degrees from a master's degree in special education, including a master's degree in middle special education and a master's degree in education of children with a high level of illness. Both programs are designed for licensing teachers who wish to develop their skills with students with different needs. The Secondary Special Ed & Transitions program focuses on assisting high school students who have limited educational opportunities when transitioning to adult life through learning and support strategies, and is a professional development program that does not involve licensing a teacher or special permit to work as a teacher in Kansas. The High-Incidence Disabilities program focuses on developing skills needed to work with children in which a number of diseases are diagnosed, including emotional and behavioral disorders, learning problems and light intellectual disorders are diagnosed. The program involves mandatory passage of practice. In addition to these programs, the program is also offered to train teachers to work with children of autistic spectrum disorders and on-line leader training programs in special and inclusive education. The Kansas University School of Education is accredited by the National Council for Accreditation of Pedagogical Education (NCATE).

The University of Wisconsin-Stout offers a hybrid programme of a Bachelor of Sciences in Special Education (BSSE), which involves providing an initial license to a teacher in Wisconsin. The BSSE program is designed as a transition program for those who have already received a degree from a junior specialist or technical degree, and offers future special education teachers personalized support and consultation. While curriculum works are mainly executed on-line to obtain the right to the primary teacher's primary license students must undergo special practice. The program involves studying topics such as work with students with cognitive vases, diagnosis and elimination of literacy and mathematics, emotional and behavioral problems of children and teenagers. The program prepares graduates to work with students with special needs on all subjects and at all age levels.

5. Conclusions

After the analysis, we came to the conclusion that American teachers have a number of competing offers from leading universities to obtain the appropriate document that enables the right to work as a special educator. After completing the selected training program, teachers acquire the skills of cooperation with participants in the educational process who have special

needs, they must also be able to diagnose problems and take them into account when working, be able to create conditions for overcoming the problems of student interaction with the educational environment, and also organize the educational process with in order to effectively overcome problems related to health defects. The subject of our further research may be the study of the specifics of setting educational standards in different states of America.

References

1. *The National Center for Education Statistics (2018). U.S. Department of Education. Condition for Education. Retrieved from: https://nces.ed.gov/pubs2018/2018144.*
2. *Individuals with Disabilities Education Act (IDEA)) (2004). Retrieved from: https://www.gpo.gov/fdsys/pkg/USCODE-2011-title20/pdf/USCODE-2011-title20-chap33.*
3. *National Council on Teacher Quality. Retrieved from: https://www.nctq.org/review/search/program/5.*
4. *Nikonenko, N. (2018). Spilne ta vidminne u roboti ta pidhotovtsi vchyteliv spetsialnoi ta zahalnoi osvity SShA [Common and Distinctive in the Work and Training of US Special and General Education Teachers]. Visnyk Universytetu imeni Alfreda Nobelia. Seriia: Pedahohika i psykholohiia, no. 2 (16), pp. 152–159.*
5. *Special Education Degree Program. Retrieved from: https://www.teachercertificationdegrees.com/degrees/special-education-degree/#degrees.*

FOREIGN APPLICANTS CONSIDERATION ABOUT REMOTE LEARNING USAGE DURING CURRENT WAR CONDITIONS IN UKRAINE

Olena Tkachenko

Ph.D., Assistant, Poltava State Medical University, Ukraine
e-mail: elenatkachenko623@gmail.com, orcid.org/0000-0003-2543-1782

Maryna Zhukova

Ph.D., Associate Professor, Poltava State Medical University, Ukraine
e-mail: zhukova2016@ukr.net, orcid.org/0000-0001-8386-1815

Summary

The article is devoted to discussing the expedience of the foreign applicants' using the remote learning particularly during the current conditions in Ukraine as well as their consideration concerning to this learning pathway advantages and disadvantages. The students mentioned absent adapted scientific sources on the topics with little text but topical schemes, figures, graphics because of language barriers especially in the ones receiving knowledge in Russian and Ukrainian as well as essentiality to give printed materials while using non-united letters, better all the capital ones. The authors paid the attention also to some proposals of the students and their own on this education improvement. Particularly they mentioned essentiality to take the applicants' typological belonging into obligatory consideration and proved it on the ethnic typological aspect as well as interhemispherical asymmetry individual profile in the students receiving their education in English and in Russian while distinguishing the real, hidden or forced and unreal left-handed people, necessity not to give tests to the left-handed students or at least not to use them as the main controlling method. The authors propose inclusive education wide usage in the foreign applicants as it has been done by UNO and UNESCO.

Key words: foreign applicants, remote learning, remote education, typological aspects, interhemispherical asymmetry individual profile.

1. Introduction

1.1. Remote learning setting reasons in a modern society

Medical education is one of some which is impossible to be acquired remotely. But first challenge with world-distributed COVID-19 pandemy, then war intervention to the territory of Ukraine with further war state introducing appeared. That is why our country and higher medical education leaders decided to perform introducing the distant learning forms in the pedagogical process actively to be able to promise and to provide a safety of the tutors and students as well as to prevent infectioning. Pedagogical process experience organization and realization in the higher medical education system under war conditions hasn't been summarized and analyzed yet. Even nowadays it is quite possible to state that there was a shock impact onto higher medical education system as well as significant progress in an introducing and developing the learning education various forms and technologies because of present time extreme conditions. It is possible to write and say that learning technologies changes representing uniting

the cognitive activity perspective research results with possibilities to have urgent approach to information and knowledge global net were of crucial importance to get adapted and to be successful that can define given Pedagogy branch actuality and essentiality to multi-facetated research in many countries in the world because experience interchange is rather useful and helpful in this big research area doubtly.

1.2. Educating traditional models

They are delivering the lectures, performing the practical and laboratory lessons, students' self-work organizing et al. A book is a learning base and a tutor is knowledge interpreter.

1.3. Educating non-traditional models

Remote learning is oriented to introducing the principally other educating models in the pedagogical process particularly with the aim to increase the students' motivation and interest to gain knowledge by other pathways. These models are delt to computer and non-traditional technologies. The teachers have to work much on adapting their planned educating events to the distant learning conditions particularly while applying the digital platforms such as Zoom, Google Meet, Google Classroom, Microsoft Teams and others. They become the students' professional preparing new forms and allow creating the modern content for using in a practice of future doctors training in higher educational establishments.

1.4. Modern students' useful features

Modern generation varies from their precursors significantly because it is capable to find necessary information and the one interesting to them rather easily while free orienting in a various computer programs. Therefore digitalization elements acquired significant importance in an educative environment. Its positive aspect doubtly in that the education applicants don't use so called ready knowledge but search it at various sites and educative platforms, not only use them but work on them while using not only passive but active education in this aspect.

2. The research novelty

There were researches performed in the Ukrainian students but not the International ones in this aspect.

3. The research aim

To investigate advantages and disadvantages mentioned by PSMU International students in relation to their remote learning under current conditions in Ukraine as well as their and our proposals how to improve it.

4. The research tasks

1. To perform survey among PSMU International students about their attitude to expedience, advantages and disadvantages of remote learning usage during their educating under current conditions in Ukraine.

2. To determine their opinion concerning to possible pathways of its improvement.

3. To determine interhemispherical asymmetry individual profile of the students as well as sinistrality character (real, hidden or forced, non-real).

4. To analyze our own points of view about possibilities to improve the International applicants' distant learning under current conditions.

5. The research methods

1. Classic methods of interhemispherical asymmetry individual profile by A. Louria.

2. Survey about the International applicants' opinion concerning to distant learning usage and pathways of its improving under current conditions.

6. The research results

Education applicants mentioned comfortable character of remote learning under current conditions in Ukraine because problems with Internet usage for educative purposes represented rather often barrier in the educative process; the lessons could be postponed when Internet was good or their method could be changed (ZOOM to viber or WhatsApp for example). Also the students liked interpersonal communication between them during ZOOM conferences. Some students were speaking about their self-development in the context of new technical and communicative competencies acquiring while working with computer, laptop, mobile phone with a new programs, platforms and sites for them; the informative ones – because they were looking through various scientific sources and they had to analyze the information received, to write concepts they like very much while writing them 6–8 or even more sheathes, sometimes in every square, while using colored pens and markers, topical schemes especially the students studying Medicine in Russian and Ukrainian, possessing expressed language barriers *(Tkachenko, E.V. et al., 2022)*. Schemes' writing was comfortable for the students possessing writing low velocity that was characteristic for the foreign applicants in the Russian and Ukrainian academic groups in a bigger extent than in the English ones because they started studying English at school, college while preparing faculty giving Russian and Ukrainian knowledge has been obligatorily 1 year first before their entrance the higher educational establishment, then this term was shortened till 6 and later even 3 months. There are students who had no preparing faculty at all. But we should mention that they reach very good results in managing General Medicine and Dentistry in foreign languages and have rather high academic scores in a various academic disciplines. Also left-handed students possess less writing velocity comparatively to the right-handed ones. Many students asked to give them either only printed additional materials (in computer) or if they were in a written form then with non-united letters and even with the manual capital printed letters with the pen for better reading and understanding. It was seemed that the majority of students in these groups had become right-hemisphered additionally to the left-handed students with simultant pathway of the information processing. It is known that it is wrongly to teach left-handed children to unite letters while writing skill acquiring because of their dominant right hemisphere non-possessing the successive pathway of the information processing. It is rather important that there is a tendency of left-handed students increase in a modern population alongside with a tendency to left-handers percentage increase in many countries except the African ones with strictly negative attitude to left-handers and big percentage of forced right-handers because of this as well as in the countries with islam and Hinduism as the religions because accordingly to these religions (so called cultural peculiarities) it is forbidden to eat with the left hand that creates conditions for forced dexterity resulting into common percentage of left-handers approximately 5% in comparison to the others with 10-15% and 95-98% in the USA and Japan. The students with real and hidden sinistrality paid much attention to the deficiency of short adapted materials, with marking the main, titles, subtitles, while using the exact style of giving the materials, for example, the reasons or the features numeration

of one or another phenomenon or event. It is worthy to remember that left-handed foreign students have bigger problems with marking the main, paying attention to the main while working with the material big volume, even while writing the concepts. Not all of left-handed foreign applicants use colored pens.

We used French language in the sources and while explaining the materials to Moroccan and Tunisian students, followed the mentioned students' requests as for the materials' presenting, created multimedia presentations and concepts in a printed form for them, doing our best for their having adapted materials with less words but bigger essence, while using topical schemes, tables, figures, colored pens in the concepts. We think that physiologists understanding right hemisphere peculiarities can even teach the foreign students mark titles, subtitles, the main while writing after them during the explanation at the lessons, during homework. Probably even there would be rather well to create special on-line courses for the 1st and even the 2nd-year foreign applicants helping to write concepts while using colored pens, markers. Right hemisphere possessing simultant pathway of the information processing has a difficulty or impossibility to split, to differentiate, resulting to mentioned problems while concepts writing in the foreign applicants. Some students use very bright colors and write numbers and letters (I: 1a, 1b, 1c; 2a, 2b, 2c. II: 1a, 1b, 1c; 2a, 2b, 2c et al.) with the red and can't work with one color. It helps in liquidating the problem to distinguish the main and allows processing bigger volume of the information that is described in the left-handed people comparatively to the right-handed ones because right hemisphere dominant in sinisters does not have censure, does not need and does not use consciousness control to choose the information, it works with the information simultaneously while left hemisphere dominant in the right-handers uses consciousness control, it takes time, not all information is put into consciousness, this choosing takes additional time, splitting, deduction, analysis needs time; right hemisphere uses induction and synthesis for its activity. Unreal sinisters, forced sinisters and especially ambidexters don't know which hemisphere to use to solve one or another operation.

7. Conclusions

Thus, ethnic belonging, interhemispheric asymmetry individual profile were described as two typological categories which must be taken into consideration while working with the foreign applicants during their lessons in part on-line. We think that it would be expediently to assess interhemispherical asymmetry individual profile at the 1st lesson by the classic and even non-classic methods, while using survey. In our opinion, every teacher working with the foreigners must manage these methods and must know about big hemispheres asymmetry, left-handers' types, left-handedness theories, left-handers' psycho-physiological peculiarities. Particularly the tutors must remember that they must not hurry the left-handed students up because they don't know which hemisphere and which strategy to use while solving one or another operation. Also the tests must not be used as controlling method in the left-handed foreign applicants because of mentioned simultant pathway of the information processing without ability to perform consequent operations well or at all due to impossibility to split, to choose one correct answer or several. In the USA the tests have been introduced first as the controlling form but people there have refused first because 95–98% of the Americans are left-handed people. At least this control must not be the main, oral asking or answering the questions in a written form must be applied. The best variant impossible to be reproduced under remote learning conditions is writing the test on the board with all correct

answers, its discussion in the academic group, marking the correct answer with the following writing it completely with the correct answer backgrounding or only the key words/ the test condition/the correct answer/very brief backgrounding by the students who know Russian/Ukrainian not well, in part the written ones, who have writing little velocity. We allowed using even French, Moroccan, Arabic or another mother tongue for concepts/tests writing as well as printing tools instead of the concepts. All the foreign students mentioned essentiality to have oral explanation by the teacher that is especially of crucial importance under current conditions when the lessons can be interrupted. In our opinion, the lessons must carry explaining and helping character more while working with the foreign applicants during remote education and less controlling. PSMU Physiology chair teachers used and use ZOOM for such purposes with additional work in viber and WhatsApp (Facebook and Instagram more seldom).

Differential Psychology, Psychophysiology *(Tkachenko, E.V., Sidash, J.V., 2019)*, Physiology, Morphology, Dentistry *(Sidash, J.V., Tkachenko, E.V., 2019; Kolomietz, S.V. et al., 2007; Fazeli, N.M.K. et al., 2006; Fazeli, N.M.K., Tkachenko, E.V., 2006)*, individual approach to the foreign applicants during their inclusive education must be in priority not only at non-remote learning but at distant education as well, not only in people with special needs but in the International students, according to UNO and UNESCO. Also such a Pedagogy branch as Student-centered approach but not the Teacher-centered one must be in priority; additional stressors created by current situation in Ukraine, remote education form should be taken into obligatory consideration. Differential Psychology and Psychological Pedagogy must be managed by all tutors working with the foreign applicants; practics-based Pedagogy is accepted by foreign applicants much better than by the domestic ones and also must be the direction in priority both during non-remote and remote learning in part because of early professiogenesis in PSMU dental students beginning from the 2nd course of their study and essentiality to pass license exam Krok-1 with situational tasks. Ethnic belonging, gender and age typological aspects, temperament, intehemispherical asymmetry individual profile, control locus and behavioral strategies should be taken into consideration during non-distant and distant learning in the education foreign applicants *(Tkachenko, E.V. et al., 2006)*.

References

1. Fazeli N.M.K., Tkachenko E.V. (2006). Some asymmetry aspects in facial-mandibular region as a whole and in oral cavity particularly. Aktualni problemy suchasnoi medytsyny: Visnyk Ukrainskoi medychnoi stomatolohichnoi akademii, vol. 6, iss. 4(16), pp. 92-94.
2. Fazeli N.M.K., Tkachenko E.V., Savelieva O.V., Khoshnudian K.N., Kolomietz S.V. (2006). Left-handedness as a phenomenon and some aspects of its influence on facial-mandibulary region functioning. Світ медицини та біології, no. 4, pp. 95-98.
3. Kolomietz S.V., Fazeli N.M.K., Tkachenko E.V. (2007). Patients asymmetry individual prophile influence on inflammatory processes and fractures distribution in maxillary-facial region. Svit medytsyny ta biolohii, no. 4, pp. 43-47.
4. Sidash J.V., Tkachenko E.V. (2019). Possibilities and perspectives on human typologies taking into account in dentistry. Wiad Lek, vol. 72, no. 5, cz. II, pp. 1079-1082.
5. Tkachenko E. V., Jha S. K., Forghani Seyed M., Maaref Doost M. (2022). Intracultural and intercultural communication experience and lessons: the positive and the negative. Specialusis Ugdymas /Special Education, vol. 2, no. 43, pp. 173-177.

6. Tkachenko E.V., Jha S.K., Rauth U., Jha G.K., Kumari C. (2022). Interrelations between dominant extremity, temperament type and behavioral strategies in the higher education foreign students from Iran. International Journal of Scientific Development and Research (IJSDR), vol. 7, iss. 8, pp. 602-607.

7. Tkachenko E.V., Sidash J.V. (2019). Control locus and behavioral strategies as neuro-dynamic profile important indices in UMSA foreign students: theoretical significance and applied role. East European Scientific Journal, vol. 5, no. 1(41), pp. 51-57.

DAS KONZEPT *BERUFSWAHL*: KOGNITIVER ASPEKT

Andrii Tsisar

Promovierende, Nationale Lesya-Ukrainka Universität Wolhynien, Ukraine
e-mail: atsisar@yahoo.de, orcid.org/0000-0002-7740-5087

Oksana Zubach

PhD, Nationale Lesya-Ukrainka-Universität Wolhynien, Ukraine
e-mail: subach@ukr.net, orcid.org/0000-0003-1884-6875

Zusammenfassung

Der Beitrag widmet sich der Untersuchung des sprachlichen und kognitiven Wesens des Konzepts *Berufswahl*. Der Begriff *Berufswahl* ist ein sprachliches Phänomen und bezeichnet das kognitive Wesen einer bestimmten Kategorie. Das Konzept *Berufswahl* simuliert die Reflexion des assoziativen Charakters der Wahrnehmung einer sprachlichen Persönlichkeit. Es stellt die Mehrdimensionalität des deutschsprachigen Raums in realer oder imaginärer Zeit fest. Die Mechanismen der Verbalisierung des Konzepts *Berufswahl* werden auf der Grundlage psychologischer Anpassung der sprachlichen Persönlichkeit unter dem anthropozentrischen Paradigma gebildet. Die Subjektivität des Konzepts wird durch die Mehrschichtigkeit des konzeptuellen Feldes bestimmt, das die Konfiguration der Platzierung von Elementen vorhersagt, um realen und metaphorischen Raum zu bestimmen. Die Aktualisierung des Begriffs in nationalen, kulturellen und sozialen Kontexten informiert über kulturelle und soziale Traditionen, insbesondere über die Bildung von Stereotypen. Die evaluative Konnotation beeinflusst die Flexibilität des Konzepts. Die sekundäre Nominierung des Konzepts wird in seiner semantischen Struktur abgedeckt, insbesondere in den Redewendungen, die Hintergrundwissen, populäres Bewusstsein und nationale Weltanschauung repräsentieren. Der Grad der Abstraktion und Kompositionalität zeigt deutlich die semantischen und konzeptuellen Aspekte des Begriffs durch lexikalische, grammatikalische Mittel und Textformate in der Zielsprache.

Schlagwörter: Konzept, Begriff, Stereotyp, Kompositionalität, Mehrdimensionalität, Verbalisierung.

1. Einführung

Linguokulturelle und kognitive Ansätze zum Studium mentaler Formationen, die die Erfahrung der Zielsprachenkultur widerspiegeln, beinhalten ein Verständnis des Wahrnehmungsprozesses des Weltbildes und menschlicher Aktivität. Die Informationskomponente des Weltbildes wird auf der Grundlage von Hintergrundwissen, Spracherfahrung und Sprachverhalten gebildet, sodass die Mechanismen der Korpusbildung mentaler Formationen dargestellt werden.

Die Linguistik schöpft die Möglichkeiten aus, einzelne, disparate Konzepte zu studieren, und steht vor dem Problem, neue Mittel zu erfinden, um Wege der Kognition als einen durch Sprache vermittelten Denkprozess zu erlernen, sowie Mittel zur Darstellung und Anhäufung von Wissen über die Welt, die im menschlichen Bewusstsein gerade durch Konzepte

objektiviert wird *(Davydova, 2009: 200)*. Das Konzept betritt die Konzeptosphäre durch Beziehungen zu anderen Konzepten, die auf feld- und konfigurative Weise gebildet werden. Kognitiv-semantische Räume werden durch feldweise und soziodiskursive Räume konfigurativ geschaffen *(Prykhodchenko, 2017: 212)*. Das Konzept zeichnet sich durch das Vorhandensein einer Reihe von Merkmalen aus: Nicht-Isolation (Verbindung mit anderen Konzepten); Offenheit (unbegrenzter Inhalt des Konzepts); die Präsenz des Konzepts innerhalb der strukturierten konzeptuellen Sphären, die den Hintergrund für das Konzept bilden; Integrität und starre Struktur; Dynamik, Kreativität als Fähigkeit zur Veränderung und Füllung mit neuen Inhalten usw. *(Selivanova, 2006: 257)*. Forscher bemerken die "semiotische Dichte" des Begriffs in Bezug auf den Ausdruck, seine ontologische Repräsentation durch die Vermittlung von Synonymen (Wörtern, Phrasen), Redewendungen, Folklore und literarischen Themen *(Storchak, 2010: 23)*.

Die Relevanz der Studie besteht darin, die Gattungsmerkmale der Mentalität von Kulturgemeinschaften und die Art der Interaktion zwischen Sprache und Denken unter dem kognitiv-diskursiven Paradigma zu klären. Das Ziel der Studie ist es, die sprachlich-kognitiven Merkmale des Konzepts *Berufswahl* zu untersuchen. Der Gegenstand des Beitrags sind die kognitiven und sprachlichen Aspekte der Konzeptforschung. Das Ziel ist, folgende Aufgaben zu lösen: 1. die hierarchische Struktur des Konzepts *Berufswahl* zu untersuchen; 2. die sprachlichen, kognitiven und kulturellen Mechanismen der Verbalisierung des Konzepts hervorzuheben; 3. die Merkmale des Konzepts zu analysieren.

2. Hauptteil

Konzeptueller Raum des Konzepts *Berufswahl*

Jeder konzeptuelle Raum hat eine hierarchische Struktur *(Kahanovska, 2002: 46)*. Der Inhalt des *Konzepts* lässt sich auf verschiedenen Sprachebenen nachvollziehen, hat unterschiedliche konstruktive Formen und konnotative Bedeutungen. Die Identifizierung von Mustern der inneren Organisation der entsprechenden Elemente weist auf ihre Fähigkeit hin, das begriffliche Wesen zu erweitern oder zu stärken, sogar ein neues Konzept als logische Fortsetzung der Konzeptualisierung von Fragmenten der umgebenden Realität zu bilden. Der konzeptuelle Raum des Begriffs wird durch die Interaktion von Elementen assoziativer Mechanismen (Assoziationen *Objekte ↔ Subjekte*, Assoziationen *Zustände ↔ Phänomene*, Assoziationen *Elemente ↔ Komponenten*) der Wahrnehmung gebildet. Die Komponenten des Konzepts werden durch seine semantischen Einheiten simuliert.

Das Konzept *Berufswahl* ist, einerseits ein sprachliches und kulturelles Phänomen, weil es die begriffliche Relevanz einer bestimmten Kategorie bezeichnet: *Wir bieten Berufssuchenden ein ganzes Regal voller Medien zum Thema Bewerbung, Existenzgründung, Ausbildung, Vorstellungsgespräche, Eignungstests, ... (11)*. Andererseits modelliert es kognitive Merkmale, indem es die assoziative Natur der Wahrnehmung des kulturellen Elements widerspiegelt: *Unzählige Berufsinteressierte, Eltern und Großeltern potentieller Berufsbewerber, sowie „Neugierige" fanden den Weg an den Messestand und informierten sich umfassend über das Polizeistudium in Hessen (12)*.

Die Mehrdimensionalität der Elemente vom Konzept zeugt von ihrer analytischen Objektivität, um deren semantische Position im konzeptuellen Bild der sprachlichen Welt zu identifizieren und den genauen Inhalt zu vermitteln. Durch die modalen Merkmale des Konzepts wird sein multimodales konzeptuelles Wesen in realer oder imaginärer Zeit als Visuelles, Auditives und Geistiges wahrgenommen, und „was erkennbar ist, noch bevor die umgebende Realität von der Großhirnrinde objektiv interpretiert wird" *(Podsievak, 2020: 32)*:

Oft führt der Weg in die Berufswelt für junge Akademiker über schlecht bezahlte Praktika, Volontariate oder Trainee-Programme (20):

„Die richtige Berufswahl" ist der neue Duden-Ratgeber für alle Schulabgänger, die gleich in den passenden Job starten wollen (13);

Umgekehrt machen Unternehmen oft die Erfahrung, dass Schulabsolventen, die sich um eine Ausbildungsstelle bewerben, für diese gar nicht geeignet sind (14);

Im vielfältigen Berufsfeld finden Hochschulabgänger/innen der verschiedensten Richtungen eine Tätigkeit (15).

Die Mechanismen der Verbalisierung des Konzepts *Berufswahl* werden durch explizite linguistische Mittel (lexikalische, grammatikalische und diskursive) simuliert:

Die Stellen für Berufs- und Studienberatung beraten Mitschüler/innen, Studierende und Anwärter/innen auf höhere Ausbildungen in Fragen der Studien-, Berufs- und Laufbahnwahl, der Weiterbildung sowie bei schulischen und persönlichen Problemen im Verlauf der Mittel- und Hochschulausbildung (16);

Ziel der Beratung zur Berufswahl ist, dem Studenten schnell eine Perspektive zu bieten und gemeinsam ein passendes Berufsziel zu finden (17);

Ein Auszubildender (in Deutschland übliche Gesetzessprache: Auszubildende/ Auszubildender, umgangssprachlich: Azubi; veraltend: Lehrling) erlernt einen Ausbildungsberuf. Der Begriff Azubi ist in Österreich für auszubildende Sanitäter gebräuchlich. Berufslernende oder auch lernende Person ist die neue Bezeichnung nach schweizerischen Berufsbildungsgesetz für Auszubildende… In der Schweiz sind die geschlechtsspezifischen Begriffe Lehrling und Lehrtochter bei der Revision des Berufsbildungsgesetz durch Lernende ersetzt worden (18).

Die Reflexivität des Konzeptes *Berufswahl* unter anthropozentrischem Paradigma zielt darauf ab, die soziale und emotionale Verhaltensnormen der Persönlichkeit und deren Dimensionen zu erweisen:

Bei der Berufswahl ziehen junge Ingenieure und *Studienabgänger den Flugzeugbau und die Verteidigung vor* (*19*).

Der Grad der Verbalisierung des Konzepts hängt von der strukturellen und linguistisch-bedingten Komplexität und Genauigkeit der Reflexion in der Realität, kulturellen, sprachlichen und kommunikativen Aktivitätswerten der Persönlichkeit, Verhaltensreaktionen auf jeder der Ebenen der Konzeptbildung, einer Reihe psycholinguistischer Merkmale der Konfiguration seiner Ebenen ab. Dies wiederum reflektiert die kognitive Tiefe, das kommunikative und pragmatische Volumen des Begriffsbildes der Welt.

Sprachlich-kultureller Raum des Konzepts *Berufswahl*

Das Konzept *Berufswahl* lässt die Elemente und die Ebenen des Sprachsystems, historisches Wissen mit Bezug auf soziale faktische Einheiten (Nationalität, Geschlecht, Alter, Zustand, Selbstwertgefühle, Stereotype usw) konzipiert: *„Insgesamt 202 Abiturientinnen und Abiturienten haben in diesem Schuljahr ihr Abitur mit der Traumnote 1,0 bestanden" (21)*.

Die Aktualisierung des Konzepts in nationalen, kulturellen und sozialen Kontexten informiert über kulturelle und soziale Traditionen. Die Subjektivität des Konzepts wird seinerseits durch die Mehrschichtigkeit des konzeptuellen Feldes bestimmt, das die Konfiguration der Platzierung von Elementen vorhersagt, um den realen und metaphorischen Raum zu bezeichnen. Insbesondere der Grad der Abstraktion und Kompositionalität zeigt deutlich die semantischen und konzeptuellen Aspekte des Begriffs: *Die Wahl des Leistungskurses beeinflusst oft auch die Entscheidung des Studiengangs (22)*.

Die kognitive Relevanz des Konzeptes *Berufswahl* ist allgemein gültig bestimmbar, wo "Wert als eine Variable des Konzepts betrachtet wird, weil er in verschiedenen Kulturen und

sogar in verschiedenen Stadien der Existenz des Konzepts in den Köpfen von Trägern derselben Kultur erheblich variieren kann" *(Kalishchuk, 2017: 45)*. Es wird festgestellt, dass die Bewertung in der Sprache selbst verborgen ist, weil die Eigenschaften von Einheiten das Potenzial enthalten, nicht nur ein Phänomen zu benennen, aber auch charakterisieren *(Prykhodko, 2018: 37)*: *"Schon als ich aus der Schule raus bin, wollte ich Fotograf werden. Leider hat sich aber nichts ergeben, dashalb habe ich ein berufsvorbereitendes Jahr gemacht und dann eine Ausbildung zum Technischen Zeichner angefangen" (23)*.

Die Flexibilität des Konzepts ist nicht abzulehnen, weil in dessen Struktur die Informationsübertragungmodelle festgestellt werden können. Das heißt, es handelt sich um semantische Schwankungen (*Lehrplatz, Ausbildungsplatz, Lehrstelle, Ausbildungsstelle, Studienplatz*), ontologische Widerspiegelung der Welt (s*ich einen Einblick in die Berufswelt verschaffen, sich einen Überblick über das Berufsbild verschaffen, in den möglichen Traumberuf hineinschnuppern*) und deren Identität (*Ehrenamt, Freiwilligendiest, freiwilliges Jahr*), die Perzeption des Sprachträgers (*in verschiedene Berufsbereiche reinschnuppern, hinter die Kulissen schauen, Erfahrungen sammeln*) und dessen Erkenntnisbasis (*Wehrdienst oder Zivildienst, Auslandsjahr, beispielsweise als Au-pair*).

Die sprachlichen, kulturellen und kognitiven Erkenntnisse des Konzepts *Berufswahl* lassen sich auch in seiner semantischen Struktur sekundär nachvollziehen, insbesondere in stehenden Redewendunen, die "zwar stabile Ausdrucksformen sind, die durch die alte Tradition des Gebrauchs im Volksbewusstsein aufgezeichnet sind, aber dennoch ständigen strukturellen und semantischen Veränderungen unterliegen, ebenso wie das Sprachsystem selbst." *(Kratsylo, 2016: 83)*: *Ein Beruf ist das Rückgrat des Lebens (F. Nietzsche, Menschliches I)*; *Die Größe eines Berufes besteht vielleicht vor allem darin, dass er Menschen zusammenbringt (A. De Saint-Exupéry); Jeder ist dazu berufen, etwas in der Welt zur Vollendung zu bringen (M. Buber); Jeder ist seines Glückes Schmied; Jeder Krämer lobt seine Ware; Arbeit macht das Leben süß (Duden, 2002)*.

3. Schlussfolgerung

In diesem Beitrag wurden die konzeptuellen Merkmale des Konzepts in Bezug auf visuelle, auditive, geistige Wahrnehmungseigenschaften und bestimmte Einflussfaktoren, die zweifellos bei der Herausbildung einer bestimmten Kultur von Vorteil sind, analysiert. Die Hauptprobleme bei der Studie von Konzept sind die Wahrnehmung der Welt und die soziokulturellen Unterschiede und deren Verständnis.

Die Verbalisierung des Konzepts *Berufswahl* ist durch lexikalische, grammatikalische und diskursive Mittel grundsätzlich objektiv feststellbar. Das anthropozentrische Paradigma zielt darauf ab, die Verhaltensnorm der sprachlichen Persönlichkeit zu bezeichnen.

Die Elemente des Konzepts sind bestimmte kumulative Marker der Weltanschauung und deren Wahrnehmung, die von kulturellen und nationalen Erfahrungen und Traditionen zeugen und Illustrationen volkstümlicher Identität und kultureller Entwicklung im Zielgebiet sind.

References

1. Davydova T. V. (2009). *Antykontsept yak odne z bazovykh poniat kohnityvnoi linhvistyky. [Anticoncept as one of the basic concepts of cognitive linguistics]. Naukovyi chasopys Natsionalnoho pedahohichnoho universytetu linhvistyky im. M. P. Drahomanova. Ser. 9. Suchasni tendentsii rozvytku mov. Kyiv. Vyp. 3. [in Ukrainian]*

2. Kahanovska O. M. (2002). Tekstovi kontsepty khudozhnoi prozy. [Textual concepts of artistic prose]. Kyiv: VTs KNLU. [in Ukrainian]

3. Kalishchuk D. M. (2017). Kontseptualni styli anhlomovnykh politykiv (na materiali politychnoho dyskursu prezydentiv Dzh. Busha mol., B. Obamy) [Conceptual styles of English-speaking politicians (based on the material of the political discourse of presidents J. Bush Jr., B. Obama)]: dys. ... kand. filol. nauk: 10.02.04. Lutsk. [in Ukrainian]

4. Kratsylo S. O. (2016). Profilizatsiia kontseptu MARRIAGE v anhliiskii movi [Profiling the MARRIAGE concept in English]: dys. ... kand. filol. nauk: 10.02.04. Lviv. [in Ukrainian]

5. Podsievak K. S. (2020). Binarna opozytsiia «LUDYNA-TEKHNIKA» u linhvokohnityvnomu vysvitlenni (na materiali naukovoi fantastyky R. Bredberi) [Binary opposition "MAN-TECHNICAL" in linguistic-cognitive coverage (based on R. Bradbury's science fiction material)]: dys. ... kand. filol. nauk: 10.02.04. Kyiv. [in Ukrainian]

6. Prykhodchenko O. O. (2017). Kontseptualizatsiia opozytsii ZHYTTIA – SMERT v hotychnii kartyni svitu (na materiali anhliiskomovnykh romaniv pro vampiriv) [Conceptualization of the opposition LIFE–DEATH in the Gothic picture of the world (on the material of English-language novels about vampires)]: dys. ... kand. filol. nauk: 10.02.04. Zaporizhzhia. [in Ukrainian]

7. Prykhodko H. I. (2018). Semantyko-prahmatychni parametry vyvchennia otsinky [Semantic-pragmatic parameters of the study of evaluation]. Naukovyi visnyk Khersonskoho derzhavnoho unirestytetu. Ser. Linhvistyka. Kherson: KhDU, 2018. Vyp. 34. T. 2. [in Ukrainian]

8. Selivanova O. O. (2006). Suchasna linhvistyka: terminolohichna entsyklopediia [Modern linguistics: a terminological encyclopedia]. Poltava: Dovkillia-K. [in Ukrainian]

9. Storchak O. H. (2010). Kontseptu TIAZHOLYI I LEHKYI v sovremennom anhloiazychnom dyskurse [Concepts HEAVY and LIGHT in modern English discourse] : dys. ... kand. fylol. nauk: 10.02.04. Kharkov, 2010. [in Ukrainian]

10. Duden Zitate und Aussprüche. 2., neu bearb. und aktual. Aufl. B. 12. Dudenverlag. Mannheim. Leipzig. Wien. Zürich. 2002.

11. Berufssuchende als Zielgruppe. URL: http://www.freiberg.bib-bw.de/zielgruppen/berufssuchende.htm (accessed 20 October 2022).

12. Messe "Chance" in Gießen – BOB und Nachwuchswerbung waren wieder dabei. URL: http://www.aktion-bob.de/aktionen/gi/akt_messe-chance_gi_2011.html (accessed 12 October 2021).

13. Wie findet man den passenden Beruf? URL: www.duden.de/presse/wie-findet-man-den-passenden-beruf (accessed 20 October 2021).

14. Erfolgreiches Forum für Berufssuchende. URL: http://content.stuttgarter-nachrichten.de/stn/page/2632167_0_9223_-erfolgreiches-forum-fuer-junge-berufssuchende.html (accessed 2 September 2021).

15. Berufsmöglichkeiten bei internationalen Organisationen, in der internationalen Zusammenarbeit und der Diplomatie. URL: http://www.berufsberatung.ch/dyn/6011.aspx?id_unifield=26 (accessed 22 March 2020).

16. Berufs- und Studienberatung. URL: http://www.infostelle.unibe.ch/content/auskunfts__beratungsstellen/e4256/e4024/index_ger.html (accessed 17 October 2020).

17. Berufswahl für Studenten. URL: http://www.berufsziel-finden.de/Berufswahl02.html (accessed 3 April 2022).

18. Auszubildender. URL: http://wiki.bildungsserver.de/index.php/Auszubildender (accessed 20 October 2021).

19. Bei SNCF hält Gaming Einzug. URL: http://www.sncf.com/de_DE/html/media/CH0005-Forschung-Innovation/BR1253-Bei-SNCF-halt-Gaming-Einzug/MD0005_20111018-Artikel-lesen.html (accessed 12 April 2019).

20. Vor- und Nachteile. URL: http://www.stuzubi.de/studium/abi-und-dann/hochschule-univer-sitaet/universitaet-bama/vor-und-nachteile.html (accessed 13 October 2020).

21. Ministerium für Bildung, Jugend und Sport (MBJS). URL: http://www.mbjs.brandenburg.de/sixcms/detail.php/bb1.c.297456.de (accessed 13 October 2020).

22. Beruf und Karriere. URL: http://www.merkur-online.de/magazin/beruf-karriere/job/ausbil-dung-praktika/lk-wahl-praegt-studienentscheidung-1270460.html (accessed 28 August 2021).

23. Jung sein heute. URL: http://www.arbeitsagentur.de (accessed 20 October 2020).

THE MYTHICAL AND MYSTICAL POSITION OF NUMBERS IN 13TH–15TH CENTURY TURKIC LANGUAGE POETRY

Farida Hijran Valiyeva

Doctor of Philosophy in Philology, Associate Professor,
Leading Researcher, Institute of Literature named after Nizami Ganjavi
of Azerbaijan National Academy of Sciences, Azerbaijan
e-mail: feridehicran60@mail.ru, orcid.org/0000-0003-4562-9438

Summary

The article examines the mythical, mystical and mysterious meanings of the numbers included in people's religious-philosophical meetings. XIII–XV centuries Turkish poets' different views on numbers with a special meaning in their work are being refined. The hidden themes touched by the artists of the word, who reflect the literary and artistic principles of the period in their works, are refined by using numbers. The article clarifies the conclusions of our elders, owners of ideas and words in relation to certain events, with examples from oral literature. In the context we will talk about, in addition to studying the place and position of numbers in rational thinking, attention is paid to the investigation of the main factors that play a role in their creation. It is a fact that the thinkers who took refuge in folk wisdom and benefited from examples of oral literature from mythical meanings in their creations were always distinguished by their works. We can definitely say that the advantage of the genius wordsmiths of world literature over others was that they relied only on folk literature, mythology, and mastered it. From this point of view, the meanings of the numbers included in the work "Jumjumanama", translated by Fariduddin Attar and made with enough additions, are also investigated in the article.

Key words: Numbers, mythical, mystical, Turkish, poetry, literature.

1. Introduction

The development of civilization from simple to complex, from ordinary to higher, from less to more, from simple to rational has been observed in all historical periods. At this stage of development, the concept of quantity, number system are important problems. The need for a being called a human being to differentiate, consider the number and sign of any object and subject that s/he encounters in his/her life created the basis for the possibility of these numbers appearing.

Primitive man tried to distinguish what s/he sees and what s/he perceives, and this habit has already led to the formation of initial ideas about numbers and figures. Researches show that numbers and figures coincided with the times of the first emergence of cultures, and from the time of their emergence, people began to think about them, and this gradually became a branch of science. According to scientists, the first numbers to appear were positive numbers, then negative numbers and zero were thought of *(Tasavvuf ve sayılar, 2016)*.

2. Main part

It is a well-known fact that numbers are mathematical terms, signs of numbers, and this concept primarily serves the science of mathematics. They have entered our everyday life as

computing elements. We solve our calculations in our daily life through the number system. Even in the words of Pythagoras, one of the famous philosophers of ancient Europe, who lived in 570-490 BC, the ancient Greek mathematician, the author of studies on metaphysics, music, ethics and politics, numbers are not ordinary elements of calculation, but real elements of life *(Pifaqor, 2011)*.

Therefore, the science of Numerology does not deny that numbers have mythical properties in addition to mathematical functions. The antiquity of numbers compared to letters is also an accepted issue. Even according to popular beliefs, numbers have a certain meaning. That is, some beings, changes, development are under the rule of numbers. In general, when viewed from the perspective of folklore examples, very interesting aspects of numbers can be seen: "There was one, one was not, there was no one but God" *(Azərbaycan nağılları, 2004)*. It is a well-known fact that according to Sufi teachings, the visible world does not exist by itself, but exists only in the presence of God. God is the essence of the visible world. Let's take a look at this approach in the works of Sultan Valad, one of the 13th century Sufi poets:

Kim ki, **biri iki** görür, şaşıdur

Sözini işitmegil, kulmaşidür**.**

(He who sees two things is short-sighted

If he does not hear anyone, he is stupid) (Sultan Vələdin türkçe manzumeleri, 1958, p. 25).

In the poet's thinking, according to the teaching of Sufism, a person who does not accept God and man as one, that is, does not imagine in a unified way, is abnormal. The concept of man and God is one, man is the manifestation of God on earth, a mirror that reflects him. From these studies, it is clear that the main leading teaching of Sufism is the unity of the body with the ashes, the drop with the river, and the shadow with the sun. Man sees happiness and the meaning of life only in unity. Sufis are able to perfectly describe the essence of this theory in their works and skillfully convey it. This unity causes some peculiarities of a number. That is, as in all mystical teachings, in the worldview of 13th-15th century poets, the main issue is the oneness of God and unity with man, and the sanctity of the number "one" is connected to the one God. It is for this reason that the number "1" is often referred to in the works of Sufis. Henry Agrippa, in his work "Absolute Philosophy", when he talked extensively about the mystical and magical power of numbers, looked for such characteristics of the number "1" in its sacred aspects. can be measured in numbers. In the theory of Pythagoras, the issue of each of the numbers expressing the reason for creation, the mission in life, and the destiny of a person was also touched upon.

The 15th-century Turkish poet Jamali's verse states that the path to God is "to be one".

İkilik zülmetini külli deründan cıkarup

Yerini topdolı **birlik** ile nur eylemişüz *(Divanı,2002, p. 187).*

(By removing the tyranny of duality from the deep

We have replaced it with a full-blown union with light.)

The opinions of experts who reveal the connection of the number "1" with the meaning of the goal are also very interesting. Ag Rippa emphasizes the number "1" as a goal number *(Ahryppa, 2014)*. The issue is that a number is regarded as the beginning of a goal among the people *(Divanı, 2002)*.

As for the number two, the struggle of two roots perceived as a dual nature or a dual way of thinking in the scientific-theoretical literature – the man created by God by his own will, that is, Adam and his opposite, the Devil – is one of the topics that is constantly reflected. In Shukufa Valiyeva's work "From reality to myth in the 20th century American literature", such an idea is emphasized: "Myth is dual in its structure, and therefore the inclusion of mythological motifs

in the structure of the work brings two conflicting points together. Ideal and reality, spiritual and physical, good and evil, etc. *(Vəliyeva, 2018, p. 16)*. Both numbers are very interesting because of their specific characteristics. Zoroastrian teaching is based on the "No-Evil" formula as a whole and explains the essence of the two opposites. These dual opposites are also one of the factors that create the foundation for the number "two". Most epics and fairy tales formed in Turkish oral literature develop on this plot. Even in "Absolute Philosophy" this number is emphasized as a number of contrast, even though Agrippa, who is called the father of numbers, considered the number "2" as a balance and contract number, in his eyes this number is basically the embodiment of opposite concepts of night and day *(Ahryppa, 2014)*. The number "Two", which is always developed in the sense of contrast and positive and negative qualities and creates a balance feature, is considered as a sacred number reflecting negative and positive signs in folk literature.

It is also known from Altai sources that the number "3" is an important number related to the origin of the world and the beginning of life *(Ermetin, 1997, p. 161)*. Thus, Altai – the sky, Bay Ulgen – the meeting point of the earth and the underground – Erlik and the meeting place of the three Sumerian is the navel of the earth. The navel of the earth is closely connected with the umbilical cord. According to Bilge Uzel, Üç – Sumer is a place that the Turkic ancestors considered a cult. The creation and reproduction of man started from Three Sumerians. In the information given by Akay Kynyev and other diviners, the same ideas are expressed and it is shown that "everyone who considers himself/herself a Turk should go to that place at least once in his/her life and see that place, which is the most beautiful corner of nature on earth" *(Ermetin, 1997, p. 160)*

In general, the number "3" has a very important place in the history of Turks. Bowing one's head 3 times while lighting a candle in gam rites, gam sleeping for three days without eating or drinking, gam's funeral being kept for three days, gam expelling evil spirits by spitting three times, etc., are enough beliefs that the number three reveals the mystical positions of the ancient Turkish ancestors regarding this number. Even the use of numbers 3, 7, 9, which they consider holy in these turns while imitating the circle of the Sun in the dances of the Gams, reflects the aspects related to the 3, 7, 9 layers of the sky *(Ermetin, 1997, p. 96)*. The number 3 has a special place in fairy tales. The subject of the story of Malik Mammad, which has become more popular in folk literature, seems to be based on this number.

The king has 3 sons, Malik Mammad, who is the main character in the dynamic development of events, is his third, that is, the youngest child. He does not sleep for three days to get the magic apple, the three brothers go after the giant who stole the apple, he lifts the stone from the mouth of the well three times after strength comes, he meets the giant he injured in the third room, there are 3 giants in the well, which is a symbol of the world of darkness, even the girls that the giants stole and kept here and the number is 3. Malik Mammad's 3rd shot is short. The girl kept in the 3rd, i.e. the last, room of the well becomes more attractive, beautiful, intelligent, wise and loyal. At the end of the tale, traditionally 3 apples fall from the sky, etc. There are many plots related to the number 3 in our other tales *(Azərbaycan nağılları, 2004, p. 45-48)*. The number 3 is more often found in folklore examples that reflect the systematic expression of the model of the universe. Even in the "Kitabi-Dada Gorgud" epic, the special place of this figure is very clearly observed.

It is said in "Imran son of Bekil" that once again a man came from Bayandir Khan to come quickly, and Bekil also came. He put down his gifts. Bayandir kissed Khan's hand. Khan also hosted Bekil… He pampered and respected him for three days. "Let's entertain Bekil with venison for three days, gentlemen!" – said *(Kitabi-Dədəm Qorqud əla lisani-taifeyi-oğuzan, 1999, p. 148)* or Khizir the gray rider was ready next to the boy. He caressed the wound three times

with his hand and said: "Boy, don't be afraid, you will not die from this wound" *(Kitabi-Dədəm Qorqud əla lisani-taifeyi-oğuzan, 1999, p. 240)* or: "The boy's mother squeezed her nipple once, no milk came out, squeezed twice, no milk came out. The third time she hit herself, squeezed, milk and blood came out. " *(Kitabi-Dədəm Qorqud əla lisani-taifeyi-oğuzan, 1999, p. 246)*

Let's pay attention to the words of Beyrey to his sisters: "The stones of the shepherd's sling were made of three calf skins, and the arms of his sling were made of three goat hairs" *(Kitabi-Dədəm Qorqud əla lisani-taifeyi-oğuzan, 1999. p. 261).*

Üç gündür yoldan gəlmişəm, doydurun məni,

Üç gün keçməsin, allah sevindirsin sizi! *(Kitabi-Dədəm Qorqud əla lisani-taifeyi-oğuzan, 1999, p. 282)*

(I've been on the road for three days, feed me

May God bless you for three days!)

In the translated work "Mentigut-teyr" by Gulshahri, one of the Sufi poets of the XIV century, we come across such a clause:

Hudhud eydür: kim fütüvıt dairesi

Ya taru kılmakda sadık erese

Onda *üç nesne gereh acuk da*

Üc dahi bağlu gerekdur bu yola *(Ləvənd, 1957, p. 20).*

At the end of all his meetings, the poet sees the teaching of "Unity-body" and this integration emphasizes the importance of three objects being closed and three objects being open. The openness of the first table garden opens all the doors to a person's face to be open, to give light to the world like the sun. The attachment of his tongue to backbiting, his distance from the forbidden, the openness of his insight opens the way for him to talk to God, etc.

Studies show that in Turkish thinking, the number 3 is considered as absolute wholeness. That is, as a number that reflects the unity of the three material aspects of the world, it is more about trusting beliefs. Celebrating the 3 days of the deceased in the funeral ceremonies, spending 3 days for the bride in the wedding ceremonies, pouring the 3 days of the newly born baby, going around the graves of the saints 3 times while going to the pyres, etc., indicate many mythical and holy aspects of this number.

The more interesting aspects of the number 3 attract attention in 13th–15th century Turkish poetry. In the works of medieval Sufis, the relation of the number "3" to the position of shamanism is clearly shown. Motives such as the frequent use of the number 3 in funeral rites, the formation of the human soul from 3 elements tin, lead and ash are often found in 13th–15th century Turkish poetry.

The number 4 – four has many sacred aspects in 13th–15th century Turkish literature. In Nasimi's work, the mythical meaning of numbers is generally explained more clearly. The four numbers used in his poems are fire, water, air, and earth, which are primarily in the minds of all Sufis, and the seven numbers indicate the presence of the planets Sun, Moon, Mercury, Mars, Venus, Saturn, and Jupiter.

Həq dedi kim, yer *yedüvi göy yedi,*

Laməkan təxtinda gizlidir *yedi*

Gizli aləmdə əyan oldu *yedi,*

Dörd *yedi* bir kəs nədən oldi *yedi. (Nəsimi, 1985, p. 330)*

(Who said the truth, the earth ate the sky,

Lamekan's place is hidden in the throne

In the hidden world, the place became visible,

How did four become seven?)

Kamal Ummi emphasizes the number four in the following verses and points to the "Psalms" related to the Prophet David, the "Torah" related to the Prophet Moses, the "Injil" related to the Prophet Jesus, and finally the holy "Quran-Karim" related to the Prophet Muhammad.

Gel altıyı koyuben yönel zinhar

Vir üc falak ikiye kalma vü ***dörde bişe.*** *(Ümmi, 2013, p. 89)*

In the works of Yunus Amre, the number 4 is often emphasized, the poet interprets the number 4 more referring to the four religious books.

Dört kutabın şerhiden asudir haqiqetde

Zire tefsir okuyup, menisın bilmediler *(Əmrə, 1965, p. 55)*

Or, **Dört** kitabun menisın oxuyudim hasil itdin

Eşqe gelincek gördüm bir uzun heceyimiş *(Əmrə, 1965, p. 78)*

The poet refers not only to religious books from the number four, but also to four rivers and seven seas in order to eliminate injustice, injustice, and spiritual purification in many cases.

Dördüncü nişanı oldur,dünyadan münezzed ola

Dünya seni sayrıeyler ne kul saysı sayrulara *(Əmrə, 1965, p. 118)*

The number "five" also has its own characteristics among numbers, it is impossible to talk about this number. In the context of the total number, the performance function of the number 5 is very wide. The sounding of our organs, sense organs and even the attributes involved in the creation of the universe with the number "5" has sanctified this number in many sources. Among the human organs, the presence of "5" fingers on each hand, the "5" senses of sight, hearing, taste, smell, feeling (touch) and the concept of the "5" attributes earth, water, air, fire, and sky indicate the successful aspects of this number. All these aspects put the number "5" as a lucky number that means holiness in a number of legends and legends. Even in the beliefs of the Turkish people, there are five benevolent, protective spirits that protect them from evil forces.

The special numerical symbolism of the number six is also noteworthy. Although the number 6 is rarely used in comparison with other numbers due to its mythical meaning, this number also has special meanings in oral and classical literature. The first children of the Oguz were six brothers. They represent the universe by being Sun, Moon, Star, Sky, Sea, Mountain. *(Ermetin, 1997, p. 138)*

In the ancient Turkish monuments, we find the sanctity of this number in the Kitabi Dadam Gorgud epic. That is, like many numbers, the number 6 is emphasized with some peculiarities related to the mystical world.

Alti nəhər igidlə ora mən Qazan getdim

Altı gündə qalanı mən aldın *(Kitabi-Dədəm Qorqud əla lisani-taifeyi-oğuzan, 1999, p. 374)*

(I went to Kazan with six brave men

I bought the rest in six days)

In the saga, the concept of faith is absolute in the fact that Ghazan Khan sets out with six brave men. The commander who set out with the brave "6" had to win on the "6" day. That is, we are often faced with the successes obtained from this type of trials in the plot lines of our fairy tales and epics. As for the creativity of Sufis, this number is associated with special mystical meanings. In the work of Ahmed Fakih, the number six has certain meanings emphasizing the status of the six passages in the sanctuary, the importance of the concentration of the six qualities that determine human qualities, and the aspects of the path to heaven related to these qualities, he says:

Hem altun olugün **altı** ziyaret

Ki İsmail Nebiye var işaret *(Fakih, 1963, p. 27)*

Here, the author also touches on the concept of the union of wise, fair and intelligent artists, and this confirms once again that the number six has attracted attention as the appropriate number of many organizations and associations at certain times of history.

Altı şərti var fütufet yolunun

Üci acuq üci bağlüdür anun *(Ləvənd, 1957, p. 20)*

(There are six conditions of the path of happiness

Three are open, three are closed)

The number "seven" is generally remembered as a magical number, which is widely used in both folk literature and classical literature, both from a mystical and mythical point of view. Even the fact that this number plays a role in the interpretation of opinions is emphasized in many sources. Before starting any work, a dervish tells his mentor the dreams he sees, and based on these dreams, the mentor teaches him which way to go and how to act. There are two types of dreams for devitures, one ordinary, that is, an ordinary dream, and extraordinary dreams, which are dreams that manifest or are seen by those who have manifested. *(Ermetin,1997, p. 171)*. Salik is known that the one who is on his way to God is the wayfarer who is faithful to his deeds. It is also mentioned in many sources that the soul has seven floors. For each of these seven degrees, one can see some signs in Salik's opinion. The colors seen in a dream often and during a long period of time give an indication of which floor Salik is on *(Ermetin,1997, p. 171)*.

Although the special aspects of this number are reflected in different meanings in both shamanism and Sufism literature, its main meaning is hell. That is, the position of this number indicates the seventh layer of heaven. The point is that sometimes it is emphasized that this layer belongs to the earth. There are also interesting ideas about the fact that the earth consists of seven layers and that the seventh layer is hell and is full of devils. It is a very dark place and the existence of evil spirits in this place, and the fact that all the terrible evil spirits are under Erlik Khan's command are mentioned in many sources. This association of evil spirits, called "Arsan Dolay", draws attention as the creator of terrible disasters that spread all negative energies, diseases and death to people, operating on the seventh layer of the earth. In some sources, it is emphasized that the earth consists of nine layers. Here, too, although it is shown that the ninth layer of hell gives a sign, these ideas sometimes consist of nine layers of heaven and seven layers of earth in very different images, and the last layers are said to be hell *(Ermetin, 1997, p. 203)*. In the Turkish poetry of the 13th-15th centuries, it is a question of the causes and consequences of the events of hell in the seventh layer of heaven.

Ashrafoglu Rumi writes:

Yedi tamu odı bu derd odının

Katınde sanki bir kığılcımıdür. *(Divanı, 2015, p. 151)*

By explaining the fate of those who burn in the fire of Hell with all the details, the Sufis aimed to raise the spiritual and moral qualities of people. Of course, those who do not want to experience the torment of Hell could reform themselves by following Islamic values. For this purpose, the intellectuals who skilfully used such mythical and mystical meanings of numbers always included the symbolic meanings of numbers in their poetry.

Firkatın odına ya Rəbbi yana**r yedi tamu**

Yine hicran odına kevn ü məkan oda yanar. *(Divanı, 2015, p. 156)*

Or:

Yedi qat gögleri gecdi kadem arş üstüne basdı

İrişdi Kabekavseyine tavat eyledi dergahı. *(Divanı, 2015, p. 98)*

In the poet's mind, those who burn in the fire of hell are those who do not worship the truth. Therefore, it is important to follow the laws of the sect in order to reach the seventh layer of heaven and come out of the interrogation there white-faced. Among the 13th–15th century Sufis, Imameddin Nasimi has a very different position, in his work, numbers express different meanings with all their aspects. Even the poet explained the features of the human face, the place of the planets in the mathematical system, and the relationship between letters and numbers in his poems.

Sekiz ucmağun hürisi eger bezenip geleler

Senun sevginden özgeyi gönlüm hic kabul itmeye *(Nəsimi, 1985, p. 40)*

Among the Turkic peoples, the octagonal drawing of the symbol of the sun is also a sign of their connection with the positive qualities of this number. The characterization of the number eight as the concept of infinity is also observed in the oral literature of many Turkic peoples. The following verses of Ahmad Fakih, one of the 13th century poets, are an example of how the number eight symbolizes heaven in the minds of medieval poets.

Yazuk müzd terazüsi anca şırat köprüsi

Sekiz uçmaq kapusu Küds-i mübarekdedür *(Fakih, 1963, p. 44)*

The number "nine" has also left deep traces in the thinking of Turks. "Nine" is also related to the number 3 because the product of 3x3 is also 9. According to theology, "in the beginning, the holy number of the Turks was nine" *(Ermetin, 1997, p. 157)*. Even the fact that Gams, who go towards the layers of the sky to meet God, accept that the 9th layer is the abode of the heavenly God and think that only the strongest Gams can reach it is one of the evidences of the sanctity of this number in Shamanism *(Ermetin, 1997, p. 96)*.

Over time, under the influence of the West, nine gave its initial function to the number seven.

The researches of the prominent researcher Mirali Seyidov regarding the number "nine" are also very interesting. While clarifying the fact that the Turks consider the tree to be their mother, the researcher draws the following example and writes: "The World Tree created by God had 9 branches. God created a person from the root of each branch, and each of them became the great-grandfather of a clan – a tribe" *(Seyidov, 1989, p. 227)*. This results in the fact that numbers are considered not only to have a mathematical meaning, but also to carry many mythical and mystical meanings.

The number ten also had a certain place in the history of the ancient Oguz. It is known to us from many sources that Oghuz boys become home owners after drawing bows and shooting arrows. To be more precise, the son of Oghuz who could do this job could get married.

Even Professor Mirali Seyidov shows in his research that this custom clarifies the reason for the origin of the name of some Turkish tribes, and the example shows that the explanation of the name of the "On oq budun" tribe is interesting in this respect. "On oq" tribe consists of ten families, a big family union of ten oq fathers. Therefore, like three arrows, it is also called ten arrows. *(Seyidov, 1989, p. 271)*

In addition to the numbers we explained above, the numbers twelve, forty, etc. were also used in Sufism literature. The number twelve is also closely related to religious ideas. The value given to twelve imams in Islam is one of the well-known facts. In the work "Dictionary of Divan Literature", the author writes: "They are entrusted with protecting the religion and fulfilling the decrees" *(Səfərli, 2015, p. 514)*.

There is a reason for the creation of all the numbers and even their names in the thinking of the human race, the world of science knows that each number carries its own meaning, which always attracts the attention of researchers.

The number 40 is the number symbol with the most mythical meaning among the numbers. The sound of the holy aspects of the root of this number comes from very ancient times. In Oguznames, this number has a special meaning. Let's pay attention to an example taken from page 59 of the Oghuznama compiled by Sherbak:

"The Oguz Kagan convenes a great congress and consults. On the right side he gathers forty cubits of wood. He puts a golden chicken on his head and a white sheep on his leg. On the left side, he gathers forty cubits of wood and puts a silver chicken on his head, and ties a black sheep to his feet. They ate, drank and were happy for forty days. Then Oguz Kagan divided the power among his sons" *(Seyidov, 1989, p. 270)*.

The description of the seven layers of the sky is given in the "Jumjumanama" translated by Fariduddin Attar from Fariduddin Attar into Jagatai with enough additions, and the essence of those layers is revealed according to the numbers. Here, symbolism serves the sanctity and mysticism of numbers. It is very interesting that although the work touches upon the ideas of heaven, either due to the lack of pages, i.e., their loss, or from the point of view of keeping the layer of heaven a secret, the events that took place in the eighth layer are not mentioned at all. The work shows that the 1st layer of heaven belongs to the hypocrites, that is, those who talk about religion and are not attached to it from the heart, those who do not believe from the inside, and it is called "Haviya". The 2nd class belongs to the Jews and this class is called "Sair". The 3rd class is called "Jahim" and belongs to Christians. The 4th layer is the place of "Kafir" who have a strong soul. The 5th layer is the abode of "Khutamilara", that is, people who commit sins and make mistakes. In the 6th layer, there are "Sicjins", which is like a kind of prison, where those who have sinned are kept, but there is a possibility of cleansing their sins. Finally, the 7th layer is "Hell", where those who understand that the Shariah is true and the existence of the Last Judgment, but do not follow it, will fall and burn in the fire of Hell. In the work, Jumjuma Shah narrates the calamities that befell him in hell to Hazrat Jesus, and talks about the reward of dissuading people from bad deeds *(Cümcümənamə, 2017, p. 74)*. The numbering of these layers in the last apartment of a person is one of the reasons for the emergence of a mystical view of numbers.

3. Conclusion

We can say that this approach is reflected in the creativity of each of the 13th–15th century Sufi poets. However, although the special semantic nuances of numbers attract more attention in the Turkish poetry of the 13th-15th centuries, this topic is relevant for all periods. On the one hand, such mythical and mystical shades of numbers attract and expand the interest of the readership, on the other hand, as an object of study, they have a place in the minds of researchers and help them to understand the essence of the world. Figures that are interesting as a source of belief have left a permanent mark on the worldview of the people with their mystical and mythical position.

References

1. *Tasavvuf ve sayılar. 24 mart 2016. http://www.ilimvetasavvuf.com/Tasavvuf ve Sayılarim*
2. *Pifaqor. 17 aprel 2011. kayzen.az/blog/filosoflar/4837/pifaqor.html*
3. *Azərbaycan nağılları. 5 cilddə. I cild. Bakı, "Çıraq", 2004, 376 səh.*
4. *Sultan Vələdin türkçe manzumeleri, Yayınlayan Mecdut Mansuroğlu, İstanbul Üniversiteti Edebiyat Fakültesi yayınları, İstanbul, 1958, № 765, 309 səh.*

5. Ahryppa H.K. (2014) Okkultnaia fylosofyia. Knyha pervaia, 98 p. https://www.litmir.me/ br/?b=110033.

6. Cəmali Divanı (2002) Hazırlayan Dr. Nihal Nomer Karaman. İstanbul, Kitabevi, 450 səh.

7. Şükufə Vəliyeva (2018) XX əsr Amerika ədəbiyyatında gerçəklikdən mifə doğru. Bakı, 156 səh.

8. Ermetin, G.Y. (1997) Mevlevilikde Şamanizm izleri. İstanbul: Töre Yayınevi, 420 s.

9. Kitabi-Dədəm Qorqud əla lisani-taifeyi-oğuzan. Tərtib edən, çapa hazırlayan, ön söz və lüğətin müəllifi Samət Əlizadə. Bakı, Yeni Nəşrlər Evi, 1999. 341 səh.

10. Agah Sirri Ləvənd. (1957) Ön söz. // Gülşehri. Mantıkut-tayr. Önsözü yazan Agah Sırrı Levend. Ankara, Türk Tarih Kurumu Basımevi, 9 səh.

11. İmadəddin Nəsimi. (1985) Seçilmiş əsərləri. Azərbaycan klassik ədəbiyyatı kitabxanası. 20 cilddə. V c. Bakı, "Elm", 367 səh.

12. Kamal Ümmi (2013) Hazırlayanı Hayati Yavuzer. Ankara, Bolu Belediyesi Bolu Araştırmaları Merkezi Yayınları, 340 səh.

13. Yunus Əmrə Risalat al- Nüshiyya və Divan / Hazırlayan A. Gölpınarlı. İstanbul: Eskişehir Turizm ve Tanıtma dergisi yayını, 1965. 310 s.

14. Əhməd Fakih Kitabu Evsafi Mesacidiş- Şerife, Yayımlayan Prof. Dr. Nasibe Nazıoğlu, Türkiye,1963, 45səh.

15. Eşrefoğlu Divanı (2015) Asef Halet Çelebi. Ankara, Hece yayınları.

16. Mirəli Seyidov (1989) Azərbaycan mifik təfəkkürünün qaynaqları Bakı, Yazıcı, 324səh.

17. Səfərli, Ə.Q. (2015) Divan ədəbiyyatı sözlüyü / Ə.Səfərli. Bakı: Elm və Təhsil, 704 s.

18. Cümcümənamə. Hazırlayan Mustafa Toker və Muhsin Uygun. Konya, Palet yayınları, 2017. 163 səh.

19. Mirəli Seyidov (1989) Azərbaycan xalqının soykökünü düşünərkən. Bakı, Yazıçı, 496 səh.

TRADITIONS OF OUTERWEAR OF VOLYN

Alyona Vynokur

Postraduate Student, Kyiv National University of Culture and Arts, Ukraine
e-mail: vynokur.alyona@ukr.net, orcid.org/0009-0003-3072-5918

Summary

The aim of this paper is to prove the hypothesis: the main traditional characteristics of the formation of outerwear reflecting regional peculiarities are reflected in the modern ethnic costume of Volynians. The following tasks are set: to analyze the fragmentary life evolution of Volyn folk outerwear; to specify and identify features in the formation and formation of ethnic outerwear of Volyn; to show that it is on the archaic cultural basis of the Ukrainian people that it is possible to consider the transformation processes in the ethnic outerwear of Volyn.

Methods used in the study: Among the research methods used, we paid special attention to the following: historical retrospectives, structural-functional, descriptive, and systemic methods (in particular, third-generation systemic methods), etc.

Research methodology. The evolution of certain fashion trends, the emergence and development of various fashion trends cannot be imagined without the influence of ethnic identity. Therefore, in the scientific discourse of modern art history, the problem of the formation and development of ethnic Volyn outerwear, its characteristic identical features and distinctive features of forming occupies a special place. Therefore, the study of the transformation processes of Volyn folk costume is relevant in highlighting the spiritual culture and art of the ethnic group, as well as in terms of the evolution of rituals and customs in the regional aspect. The relevance of the study is highlighted in the work of contemporary Ukrainian fashion designers, as ethnic clothing is an important component of modern Ukrainian culture today, combining ancient folk traditions with modern technologies. Ethnic clothing style is always relevant and favorably perceived at fashion shows.

Key words: ethnic Volyn clothing, ethnic outerwear, ethnic style, ethnodesign, ethnic clothing modeling.

1. Introduction

Relevance of the research topic. The formation and shaping of fashion trends is possible only with the influence of ethnic identities. Therefore, in the scientific discourse of modern art history, an important place is occupied by the problem of the formation and development of Volyn outerwear, its characteristic identifying features and distinctive features in the process of formation. Therefore, the study of the transformational processes of Volyn folk outerwear is relevant both from the point of view of highlighting the spiritual culture and art of the ethnic group, as well as from the point of view of the evolution of rituals and customs in regional aspects. The relevance of the study is highlighted in the works of contemporary Ukrainian fashion designers, as ethnic clothing art is an important component of modern Ukrainian culture today, combining ancient folk traditions with modern technologies. Ethnic clothing style remains always relevant and is favorably perceived at fashion shows.

Relevance of research and publications. Scientists R. Zakharchuk-Chuhai and A. Budzan note *(Krivolapov M., 2000; Tymenko V., 2007; Shparaha T., 2004)* that over the centuries, the ethnic art of Ukrainian dress has been formed in two main forms: as home crafts and as organized production – crafts related to the market. Their development was influenced by the natural conditions of Ukraine and the availability of raw materials, as well as by its favorable geographical and commercial location. These forms of ethnic modeling went hand in hand and intertwined with each other. Each era enriched the object and spiritual world of man and made its own changes. Nevertheless, the genetic code of the artistic tradition and heritage of the people was passed down from generation to generation. T. Kara-Vasylieva, K. Kavas, M. Kryvolapov, M. Makarenko, P. Melnychenko, Y. Legen-kyi, K. Promenytskyi, S. Myhal, M. Stankevych, V. Tymenko, L. Orshanskyi, V. Titarenko, V. Torkaniuk, A. Khvorostov, D. Tkorzhevskyi, K. Shonk-Rusych, E. Shevchenko, and many other researchers have studied different periods of development and types of folk art *(Tutashynskyj V., 2002)*.

Scientific novelty. The article is the first to comprehensively substantiate and objectively analyze the material on the formation and development of ethnic Volyn outerwear. After that, we systematized this material, analyzed the main features and logically presented the types of outerwear.

The purpose of the study. To highlight the main traditional characteristics of outerwear in the ethnic costume of Volynians, which are reflected in regional peculiarities. The following tasks are set: to analyze the fragmentary life evolution of Volyn folk outerwear; to identify characteristic features in the formation and formation of ethnic outerwear of Volyn; to show that it is on the archaic cultural basis of the Ukrainian people that it is possible to consider the transformation processes in the ethnic outerwear of the Volyn region.

Results. Thus, the study of the national peculiarities of Ukrainian outerwear of Volynians allowed us to approach the disclosure of an important cultural and art history topic, which is reflected in the formation of modern Ukrainian clothing, on the examples of creative collections of Ukrainian fashion designers: I. Karavay, O. Karavanska, R. Bogutska, O. Dats, L. Bushynska, L. Pustovit, Y. Polishchuk, V. Gres.

Among the research methods used, we paid special attention to the following methods: structural-functional, historical retrospectives, descriptive, and systemic methods (third-generation systemic methods), etc.

2. Formation of Volyn outerwear

The outerwear of Volhynia in the mid. nineteenth and early twentieth centuries showed considerable diversity in terms of cut, color, and especially names. As in the whole of Ukraine, winter clothing in the surveyed villages included a sheepskin coat and clothes made of sheepskin cloth. Outerwear made of sheepskin is widespread throughout the territory and is called kuzukh.

A kozukh (also kuzushanka, tulup, bekesha, kaval, baibarak, shuba, guba, kozhanka) is a traditional Slavic ethnic garment made of sheep, goat, and calf skins.

Coats have varieties in cut (straight cut, with assemblies), color, and functional purpose, which do not form distinct areas and stand out as single local variants.

The following names for the Volyn region's fur coats are known: kuzuk, tolub, fur, povkozhushok, povshubok, which reflect the differentiation of reality by cut: a coat with gathers – a straight-cut tolub, a long coat, a long tolub – a shirt, a short tolubok *(Belsky S., 1910)*.

The coats differed in color – in some dialects, this feature indicated the festivity or everydayness of this clothing (a white coat on a holiday, and a ragged one on a weekday) *(Belsky S., 1910)*.

By the cut, which in many dialects differentiated the realities and purpose for persons of a certain gender: women's coats were most often sewn in assemblies or hvandy (folds), men's – with a tolub, with a large collar, but in some villages women's and men's coats had only one type of cut - only hvandy or only tolub; in some villages women's and men's coats were contrasted both in color and cut: women's coats were white, and men's were red; the coats were sewn (from seven sheepskin coats, khvanda on the back and front, pockets, men's coats had a large cowl, a guz, a leather navel, a belly button, a loop, a red belt around the coat, fastened, and cockades were let out), (women's coats were velveteen, some had khvandas, and some had white tikos) *(Korzoniuk M., 1987)*.

A fur coat is a women's winter cloth garment with a turn-down wide collar and small gatherings on the back. In the Volyn dialects, the following names are actively used: povshubok, (women's coats have long been known as jackets with mustaches, then short and knee-length cropped povshubok) *(Korzoniuk M., 1987)*.

The word fur coat comes from the Arabic "jubba" (outerwear with long sleeves) through the Italian giubba and the Germanic Schûbe. The word shuba (in the form of shyuba) is found in the sources of the fourteenth century, a newer version is found in the work of P. Berinda, and shubka is also found in the monuments of the sixteenth century *(Korzoniuk M., 1987; Marviyas I., 1990)*.

The name is preserved in some Middle Polissia dialects: shuba kuzukh (clothes made of shop fabric, the edge and collar of which are lined with fox fur). In the studied dialects located in the Horynia basin, the name is recorded only in carols and folk songs: "There he sits at the end of the table, a generous evening, a good evening, good people for health, there are three loops on that fur coat...; sell it to the world, son, buy your mother a mole coat, why, mother, sell it to the world, better, mother, leave the house" *(Korzoniuk M., 1987: 55)*. However, in the West Volyn dialects, derivatives of the lexeme shuba are actively used to refer to fur coats.

3. Outerwear made of sheepskin

Outerwear made of sheepskin is divided into separate types: straight cut, with wedges, with pleats, and with gatherings. In the surveyed villages, straight-backed sweaters with wedges inserted on the sides and partially with a detachable back were widespread: with pleats, pleats, and straight cut. Collars were mostly small and standing up. In many seleshes, sweaters were sewn with slit pockets, often real ones (the pocket is shaped as it goes, through that pocket).

The vestments were mostly decorated with woolen cords and tassels around the collar, at the top of the right hem, at the bottom of the sleeves, along the wedges, and at the back of the waist. In many dialects, it is noted that mostly black suits were worn on the holiday ("black brassiere made of the wool itself – for marriage, for the holiday suits were the blackest, the wool of young sheep") *(Korzoniuk M., 1987: 57)*. In many villages at the beginning of the twentieth century, instead of a retinue, men wore jackets in the fall and coats in the winter *(Bezmozdin L., 1975)*.

Brass bras are mostly sewn with wedges (mustaches), white, gray, black, and decorated with colored cords ("a brass brass with wedges, white and black, made of wool itself, trimmed with blue and green cords, for marriage"). There were also brassieres of straight back and with assemblies. Each village recognized only its own cut and strictly adhered to it ("brats made of

cloth in Poland and in Mykolai's time are black, in Zabuzhzhia they are assembled, in ours they are straight, the collar is standing, the pockets are cut, not cut off, if the brat is cut off, it will not be a brat"), according to the testimony of residents of Dorohobuzh village, Hoshcha district, Rivne region.

In some dialects, the khvanda (folds) not only served to distinguish between men's and women's clothing, but also led to the opposition of names (a Bapa jacket with khvandas, and a man's jacket with a scroll). Along with the name kurtyka, another name kurtochka is also used in these dialects *(Mateiko K., 1995)*.

Along the western border of the Volyn area, the serdak ("sardak", "sirdak", "sukmanka", "sukman", "katanka") is widespread. In some dialects, there are several names for serdaks that differ in cut and purpose for persons of a certain gender ("women wore syrmega, men wore sukmanas, serdaks with pleats, and a simple sukmana, sewn with syrmega, a sukmana, a long brass, no wedges, only black sukmanas with wedges"). Informants emphasize that these are the oldest sundresses (sundresses were made of cloth, the old ones were simple, up to the pietas, ancient, then katanky, sardars with pleats, katanky were sewn for me, a tailor was there, they already sewed cloth for me, and then there were sundresses, men's katanka was short, And women's skirts were pleated, three on the back, sides, and trimmed with black and fastened with buttons, and men's skirts were simple, as nowadays, standing collar, cut to the stan, with pockets cut through, older skirts, trimmed with laces, both green and red, my mother had them, I no longer had them) *(Bruckner A., 1957)*.

4. Outerwear in Volyn made of cloth

Katanka cloth was made by felting, rolling cloth. Katan is a scroll of cloth ("this cloth was made for men's trousers, we say sviy polotnya, or takan"), as well as a skirt made of cloth *(Rusanivskyi V., 1985)*.

Men also wore suits with a lapel ("bashlak"), a burka that was used as traveling clothes ("burka sewn by a clothier, with hvandy, on the road, bashlak is around the neck, he spares the coat, that burka, and when it rains or snows, he puts it over the coat. A burka with a bashlak, long, old, with a sewn-on buttonhole"). Informants point to the time of its spread in Poland ("burka was in Poland, a bashlak was sewn on top, sewn on and around, short fringes"). The name of burka (woolen boots) is recorded in the monuments of the eighteenth century. Obviously, the name burka (men's outerwear) was borrowed in the early twentieth century *(Marviyas I., 1990)*.

Also widespread is the chemerka, which differs in its cut, gatherings, and folds ("chemerka with gray and varied gatherings, men's chemerka with a stack, with a pile, gatherings all around, like a sachyk, abundant, chemerka without girdles and with fractional girdles, short"). Writing about the clothing of nineteenth-century peasants, the researcher notes: "In summer, more prosperous peasants, and especially young men, wear a chemerka or a chemlite, which is usually made of purchased fabrics – cherkasin, kamka, with thick ruffles at the waist and back" *(Marviyas I., 1990: 34)*.

Chemerki were also made of purchased fabric ("chemerki were made of black leather, up to the waist, ribbons were sewn on, with cotton lining"). In the southern part, another type of outerwear was recorded: the bekesh, a garment that is comparable to traditional outerwear such as the svita and sernega, but differs from them in cut ("bekesh made of cloth, made by myself and bought, with stitches to the waist, and a stitched seam and two buttons on the back; a bekesh like a sernega, later than a straight one, one-piece, with buttons, with a belt; a bekesh like a

sernega, shorter at the halter; a bikasha to the waist, in folds, with buttons in the back, a woman hangs a skirt from the dura; a bikesh of her own work"). A bikesh is a retinue from the floor.

In most of the studied territories, there is a type of clothing that is similar to the traditional suite, but opposed to it in terms of cut, mainly straight-cut outerwear - gunya, with a flared hood ("kras", "kapa", "gunka"), (flared and wedged men's suite, women's abundant suite) *(Volynets L., 1994)*.

5. Conclusions

Thus, the outerwear of Volhynia in the mid. nineteenth - early twentieth centuries. showed considerable diversity in terms of cut, color and identical regional names. The analysis of the correlation between realities and terms shows a significant overload of nominative designations due to an increase in their number at the expense of certain elements of realities: differentiation by various features, coexistence of ancient and later realities; the exit from use of realities, but the preservation and parallel use of their names, the emergence of names as a result of borrowing.

The study of the national peculiarities of the Volyn upper cloth allowed us to approach the disclosure of an important cultural and art history topic. Ethnic Volyn outerwear motifs are reflected in the creative collections of Ukrainian fashion designers: I. Karavay, O. Karavanska, R. Bogutska, O. Dats, L. Bushynska, L. Pustovit, Y. Polishchuk, and V. Hres.

References

1. Bezmozdin L. (1975). Hudozhestvenno-konstruktivnaya deyatelnost cheloveka [Artistic and constructive human activity]. Tashkent [in Russian].
2. Belsky S. (1910). Derevnya Kovali Zhitomirskogo uezda v mae 1909 : Trudy obshestva issledovatelej Volyni [The village of Kovaly, Zhytomyr district in May 1909 : Proceedings of the Volyn Research Society]. T. 3 Zhytomyr [in Russian].
3. Volynets L. (1994). Narodnyi odiah : Borshchivshchyna. Narodne mystetstvo, pobut ta zvychai. Kataloh vystavky [Folk clothes: Borshchivshchyna. Folk art, life and customs. Exhibition catalog]. New York: Ukrainian Museum [in Ukrainian].
4. Korzoniuk M. (1987). Materialy do slovnyka zakhidnopoliskykh hovirok : Ukrainska dialektna leksyka [Materials for a dictionary of Western Polissya dialects: Ukrainian dialect vocabulary]. Kyiv: Nauk. Dumka [in Ukrainian].
5. Kostyshyna M. V. (1978). Osoblyvosti tradytsiinoho vbrannia bukovynskoho Podillia : Nar. Tvorchist ta etnohrafiia [Features of the traditional dress of Bukovinian Podillya: Folk art and ethnography Osoblyvosti tradytsiinoho vbrannia bukovynskoho Podillia : Nar. Tvorchist ta etnohrafiia. Kyiv: Nauk. Dumka [in Ukrainian].
6. Krivolapov M. (2000). Khudozhnia krytyka i problemy osmyslennia mystetskoi spadshchyny [Art criticism and problems of understanding artistic heritage]. Issue 1. Kyiv: Splaslach [in Ukrainian].
7. Marviyas I. G. (1990). Ukrainska mova i yii hovory [Ukrainian language and its dialects]. Kyiv: Nauk. Dumka [in Ukrainian].
8. Mateiko K. (1995). Ukrainskyi narodnyi odiah. Etnohrafichnyi slovnyk [Ukrainian folk costumes. Ethnographic dictionary]. Kyiv: Nauk. Dumka [in Ukrainian].
9. Rusanivskyi V. M. (1985). Dzherela rozvytku skhidnoslovianskykh literaturnykh mov [Sources of development of East Slavic literary languages]. Kyiv: Nauk. Dumka [in Ukrainian].

10. Tymenko V., Sydorenko V. (2007). *Profesiina dyzain – osvita: teoriia i praktyka khudozhnoi obrobky derevyny [Professional design education: theory and practice of artistic woodworking]*. Kyiv: Pedagogichna Dumka [in Ukrainian].

11. Shparaha T. (2004). *Pro rehionalni osoblyvosti tradytsiinoho zhinochoho vbrannia Volyni : Vseukrainskyi narodoznavchyi kvartalnyk [On the regional peculiarities of traditional women's dress of Volyn : All-Ukrainian ethnographic quarterly]*. Kyiv: Nauk. Dumka [in Ukrainian].

12. Tutashynskyj V. (2002). *Zakonomirnosti rozvytku etnodyzainu [Patterns of ethnodizaina development]*. Retrieved from http://lib.iitta.gov.ua [in Ukrainian].

13. Bruckner A. (1957). *Slownik etymologiczny jezyka polskiego [Etymological dictionary of the Polish language]*. Warsaw: Wiedza powszechna Publishing House [in Polish].

THE STUDY OF THE MANAGEMENT OF THE QUALITY OF EDUCATION IN INSTITUTIONS OF GENERAL SECONDARY EDUCATION: HISTORICAL ASPECT

Yurii Yampol

Postgraduate Student at the Department of Pedagogy and Educational
Institution Management, Kamianets-Podilskyi Ivan Ohiienko National University, Ukraine
e-mail: m1b14.yampol@kpnu.edu.ua, orcid.org/0000-0003-1749-859X

Svitlana Polishchuk

Candidate of Pedagogical Sciences, Associate Professor at the Department of Pedagogy
and Management, Kamianets-Podilskyi Ivan Ohiienko National University, Ukraine
e-mail: polishchuk.s@kpnu.edu.ua, orcid.org/0000-0002-1325-0143

Summary

Research relevance is caused by the fact that education is realized as an educational service and the quality of education is studied as an accordance to educational standards and personal demands. The aim of the article is to justify and bring to life philosophical-pedagogical aspects of education management formation in Ukraine and in the world. It was found out that all aspects of education management development are important, however in regards with our research quality is seen as:

a) Absolute notion – it is a standard;

b) Relative meaning – it is means of defining the appropriateness of the standard result;

c) Category which is the complex of object's qualities and corresponds the requires, demands and norms.

Different approaches to defining education quality were analyzed, namely with the help of studying pedagogical-philosophical works of various scientists. Philosophical-pedagogical aspects of education quality management in secondary education institutions were revealed. It was emphasized that employees' activity on the base of principles of general quality management facilitates constant increase of education quality, approving objective managing decisions, interest of every participant of the process and responsibility for the result. It was found out the education quality management at present is considered as a continuous process of interaction of managing and managed systems, aimed at providing availability of qualitative nursery, primary, basic and secondary education in the educational system due to creating the conditions of functioning and development of general educational system.

Key words: education management, quality of education, formation of education quality, secondary educational institution, quality management.

1. Introduction

At the end of the 20th – beginning of the 21st centuries modern society, developing on the way from quality of goods to the human quality, from the quality of education and so on – to the quality of life (A. I. Subetto), entered a new civilization which got the name "civilization of

life's quality" *(Omarov A. M., 1984).* Due to this intellectual-educational potential of a person gets significant meaning. Because of this the problem of quality of education becomes one of the most important issues in modern social-economic situation in society's development.

In "Dictionary of the Ukrainian language in 11 volumes" edited by Ivan Bilodid quality is defined as "a level of worthiness, value and availability of something to be used as supposed to" *(Slovnyk ukrainskoi movy).* According to H. V. Kozachenko, the notion of quality is considered on the one hand as a philosophic category, and on the other hand as an industrial problem. We assume that all these aspects are important, however, concerning our research quality is regarded: a) as an absolute meaning – it is a standard; b) as a relative meaning – it is means of defining responsibility for the result of the standard; c) it is a category which is a combination of an object's characteristics and corresponds the demands, requirements and norms.

Analyses of the last research and publications. In modern scientific- pedagogical literature management is studied from three points: as an activity (M. Oksa, K. Oleksenko etc.), as an influence of one system on the other one or by one person on another or a group (H. Tymoshenko, S. Polishchuk, etc.), as subjects' interaction (F. Tailor, Anri Faiolta etc.). In the first case it is not supposed that during an activity subjective experience of the participants of the educational process changes. While D. Frencis calls management a targeted activity of all subjects, which ensures formation, stabilization, best functioning and definite development of secondary education institution. In the second case the subject – the sense of management – is not taken into consideration. For example, H. Shvalbe defines management as conscious purposeful influence on behalf of subjects, authorities on people, educational, economic and other objects that exist to direct their actions and get supposed results *(Bondar V. I., 1987).*

2. The purpose and objectives of the article

Aim of the article is to justify and find out philosophical-pedagogical aspects of developing education quality management in Ukraine and the world.

Due to the defined aim the following **tasks** were set:

1. To analyze different approaches to defining quality, particularly the quality of education, with the help of studying pedagogical-philosophical works of various scientists.

2. to reveal philosophical-pedagogical aspects of managing quality of education in secondary educational institutions.

3. Research findings

First the category "quality" was analyzed by ancient Greek philosopher Aristotel. In his research the scientist put the bases for understanding quality as type difference of the essence and its characteristics: "None of the characteristics can exist apart from the nature or can separate from the essence" *(Chanshev A. N., 1981).*

Later on, the category of quality was studied by philosophers of different directions (mechanistic outlook – R. Descartes, J. Locke, T. Hobbes; German classical philosophy – I. Kant, G. Hegel, L. Feuerbach; Marxist materialistic direction – K. Marx, F. Engels). The founder of German classical idealism Immanuel Kant considered reality, denial and limitation as "quality". Another German philosopher G. W. F. Hegel stated that "quality, first of all, is identified as being of direct certainty" *(Hehel H. V. F., 1970).* It is a category of ultimate which takes place only in the nature.

Therefore, from philosophical point of view quality is an objective definition of a thing or a complex of thing's characteristics, appropriate only to it and even to the objects similar to it.

Due to industrial development in the 20th century various aspects of the concept "quality" appeared: economic, social, personal, management etc. Not only the quality of material objects but also the quality of services become the targets of studies. There appeared the concept of "life quality" which characterizes the level of population's development. Nowadays UNESCO defines the rating of countries to this index.

Analyzing the meaning of the category "quality" in main foreign scientists' understanding, H. V. Kozachenko gives the following data in the textbook "Arranging the information supply of estimation of the effective enterprise management. Economics and management" *(Kozachenko H. V., 2006)*.

Chart 1

Foreign researchers' approaches to defining the category "quality":

Author	Defining the meaning "quality"
W. Shewhart	Difference between objects. Differentiation due to the quality "good – bad"
J. Juran	Suitability for the usage (accordance to the purpose). Subjective side: quality is a level of consumer's satisfaction (to realize the quality the manufacturer must find out about the demands and make the product so as to meet these demands)
A. Feigenbaum	The quality of the product or the service can be defined as a general complex of technical, technological and operating characteristics, with the help of which a product or a service will meet the consumer's demands while using them.
J. Harrington	Quality – is satisfying consumer's expectations at the price he can afford while having a need. High quality – exceeding the expectations of the lower price customer which he predicts.

Analyzing modern theories, we highlight various types of quality depending on the feature:
1) quality as outer or inside certainty (depending on the way of expressing);
2) natural, social, spiritual qualities (depending on the essence of owners);
3) functional and systematic quality(due to the study approach).

Main aspects that define the level of awareness and understanding the meaning of the category "quality", according to S. V. Polishchuk are:
1) person's outlook marks, their moral values;
2) social bases, e.g. conditions of life and person's creativity in the society they live in ;
3) psychological cause – person's satisfaction with life, creativity and certain activity conditions;
4) technological cause which determines the value of materials' quality, the quality of projects, technologies, personnel to get the result product of organization activity that will satisfy the consumer *(Polishchuk S. V., 2021)*.

In Ukrainian culture and pedagogics quality was firstly connected to spirituality and human moral. In "Teaching children" by Volodymyr Monomah it was given the list of rules for the descendants: "Do not be lazy in your house but be observant, do not rely on a tiun or a youth so that those who come to your house do not laugh at neither your house nor your dinner. Having joined a war do not be lazy or depend on voivode. Do not omit neither drinking nor eating, nor sleeping …" *(Volodymyr Monomakh, 2006)*.

A significant role of understanding multi aspects of the category "quality" have the categories "social quality" and "life quality". Social quality realizes in the conditions, activities and

is implemented through people's relations. Its most important components are society's quality, person's quality, spirituality, mentality, life quality. Spiritual life of a person is connected to gaining knowledge, bringing up, developing creative skills, family-relative life – with providing healthy lifestyle and reproducing a family.

At the end of 20th – beg. of 21st centuries the most widespread was considered H. Viktorov's definition which defined quality as a category that describes a complex of attributes and characteristics of an object which belong its ability to satisfy set and foreseen needs.

According to F. I. Hmel, in the sphere of education the category "quality" reflects objective characteristics of properties, "quality definition" of education and has modal meaning (indication at the level of object's perfection) *(Khmil F. I, 1995)*.

While analyzing it was found out that "education quality" in philosophical studies is connected with personal development, bringing up spiritual qualities, and can be applied to different models of educational practices (e.g. to Montessori system). In fact, it is a synonym to the word "education" and does not carry any evaluation.

In the history of pedagogics, the category "education quality" appeared in the 20th century (before this verbal evaluation of education quality had been used: studying is good, excellent, average etc.). in the pedagogical literature of that time the problems of studying and personality development were researched, attention was paid to physical (P. F. Lesgaft, D. Lokke, J. H. Pestalozzi etc.), points of personal moral improvement, student's self-development (Y. A. Komenskyi, K. N. Ventsel). Famous researcher of the problem of education quality O. M. Omarov calls the category of "education quality" not classic, meaning ambiguity and its multidimensional contents which includes not only regulative-legal demands to education and historical-cultural traditions, but also theoretic-methodological principles of establishing educational systems *(Kutsenko A. V., 2006)*. V. I. Bondar points out various types of education quality: quality absolute and relative; external and internal systematic-social quality; quality in comparison with expenses and spent resources; quality potential and real; quality of processes, types of activities, results quality, management quality; quality of different levels of pedagogical (educational) systems; quality in the meaning of its dynamics *(Bondar V. I, 1987)*. Besides, education quality is linked to subjects' professionalism educational activity.

Analyses of scientific-pedagogical literature allows us to have disappointing conclusion: in existing approaches education quality is mainly estimated for the results in which the main place is given to their cognitive aspects. At the same time, it is worth mentioning that quality is not the end result but it is the quality of educational process. On the one hand, education quality can be seen as a degree of corresponding the level of school-leaver's erudition to the existing demands; on the other hand, it is the quality of educational system itself, that is the system's characteristics which guarantee (this way or another) achieving the supposed result.

Therefore, researching the subject of education quality on historical-pedagogical point of view, we study its main characteristics: effective, procedural and systemic.

Some scientists (Plato, J. O. de la Mettrie, Erasmus Rotterdam, P. H. Holbach etc.) affirmed that a ruler should be a philosopher. Nowadays a similar thought is expressed by O. Kirkebi: "Not philosophy should define the range of manager's tasks, but the manager himself must be a philosopher in a way" *(Kuchynska I. O., 2019)*. In other words, a manager should have professional knowledge and skills as well as thinking skills. Foreign experts on education quality and also the founder of scientific management F. W. Taylor highlighted that their opinions were the philosophy of quality. Accordingly, new perception of quality is an important reference point of the world community's development. As management we understand defining

the aim and the fact of reaching it with the help of forecasting, planning, making decisions, controlling and regulating.

In modern scientific-pedagogical literature management of education quality is considered from three points: as an activity (Z. Riabova, H. Tymoshko etc.), as influence of one system on another or one person on another or a group of people (V. V. Kutsenko, H. V. Kozachenko etc.), as subjects' interaction (I. O. Kuchynska, S. V. Polishchuk etc.). in the first variant it is not said that during an activity subjective experience of the participants of educational process changes. H. M. Tymoshko calls education management a goal-oriented activity of all subjects which ensures formation, stabilizing, optimal functioning and definite school development. In the second case, subject-object nature of management is not taken into consideration. For instance, H. Tymoshko defines management as conscious goal-oriented influence from subjects, authorities on people, educational, economical and other objects which is carried out to lead their actions to get desirable results *(Tymoshko H. M., 2004).* In the third case mutual change of objects and the process of interaction is supposed.

Forming quality management as a separate sphere of knowledge occurred in the first part of the 20th century. First it was defined as a purposeful influence on groups of people for organization and controlling their activity in the manufacturing process.

The founder of scientific management control and managing education quality Frederick Winslow Taylor established system cycle of management: Plan – Do – Check – Action where check means measuring and analyzing results and do – carrying out necessary correction if the gained result does not correspond the planned one. The founder of quality management, Walter A. Shewhart, suggested to replace Taylor's approach (detailed control of products' quality) to the technique of providing technological processes stability. Shewhart's idea about necessity of permanent improvement of product's quality later was developed by his student W. E. Deming introducing into practice of industrial management using the cycle PDCA which got the title "Shewhart-Deming's method" or "Deming's cycle". The scientist believed that in managing the quality of any activity and the quality of its activity's result process approach is necessary, that manufacturing must be considered as a system and complete responsibility lies on the manager.

The concept of general quality management is shaped on the main approaches of Taylor, Shewhart and Deming: quality of results, processes and conditions that is a methodological base of realizing education quality. Philosophy of total quality management (TQM) means that the quality system due to the version of standards ISO series 9000:2001 – that is the system with goal setting to provide necessary quality for the consumer but with minimum expenses. The sense of modern concept of TQM is to apply the management principles which lead an enterprise to success:

1. Consumer orientation. Education institution depends on its customers, that's why it should determine educational services consumers, their demands and try to surpass the consumer's expectations which requires marketing research.

2. Main role of educational institution's management. Each head provides unity of the directions' aim of educational institution activities, creates the conditions for including the staff to achieve these aims. School's managing staff takes part in the process of ensuring the quality of basic education.

3. Involving all the staff of an educational institution. Involving the staff in the work of improving education quality occurs through obtaining qualification in the sphere of managing education quality and facilitates supplying quality educational services by the institution.

4. Making managing decisions taking into consideration facts but not thoughts. To make decision objective and truthful information, which is based on the data analyses, is applied.

5. Systematic managing approach. Given approach is based on revealing, understanding and managing interconnected processes as a system.

6. Permanent improvement of education quality through systematic carrying out of monitoring research, analyses and correcting disparities.

7. Mutually beneficial relations with suppliers. Educational institution and suppliers are interdependent, relations of mutual benefits raise their ability to achieve their aims as for improving the quality of educational services.

8. Procedural approach in management. To develop educational institution defines interconnected processes and manages them. Frequently the result of one process makes the condition of another one. Desirable result is attained more effectively when appropriate resources and activities are controlled with the help of different processes. For this aim demands to an educational institution and bringing up process are worked out, scientific-methodical work is regulated, improving staff's qualification is organized etc. Duties sharing as for managing processes is carried out (who heads one or another type of activity, who provides, who controls, who analyses).

Comparing traditional principles of management and total quality management (TQM), the following can be inferred:

Chart 2

Traditional management principles	Principles of total quality management (TQM)
Satisfying needs (demands) of a consumer	Satisfying requests (demands) of a customer, *organisation's staff, society and the state*
Planning, providing and control of product's quality improvement in *cyclic mode*	Planning, providing and control of processes and system's quality improvement in *continuous mode*
Developing *correcting* influences	Developing *preventing* influences
Teaching managing quality *department workers*, which ensures control of product's quality	Teaching managing quality all the всього *organization personnel*
Delegating the functions of providing quality to *the quality control department*	Delegating the functions of quality management to *all organization workers*
Solving *urgent and current* issues in the sphere of quality	*Regular revealing* and solving the problems in the sphere of quality, planning quality
Fulfilling individual tasks by *every* employee	Coordination and interaction of *all* employees while realizing the tasks in the sphere of quality
Methods and ways, their discussion are the main in employees' activity	Activity is aimed at the result, to which effective *actions* lead
Decisions are made on the base of *thought*	Decisions are made on the base of *facts*

As we can see, organization employees' activity on the bases of total quality management principles promotes permanent improvement of product's quality, approving objective management decisions, interest of every participant of the process and responsibility for the result.

In pedagogical science there is also a conception of quality management. Education quality management is considered as a goal-oriented process on the causes on which the quality

depends. To the factors of functioning and development of modern education, with which researchers and practitioners link its quality, S. V. Polishchuk refers aims and "philosophy" of an educational institution; the content of education and its schedule-methodical supply; school structure, forms of organization and technologies of educational activity; planning, control and measuring the results of education; educational personnel, their qualification, prestige and motivation of work, ability to professional team communication; economic effectiveness and investment attractiveness of educational institution; choice of direction, technology of carrying out and expertise of pedagogical innovations and projects; educational policy, regulative-legal bases, standardization and connected to it licensing and accreditation of educational institution; quality management; information technologies, educational schedules' quality; scientific sense and the process of education; developing skills of pupils self-studying, self-organizing; scientific-methodic creativity, effective educators' authorial systems; interaction of educational institution with social-cultural (in particular international) surrounding; independent expertise of the results of educational institution's activity *(Polishchuk S. V., 2021)*. System of managing the quality the scientist studies on three levels: school, teacher and student. Interaction of all these levels, each of them contribution in a general result provides the quality of school's educational activity *(Polishchuk S. V., 2021)*.

Thus, education quality management – is management oriented at the result which corresponds people's needs, society's and state's ones.

From the above, it can be inferred that education quality management on a modern level is a constant process of interaction of managing and managed systems, aimed at proving affordable high-quality education on all its levels.

4. Conclusions and prospects for further research

Scientific literature analyses on education quality management allowed to find out that:

1) from philosophical point of view any object has quality to the extent of the essential definition and quality is perceived as education itself(in Ukrainian philosophy these are person's moral qualities, spirituality);

2) from pedagogical point of view the aim of education is person's development, which, to some extent, is connected to education quality as an estimation of educational activity and bringing up best personality qualities.

The category "education quality" includes the quality of result, the quality of educational process, the quality of conditions (food, healthcare, medical service etc.) and the quality of educational system. In other words, education quality is a part of life quality. In connection with the fact that nowadays education is understood as educational service education quality is studied as conformity to education standards and person's demands. Herewith, for each level – regional, institutional, local – there defined the elements which form education quality.

Education quality management supposes management as an activity aimed at the result, and as an interaction of different sub-systems which is significant to our research. In the context with the above mentioned, the category "managing education quality" is defined as a continuous process of interaction of managing and managed systems, aimed at providing affordable quality nursery, primary, secondary and high education in the educational system through creating conditions for functioning and developing the whole educational system.

The article does not concern all the aspects of the researched subject. ***The further promising*** aim we consider вstudying the pre-conditions of developing education quality management from the psychological-economic point of view.

References

1. Bondar V. I. (1987). Upravlinska diialnist dyrektora shkoly: dydaktychnyi aspek. [Managerial activity of the school director: didactic aspect] Kyiv, Radianska shkola. [in Ukrainian]

2. Volodymyr Monomakh. (2006). Povchannia ditiam. [Teaching children] MAUP. [in Ukrainian]

3. Hehel H. V. F. (1970). Nauka lohyky: v 3 t. T. 1. [Science of logic: in 3 vols. Vol. 1.] Moskva: Msl. [in Russian]

4. Kozachenko H. V. (2006). Orhanizatsiia informatsiinoho zabezpechennia otsinky efektyvnosti upravlinnia pidpryiemstvom. Ekonomika i upravlinnia, 2-3 chastyny. [Organization of information support for evaluating the effectiveness of enterprise management. Economics and management, 2-3 parts]. [in Ukrainian]

5. Kutsenko A. V. (2006). Mekhanizm upravlinnia efektyvnistiu diialnosti systemy yak neobkhidnist dlia dosiahnennia yii tsili. Ekonomika: problemy teorii ta praktyky. [A mechanism for managing the efficiency of system activity as a necessity for achieving its goal. Economics: problems of theory and practice.] Dnipropetrovsk: DNU. [in Ukrainian]

6. Kuchynska I. O. (2019). Kerivnyk u sferi osvity: intelihent, intelektual, menedzher-novator. Pedahohichna osvita: teoriia i praktyka: zb. nauk. prats Kamianets-Podilskyi natsionalnyi universytet imeni Ivana Ohiienka; Instytut pedahohiky NANP Ukrainy. [Manager in the field of education: intellectual, intellectual, manager-innovator] Kamianets-Podilskyi. [in Ukrainian]

7. Omarov A. M. (1984). Rukovodytel: Razmыshlenyia o style upravlenyia. [Head: Reflections on management style] Moskva: Polytyzdat. [in Russian]

8. Polishchuk S. V. (2021). Profesionalizm kerivnyka zakladu zahalnoi serednoi osvity yak osnova yoho vysokoefektyvnoi upravlinskoi diialnosti. [Professionalism of the head of the institution of general secondary education as the basis of his highly effective management activity]. Pedahohichna osvita: teoriia i praktyka: Zbirnyk naukovykh prats. Kamianets- Podilskyi natsionalnyi universytet imeni Ivana Ohiienka; Instytut pedahohiky NAPN Ukrai ny [hol. red. Bakhmat N. V.]. Vyp. 30 (1-2021). Kyiv: Milenium. [in Ukrainian]

9. Slovnyk ukrainskoi movy: v 11 t. AN URSR. [Dictionary of the Ukrainian language: in 11 volumes]. Instytut movoznavstva; za red. I. K. Bilodida. K.: Naukova dumka. [in Ukrainian]

10. Tymoshko H. M. (2004). Orhanizatsiina kultura kerivnyka zahalnoosvitnoho navchalnoho zakladu: teoriia ta praktyka: Monohrafiia. [Organizational culture of the head of a comprehensive educational institution: theory and practice: Monograph] Nizhyn: Vydavets PP Lysnko M.M. [in Ukrainian]

11. Chanshev A. N. (1981). Kurs lektsyi po drevnei fylosofyy. [A course of lectures on ancient philosophy]. Moskva: Vsshaia shkola. [in Russian]

12. Khmil F. I. (1995). Menedzhment: Pidruchnyk. [Management: Textbook] Kyiv: Vyshcha shkola. [in Ukrainian]

COGNITIVE LINGUISTICS AND ITS PLACE
IN THE MODERN SCIENTIFIC PARADIGM

Yusifova Tunzala Veli

Ph.D., Director, Shamakhi Branch of Azerbaijan State Pedagogical University, Azerbaijan
orcid.org/0000-0002-4721-9240

Summary

In modern cognitive linguistics, the "concept", which is increasingly used as a term by researchers dealing with the problems of linguistic representation of cognitions, becomes the main ground. The processes related to knowledge and information are called cognitivism. From the point of view of cognitivism, a person is studied as an information processing system, and human behavior is described and explained in terms of its internal states. These situations are physically manifested, observed, and interpreted as receiving, processing, storing, and then mobilizing information to solve rational problems. The purpose of writing the article is to deeply investigate cognitivism, which is considered a new direction in the science of linguistics, and to determine its place and role in science. During the research, the analysis of literature written in the relevant direction was carried out, analysis and synthesis, induction and deduction, and comparative analysis methods were used during the analysis.

Key words: concept, cognitivism, linguistics, scientific paradigm.

1. Introduction

Concepts of mental images, which are behind language signs and are denoted by linguistic signs, have recently become the object of intensive attention of linguists. Conceptual understanding from cognitive science turned out to be important and necessary for the study of language and formed the basis of cognitive linguistics. The semantic space of a particular language consists of concepts, and the semantic space can be used to judge knowledge structures in their specific national refraction. The concept in its most general form can be imagined as "a clot of culture in the mind of a person": in what form culture enters the mental world of a person, the person himself/herself enters the culture, and in some cases influences it, on the other hand, it is a concept. The study of the conceptual sphere of language allows to reveal the features of the mental world of a certain ethnic group, to see, metaphorically speaking, the features of the flight path of human thinking, and therefore to know the culture of the people.

2. Main part

Cognitivism is a direction in science, the object of research is the human mind, thinking and the mental processes and states associated with them. This is the science of knowledge and cognition, the understanding of the world in the process of human activity. Logic, philosophy, physiology and psychology deal with human intelligence and the laws of thought. So, there is a whole section of epistemology in philosophy that deals with the theory of knowledge. Therefore, it can be argued that the roots of cognitivism go back to ancient times. The famous American linguist N. Chomsky wrote: "The cognitive revolution is about states of mind/brain and

how they determine human behavior, especially cognitive states: knowledge, understanding, interpretations, beliefs, etc.» *(Kirov, 2003: 243)*.

Among the most important principles of cognitivism is the interpretation of a person as a subject who is guided in his/her mental activity based on certain schemes, programs, plans, strategies, actively perceives and produces information. Cognitive science itself is seen as the science of general principles that govern mental processes in the human brain. Modern studies show that cognitivism combines several scientific fields: cognitive psychology, cultural anthropology, artificial intelligence modeling, philosophy, neuroscience, linguistics, etc.

J. Miller considers the beginning of cognitive science to be the information theory symposium held in the mid-1950s. Another American professor J. Brunner starts lecturing for the first time about the nature of cognitive processes. Together with J. Miller, they organized the first cognitive research center at Harvard University in 1960 *(Demyankov, 1994: 17–33)*. Today, the term "cognitivism" refers to: a program of research into the human "thinking mechanism"; studying the processing of information coming to a person through various channels; building mental models of the world; organization of systems that provide different types of cognitive actions; understanding and formation of thoughts expressed in natural language by humans and computer programs; creating a computer program model capable of understanding and producing text; a wide range of mental processes that serve mental acts.

In the science of cognitivism, the main focus is on human cognition, not just observed actions, but their mental images (internal images, models), symbols, human strategies that create knowledge-based actions are studied. That is, the cognitive world of a person is studied through his/her behavior and activity, continues with the active participation of language, it forms the speech-thinking basis of any human activity – it forms his motives, relationships, and predicts its outcome. Thus, the central category in cognitive linguistics is the category of knowledge, types of knowledge and the problem of their linguistic representation, because language is the main means of identifying, storing, processing and transmitting knowledge.

As a result of cognitive activity, a system of meanings related to what the individual knows and thinks about the world is created. The study of working with symbols in the process of understanding a person and the world, in the process of self-understanding in the world, has led to the emergence of cognitive linguistics by combining linguistics with other fields of science that study people and society. From the point of view of this science, language cannot be considered in isolation from other forms of human mental activity, because the results of cognitive activity are stabilized in language. In general, activity is one of the incarnations of man and is his/her ontological property. Even A. Maslova considered language as a continuous creative activity and understood it as the basis of all other types of human activity *(Maslova, 2001: 87)*.

Therefore, the classification of human experience is related to its cognitive activity, because the meaningful information obtained during a person's cognitive activity and becoming a product of its processing finds its expression in linguistic forms: "In general, language consciousness is a form of structuring and determination of people's social experience, knowledge about the world…" *(Heiman, 1985: 14)*. Cognitive processes "are associated with language and take the form of "linguistic" processes" *(Kubryakova, 1994: 95)*.

Cognition is an important concept of cognitive linguistics, it encompasses knowledge and thinking in its linguistic embodiment, and therefore it turns out that cognitivism is closely related to linguistics. Now it has become an axiom that in the whole complex of human sciences, first of all, the relationship between language and other types of human activity collides. More than culture and society, language provides cognitive scientists with the key to

understanding human behavior. Therefore, language is the focus of attention of cognitivists *(Demyankov, 1994: 17–33)*.

Cognitive linguistics emerges on the basis of cognitivism within the modern anthropocentric paradigm, which significantly expands the horizons of linguistic research. Information received during subject-cognitive activity comes to a person through various channels, but the subject considered in cognitive linguistics is only the part of it that is reflected and stabilized in language forms.

The formation of certain ideas about the world is the result of the interaction of three levels of mental reflection: sensory perception, the formation of ideas (elementary generalizations and abstractions), speech-thinking processes. All this general information constitutes the essence of the system of concepts. R. Shepard claims that cognitive science is the science of systems for representing knowledge and obtaining information. Or, by other definitions, the science of the general principles governing mental processes.

Knowledge gained through direct experience is broken down by consciousness according to existing empirical experience. Moreover, real ontological fragments of the world seem to acquire tropical characteristics in the naive picture of the world reflected in language. A person expresses his thoughts not with the help of metaphors, but as he thinks with metaphors, and therefore they involve self-interpretation: semantic field, network of meanings, hybrid semantics, semantic space, connection of different theories, etc.

Solving mental problems is directly related to the use of language, because language is the most powerful semiotic of all communication systems. It is a cognitive mechanism that ensures the almost infinite production and understanding of meanings in speech activity. Language not only mediates the transmission and reception of information, knowledge, messages, but also processes the information that a person receives from the outside, that is, builds special language frames. Thus, the language creates opportunities for the arrangement and systematization of a lot of knowledge in the memory, and for the construction of a linguistic picture of the world specific to each ethno-cultural collective.

V.A. Zvegintsev wrote that an important feature of knowledge is its discrete character, and this fact forces us to immediately turn to language, which performs three functions here *(Zvegintsev, 1996: 195)*. As a whole, they constitute signs that determine the participation of language in thought processes. At the same time, these functions are the forms that consciousness follows when acquiring knowledge. Consequently, no intellectual and spiritual human activity is possible without language.

The goal of cognitive linguistics is to understand how the processes of perception, classification and understanding of the world are carried out, how knowledge is accumulated, and which systems provide various types of information activities *(Kubryakova, 1997: 21)*.

Although cognitive linguistics is formed in contrast with structural linguistics, it does not contradict the structural approach, moreover, it accepts and uses it to some extent. Structural approaches to language, based on the immanent representation of language, differed among themselves in different countries mainly due to their commitment to certain national scientific traditions and to a greater or lesser degree of reductionism.

The turning point in the minds of many linguists of our time occurred only with the emergence of a number of new scientific fields that showed the inadequacy of the immanent approach to the language system and ignored the active nature of language and its participation in life processes. Psycholinguistics, ethnolinguistics, sociolinguistics, cognitive linguistics, and linguocultural studies were among these disciplines that arose in connection with linguistics.

This also affected linguistics itself: there was a change in value orientations, there was a desire to study human thought processes and socially significant actions, linguistics became humanistic.

At the beginning of the century, the processes of acquiring, processing, and storing information were at the center of linguistic research. It has been proven that when a person receives new information, he associates it with what is already in his mind and thereby creates new meanings.

Cognitive linguistics is associated with new emphases in the understanding of language, opening wide perspectives for its study in all its various relations with man, with his intellect, with all cognitive processes. Cognitive linguistics goes beyond linguistics, it comes into contact with logic, psychology, sociology, philosophy, which makes work in this field extremely attractive.

Cognitive linguistics and traditional structural-semantic linguistics are not alternative currents of scientific thought, but different aspects of knowledge about linguistic reality. Cognitive linguistics is "a linguistic field that focuses on language as a general cognitive mechanism, a means of cognition – a system of signs that plays a role in the description and transformation of information" *(Kubryakova, 1996: 53)*. Consequently, the central challenge of cognitive linguistics is to construct a model of language communication as a basis for knowledge exchange.

Finally, it is precisely in cognitive linguistics that the attention of researchers is focused on revealing the role of language as a condition and means of cognition. Any language that conveys something in the world creates because it forms a picture of the world for the speaker. It is the language that allows us to get a complete and adequate picture of human consciousness and consciousness.

Conceptual structures constructed through language refer to the possible rather than to the actual experience of the individual *(Pavilenis, 1983: 114)*. The same verbal expression can refer to different concepts of the same conceptual system, which reflects the ambiguity of linguistic expressions. Linguistic expressions in any case correspond to a certain concept (or their structure). Therefore, R. Pavilenis considers the understanding of a linguistic expression not in terms of a certain set of semantic objects, but as its interpretation in a certain conceptual system.

The most important object of cognitive science is language, but now scientists approach it from different positions. Without recourse to language, one cannot hope to understand the nature of human cognitive abilities such as the perception, assimilation and processing of linguistic information, planning, problem solving, reasoning, learning, as well as the assimilation, presentation and use of knowledge. Cognitive linguistics studies not only language but also cognition *(Kubryakova, 1994: 14)*.

All human cognitive activity can be considered the development of the ability to navigate in the world, and this activity is associated with the need to identify and distinguish objects. Concepts arise to provide such operations. In order to isolate a concept, it is necessary both to distinguish some features by perception, and objective movements with objects and their ultimate goals, and the evaluation of such movements. But cognitologists, who know the role of all these factors, still cannot answer the question of how concepts are formed, except to point to the process of formation of meanings in the most general form *(Cognitive research in linguistics and foreign psychology, 2001: 14)*.

It is believed that the best access to the description and definition of the nature of the concept is provided by language. In addition, some scholars believe that the given concepts should be considered as the simplest concepts, and those presented in phrases and sentences as more complex concepts. Others saw the simplest concepts in the semantic features found during the component analysis of the vocabulary. Others believed that combining the lexical systems of languages could further describe the entire vocabulary of a language. Finally, scientists share the popular compromise view, which holds that some conceptual information has a linguistic "binding" in their linguistic modes of expression, but that some of this information is represented in the psyche in fundamentally different ways.

For example, we can tell the difference between a fir tree and a pine tree not because we can present them as different sets of properties or different conceptual associations, but because we can easily distinguish them visually. The subject of searches in cognitive semantics is often the most important concepts for the construction of the entire conceptual system: those that constitute the conceptual space itself and act as the main rubrics of its division. Today, many people share R. Jackendoff's opinion that the main constituents of the conceptual system are concepts close to "semantic parts of speech" related to the concept of object and its parts, movement, space, time, sign, etc. *(Jackendoff, 1990: 87-90)*.

The notion of concept is also widely used in describing the semantics of language, as the meanings of linguistic expressions are equated with the concepts or conceptual structures they express: this way of looking at things is generally considered a hallmark of the cognitive approach.

3. Conclusions

However, there is no doubt that the most important concepts are encoded in language. It is often disputed that the concepts central to the human psyche are reflected in the grammar of languages and that this conceptual network creates a framework for the distribution of all conceptual material expressed lexically. Grammar reflects the concepts (meanings) that are most important for a particular language. For the formation of a conceptual system, it is necessary to assume the existence of some initial concepts from which others develop: concepts, as translators of meanings, are always subject to further improvement and modification. Concepts are unanalyzed entities at the beginning of their appearance only, but then, becoming part of the system, they are influenced by other concepts and change themselves. For example, let's take a sign like "red", on the one hand, it is interpreted as a color sign, and on the other hand, it is divided by indicating its intensity and enriched with other signs. Yes, and the possibility of interpreting different concepts in different ways shows that both the number of concepts and the content range of many concepts are constantly changing.

References

1. *Cognitive research in linguistics and foreign psychology. Reader. Barnaul, 2001.*
2. *Demyankov V.Z. (1994) Cognitive linguistics as a kind of interpretive approach // Questions of Linguistics. No. 4. S. 17–33.*
3. *Heiman J. (1985) Natural syntax: Iconicity and erosion. Camb. e.a., p. 260.*
4. *Jackendoff R. Semantic structures. Cambridge (Mass.), 1990; Languages of the mind: Essays on mental representation. Cambridge (Mass.), 1992.*
5. *Kirov E.F. (2003) Cognitive model of activity // Russian word in world culture. Plenary sessions: Collection of reports. SPb.*
6. *Kubryakova E.S. (1994) The initial stages of the formation of cognitivism: linguistics – psychology – cognitive science // Questions of linguistics. No. 4.*
7. *Kubryakova E.S., Demyankov V.Z., Pankrats Yu.G., Luzina L.G. (1996) A Brief Dictionary of Cognitive Terms / Under the general editorship of E.S. Kubryakova. M.*
8. *Kubryakova E.S. (1997) Parts of speech in a cognitive perspective. M.*
9. *Maslova V.A. (2001) Linguoculturology. Moscow: Academia.*
10. *Pavilenis R.I. (1983) The problem of meaning. M., S. 101–102.*
11. *Zvegintsev V.A. (1996) Thoughts on linguistics. M.: MGU.*
12. *Ivanov V.V. (1974) Even and odd. M.*

INNOVATION, WORK, SOCIETY

ESTABLISHMENT OF BASIC APPROACHES TOWARDS FOREIGN POLICY OF CANADA

Olesya Antokhiv-Skolozdra
Ph.D., Associate Professor, Ivan Franko National University of Lviv, Ukraine
e-mail: olesya.antokhiv@lnu.edu.ua, orcid.org/0000-0003-4374-2541

Khrystyna Sholota
Ph.D., Associate Professor, Ivan Franko National University of Lviv, Ukraine
e-mail: christina.sholota@lnu.edu.ua, orcid.org/0000-0001-6514-1988

Summary
The article deals with Canada's foreign policy conceptual orientations on the world arena. Historically, Canada's endeavor to define its position on both global and regional levels correlated with a number of factors, like the impact of the world super-powers, establishing international organizations (UN, NATO, OSCE), relations with the European countries in the realm of integrational processes on the European continent. The aim of the article is analysing basic principles of foreign policy formation in a post-war period and covering the main approaches: Continentalism, Europeanism and Internationalism.

Methods of research involve systemic and chronological approach in theoretical analysis based on transdisciplinary scholars' investigation.

The outcome of the research ensures multilateral approach towards realizing Canada's role in the world politics. Chronological analysis of transatlantic policy may result as follows: Canadian foreign policy effectively involves alternative external orientations, aimed at diversification of international relations, with the objective of its personal role as both neutral and active representative of international environment.

Key words: global politics, trade and economic cooperation, international organizations, national interests, defense system.

1. Introduction

The debate over Canada's place in international relations has been in progress since the establishment of the state's Department of Foreign Affairs. Canada's international "ontology" is at the forefront of the domestic discussion, giving secondary importance to other, sometimes even more significant, issues of the world politics *(Mérand and Vandermoortele, 2009)*.

Some politicians are convinced that the affiliation with the North American continent is determinative in Canada's international political activity. According to the others, Canada's

behaviour on the international arena is due to its "medium power" status. In this context, the original approach was proposed by J. Bennett, pointing out that Canada is a part of the so-called "Anglosphere" – a separate "club of democracies" of the Anglo-Saxon tradition, whose position is strengthened by belonging to the "superpower", namely the United States *(Bennett, 2004)*.

Gradual strengthening of the Asia-Pacific region and the development of economic relations with Latin America prompted the justification of Canada's "Asian vocation" on the one hand, or its affiliation with the Western Hemisphere, on the other *(Caouette, 2009)*. Especially after the Canadian refusal to participate in the military intervention in Iraq, the agenda included the question of the extent to which the French civilizational heritage and relations with France, the opinion of Quebec's people on international politics, affected the position of Canada on the whole *(Haglund, 2005)*.

We can hardly agree on the existence of a homogeneous identity in Canada. Intellectuals, political powers, and public opinion hold different views of the international role of this state. Hence, they state that multilateralism is an integral part of Canada's international policy. Therefore, it is inherent for it to support all international organizations, regardless of their nature: the NATO, the UN, OSCE and others. Similar concepts were highlighted in the works of Lester B. Pearson, Escott Reid, Dennis H. Wrong, Norman A. Roberston, which constituted the basis of Canada's foreign policy in the post-war period.

However, in some cases, Canada is unable to take a multilateral approach, due to the situational controversies with its allies.

In this regard, it is worth focusing on the transatlantic component of Canada's strategic culture. From a theoretical perspective, it is necessary to ponder over the homogeneity of Canada's interests or identity on international arena. In order to demonstrate the contradictions that have always been characteristic of Canada's foreign policy, it is necessary to analyze the place of Europe in the intellectual discussion of the politics of this country after the end of World War II. In particular, competitiveness among Continentalism, Europeanism and Internationalism deserves separate attention *(Clark, 2016)*.

The issue of transatlantic relations cannot be considered separately from Canada's relations with both the USA and European countries. After World War II, they were compared to a triangle, stating that Canada was inseparable from Great Britain as well as the United States. During this period, the United Kingdom was seen not only as the ancestor of all Canadian political institutions and the birthplace of most Canadians or their predecessors, but also as an important trade and military partner. Although within the flow of history, the UK happened to lose its superiority to the USA, today Europe and the UK continue to play an important role in the public consciousness of Canadians.

Thus, in the post-war period, Canadian political elites debated the feasibility of involving Canada in the defense of the European continent, the appropriateness of its support for the UN, or the need to focus on bilateral relations with the USA. However, no unequivocal answer was offered, as Canadians chose to remain in Europe within NATO, actively participated in UN-sponsored peacekeeping operations, and integrated their defense system with the Americans, including NORAD *(Mérand and Vandermoortele, 2009)*.

Thus, today, like over half century ago, Canadians make attempts to combine Continentalism, Europeanism and Internationalism, viewing it as implementation of Multilateralism in their foreign policy.

2. Continentalism

Continentalists are convinced that Canada's national interest is inseparable from interest of the USA. This is due to the fact that Washington remains Ottawa's main trading partner. Regardless of all attempts at the beginning of the 1970s to diversify market and nationalize the key economic sectors, Canada's dependence on the US proceeded rising. It refers not only to export, but also to the affiliation of enterprises and the level of American investment. Signing of Free Trade Bilateral Agreement in 1988 and North-American Free Trade Agreement in 1993 approved inevitability of integration of Canadian economy into continental processes and its dependence on market on the scale of the American continent: over 40 percent of Canada's GDP depends on it *(Mérand and Vandermoortele, 2009; Sloan, 2019)*.

After the events of 11 September that caused the temporary closure of US–Canada border, the Federal Government of Canada was forced to focus on mitigation of a situation. In order to ease the American uncertainty in the security sphere, a number of bilateral agreements was concluded to promote safety along the border *(Powell, 2020)*.

The continentalists rebuked the liberal governments, particularly, P. E. Trudeau's (1968–1984) and J. Chrétien's (1993–2003), for endangering relations with the United States. Thus, the former Ambassador of Canada to the USA A. Gottlieb emphasized that the US–Canada friendship and the US support strengthened the global role of Canada, and any attempts of Canadians to counterbalance the dominant role of the USA on the international arena is inappropriate *(Gotlieb, 2005c)*.

Canada's Continentalist foreign policy which, according to Gotlieb, is the best for the state, should meet three basic requirements: to recognize the primacy of transcendental American power; to cease trying to play the role of mediator or to assert itself as a "medium power"; to abandon the belief that the UN's decision is the only legitimate one. The worst-case scenario for Canada is to keep the attempts "to be different from the US just to be unlike them" *(Gotlieb, 2005c)*.

Canada's refusal to participate in the US-sponsored multilateral coalition (under the auspices of the US) during the military intervention in Iraq provoked a sharp reaction from the continentalists. Hense, Canada's reluctance to act as an ally of the USA faced criticism. In particular, J. Granatstein characterized such decision as "short-sighted", because it endangered a key national interest – close relations with the USA. J. Granatstein also pointed out that Canada's focus on the role of the United Nations led to a disastrous decision by the government not to support the United States in the Security Council *(Granatstein, 2003)*.

More moderate continentalists viewed the presence of Canadians in Afghanistan as a pledge of the US support for Canada, a kind of compensation for not participation in the Iraqi campaign *(Johnson, 2019; Mérand and Vandermoortele, 2009; Robertson, 2019)*.

Former Minister J. Manley noted the need for a more "conscious" approach, and the former head of the Canadian Prime Minister's Cabinet J. Chrétien expressed regret over "immature anti-Americanism". In their view, one should agree with the obvious fact: Canada's foreign policy begins with the foreign policy of the United States *(Hillmer, 2005)*. Consequently, such visions should lead to a realistic policy towards Europe, because so far Canada's diplomatic engagement in the region has been excessive and irrational, not corresponding its national inerests *(Burney, 2005)*.

Nevertheless, the main focus is not on the cultural relation of Canada with its Southern neighbor, but on its geographical proximity and the economic consequences of bilateral relations. A. Gotlieb points out that the key requirement of a realistic foreign policy is the

recognition that the destiny of Canada as a nation state is interconnected with its geographical location. Therefore, some scholars consider the possibility of Canada's integration with the USA on the EU pattern, which would provide for the presence of joint commissions, a court, a currency unit, etc. However, the practical implementation of this "Big Idea", as determined by the Canadians themselves, is seen as a matter of the long-term perspective, and the preference is given to strengthening the North American project *(Barry, 2003)*.

3. Europeanism

Another approach towards Canada's foreign policy dimention is represented by supporters of Europeanism, for whom relations with Europe (with the UK with France, and today entirely with the EU) are determinative to Canadian identity. It is exemplified with the fact that with the approval of 90% of the UN General Assembly resolutions, Canada shared common views with the EU *(Report, 2011)*.

It should be admitted that the convergence of Canada's policy with the EU's position on important international issues is more common than that with the US. Here we should mention the International Criminal Court, the Ottawa Convention on the Ban of Anti-Personnel Landmines or the Kyoto Protocol *(Report, 2011)*.

It should also be mentioned that Canada's Foreign policy was governed by the UK for quite a long period. Even in 1939 the decision to join the Allies was made two years ahead of the USA, and only eight years after the adoption of the Westminster Statute, which gave Canada the right to implement its foreign policy, was it adopted because of faithfulness to Great Britain. Meanwhile, propaganda convinced the French–Canadians that this step was done on the French call. Europeanisation at that time was a sign of devotion to the British Empire. But after World War II, a wider vision of Europeanisation started to be shaped, determined by the importance of transatlantic relations during the Cold War.

The most famous European Manifest is M. Sharp's publication called "Canada-US Relations: Options for the future". Its author, a supporter of P. Trudeau, currently a Foreign Minister of Canada, developed the concept of "the third alternative". Sharp focuses on three alternatives, considering the relationship between Ottawa and its Southern neighbour: maintaining the "status quo" in relations with the US; integration of Canada with the US; diversification of Canadian relations through wider cooperation with Europe and Japan. In his view, the third alternative is the most appropriate as it was created to reduce the vulnerability from the USA *(Sharp, 1972)*. Its implementation was tried by the liberal Government of P. Trudeau and eventually, brought abought the signing the Framework Agreement on Trade and Economic Cooperation with the European Community (1976).

In numerous views, the state, created by British loyalists with the significant participation of French–Canadians, has inherited a political culture that has never abandoned its European roots *(Lipset, 1990)*. In 2003, M. Adams pointed out that in the aspect of religion, social equality, health and social security systems, Canadian values significantly differ to American ones *(Adams, 2003)*. It gave grounds to assert that Canada has acquired more expressive European features *(Mérand and Vandermoortele, 2009; Bratt, 2017; Kukucha, 2018)*.

In 2007 the Canadian researcher J. Kirton noted that historically, the territory of Canada was conquered and colonized by Europeans. Demographically, the first colonizers came from Europe and Canada was settled not only by their descendants, but also experienced several waves of European migration. Geographically, Canada borders on three European countries – France (Saint Pierre and Miquelon), Denmark (Greenland), USA (Alaska). In the economic field,

Europe was Canada's first sales market and the first source of capital and technology, which contributed to its transformation into one of the leading industrialized countries in the world. Culturally, European values have a lot in common with Canadian ones. Through the prism of spirituality, Canada remains the political system and society of British North America *(Kirton, 2007)*.

Thereof, it is appropriate to use the term transatlantic policy, because from Canadian perspectives, after the World War II the so-called transatlantic community took the place of Great Britain as a new opponent of the USA. Herein, the liberal government of L. St. Laurent (1948–1957) firmly defended the idea of the North Atlantic Treaty, and the Canadian diplomat E. Reid was among its developers and the initiator of the semantic content of Article 2. Therefore, Prime Minister L. St. Laurent and the current Minister of Foreign Affairs of Canada L. B. Pearson were adherents of transatlantic policy *(Haglund, 2005)*.

For Eurocentrists, Canada was one of the integral parts of the NATO triangle, uniting North America and Europe not only around common interests but also common civilizational foundations *(Mérand and Vandermoortele, 2009; Harper, 2018; Robertson, 2019)*. In this regard, the essayist J. Welsh pointed out: "We [the Canadians] like to see ourselves as a hybrid that has absorbed the best from Europe and the United States of America. Although we recognize the success of the American approach to doing business and their ability to protect their interests, we remain the Europeans in the regard of education, social projects and culture. Owing to these hybrid features, Canada's vocation is to act as a mediator between the two shores of the Atlantic" *(Welsh, 2004a)*.

Thus, D. Long stated: "If we consider the economic aspects, it would be logical to integrate Canada into the American economy, but foreign policy is not just the economy. Canada's position and Canadian values are closer to European, or at least "in the middle" between the European and American visions" *(Long, 2003)*.

However, only certain Canadian political elite are in favor of Canada's rapprochement with Europe. The former Canadian ambassador to Germany M. Bernard-Meunier states that North American integration is not inevitable, and when the approaches of Europeans and Americans on vital international issues do not coincide, the Canadian vision is closer to the European one *(Bernard-Meunier, 2006)*.

Similar views were shared by the Prime Minister of Quebec, J. Charest, who initiated concluding a Free Trade Agreement between Canada and the EU. The Minister of Trade of Canada R. MacLaren, based on the provisions of the Framework Agreement (1976), in 1994 put forward the idea of a transatlantic Free Trade Zone. Following the failure of the Doha Round in negotiations, the issue of a Free Trade Agreement was again put on the agenda by Prime Minister S. Harper's Conservative Government under persistent pressure from the Quebec government and an initiative from Brussels *(Leblond and Olteanu-Strachinescu, 2009)*.

4. Internationalism

The adherents of Internationalism believe that Canada should maintain its own position as a neutral mediator or an "honest broker", taking actions mainly within the UN. Thus, S. Roussel and Ch. Robichaud pointed out that Canada's main goal is to promote peace and security in international relations. Therefore, it should pursue a policy shaped by functionalism, multilateralism and institutionalism. Canada should play an active, visionable and distinctive role in creating and ensuring functioning of the world order on the principles of democracy, human rights, social justice, free trade and the rule of law. It cannot be straited to North America and neglect everything that occurs in other parts of the world *(Roussel and Robichaud, 2004)*.

Internationalist discourse was dominant in the Canadian Parliament for a long time. Likewise, it kept its leading position in the academic environment. According to this approach, Canada is viewed as a "medium power" capable of gaining certain benefits by transforming its relatively small, compared to superpowers, military and economic potential. Hense, by preserving a neutral yet active position and setting a positive example to follow, Canada can influence the course of global events *(Mérand and Vandermoortele, 2009; Kukucha, 2018)*.

During the Cold War, Internationalism was associated primarily with the work of Foreign Minister L. Pearson and was outstanding due to moderation of approaches considering the inter-bloc confrontation. Meanwhile, Canada sought to play the role of a "bridge" between the West and the East. Much attention was focused on helping developing countries and active participation in the UN-sponsored peacekeeping operations *(Kirton, 2007; Clark, 2016; Robertson, 2019)*.

In the 1990s, Internationalism was embodied in a series of initiatives of Canadian Foreign Minister L. Axworthy, focusing on two key aspects: "human security" and "soft power". In an effort to involve citizens and establish a dialogue with non-governmental organizations in political decision-making, preference was made to "open diplomacy" programs *(Lee, 2000)*.

One of the last manifestos of Canadian Internationalism was the work of J. Welsh "At Home in the World" (2004). Thus, Welsh argued that Canadian foreign policy should "embody a liberal pluralistic democracy in which human rights are paramount. Canada should not strive to be a medium power, but a model power, an exemplary power " *(Welsh, 2004a)*. It can be summarized by the slogan "the world needs Canada more".

The main idea of Welsh's views is to reject considering the world in traditional categories of international relations: "enemy-ally", "national interest", negotiations "with zero amount" etc. It also provides for the involvement of regions such as Latin America and the Asia-Pacific region, with a strong emphasis on trade, liberalism and human rights.

Former OECD Secretary, D. Johnston, described Canadian Internationalism as coherent with the Welsh's approach: "I desire Canada to continue playing its post-war role: a fair mediator in international disputes and conflicts, a generator of ideas for improving the world governance; a country open to immigrants from all over the world who seek to realize themselves in a pluralistic democracy, where the living standard remains one of the highest" *(Johnson, 2014; Harper, 2018)*.

Different Canadian governments were characterized mostly by a comprehensive approach to foreign policy *(Harper, 2018; Robertson, 2019)*.

The Liberal Party, which remained in power for a long time, always took an ambivalent position. Obviously, the postwar governments of L. St. Laurent (1948–1957) and L. Pearson (1963–1968) both shared ideas close to Internationalism. This period is unequivocally defined as the "golden age" of Canadian diplomacy. This is primarily due to Canada's active involvement in the UN and the gradual strengthening of the country's role in international relations. The vivid evidence of devotion to Internationalism in Canadian foreign policy was the work of Foreign Secretary L. Pearson, who played a key role in creation of UN-sponsored peacekeeping force to resolve the Suez Crisis and was awarded the Nobel Peace Prize (1957). In the 1960s Canada became actively involved in numerous UN peacekeeping operations.

In order to counterbalance the Soviet threat, Canada actively participated in the elaboration of the North Atlantic Treaty. It was the first international agreement of military nature signed by Canada after World War II. Since 1951, Canada has deployed its military units on the European continent within NATO. The North Atlantic Treaty was a further evidence of its readiness to participate in European affairs *(Johnson, 2019)*.

At the same time Canada proceeded approaching to the USA. Regardless the fact that the agreement on NORAD was signed be the government of J. Diefenbaker's conservators, its drafting was started by L. St. Lauren's liberal government. The vitality of relationships with the US was shown by liberal L. Pierson, who after taking the Prime Minister's chair in 1963, agreed for the location of American nuclear missiles on a territory of Canada with the view to providing security to North America from the USSR threat *(Clearwater, 1998)*.

The J. Diefenbaker's conservative government (1957–1963) partially continued a diplomatic course, initiated by L. St. Lauren. Canada's affection to Internationalism policy was preserved via participation in peacekeeping operations under the auspices of the UN. The feature of J. Diefenbaker's foreign policy was strengthening relations with the British Commonwealth, which could be deemed in the categories of "old Europeism" *(Robinson, 1989)*.

Moreover, the search of the third alternative by the P. Trudeau's government (1968–1984) witnessed European tendencies in the Liberal party. Relationships of Canada with the US were often quite complex, so the agreement with the European Community in 1976 was viewed as country's return to Europe. In reality, P. Trudeau began reconsidering foreign policy in order to subordinate its priorities to the Canada interests. Hence, Internationalism became of secondary importance *(Mérand and Vandermoortele, 2009; Keenan and Chase, 2017)*.

P. Trudeau's doctrine, set out in the White Papers on Canadian foreign policy (1969), was dedicated to protecting Canada's interests and relatively little attention was put to the international security issues *(Lyon, 1989)*. Accordingly, P. Trudeau made attempts to alter Canada's defense policy, reducing Canadian contingent of NATO in Europe by half. In that way the defense policy of Canada was to focus on the defense of the state and the North America *(Maloney, 2005)*.

Although Canada continued to diversify its relations outside the continent, primarily with Europe and Japan, its economic dependence on the US showed a steady growth, sharpening the clash between Continentalism and Europeanism *(Mérand and Vandermoortele, 2009; Robertson, 2019)*.

The Conservative government of B. Mulroney, which came to power in 1984, opted for continental integration. Initially, rapprochement and integration with the US became its foreign policy priorities. They abandoned traditional Conservative protectionism and signed the 1988 Canada–US Free Trade Agreement. Economic convergence thus provided impetus to closer cooperation in the field of energy security. In the defense sphere, due to the provisions of the 1987 White Paper, it was envisaged to deepen cooperation within NORAD *(Ripsman, 2001; Powell, 2020)*. Subsequently, during the Persian War in the 1990s, Canada sided with the US for the first time since the Korean War. It joined the resumption of cooperation in the Western Hemisphere, as a full member of the Organization of American States in 1989.

Canada's participation in United Nations peacekeeping operations demonstrated the country's commitment to the legacy of Internationalism. While in the period from 1947 to 1986 Canada took part in 19 peacekeeping operations, in the period from 1987 to 1992 the country was involved in 18 UN operations, doubling the number of its troops *(Tessier and Fortmann, 2001)*.

Under the influence of Canadian Foreign Minister D. Clark, the government of B. Mulroney participated in a number of multilateral international forums and thus, distanced itself from the American position on climate changes. At the same time, B. Mulroney's government showed no sign of goodwill towards rapprochement with Europe. Some evidences of resurgence of Internationalism in Canada's foreign policy was observed since the new Liberal government came to power, especially given that the Foreign Office was headed by L. Axworthy.

In particular, efforts to adopt the Anti-personnel Mine Convention, initiated by Canada, were a definite step forward in this regard. At the same time, Canada's positions converged with the European, especially on issues, such as climate changes, functioning of the International Criminal Court or signing the Kyoto Protocol. Although Canada sent its military contingent to Bosnia and Kosovo, it refused to participate in the intervention in Iraq (2003). This circumstance also serves as an acknowledgment of the convergence of Canadian approaches with the positions of the leading European states on important international policy issues.

On the other hand, it was the government of J. Chrétien's liberals that reduced Canadian participation in peacekeeping operations under the auspices of the UN. He continued the economic integration with the United States initiated by the Conservatives. It's worth noticing, that such policy was actively criticized by the Liberals when they were in opposition *(Clark, 2016; Kukucha, 2018)*.

Returning to Continentalism was in line with the situation that followed the terrorist attacks of September 11, 2001, and gave impulse to Canada's rapprochement with the United States. First of all, it concerned the question of protection of the common border and general strengthening of continental defense. Continentalism of J. Chretien's premiership was continued by his successor, P. Martin, who together with the presidents of the US and Mexico, launched the "Partnership for Security and Prosperity" *(Mérand and Vandermoortele, 2009; Bratt, 2017; Harper, 2018)*.

The political rhetoric of J. Chretien's and P. Martin's governments often did not correspond to the steps they took de-facto. Despite the fact that Canada refused to participate in the military intervention in Iraq, the Chretien government did not stop the process of strengthening security measures throughout the border and ensured a military presence in the Persian Gulf. Although Martin's government declined Canada's participation in the US missile defense system, they did send a Canadian military contingent to Afghanistan at the request of the US *(Johnson, 2019)*.

5. Conclusions

Foreign policy decisions and approaches of the Canadian politicians between the period of 1949 and 2006 were often the reflections of the debate within the society and were caused by the need to adjust current discourse to political realities. In view of both political necessity and pragmatism, different approaches to foreign policy were proposed. All Canadian governments, without exception, pursued ambivalent policy, based on the country's historical traditions, geographical location and economic significance *(Mérand and Vandermoortele, 2009; Clark, 2016; Bratt, 2017; Kukucha, 2018)*.

In accordance with a number of researchers, this ambiguity in Canada's foreign policy vanished under the Conservative rule, chaired by S. Harper. On entering the Office in 2006, Harper began to adherently defend the position of Continentalism and gave exceptional priority to Canada's relations with the USA. Thereby, he abandoned the policy of "equilibrism" carried out by his predecessors *(Clark, 2016, Robertson, 2019)*.

As a result, Canada ceased practical implementation of the provisions of the Kyoto Protocol. S. Harper's government increased spending on armament, took a clear pro-Israeli stance in the Middle East conflict and demonstrated sharp criticism towards Russia's annexion of Crimea and military intervention in the East of Ukraine.

In the new millennium Canadian foreign policy is based on the principle of "the rule of relations between Canada and the United States of America" *(Gotlieb, 2003a; Sloan, 2019)*.

According to this concept, all Canada's foreign policy issues and initiatives should be viewed through the prism of US–Canadian relations.

A. Gotlieb insists that the best period in Canadian foreign policy was when Ottawa and Washington maintained close relations. It is the trust that Canada has in the US that made it possible, through its bilateral relations, to gain greater influence outside North America *(Harper, 2018; Robertson; 2019; Powell, 2020).*

As it has been mentioned, the main factor that determined the relationship between the USA and Canada after the events of 11 September 2001, was security *(Welsh, 2004b; Johnson, 2019).* A. Gotlieb claimed that he favoured a bilateral "Big Deal" which would create a framework for a comprehensive regulation of relations between the two states.

A similar position was taken by M. Hart, who negotiated a Free Trade Area Agreement with the United States. Since the USA is Canada's largest trading partner, its relationship with this state should be a dominant factor in Canadian foreign policy *(Hart, 2003).* The same ideas were shared by the Canadian speaker at the negotiations of the General Agreement on Tariffs and Trade. As early as the 1970s, R. Grey said: "If a small country sprays its negotiating efforts mainly on foreign policy issues, it may not be able to have the resources or means to protect its own commercial interests" *(Hart, 2003).* In Other words, the implementation of the concept of "soft power" with a positive image among Canadians is in fact a disincentive to pursue genuine Canadian interests *(Bratt, 2017; Powell, 2020).*

With the regard to a number of scholars, Canada's dependence on the American market is a proved fact. Researchers claim that this dependence has only got deeper with the Agreement on a Free Trade Area (1988) and NAFTA (1993) (the North American Free Trade Agreement). However, the real performances have overcome the most ambitious plans. Furthermore, export to the USA almost doubled as a part of GDP in Canada from 18.6% to 37.6%. In general, 80% of Canadian exports was directed to the USA. Such rapid growth in trade, given the functioning of the FTA and NAFTA, led to a reorientation of "the Canadian geo-economic vector [of development] from the traditional East-West to the North-South axis" *(Courchene, 2003; Keenan and Chase, 2017; Sloan, 2019; Powell, 2020).*

Nevertheless, the realities of political life are multifaced, and the aspiration of the Canadian people are more differentiated. One of the famous Canadian researchers, J. Holmes, on the "economization" of foreign policy, noted: "no state can survive if it limits its relations only to the country with which it has the greatest trade" *(Holmes, 1976; Bratt, 2017; Harper, 2018).*

The global situation has changed drastically since September 11, 2001, when new security challenges faced the international community. There is a need for Canada "… to do more than sell and buy. It should be involved in creating new rules and new structures to address global challenges" *(Welsh, 2004b; Robertson, 2019).*

A number of factors can be singled out that encourage Canada to go beyond Continentalism in foreign policy. Firstly, this is the state's geographical location and the gigantic length of the coastline, which, on the one hand, isolates Canada from the rest of the world, and on the other, makes it vulnerable. Hereinto, the presence of a single and powerful neighbor – the United States, testifies in favor of Canada's development of a wide network of international relations. Secondly, Canada's impressive economic growth has recently turned it into an important member of the G7 and a potential donor of international initiatives.

In addition, there are a number of other reasons why Canada should strive to play a global role. In particular, this is its policy in the field of immigration and refugee affairs, as well as the peculiarities of the formation of the ethnic composition of the population. Canadian history and national identity are also important. The conclusion is that Internationalism

is firmly rooted in Canadian identity. Examples of the country's former international activities like peacekeeping operations and multilateralism are a source of constant pride for Canadian citizens. Therefore, they are inclined to support their own government in providing foreign aid to developing countries and regions, advocating an increase in Canada's presence in the UN, and also for expanding Canada's participation in international trade and economic agreements.

References

1. Adams, M. (2003). Fire and Ice: The United States, Canada and the Myth of Converging Values. Toronto: Penguin Canada.

2. Barry, D. (2003). Managing Canada-US Relations in the Post 9/11 Era. Do We Need a Big Idea? Policy Papers of the Americas, 14(11), 20.

3. Bennett, J. (2004). The anglosphere challenge: why the English-speaking nations will lead the way in the twenty-first century. Toronto: Rowman & Littlefield.

4. Bernard-Meunier, M. (2006). Did you Say Europe? How Canada Ignores Europe and Why That is Wrong. In: A. F. Cooper and D. Rowlands (eds.). Canada among Nations, 2006: Minorities and Priorities. Montréal, Quebec: McGill-Queens University Press.

5. Bratt, D. (2017). Implementing the reform party agenda. Canadian Foreign Policy Journal, 24(1), 1–17.

6. Burney, D. (2005). A Time for Courage and Conviction in Foreign Policy. Options politiques, 26(2), 28–31.

7. Caouette, D. (2009). Le multilatéralisme émergent en Asie. Nouvelles dynamiques regionals et nouveaux défis pour le Canada. Montréal: Fondation Asie-Pacifique.

8. Clark, C. (2016, March 30). Liberals' new foreign policy ends up in familiar territory. Globe and Mail.

9. Courchene, T. (2003). FTA at 15, NAFTA at 10: a Canadian perspective on North American integration. North American Journal of Economics and Finance, 14, 263–285. doi:10.1016/ S1062-9408(03)00018-4

10. Clearwater, J. (1998). Canadian Nuclear Weapons. The Untold Story of Canada's Cold War Arsenal. Toronto: Dundurn Press.

11. Gotlieb, A. (2003a). The paramountcy of Canada-US relations. National Post, 22(May), A.20.

12. Gotlieb, A. (2003b). No access, no influence. National Post, 3(December), A.18.

13. Gotlieb, A. (2005c). Romanticism and Realism in Canada's Foreign Policy. Options politiques, 26(2), 16–27.

14. Granatstein, J. (2003). The Importance of Being Less Earnest. Promoting Canada's National interests through Closer Ties with the US. Toronto: CD Howe Institute.

15. Haglund, D. (2005). Canada and the Anglosphere. In, Out, or Indifferent. Policy Options, 2, 72–76.

16. Harper, S. (2018). Right here, right now: Politics and leadership in an age of disruption. Toronto: Signal.

17. Hart, M. (2003). Lessons from Canada's history as a trading nation. International Journal, 58(1), 25–42.

18. Hillmer, N. (2005). The Secret Life of Canadian Foreign Policy. Policy Options, 2, 32–33.

19. Holmes, J. (1976). Shadow and substance: diplomatic relations between Britain and Canada. In: P. Lyon (ed.). Britain and Canada: Survey of a Changing Relationship. London: Frank Cass.

20. *Johnson, J. (2019, November 26). Section 232 auto threat expires. Toronto: C.D. Howe Institute.*

21. *Johnson, P. (2014). The Comprehensive Economic and Trade Agreement between Canada and the European Union. European Foreign Affairs Review, 19(4), 479–482.*

22. *Keenan, G. and Chase, S. (2017, October 13). Forget TPP until NAFTA deal is done: Auto groups. The Globe and Mail, B1.*

23. *Kirton, J. (2007). Canadian Foreign Policy in a Changing World. Toronto: Thomson Nelson.*

24. *Kukucha, C. J. (2018). Neither adapting nor innovating: The limited transformation of Canadian foreign trade policy since 1984. Canadian Foreign Policy Journal, 24(3), 301–315.*

25. *Leblond, P. and Olteanu-Strachinescu, M. A. (2009). Le libre-échange avec l'Europe. Quel est l'intérêt pour le Canada? Politique étrangère du Canada, 15(1), 60–76.*

26. *Lee, St. (2000). The Axworthy Years. Humanist Activism and Public Diplomacy. Canadian Foreign Policy, 8(1), 1–10.*

27. *Lipset, S. (1990). Continental Divide. The Values of the United States and Canada. London: Routledge.*

28. *Long, D. (2003). Transatlantic Relations and Canadian Foreign Policy. International Journal, 58(4), 591–614.*

29. *Lyon, P. (1989). The Evolution of Canadian Diplomacy since 1945. In: P. Painchaud (ed.). From Mackenzie King to Pierre Trudeau: forty years of Canadian diplomacy, 1945-1985. Quebec City: Laval University Press.*

30. *Maloney, S. (2005). The Roots of Soft Power. The Trudeau Government, De-NATO-ization and Denuclearization. Martello Papers, 27, 132.*

31. *Mérand, F. and Vandermoortele, A. (2009). L'Europe dans la culture stratégique canadienne, 1949–2009. Études internationales, 40(2), 241–259.*

32. *Powell, N. (2020, January 25). Trade end run. National Post, FP1.*

33. *Report to the Canada-European Union Joint Cooperation Committee (2011). Available: http://www.canadainternational.gc.ca/eu-ue/bilateral_relations_bilaterales/2011jcc-cmc.aspx*

34. *Ripsman, N. (2001). Big Eyes and Empty Pockets. The Two Phases of Conservative Defence Policy. In: N. Michaud, K. Nossal (eds.). Diplomatic departures: the Conservative era in Canadian foreign policy, 1984-93. Vancouver: UBC Press.*

35. *Robertson, C. (2019, May). Positioning Canada in a messy world. Calgary: Canadian Global Affairs Institute.*

36. *Robinson, B. (1989). Diefenbaker's World. A Populist in Foreign Affairs. Toronto: University of Toronto Press.*

37. *Roussel, S. and Robichaud, Ch. (2004). L'État postmoderne par excellence? Internationalisme et promotion de l'identité internationale du Canada. Études internationales, 35(1), 149–170.*

38. *Sloan, E. (2019, May 14). Like it or not, the U.S. needs to be a key part of Canada's next-gen jet procurement process. The Globe and Mail.*

39. *Sharp, M. (1972). Canada-US Relations: Options for the future. International perspectives. Ottawa: Department of External Affairs. Special Issue, 24.*

40. *Tessier, M. and Fortmann, M. (2001). The Conservative Approach to International Peacekeeping. In: N. Michaud, K. Nossal (eds.). Diplomatic departures: the Conservative era in Canadian foreign policy, 1984–93. Vancouver: UBC Press.*

41. *Welsh, J. (2004a). At Home in the World: Canada's Global Vision for the 21st Century. Toronto: Harper Collins.*

42. *Welsh, J. (2004b). Canada in the 21st Century: Beyond Dominion and Middle Power. The Round Table, 93(376), 583–593.*

ПРАВНИ ПОЗИЦИИ НА ЕСПЧ В КОНТЕКСТА НА ПРАВОТО НА ЗАПАЗВАНЕ НА СЕМЕЙНИЯ ЖИВОТ, ГАРАНТИРАНО С ЧЛ. 8 ОТ ЕВРОПЕЙСКАТА КОНВЕНЦИЯ

Алина Беликова

Следдипломен студент, Киивски регионален център на Националната академия на правните науки на Украйна, Украйна
e-mail: alina.belikova@ukr.net, orcid.org/0000-0003-0785-8117

Саммари

В статията е направен научен и теоретичен анализ на правните позиции на Европейския съд по правата на човека по дела относно зачитането на семейния живот, гарантирано от чл. 8 от Конвенцията за защита на правата на човека и основните свободи. Авторът смята, че понятието семеен живот обхваща правоотношенията между съпрузи, родители и деца, близки роднини. Въз основа на анализа на прецедентната практика на Европейския съд по правата на човека се открояват основните му правни позиции по делата за лишаване от родителски права, отнемане на дете и отмяна на осиновяване, които играят най-съществена роля при разрешаването на семейни спорове, свързани с приложението на чл. 8 от Конвенцията. Установено е, че цитираните в статията случаи показват неоправдана и непропорционална намеса на държавните органи в упражняването на правото на зачитане на семейния живот на жалбоподателите, което не отговаря на изискванията "необходими в едно демократично общество" за постигане на такова цел; наличие на действия на държавни органи извън тяхната преценка, довели до дисбаланс между интересите на бащата и детето; недостатъчни на аргументи от страна на държавните органи за оправдаване на намесата в семейния живот, довела до прекъсване на семейните връзки; ненасочване на решенията на националния съд към защита на "правата и свободите" на детето, в резултат на което са нарушени интересите на детето. Като се вземат предвид спецификата на семейните дела, гарантирани от Конвенцията, пропорционалността на намесата на държавните органи в семейния живот, справедлив баланс между интересите на родителите и интересите на децата и правния процес на вземане на решения от държавните органи и националните съдилища трябва да се вземат предвид при уреждането на юридическите факти в семейните правоотношения. Направеният анализ позволява ни да направим изводи, че правните позиции на Европейския съд по правата на човека трябва да се вземат предвид в дейността на държавните органи, националните съдилища, други законотворчески и правотълкувателни дейности в областта на правното регулиране на семейни отношения.

Ключови думи: семейни отношения, дете, родители, държавни органи, намеса, национални съдилища, легитимна цел.

1. Въведение

Член 8 от Конвенцията за защита на правата на човека и основните свободи (наричана по-нататък Европейската конвенция, Конвенцията) провъзгласява правото на всеки на зачитане на семейния му живот. Не се допуска намеса на държавни органи при

упражняването на това право, освен когато се извършва в съответствие със закона и е необходима в едно демократично общество в интерес на националната и обществената сигурност или икономическото благосъстояние на страната, за предотвратяване на безредици или престъпления, за защита на здравето или морала или за защита на правата и свободите на други лица *(Konvenciya za zashita na pravata na choveka i osnovnite svobodi, 1950).*

Тази Конвенция е била предмет на многобройни тълкувания от Европейския съд по правата на човека (наричан по-нататък ЕСПЧ, Съдът), която осигурява, от една страна, защитата на правата на човека срещу неразумна намеса на държавата в нейния семеен живот, а от друга страна, положително задължение за осигуряване на защита срещу такава намеса.

Понятието семеен живот обхваща правоотношенията между съпрузи, родители и деца, близки роднини. В решенията си срещу Украйна ЕСПЧ посочва семейния живот като наличието на широк набор от права и задължения на родителите по отношение на възпитанието на ненавършилите пълнолетие деца и съответно упражняването на родителските права и задължения е основният елемент на тяхния семеен живот.

По-специално, правото на родителите и децата да бъдат близо един до друг представлява основен компонент на семейния живот и че мерките на националните органи за предотвратяване на това представляват намеса в правата, гарантирани от член 8 от Конвенцията *(Saviny v. Ukraine).*

Според разбирането на Съда понятието "семеен живот" включва например връзката между осиновител и осиновено дете, която по правило има същия характер като семейните отношения, защитени от член 8 от Конвенцията *("Kurochkin v. Ukraine").*

Трябва обаче да се има предвид, че концепцията на ЕСПЧ за семейния живот се основава на фактите по конкретен случай.

В решенията си съдът отбелязва конкретни социални обстоятелства, наличието на които дава основание да се признае наличието на „семеен живот" между родители и деца. В същото време "уважението" се признава като необходима черта на семейния живот, благодарение на която семейните отношения трябва да бъдат стабилни.

Така в областта на попечителството и грижите правото на зачитане на семейния живот предполага задължението на държавните органи да предприемат необходимите и достатъчни мерки за събиране на семейството. Тези власти задължително трябва да вземат предвид, че прекъсването на семейните връзки означава лишаване на детето от неговите корени и това може да бъде оправдано само при изключителни обстоятелства *("Saviny v. Ukraine").*

Следователно предприемането на подходящи мерки от страна на държавата трябва да бъде обосновано и пропорционално на поставената легитимна цел, в противен случай ще се счита за намеса в семейния живот, гарантирана от чл.8 от Конвенцията.

Европейските ценности, провъзгласени от член 8 от Конвенцията, са правно въплътени в решенията на Европейския съд по правата на човека. Всяко решение има съответна правна позиция, която се различава по принципност, универсалност и обективност.

Понятието правни позиции на ЕСПЧ, по аналогия с понятието съдебна практика, може да се разглежда в широк и тесен смисъл. В тесен смисъл правната позиция на Съда може да се счита за правна предпоставка, съдържаща се в мотивната част на решението на ЕСПЧ, която служи като правно основание (ratio decindi) за решението на конкретно дело и има формална и обвързваща сила. характер при решаването на подобни случаи в

бъдеще. В широк смисъл правните позиции на ЕСПЧ предполагат, че правните понятия (идеи, принципи) и правни съждения, развити от Съда в процеса на тълкуване и прилагане на Конвенцията, имат ситуационен, индивидуален характер, който: 1) са отразени в мотивите на решението на съда; 2) изразяват правна оценка на обстоятелствата по конкретен случай; 3) изпълнява функцията да аргументира общия правен извод на Съда по делото *(Slaban, 2017: 39)*.

Правните позиции на Съда допринесоха значително за прилагането в законодателната практика на Украйна и правното тълкуване. Техните заключения трябва да се превърнат в правен механизъм в процеса на вземане на правни решения от държавните органи и в рамките на съответната свобода на преценка. Ето защо в тази статия са избрани правните заключения на три случая, в които може ясно да се проследи нарушението на член 8 от Конвенцията поради неоправдана намеса в семейния живот на жалбоподателите.

2. Действия на държавни органи извън тяхната преценка, довели до дисбаланс между интересите на бащата и детето

По делото "Хънт срещу Украйна" ("Hunt v. Ukraine"), решение от 7 декември 2006 г., жалба № 31111/04 *(Hunt v. Ukraine)*, жалбоподателят се оплаква по член 8 от Конвенцията за неоправдана намеса в семейния му живот във връзка с лишаването му от родителски права.

През декември 2003 г. първоинстанционният съд се произнесе в полза на М. и лишава жалбоподателя от родителските му права, мотивирайки това решение с факта, че той не е изпълнявал правилно родителските си задължения (не е участвал в отглеждането на детето, не е общувал с нея и като цяло е загубил интерес към дете). Апелативната и касационната инстанции оставиха решението на първоинстанционния съд непроменено, като се позоваха на липсата на нарушения на материалния или процесуалния закон.

ЕСПЧ счита, че лишаването от родителски права на жалбоподателя представлява намеса в неговото право по смисъла на точка 2 на член 8 Конвенция по отношение на неговия семеен живот, който е гарантиран от параграф 1 на този член.

В този делото Правителството се съгласи, че лишаването от родителски права на жалбоподателя може да представлява намеса в семейния му живот, но че такава намеса е оправдана и пропорционална, тъй като е извършена в съответствие със закона (по-специално членове 70 и 71 от Кодекса за брака и семейството на Украйна) и с цел защита на правата на други лица. Признавайки сериозността на подобна намеса, правителството твърди, че прекратяването на родителските права е оправдано от интересите на детето и че тези интереси трябва да имат предимство пред родители.

Следователно, според правителството, такава намеса е била необходима в едно демократично общество и държавните органи са действали в рамките на своята преценка.

Според Съда решенията на националните съдилища наистина са били насочени към защита на "правата и свободите" на детето и са имали легитимна цел по смисъла на член 8, параграф 2 от Конвенцията.

В същото време Съдът отбелязва, че националните юрисдикции са компетентни в този случай съдилищата взеха предвид само доводите, представени от майката на детето и други свидетели от нейно име, според които жалбоподателят губи интерес към своя син Съдът не се съмнява, че подобни аргументи могат да бъдат правилни. Въпреки това, като се вземе предвид установената практика на Съда, че член 8 включва имплицитни

процедурни изисквания, е необходимо да се определи дали жалбоподателят е участвал в процеса на вземане на решение като цяло до степента, която е достатъчна, за да осигури необходимата защита на неговите интереси, съобразени с конкретните фактически обстоятелства по делото, както и важността на взетите решения.

Тези въпроси, както съгласно националното законодателство, така и в оспорваното производство, трябваше да се основават на оценка на личността и поведението на жалбоподателя. Според Съда е доста трудно да се определи до каква степен националните съдилища биха могли да направят такава оценка, без да са изслушали лично жалбоподателя или, поне предвид обстоятелствата по делото, без да получат информация от жалбоподателя лично относно неговото зрение на събития и отношения със сина му и М. с помощта на международни договори за правна помощ.

Освен това националните съдилища не му придадоха значение фактът, че жалбоподателят се е опитал да види сина си през юни 2003 г., но не е могъл да го направи поради забраната за влизане на територията на Украйна. Също така, първоинстанционният съд не е изслушал свидетеля по искане на жалбоподателя, а съдилищата от по-горни инстанции не са реагирали на оплакванията на жалбоподателя относно подобни действия на районния съд.

По този начин Съдът заключава, че жалбоподателят не е участвал в производството, в резултат на което са взети решения, до степента, достатъчна да гарантира защитата на интересите му, и че държавните органи са превишили границите на своето право на преценка и не са осигурили баланс между интересите на жалбоподателят и други лица.

Това решение на Съда гласи, че в случая са нарушени правата на жалбоподателя, гарантирани от член 8 от Конвенцията *(Hunt v. Ukraine)*.

3. Недостатъчни на аргументи от страна на държавните органи за оправдание намеса в семейния живот, довела до прекъсване на семейните връзки

По делото "Saviny срещу Украйна" ("Saviny v. Ukraine"), решение от 18 декември 2008 г. (жалба № 39948/06) *("Saviny v. Ukraine")* жалбоподателите, които са слепи от детството и имат седем деца, се оплакват по член 8 от Конвенцията за неоправдана намеса в семейния им живот във връзка с подбора на деца.

От обстоятелствата по делото е известно, че през февруари 1998 г. четири от децата на жалбоподателите са прехвърлени под попечителството на държавата поради невъзможността им да осигурят подходящи грижи и възпитание. През декември 2004 г. първоинстанционният съд взе решение за отнемане на децата и поставянето им под държавно настойничество.

Жалбоподателите обжалват това съдебно решение, като се позовават на факта, че неуспехът им да осигурят по-добри условия за децата си се обяснява само с факта, че са незрящи. Те твърдяха, че като хора с увреждания са дискриминирани и подчертаха, че вместо да отнемат децата им, държавните органи е трябвало да осигурят необходимата помощ на семейството.

На 14 февруари 2005 г. Апелативният съд отказва да удовлетвори жалбата на жалбоподателите, като в решението отбелязва: "…този фактът, че ответниците са с увредено зрение, за установените обстоятелства не се отразява на изводите на съда. Жалбоподателите не са доказали, че държавните органи и местните власти създават дискриминационни условия за живот на семейството на жалбоподателите. Напротив, според материалите по делото държавни и други органи, в рамките на правомощията си

взеха ефективни мерки в помощ на семейството подсъдими." (точка 26 от решението) *("Saviny v. Ukraine")*.

На 22 март 2006 г. Върховният съд на Украйна също отказа да удовлетвори касационната жалба, оставяйки решенията на предходните инстанции непроменени. Впоследствие през юни 2006 година съдебното решение е изпълнено.

В този делото Съдът подчертава, че правото на родителите и децата да бъдат близо един до друг представлява основен компонент на семейния живот и че мерките, предприети от националните власти за предотвратяване на това, представляват намеса в правата, гарантирани от член 8. Такава намеса е нарушение на тази разпоредба, ако е извършено не е "съгласно закона", не отговаря на легитимните цели, изброени в параграф 2 на член 8, и не може да се счита за "необходимо в едно демократично общество".

Съдът подчертава, че въпреки че националните власти дадена е известна свобода на преценка при решаването на въпроси за установяване на държавно настойничество над дете, те трябва да вземат предвид че прекъсването на семейните връзки означава лишаване на детето от нея корени и това може да бъде оправдано само при изключителни обстоятелства. Поради това съответното решение трябва да бъде подкрепено с достатъчно убедителни и претеглени аргументи, за да защити интересите на детето, а ответната държава е тази, която трябва да направи задълбочен анализ на възможните последици от предложената мярка за попечителство за родителите и детето.

Самият факт, че едно дете може да бъде настанено в среда, по-благоприятна за отглеждането му, не оправдава принудителното му отделяне от родителите му. Такава мярка не може да бъде оправдана само с позоваване на ненадеждността на ситуацията, тъй като подобни проблеми могат да бъдат решени с помощта на по-малко радикални средства, без да се прибягва до разделяне на семейството, например чрез предоставяне на целенасочена финансова подкрепа и социално консултиране.

Във всеки случай, прехвърляне на детето на държавна грижа обикновено трябва да се разглежда като временна мярка, чиято прилагане трябва спрете веднага, когато обстоятелствата позволяват. Следователно подобна мярка не може да бъде разрешена без предварително разглеждане възможни алтернативни мерки и трябва да бъдат оценени в контекста на положителното задължение на държавата да предприеме балансирани и последователни мерки за насърчаване на събирането на децата с техните биологични родители, като се грижи за постигането на тази цел да им се даде възможност да поддържат редовен контакт помежду си и, ако е възможно, предотвратяване на разделянето на братя и сестри.

Въпреки че правителството се съгласи, че има намеса в закона жалбоподатели за зачитане на семейния живот, но твърдят, че това е намеса е извършено по предвидения от закона ред (на основание чл. 170 от Семейния кодекс на Украйна), то е имало законна цел – защита интересите на децата и е пропорционална.

В този делото Съдът признава, че мотивите на националните власти несъмнено са били подходящи за вземане на съответното решение. Но преценявайки дали и те са достатъчни, Съдът поставя под съмнение адекватността на съответната доказателствена база за извода, че материално-битовите условия на децата са наистина опасни за живота и здравето им.

По-специално, няколко конкретни заключения се основават единствено на доклади, изготвени от представители на съответните градски служби въз основа на резултатите от индивидуални, несистематични проверки на жилището на жалбоподателите. В същото време националните съдилища не разглеждат никакви доказателства, които да

потвърждават информацията за невъзможността на жалбоподателите да подобрят своите материални и жизнени условия.

Съдът отбелязва още, че на нито един етап от производството в случая съдиите не са изслушали децата и в резултат на решението за отнемане на децата от техните родители, те не само бяха отделени от семействата си, но и настанени в различни институции, което затруднява поддържането на редовни връзки.

По този начин Съдът заключи, че въпреки уместността на аргументите, използвани от националните власти, за да обосноват решението си да отнемат децата от родителите им, тези аргументи не са достатъчни, за да обосноват такава сериозна намеса в семейния живот на жалбоподателите *("Saviny v. Ukraine")*.

4. Непропорционалност на намесата на държавните органи спрямо легитимната й цел, довела до нарушаване на правото на зачитане на семейния живот

По делото "Курочкин срещу Украйна" ("Kurochkin v. Ukraine"), решение от 20 май 2010 г. (жалба № 42276/08) (*Kurochkin v. Ukraine)*, заключенията на националните съдилища относно анулирането на осиновяването на В. Г. не съответства на легитимната цел да приеме участието на жалбоподателя в отглеждането на детето, което води до намеса в правото на зачитане на семейния живот, гарантирано от чл. 8 от Конвенцията.

Въз основа на обстоятелствата по делото, Съдът отбелязва, че за разлика от повечето дела за попечителство над дете, отмяната на осиновяването на момчето от жалбоподателя и решението за прехвърляне на детето под попечителство не са били мотивирани от невъзможността на жалбоподателя да се грижи за момчето поради на неговото физическо състояние или психическо заболяване или неговото агресивно и обидно поведение. Това решение е взето въз основа на заключението на националните съдилища, че жалбоподателят не е упражнявал власт над детето и не е демонстрирал способността си да осигури правилното му възпитание.

В този делото Съдът подчертава, че назначаването на жалбоподателя за настойник на В.Г. не може да се приравни с осиновяването, което съгласно член 232 от Семейния кодекс на Украйна предоставя на осиновителя и осиновеното дете същите права и им налага същите задължения, които съществуват по отношение на биологичните родители и техните деца.

В същото време Съдът припомня, че връзката между осиновителя и осиновеното дете по правило е от същото естество като семейната връзка, защитена от член 8 от Конвенцията, и такава връзка произтича от законно и искрено осиновяването може да се счита за достатъчно условие за прилагане към тях на същите гаранции за защита, които член 8 от Конвенцията предвижда за семейния живот.

Намесата в правото на зачитане на семейния живот представлява нарушение на член 8, ако не е "в съответствие със закона", няма една или повече от законните цели, посочени в член 8, параграф 2, и не е "необходими в едно демократично общество" за постигане на такава цел или цели. Необходимостта от интервенцията означава, че тя съответства на неотложна социална нужда и по-специално е пропорционална на поставената легитимна цел.

Изразът "в съответствие със закона" в параграф 2 на член 8 изисква, на първо място, съответната мярка да бъде предвидена по определен начин от националното законодателство; то се отнася и до качеството на въпросния закон и изисква той да

отговаря на принципа на правовата държава и да бъде достъпен за съответното лице, което по-специално трябва да може да предвиди последствията за себе си.

В този делото правителството твърди, че оспорваното решение се основава на разпоредбите на Семейния кодекс на Украйна (параграфи 1 и 3 от първата част на член 238) и че е прието в най-добрия интерес на детето – по-специално, с цел осигуряване на правилното родителско възпитание на В.Г. Обобщавайки, Правителството отбелязва, че има достатъчно и подходящи основания за решението за отмяна на осиновяването.

При разглеждането на делото за анулиране на осиновяване националните съдилища се позовават на аргументите на националните власти относно фактите за нападенията на В.Г. на осиновителката, показания на свидетели и училищната му характеристика, сочещи агресивното поведение на В.Г. Въз основа на тези съображения съдилищата намират за невъзможно съвместното съжителство на К. и В.Г. едно семейство. Въпреки че в деня на осиновяването от националния съд на решението за отмяна на осиновяването на момчето, жалбоподателят и К. вече са били разведени и не са живели в едно семейство.

Освен това националните съдилища са отбелязали, че отмяната на осиновяването също може да се счита за санкция, приложена към В.Г. за лошото му поведение. Но според Съда това не се явява подходящо оправдание за прилагането на подобна мярка, която води до разделяне на формираната семейна единица.

Фактите по настоящия делото не показват, че националните власти са извършили внимателен анализ на възможните последици за бъдещото благосъстояние на детето сираче от отмяна на осиновяването и не са проучили други, по-леки алтернативни мерки, които бяха могли гарантира, че твърдените недостатъци са отстранени в образованието и развитието на В.Г. и държавата, изпълняваща задължението си да запази единството на семейството. Вместо това националните власти поставят тежестта на доказване върху жалбоподателя, като поставят условие осиновяването да не бъде анулирано – той трябва да докаже способността си да въздейства надлежно и да възпитава момчето, въпреки факта, че и жалбоподателката, и момчето желаят да продължат да живеят като семейство.

Освен това Съдът отбелязва, че след анулирането на осиновяването и решението за прехвърляне на момчето под попечителство, то продължава да живее с жалбоподателя. Няколко месеца след отмяната на осиновяването органът по настойничеството назначава настойник на жалбоподателката В.Г., като му възлага да осигури "защита на правата и имуществените интереси на детето", както и "финансова подкрепа и постоянна грижа за отглеждането на момчето и неговото физическо и личностно развитие." Тези по-нататъшни действия изглежда не потвърждават заключенията на националните съдилища относно неспособността на жалбоподателя да осигури отглеждането на В.Г. в семейна среда.

Горноизложеното потвърждава, че изводите на националните съдилища, мотивирали отмяната на осиновяването на В.Г. от жалбоподателя, не са били подкрепени от релевантни и достатъчни основания, които да оправдаят такава намеса в семейния живот на жалбоподателя.

Поради това, въпреки свободата на преценка, предоставена на националните власти, Съдът признава, че намесата не е била пропорционална на легитимната цел и не може да се счита за "необходима в едно демократично общество" по смисъла на параграф 2 на член 8 от Конвенцията (*Kurochkin v. Ukraine*).

5. Заключение

Цитираните правни положения на решенията на Европейския съд по правата на човека по граждански производства относно семейни отношения съдържат факти за нарушения на чл. 8 от Конвенцията.

В решенията си Съдът разрешава въпроса за "правото на зачитане на семейния живот" въз основа на фактите, разгледани във всеки конкретен случай. Заслужава да се подчертаят основните тези на Съда, които са от най-голям интерес и значение при прилагането на практиката на ЕКПЧ в законотворческата дейност на националните органи, по-специално: правото на родителите и децата да бъдат близо един до друг е основен компонент на семейния живот; прекъсване на семейните връзки означава лишаване на детето от корените, разделяне на семейството и т.н.

В редица разглеждани от Съда дела може да се проследи неоправдана и несъразмерна намеса на държавните органи в упражняването на правото на зачитане на семейния живот на жалбоподателите, което не отговаря на изискванията „необходими в едно демократично общество" за постигнете такава цел; наличие на действия на държавни органи извън тяхната преценка, довели до дисбаланс между интересите на бащата и детето; недостатъчни на аргументи от страна на държавните органи за оправдаване на намесата в семейния живот, довела до прекъсване на семейните връзки; ненасочване на решенията на националния съд към защита на "правата и свободите" на детето, в резултат на което са нарушени интересите на детето. За тази цел съдържанието на статията е изградено на базата на три раздела, които съдържат основните положения от правните позиции на Съда в областта на семейния живот.

Съдът многократно подчертава, че неговата задача не е да замества националните органи при изпълнение на техните задължения, а да проверява съответствието на решенията, взети от тези органи в рамките на правото им на свобода на преценка, с Конвенцията.

Като цяло Съдът формулира правни позиции при разглеждането на делата в контекста на правото на зачитане на семейния живот. Следователно, според позицията на Съда, можем да заявим например, че трябва да има справедлив баланс между интересите на детето и интересите на родителите; пропорционалността на намесата на държавните органи в семейния живот, както и наличието на подходящ процес на вземане на решения от държавните органи (националните съдилища) трябва да бъдат справедливи и в състояние да осигурят адекватна защита на интересите, както се изисква от член 8 от Конвенция.

По този начин правните позиции на Европейския съд по правата на човека в горепосочените случаи трябва да бъдат взети предвид при определяне на основните насоки на развитие на националната правна система, в дейността на държавните органи, други законотворчески и тълкувателни дейности в областта на правното регулиране на семейните отношения.

References

1. *Konvenciya za zashita na pravata na choveka i osnovnite svobodi (1950)* [Convention for the Protection of Human Rights and Fundamental Freedoms, 1950]. zakon.rada.gov.ua Retrieved from http://zakon1.rada.gov.ua/laws/show/995_004.
2. *"Kurochkin sreshu Ukrajna": Reshenie na Evropejskiya sd po pravata na choveka ot 20 maj 2010 godina (zhalba № 42276/08)* ["Kurochkin v. Ukraine": decision of the European Court on

Human Rights, dated May 20, 2010 (application no. 42276/08)]. zakon.rada.gov.ua Retrieved from https://zakon.rada.gov.ua/laws/show/974_841#Text [in Ukrainian].

3. "Savin sreshu Ukrajna" : Reshenie na Evropejskiya sd po pravata na choveka ot 18 dekem-vri 2008 godina (zhalba № 39948/06) ["Saviny v. Ukraine": decision of the European Court on Human Rights, dated December 18, 2008 (application no. 39948/06)]. zakon.rada.gov.ua Retrieved from https://zakon.rada.gov.ua/laws/show/974_454#Text [in Ukrainian].

4. Slaban M.M. (2017). Pravni pozicii na Evropejskiya sd po pravata na choveka otnosno pravoto na zachitane na semejniya zhivot (obshoteoretichen aspekt). Disertaciya za polucha-vane na nauchna stepen kandidat na yuridicheskite nauki [Legal positions of the European Court of Human Rights regarding the right to respect for family life (general theoretical aspect). Dissertation for the degree of candidate of legal sciences]. Lviv. URL: https://law.lnu.edu.ua/wp-content/uploads/2016/02/%D0%94%D0%B8%D1%81%D0%B5%D1%80%D1%82%D0%B0%D1%86%D1%96%D1%8F-29.pdf [in Ukrainian].

5. "Hant sreshu Ukrajna" : Reshenie na Evropejskiya sd po pravata na choveka ot 7 dekem-vri 2006 godina (zhalba № 31111/04) ["Hunt v. Ukraine": decision of the European Court on Human Rights, dated December 18, 2008 (application no. 31111/04)]. zakon.rada.gov.ua Retrieved from https://zakon.rada.gov.ua/laws/show/974_126#Text [in Ukrainian].

MODERN STATE OF LEGAL REGULATION OF SOCIAL PROTECTION OF A CHILD UNDER CONDITIONS OF THE MILITARY AND ARMED CONFLICTS IN UKRAINE

Yuliya Beluga

Senior Lecturer, National Aviation University, Ukraine

e-mail: yulya.beluga@ukr.net, orcid.org/0000-0002-8442-7372

Summary

In the article an author researches the problems of modern state of legal regulation of social protection of a child under conditions of the military and armed conflicts in Ukraine. It was concluded that children are the most vulnerable category of population whose rights are constantly violated during the military and armed conflicts. Thus, in connection with the events which happened on our territory and which paid the world's attention to Ukraine, the majority of children can not realize their social interests, preserve or improve their social status. The author defines that legislation of Ukraine on social protection of children under conditions of the military and armed conflicts needs significant improvements, since their status is outlined in general terms, without real content and clear mechanisms for their implementation. A problem of social protection of a child intensifies under conditions of crisis situations, in particular during the armed conflicts in Ukraine. This is especially about children suffered in the result of the military actions and armed conflicts. So, first of all, it is necessary to define a nowadays state of legal regulation of this sphere of relations in order to define a state of social protection of children under conditions of the armed conflicts in Ukraine.

Key words: social protection, status of a child suffered in the result of the military actions and armed conflicts, targeted benefits and guarantees, social support, legal ensuring.

1. Introduction

Article 52 of the Constitution of Ukraine states that any abuse and exploitation of a child are strictly prosecuted by the law *(Konstytutsiia Ukrainy, 1996)*.

In connection with the events which happened on our territory at the beginning of 2014 and which paid the world's attention to Ukraine, the majority of children can not realize their socio-economic interests, preserve or increase their social status, receive the qualified medical care and high-quality education. A problem of social protection of a child especially intensifies under conditions of crisis situations, in particular during the armed conflict. This is especially about the children who suffered in the result of the military actions and armed conflicts. So, first of all, it is necessary to define a nowadays state of legal regulation of this sphere of relations in order to define a state of social protection of children under conditions of the armed conflicts in Ukraine.

The following well-known scientists researched the problems of protection of the children's rights under conditions of the military actions: D. Chyzhov, N. Stepanenko, O. Klymenko, T. Mikhaylina, A. Frantsuz, I. Salamakhina and others. Also, Ye. Gerasymenko, Ye. Mykytenko, O. Fesenko, O. Vynohradova, B. Zakharova and others researched in their scientific works the problems of legal ensuring the protection of the internally displaced persons. But, the problems of legal regulation of sphere of social protection of children under conditions

of the armed conflicts have been not researched thoroughly enough and this testifies the topicality of our publication. Under the conditions when Ukraine fulfills the requirements of the European Commission related to our country's membership in the EU, and when irreversible transformational processes take place in the social sphere related to the military aggression of the russian federation, there is an urgent need in Ukraine to introduce legal innovations to ensure social protection of children who suffered in the result of the military actions and armed conflicts. The effective legislation can not adequately solve a number of existing problems in this sphere. The established practice requires analysis and specific recommendations to improve legal regulation of social protection of this vulnerable category in Ukraine. All the above mentioned determines the topicality of the chosen theme.

A purpose of our research is to analyze a modern state of legal regulation of social protection of children under conditions of the military and armed conflicts in Ukraine, to define its problems and to find the ways to solve them.

A methodology of our research is based on application of both general scientific and special scientific methods. In particular, the methods of analysis and synthesis were applied to characterize the effective state of legal regulation of social protection of children and to define its problems. A logical-semantic method was applied to improve the conceptual-categorical apparatus, to expand and clarify the researched concepts and categories. A system-structural method was applied to determine a system of legal regulation of this sphere of relations in Ukraine. The structural-functional and system analysis methods were applied to research social protection of children under conditions of the military and armed conflicts. A formal-legal method made it possible to research qualitatively the normative material, to formulate the definitions of special concepts of our research, as well as to form the main directions to improve legal regulation of social protection of children under conditions of the military and armed conflicts in Ukraine.

2. Purpose of social protection

Social protection is an important element of functioning any modern state, which strives to ensure every citizen with the decent conditions of existence, social security and necessary opportunities for self-realization of an individual.

A system of social protection of the population in Ukraine, during the period of its formation, underwent drastic changes from the post-Soviet system to the European-oriented one. However, Ukraine has not acquired a sufficient level of social ensuring yet and it is in the permanent reformation process. That is why the existing social problems and shortcomings in Ukraine are of concern to the European Union, because a state with poor people is traditionally considered by the Europeans as "potentially dangerous" *(Kotova, Shetilova, 2019: 64)*.

A full-scale invasion of the russian federation on our land and introduction of the martial law in Ukraine became a huge challenge for the social protection system as a whole.

With the beginning of the armed conflict, our state faced with a wave of new social problems and with emergence of a new vulnerable category of citizens, namely children, who need proper social ensuring. Today social problems which should be solved by our legislators and lawyers are acutely as never before, and it is characterized by the high relevance of such researches and a necessity to determine certain ways to solve them.

The main task in the sphere of social protection is to provide our citizens, especially children, timely, affordable, high-quality support, to build a system of providing social services and performing social work, which will be close to the best European practices.

Organizing the work in peacetime and understanding that social work and social services are professional activity, and here, as in medicine, the main thing is not to hurt, it is necessary to approach the decisions on providing social services, and especially to research a situation of each child, his/her problems and opportunities, to work only in a close contact with a child, maximally involving his/her in solving his/her own problems *(Sotsialni posluhy, yaki nadaiutsia pid chas voiennoho stanu ta ostanni zminy u tsii sferi, 2022)*.

A war became a moment of crisis for all social institutions not only of Ukraine, but also of the whole world. 7,5 million of Ukrainian children suffered from the full-scale invasion of the russian federation, and among their urgent needs we can separate ensuring the rehabilitation by the technical means, the long-term treatment and prosthetics, recovery, socio-psychological rehabilitation *(Vid ahresii rf postrazhdaly 7,5 miliona ukrainskykh ditei – Zelenskyi, 2023)*.

Each child suffered in the result of the military actions and armed conflicts needs the appropriate treatment, rehabilitation, psychological support and social protection.

3. The status of a child suffered in the result of the military actions and armed conflicts

According to the Law of Ukraine "On Childhood Protection" (in the following – the "Law"), a child suffered in the result of the military actions and armed conflicts is a child who, in the result of the military actions and armed conflicts, received injury, contusion, mutilation, who suffered physical, sexual, psychological violence, who was stolen or illegally exported outside Ukraine, who was involved in military formations or illegally kept, including captivity *(Pro okhoronu dytynstva,2001)*.

The Resolution of the Cabinet of Ministers of Ukraine of April 5, 2017 N 268 approved a procedure for granting the status of a child suffered in the result of the military actions and armed conflicts. As of 2023, more than 64 thousand children have been given this status *(Informatsiina platforma «Dity-viiny» 24 liutoho 2022 – 25 sichnia 2023)*. This status is obtained by children who suffered in the result of the military actions in any form.

At present, we understand that an intensification of the military actions with the beginning of a full-scale invasion of the russian federation leads to the fact that the number of such children increases daily.

Such children are mostly under the guarantees determined by the law for the internally displaced persons. They are placed in kindergartens and schools, also they are provided by free food, medicines, preferential rest, compensation for accommodation and simplified entry into universities. In some regions, they receive monetary compensation from 2 to 5 thousand hryvnias, but at the expense of local budgets and at the discretion of local authorities *(Poiasniuvalna zapyska do proektu Zakonu Ukrainy "Pro status i sotsialnyi zakhyst ditei, yaki postrazhdaly vnaslidok voiennykh dii ta zbroinykh konfliktiv", 2021)*.

4. Problems of the targeted legal regulation

Nowadays, the effective legislation does not foresee any payments for families with children who have a status of a child suffered in the result of the military actions and armed conflicts. But, the Draft of the Law of Ukraine "On a Status and Social Protection of Children Who Suffered in the Result of the Military Actions and Armed Conflicts on the Territory of Ukraine" of March 31, 2017 is on the consideration of the Verkhovna Rada of Ukraine and it is not accepted by this time yet *(Pro status i sotsialnyi zakhyst ditei, yaki postrazhdaly vnaslidok voiennykh dii ta zbroinykh konfliktiv, 2017)*.

The Draft proposes the following additional benefits for children who have a status of a child suffered in the result of the military actions and armed conflicts in the territory of Ukraine, in particular:

– full course of psychological rehabilitation in the procedure established by the Cabinet of Ministers of Ukraine;

– sending to children's health and recreation establishments at the expense of the state budget, and free travel within Ukraine by all types of transport (except taxi) of a child and a person who accompanies such a child to the place of recovery in both directions;

– free travel by all types of city passenger transport, public transport in rural areas, as well as by rail and water transport of suburban connections and buses of suburban and long-distance routes;

– providing baby food for infants and children of the second year of life;

– providing free food for children studying in preschool, general, vocational schools, regardless of their subordination and forms of ownership, in the procedure established by the Cabinet of Ministers of Ukraine *(Poiasniuvalna zapyska do proektu Zakonu Ukrainy "Pro status i sotsialnyi zakhyst ditei, yaki postrazhdaly vnaslidok voiennykh dii ta zbroinykh konfliktiv", 2021)*.

Therefore, a main purpose of the Draft is to protect and to consolidate social support for children suffered in the result of the armed conflict, to resolve the related medical and social problems. Its adoption is extremely important, because now there are no guarantees for children growing in the war conditions except for free hot food in state and municipal educational institutions. A situation with the social protection of citizens of Ukraine, which at the end (September 2, 1945) of the Second World War was less than 18 years, is some better. State guarantees for these persons are guaranteed by the Law of Ukraine "On Social Protection of Children of War".

Thus, in January 2020, the Law of Ukraine "On Amendments to Some Laws of Ukraine on Ensuring the Free Food for Children of the Internally Displaced Persons" stipulates that children who have a status of a child suffered in the result of the military actions and armed conflicts and who study in preschool, general education, vocational schools, regardless of their subordination, types and forms of ownership, are provided with free food in the procedure established by the Cabinet of Ministers of Ukraine *(Yaki sotsialni ta medychni harantii maiut dity, shcho postrazhdaly vnaslidok voiennykh dii, 2022)*.

There was no special order for providing free food for such children. However, the Ministry of Education of Ukraine provides clarification that the financing of free food for children from the amount of children who have a status of a child suffered in the result of the military actions and armed conflicts in preschool institutions and other educational institutions should be made by the local self-government bodies according to the Resolution of the Cabinet Ministers of Ukraine of August 26, 2002 N 1243 "On the Urgent Issues of Activity of Preschool establishments and boarding schools", as food for "persons of other categories determined by the law and/or decision of the local self-government body".

However, an obligation of the local governments to provide such children free food leads to the different levels of such providing. Therefore, it is necessary to develop a separate procedure for providing free food for all children who have received a status, as provided for in the above mentioned Law.

At the same time, in addition to the free food, it is necessary to ensure the proper social protection of such children, because to obtain only a status without proper social guarantees do not ensure any support to the suffered children.

It should be pointed that at the local level, some local self-government bodies develop programs to protect children suffered in the result of the military conflicts. However, monetary support from the local budgets is paid only as a one-time financial aid in the amount of five subsistence minimums for children of the appropriate age in Donetsk region, annual financial aid in the amount of 2000 UAH in Chernivtsi region and in the amount of 5000 UAH in Kryvyi Rig *(Ostapenko, 2022: 88)*.

According to a survey of families who have children with a status of a child suffered in the result of military actions, the most necessary guarantees for this category of children are: providing monetary compensation (targeted payments in an amount sufficient to solve housing issues or receive vocational education, treatment, health), psychosocial support, budget training in the higher education institutions, guaranteed scholarship, free treatment for wounds, diseases, injuries received in the result of the military actions, free travel within the country, employment assistance *(Hromadskist zaklykaie vladu zabezpechyty pilhamy ditei, postrazhdalykh unaslidok zbroinoho konfliktu, 2021)*.

Moreover, at the state level, the official status of "a child who suffered in the result of the military actions and armed conflicts" is worthless. Proclaiming a need to support such children, a state has not made any effort to support them effectively and normatively consolidate specific types of such support and mechanisms for their implementation. However, a state is responsible for the safety of its citizens, in accordance with Article 3 of the Constitution of Ukraine, which defines the following: "Human, his/her life and health, honour and dignity, inviolability and security are recognized in Ukraine as the highest social value".

That is why it is necessary to approve at the state level the procedure and conditions for granting targeted benefits and guarantees for children who have an official status of "a child who suffered in the result of the military actions and armed conflicts", as well as clear mechanisms for the purpose of assigning these benefits and guarantees and their ensuring.

The implementation of the Draft will allow to consolidate at the legislative level the additional social guarantees, compensations and privileges for children suffered in the result of the military actions and armed conflicts and it will allow to introduce an effective system of protection of such children, providing them complex material, medical and psychological assistance.

5. Conclusions

Thus, the legislation of Ukraine gives the right to a child with injury, contusion, mutilation, to receive a status of a child who suffered in the result of the military actions and armed conflicts. However, it does not provide a sufficient relevant list of benefits and guarantees.

That is, today, the legislation of Ukraine does not contain a single approach to defend children with injury. In addition, the most available guarantees do not have practical application due to the lack of order of their realization or mismatch with the modern realities.

In practice, only children with disability have the social, medical, rehabilitation rights, etc. In this case, a procedure for obtaining a disability is long-term and sometimes impossible due to the military actions.

But, the suffered children should receive the proper and timely support from the state just now, which, in particular, should consist in the following:

– to introduce one-time financial assistance for children with injury, contusion, mutilation received in the result of the military actions and armed conflicts;

– to develop and approve a procedure for providing free food for the suffered children;

– to develop and approve a procedure for passing free psychological, medical and psychological rehabilitation of such children.

Social guarantees and psychological assistance for children are a big contribution to not get a "lost generation" from hundreds of thousands of people in the future. After all, children make the most promising part of population to develop our country. Therefore, it is necessary to ensure their safety and development in their home country. Ensuring comprehensive preventive control of children's protection in all spheres of activity will help to increase the protection of children, which will help to reduce the risks of inefficient functioning of the mechanism of social protection of children in Ukraine.

So, it is necessary not only to adopt the legal acts governing the protection of the rights of children suffered in the result of the military actions and armed conflicts, but also to develop and adopt the appropriate by-laws, but the most important – to implement properly their provisions that will really ensure protection of the rights and legitimate interests of these children.

References

1. *Vid ahresii rf postrazhdaly 7,5 miliona ukrainskykh ditei – Zelenskyi. (2023). [7.5 million Ukrainian children suffered from russian aggression – Zelenskyi]. URL: https://www.ukrinform.ua/rubric-ato/3545098-vid-agresii-rf-postrazdali-75-miljona-ukrainskih-ditej-zelenskij. html (date of access: 25.01.2023).*
2. *Hromadskist zaklykaie vladu zabezpechyty pilhamy ditei, postrazhdalykh unaslidok zbroinoho konfliktu. Zmina (1 chervnia 2021 roku) [The public calls on the authorities to provide benefits to children suffered in the result of the armed conflict. Change (June 1, 2021)]. URL: https:// zmina.ua/statements/grom adskist-zaklykaye-vladu-zabezpechytypilgamy-ditej-postrazhdalyh-vnaslidok-zbrojnogo-konfliktu/ (date of access: 25.01.2023).*
3. *Informatsiina platforma «Dity-viiny» 24 liutoho 2022 – 25 sichnia 2023 [Information platform "Children of War" February 24, 2022 – January 25, 2023]. URL: https://childrenofwar. gov.ua/ (date of access: 25.01.2023).*
4. *The Verkhovna Rada of Ukraine (1996). Konstytutsiia Ukrainy [Constitution of Ukraine] URL: https://zakon.rada.gov.ua/laws/show /254к/96-вр#Text.*
5. *Kotova L., Shetilova A. (2019). Problemy sotsialnoho zakhystu liudyny v umovakh zbroinoho konfliktu na terytorii Ukrainy [Problems of social protection of a person in the conditions of armed conflict on the territory of Ukraine] Naukovyi pohliad molodi: kliuchovi pytannia suchasnoho etapu reformuvannia systemy vitchyznianoho zakonodavstva: Materialy KhII Vseukrainskoi naukovo-praktychnoi konferentsii studentiv, aspirantiv ta molodykh naukovtsiv m. Severodonetsk, S. 64-71.*
6. *Ostapenko O. Porushennia prav ditei v umovakh zbroinoi ahresii.[Violation of children's rights in conditions of armed aggression] Sotsialno-pravovi aspekty zakhystu prav ditei. Materialy naukovo-praktychnoi konferentsii m. Kharkiv. (2022). S.83-89.*
7. *The Verkhovna Rada of Ukraine (2001) Pro okhoronu dytynstva [About the protection of childhood]. Retrieved from: https://zakon.rada.gov.ua › show (data zvernennia 25.01.2023).*
8. *Cabinet of Ministers of Ukraine. Pro status i sotsialnyi zakhyst ditei, yaki postrazhdaly vnaslidok voiennykh dii ta zbroinykh konfliktiv [About the status and social protection of children who suffered as a result of hostilities and armed conflicts] Proekt Zakonu Ukrainy vid 31.03.2017. № 6270. Retrieved from: https://ips.ligazakon.net/document/GI05602A (data zvernennia 25.01.2023).*

9. *Poiasniuvalna zapyska do proektu Zakonu Ukrainy "Pro status i sotsialnyi zakhyst ditei, yaki postrazhdaly vnaslidok voiennykh dii ta zbroinykh konfliktiv" vid 30.06.2021 № 5718 [Explanatory note to the Draft of the Law of Ukraine "On the status and social protection of children who suffered in the result of the military actions and armed conflicts" of 30.06.2021 N 5718]. URL: https://ips.ligazakon.net/document/GI05602A (date of access: 25.01.2023).*

10. *Sotsialni posluhy, yaki nadaiutsia pid chas voiennoho stanu ta ostanni zminy u tsii sferi. (2022) [Social services provided during the martial law and recent changes in this sphere]. URL: https://www.msp.gov.ua/news/21778.html (date of access: 25.01.2023).*

11. *Yaki sotsialni ta medychni harantii maiut dity, shcho postrazhdaly vnaslidok voiennykh dii (2022) [What social and medical guarantees are available for children who suffered in the result of the military actions]. URL: https://r2p.org.ua/yaki-soczialni-ta-medychni-garantiyi-mayut-dity-shho-postrazhdaly-vnaslidok-voyennyh-dij/ (date of access: 25.01.2023).*

REPRESENTATIVE BODIES OF LOCAL SELF-GOVERNMENT IN UKRAINE: NOMENCLATURE AND CONSTITUTIONAL REGULATION

Vadim Hedulianov
Candidate of Legal Sciences
e-mail: hedulianov@ukr.net, orcid.org/0000-0002-2746-0838

Summary

Nowadays a lot of attention in Ukraine is given to the activity of the local self-government bodies. The aim of the article is to give the list of the representative bodies of local self-government (municipal bodies) in Ukraine and to propose how the relevant constitutional regulation might be improved. The author uses legal synthesis, legal analysis, deductive, inductive, comparative (historical perspectives – so called 'vertical' comparison) and hermeneutical methods; the article researches the issue based on the antropocentrical and axiological methodological approaches

The author analyses Ukrainian constitutional developments in the democracy's regulation, then pays attention to the theoretical aspects of democracy's classifications. The last part of this article covers the current problems of the representative bodies of local government in Ukraine: namely, their nomenclature.

The author argues that the Ukrainian self-organizes bodies of population can't be recognized as "representative bodies" (despite the adjectives in the name of the analyzed institute of constitutional law and the analyzed group of bodies). But they probably have a public nature – because they are an element of the system of local self-government in Ukraine. The author invites municipalists to the discussion and argues the own directions of the future researches.

Key words: democracy, direct democracy, people's power, public power, local self-government, municipal government.

1. Introduction

Nowadays a lot of attention in Ukraine is given to the activity of the local self-government bodies. These bodies are of the high importance, when it comes about quick and very often life-saving decision, – especially representative bodies of local self-government.

One of the factors, why the classification and constitutional regulations of these bodies is essential right now is the fact, that the current stage of the municipal reform in Ukraine is paused till the end of the war. Before this stage was started, a lot of authors – both researching or not the local government issues – underlined the main vectors of such a reform (one of the municipal issues' researcher is professor N. Mishyna *(Mishyna, 2020, 2021)*, one of the more wide constitutional issues researchers is Professor C. Qaracayev (*(Qaracayev, 2022)*.

That is why, while the municipal reform is paused, one of the most important issues is to research the changes at the basics – to reflect these changes in the current constitutional legislation, after the reform will be re-started. So far, in 2022 this wasn't done by the Ukrainian scholars.

Research methods, used in this article, are as follows: legal synthesis, legal analysis, deductive, inductive, comparative (historical perspectives – so called 'vertical' comparison),

hermeneutical. The author of the article researches the issue based on the antropocentrical and axiological methodological approaches.

The aim of the article is to give the list of the representative bodies of local self-government (municipal bodies) in Ukraine and to propose, how the relevant constitutional regulation might be improved.

2. Democracy: Ukrainian Constitutional Developments

Democracy has a long history. As W. Churchill noted in the middle of the 20th century, "many forms of government have been and will be used in this sinful world. Everyone understands that democracy is not perfect. It is rightly stated that democracy is the worst form of government except for all the others that have been tried from time to time". J. Mill considered the best form of government to be representative government, under which the people, or in any case a significant part of them, use the supreme controlling power, which they possess in all its fullness, through periodically elected deputies.

Even before Ukraine's independence was declared, in the Declaration on the State Sovereignty of Ukraine dated July 16, 1990, the Preamble solemnly stated that the Verkhovna Rada of the Ukrainian Soviet Socialist Republic adopts this important political and legal act, "seeking to create a democratic society" *(Declaration, 1990)*.

The first lines of the Resolution of the Verkhovna Rada of the Ukrainian SSR "On the Proclamation of Ukraine's Independence" were formulated as follows:

"The Verkhovna Rada of the Ukrainian Soviet Socialist Republic decrees:

To declare Ukraine an independent democratic state on August 24, 1991.» (*Independence Act 1991*).

As for the Act of Proclamation of Independence of Ukraine approved by this Resolution, the adjective "democratic" and similar words are not used in it. This is explained, firstly, by the presence in its text of a reference to the Declaration on State Sovereignty of Ukraine (*Independence Act 1991*). Secondly, by this Resolution this Act was approved referred to Ukraine as a democratic state.

After Ukraine's independence was declared, considerable attention was paid to the continuous development and strengthening of the democratic state regime. This also applies to the period before the adoption of the new Constitution of Ukraine.

The Constitution of the Ukrainian Soviet Socialist Republic of 1978 remained in force for another 5 years after the declaration of Ukraine's independence. Its name was changed, the text underwent numerous changes and additions, some of which related to issues of the democratic state regime.

Thus, in the fall of 1991, one of the articles of Section I underwent changes. It was presented in the following version:

"Article 9. The main direction of the development of the political system of society is the further development of democracy: the ever-wider participation of citizens in the management of the affairs of the state and society, the improvement of the state apparatus, the increase in the activity of public organizations, the strengthening of the legal basis of state and social life, the establishment of freedom of speech, the constant consideration of public thoughts" (*Constitution 1978*).

In the following year, 1992, the text of the Constitution 1978 was supplemented by a provision that later became effective in the Basic Law of 1996. It is about the fact that Article 68 was stated as follows: "Ukraine is an independent democratic state governed by the rule of law"

(*Constitution 1978*). It is worth reminding that Article 1 of the 1996 Constitution of Ukraine is formulated as follows: "Ukraine is a sovereign and independent, democratic, social, legal state" (*Constitution 1996*).

3. Theoretical Aspects of Democracy's Classifications

Democracy is classified according to different characteristics. Depending on the method of voter participation in its implementation, it is divided into direct (direct) and representative (indirect).

Direct democracy assumes that power is exercised by the people themselves – decisions can be made at elections, referendums (most often, but there are also other forms of direct democracy). Researchers consider the imperative mandate to be one of the manifestations of direct democracy.

Representative democracy assumes that power is exercised by representative bodies that are formed by voters and whose composition is periodically renewed. Researchers put forward various proposals regarding the nomenclature (list) of these bodies, which will be discussed in further parts of the study. Experts in constitutional law consider a free mandate to be one of the manifestations of representative democracy. An interesting fact is that a free mandate is associated with representative democracy, while an imperative mandate is associated with a direct one. But scientists do not correlate other types of mandates (for example, a mixed mandate) with direct and/or representative democracy.

Having analyzed the works of ancient philosophers, famous political and legal figures of the Middle Ages and the era of bourgeois revolutions, P.V. Romanyuk summarized that "according to these studies, modern representative democracy as a developed and dynamic institution of representation and consideration of public interests reflects the views of the entire political palette of society in the process of formation of state power bodies, … because it is the order of formation of people's representative bodies that ensures the participation of the largest number of citizens in solving the tasks facing society and the state" *(Romanyuk, 2015, 25)*. One should fully agree with this generalization.

J.-J. Rousseau noted that "the concept of representatives belongs to the new era; it was inherited by us from the Feudal Rule, that unjust and senseless Rule, when the human race was in decline, and the rank of man was dishonored. In ancient Republics and even in monarchies, the people never had Representatives; this very word remained unknown" *(Rousseau, 1998, 281)*. Thus, the theory of representation has its roots in ancient times, but its modern essence was formulated in the era of bourgeois revolutions.

The traditional legal literature division of democracy into direct and representative, and the subject of our research determine the importance of the analysis of doctrinal approaches to the issue of representation (people's representation).

4. Representatives Bodies of Local Government in Ukraine: Current Situation

Most modern researchers have no doubt that representative bodies include not only state authorities, but also local self-government bodies.

The existence of a representative mandate at the level of local self-government is evidenced by the provisions of the Constitution of Ukraine of 1996 (for example, articles 140-141), as well as the decision of the Constitutional Court of Ukraine (for example, section 2 of paragraph 3 of the motivational part of the Decision on the case of concurrent positions of people's

deputy of Ukraine and the mayor of July 6, 1999). However, the specified provisions do not contain a complete list of such bodies and persons when it comes to local self-government – the title of this Decision of the single body of constitutional jurisdiction indicates that it refers only to the city mayor (the heads of villages, townships remained outside the attention of the Constitutional Court of Ukraine). And therefore, this question needs a more thorough scientific analysis.

Does Verkhovna Rada of the Autonomous Republic of Crimea and local councils, as well as village, township, and city mayors exercise public representation?

In the legal literature, there is an opinion that no. For example, well-known Ukrainian researchers formulated that "the answer to the question of the ratio of people's representation and representative bodies of local self-government, as scientists note, lies in the scale and nature of representation. The functions of local self-government bodies are determined by the needs of the population of the administrative-territorial units where these bodies were created and function, and are focused on solving local affairs. Instead, state-wide affairs usually require political decisions, which are authorized to be made by the highest bodies of the state, in particular the parliament and the president. Therefore, it turns out that the representative bodies of local self-government do not have a direct relationship with the people's representation. The scale and nature of the mandates of local council deputies indicate local (local) representation" *(Shapoval, 2011, 45-47)*.

One should agree with the author's arguments. However, the exercise of local representation by the Verkhovna Rada of the Autonomous Republic of Crimea and local councils, as well as village, settlement, and city heads make it fair to say that the relevant persons have representative mandates.

The opinion of the well-known Ukrainian local self-government expert O.V. Batanov. He noted that "it is important to understand the essence of direct people's power to take into account the fact that, according to the content of the Constitution of Ukraine, direct people's power as an expression of the will of the people can be exercised both by the people in general and by certain parts or communities in particular. First and foremost, direct people's power is exercised through the manifestation of the will of the Ukrainian people in general, in particular in the case of holding parliamentary and presidential elections, all-Ukrainian referenda, etc. However, at the same time, the official manifestation of the will of the people is considered to be: the manifestation of the will of individual communities (territorial communities, labor collectives, etc.)» *(Batanov, 2019, 186-187)*. It is worth to agree with the reasoning of this authoritative scientist.

When studying the institution of representative democracy in Ukraine, considerable attention is paid to the formulation of proposals for further improvement of the implementation of this type of democracy at the local level. One of the manifestations of this is the creation and functioning of bodies that were directly elected by members of territorial communities to perform representation, and at the same time belong to the number of public authorities.

It is common knowledge that public power in Ukraine is represented by two types – state power and local self-government. In the conditions of the current stage of constitutional reform, which also includes the reform of local self-government, the basis for making changes to the Constitution of Ukraine has been developed. Therefore, an important scientific task is the analysis of which representative bodies of public power represent the institution of representative democracy when it comes to local self-government. The need to analyze this issue is related to ensuring compliance with the principle of systematicity when reforming this institution in the area of local self-government. The main question that should be resolved is whether the norms

of the institution of representative democracy are extended to the self-organization bodies of the population.

The Constitution of Ukraine in the first part of Article 140 stipulates that "local self-government is the right of a territorial community – residents of a village or a voluntary association of residents of several villages, towns and cities into a rural community – to independently resolve issues of local importance within the limits of the Constitution and laws of Ukraine" (*Constitution 1996*). The next part of the analyzed article details the provisions on local self-government, namely:

– it "is carried out by the territorial community in the manner established by law";

– it is carried out "both directly and through local self-government bodies: village, settlement, city councils and their executive bodies" (part three of Article 140).

However, the list of local self-government bodies given above is not exhaustive, there are other local self-government bodies. The very next (fourth) part of Article 140 provides that there are also local self-government bodies that represent the common interests of territorial communities of villages, towns and cities – district and regional councils, and the fifth part of the same article emphasizes that "issues of organization management of districts in cities belongs to the competence of city councils" (*Constitution 1996*), and therefore, representative bodies of local self-government can be formed at the level of districts in cities.

Questions regarding districts in cities arising from Art. 140 of the Constitution of Ukraine, were officially interpreted by the Constitutional Court of Ukraine in the decision on the administrative-territorial system. The subject of the right to constitutional submission appealed to the single body of constitutional jurisdiction with the question that "the meaning of the terms "district" and "district in the city" is not defined in the current legislation, as well as which body decides the issue of the formation and liquidation of districts in the city.» (clause 1 of the motivational part of the Decision). In the main part of the decision, the Constitutional Court summarized that "under the concept of "organization of management of districts in cities" contained in the fifth part of Article 140 of the Constitution of Ukraine, in a systematic connection with its Articles 142, 143, it is necessary to understand the powers of city councils as bodies of local self-government in cities with district division to make decisions regarding: … the formation or non-formation of district councils in the city and, in the event of their formation, determining the scope and limits of the powers of district councils … and on other issues within the limits and in the order determined by the Constitution and laws of Ukraine" (section 2 of the main part of the Decision).

Based on the provisions of Article 141 of the Constitution of Ukraine, village, settlement, city, district, oblast councils (the first part of the analyzed article), village, settlement, city mayors (the second part of the analyzed article) are elected by the population through direct elections. There is no mention of district council elections in those cities with district divisions, where a decision was made to form them. This is a gap in the Basic Law, which should be recommended to be eliminated when the Constitution is amended again.

Provisions of the Constitution of Ukraine regarding local self-government are detailed in the current legislation. The codified law on local self-government – the Law of Ukraine dated May 21, 1997 "On Local Self-Government in Ukraine" contains Article 5 "System of Local Self-Government". Some of the elements of this system are chosen directly by the population. Among these elements, the population directly chooses:

– village, settlement, city council (Part 1, Article 5);

– the head of a village, settlement, or city (Part 1, Article 5);

– district and regional councils (Part 1, Article 5);

– bodies of self-organization of the population (Part 1, Article 5);

– district councils in the city (part 2 of article 5).

It is interesting that some of these elements of the system of local self-government in Ukraine belong to those that must be present, and some are not. It was already mentioned above that district councils in the city are not formed in all cities with district division. The formation of bodies of self-organization of the population is also optional.

According to the current legislation, self-organized bodies of population belong to the system of local self-government. At the current stage in Ukraine, there are two definitions of the concept of "self-organized bodies of population".

Historically, the definition contained in the Law "On Local Self-Government in Ukraine" appeared first. According to its provisions, « self-organized bodies of population are representative bodies created by a part of residents who temporarily or permanently live in the relevant territory within the boundaries of a village, town, or city". This definition dates back to 1997.

A few years later, another definition of the concept of « self-organized bodies of population « appeared in the legislation of Ukraine – in the Law of the same name. According to the Law "On Bodies of Self-Organization of the Population" (Article 2), these are "representative bodies created by residents who legally reside in the territory of a village, town, city or their parts, to solve the tasks provided for by this Law".

5. Conclusions

It would seem that the textual analysis of these two definitions provides grounds for asserting that self-organized bodies of population should be taken into account in the further improvement of the provisions of the institution of representative democracy. After all, they are recognized as "representative bodies" (despite the adjectives in the name of the analyzed institute of constitutional law and the analyzed group of bodies). But they probably have a public nature – because they are an element of the system of local self-government in Ukraine.

However, such a statement would be premature and rather superficial. Far from all normative definitions are clear, concise, and fully characterize the phenomena, etc., that they define. Normative definitions may become obsolete. Normative definitions are not without flaws, and quite often these flaws are substantial – sometimes these flaws are substantive, sometimes formal. It is enough to turn to any fundamental work of a specialist in one or another field of law – and it is unlikely that criticism of one or more normative definitions will not be found in it.

References

1. Qaracayev C. (2022). Axiological Function of The Constitutional Court of The Republic of Azerbaijan. Juris Europensis Scientia, 3, 135-138.
2. Qaracayev C. (2022). Local Self-government in the Republic of Azerbaijan: Problems of the Administrative Supervision. Scientific Bulletin of the International Humanitarian University. Ser.: Jurisprudence, 57, 24-27.
3. Mishyna N. (2021). Hermeneutics in the Constitutional Law of Ukraine. Scientific works of the National University "Odesa Law Academy", 28 (XXVIII), 104-109.
4. Mishyna N. (2020). Ukrainian Municipal Reform: Constitutional Basis. Constitutional and legal academic studies, 3, 85-91.
5. Deklaratsiya pro derzhavnyy suverenitet Ukrayiny vid 16 lypnya 1990 r. [Declaration on State Sovereignty of Ukraine dated July 16, 1990]. Retrieved from https://zakon.rada.gov.ua/laws/show/55-12 [in Ukrainian].

6. Konstytutsiya (Osnovnyy Zakon) Ukrayiny: pryynyata na pozacherhoviy s'omiy sesiyi Verkhovnoyi Rady Ukrayins'koyi RSR dev"yatoho sklykannya 20 kvitnya 1978 r. (zi zmin. i dop.) [The Constitution (Basic Law) of Ukraine: adopted at the extraordinary seventh session of the Verkhovna Rada of the Ukrainian SSR of the ninth convocation on April 20, 1978 (with amendments and additions)]. Retrieved from https://zakon.rada.gov.ua/laws/show/888-09 [in Ukrainian].

7. Konstytutsiya Ukrayiny 1996 r. [Constitution of Ukraine of 1996]. Retrieved from https:// zakon.rada.gov.ua/ [in Ukrainian].

8. Romanyuk P.V. (2015). Konstytutsiyno-pravovi zasady instytutu predstavnyts'koho mandatu v Ukrayini: dys. ... kandyd. yuryd.nauk. [Constitutional and legal foundations of the institution of representative mandate in Ukraine]. Kharkiv. 180 p. [in Ukrainian].

9. Russo J.-J. (1998). Ob obshchestvennom dohovore, yly pryntsypy polytycheskoho prava. Ob obshchestvennom dohovore [On the social contract, or the principles of political law. About the social contract. tracts]. Traktaty. M.: "KANON -press", "Kuchkovo pole", 195–322. [in Russian].

10. Shapoval V., Shapoval T. (2011). Pro sutnisni kharakterystyky narodnoho predstavnytstva [About the essential characteristics of people's representation]. Visnyk Tsentral'noyi vyborchoyi komisiyi, 2, 45-47. [in Ukrainian].

11. Batanov O.V. (2019). Narodovladdya ta munitsypal'na vlada: fenomenolohiya spivvidnoshennya i vzayemodiyi [People's power and municipal power: phenomenology of relationship and interaction]. Pravo Ukrayiny, 10, 175-194. [in Ukrainian].

TAXATION OF PROFITS FROM OPERATIONS WITH "VIRTUAL ASSETS" – LEGAL ANALYSIS OF THE DRAFT LAW ON CHANGES IN THE TAX CODE OF UKRAINE

Serhii Hrytsai

Ph.D. in Law, Associate Professor,
Associate Professor at the Department of Sectoral Law and General Legal Disciplines,
Institute of Law and Social Relations of the Open International University
of Human Development "Ukraine", Ukraine
e-mail: frick165487@gmail.com, orcid.org/0000-0003-0051-6149

Summary

The article provides a legal analysis of the Draft Law No. 7150 dated 13.03.2022 on Amendments to the Tax Code of Ukraine related to the adoption of the Law of Ukraine "On Virtual Assets" No. 2074-IX dated 17.02.2022. It is aimed at developing mechanisms for taxation of profits from transactions with "virtual assets", which are more commonly known as cryptocurrencies. From the point of view of tax legislation regulation of these phenomena, a public law entity is certainly tempted to introduce a new payment and/or a special tax regime into the tax legislation. This, of course, would be quite beneficial from the point of view of the efficiency of realization of budgetary obligations of any country, but the occurrence of such a situation may increase the tax burden. This will be an objective reason for the logical migration of "virtual" business, which is very mobile, to other countries with a more attractive tax regime. The purpose of this article is to define the tax concept chosen by Ukraine as laid down in the legal provisions of Draft Law No. 7150. The results of the study indicate that Ukraine has chosen a conservative approach to the choice of the taxation system for virtual assets. It is envisaged to apply the existing types of taxes and provisions of the Tax Code of Ukraine to the taxation of the circulation of virtual assets, i.e. without introducing special taxes exclusively for the taxation of virtual assets. This is a global trend in the formation of tax policy towards cryptocurrencies.

Key words: cryptocurrency, bitcoin, electronic money, non-cash money, money surrogate.

1. Introduction

The beginning of the cryptocurrency era was marked by the appearance in 2008 of one of the most famous of its counterparts, which does not lose popularity to this day – Bitcoin. This phenomenon has smoothly moved from a number of private hobbies to full-fledged entrepreneurial activity, which gives rise to considerations in various circles and on various platforms regarding the possibility and necessity of legal regulation of the tax consequences of relations arising in connection with the use of virtual currencies. In recent years, more and more countries have been adhering to such a tax and legal direction, to one degree or another.

Regarding the phenomena that arise and actively function in the field of digital economy, in terms of regulation by tax legislation, a public legal entity, such as the state, of course, is "tempted" to introduce a new payment and/or a special tax regime into tax regulations, which would certainly be quite beneficial in terms of the effectiveness of the implementation of budget

obligations of any country. But the emergence of such a situation may increase the tax burden, which will be an objective reason for the logical migration of "virtual" business, which is very mobile, to other countries with a more attractive tax regime for operations with cryptocurrency (*"U NKCPFR Rozkryly Detali Koncepciji Opodatkuvannja Kryptovaljut", 2023*).

Taking into account the possibility of loss or outflow of the cryptocurrency industry from the jurisdiction of countries, as evidenced by international experience, so far most countries are following a conservative path – using existing types of taxes and tax regimes for taxation of cryptocurrency transactions *(Chainalysis, 2021)*.

Ukraine will be able to be ahead of other countries in the field of virtual assets – the Deputy Minister of Digital Transformation for IT Development is convinced of this *(Mincyfra spiljno z kryptospiljnotoju prezentuvaly strateghiju rozvytku rynku virtualjnykh aktyviv, 2021)*. What way has Ukraine chosen in this matter at least at the current stage? We will try to find out by analyzing the text of the Draft Law No. 7150 "On Amendments to the Tax Code of Ukraine regarding the taxation of transactions with virtual assets" (hereinafter – the Draft Law 7150) *(Proekt Zakonu Pro vnesennja zmin do Podatkovogho kodeksu Ukrajiny shhodo opodatkuvannja operacij z virtualjnymy aktyvamy, 2022)*.

2. Literature review and output conditions

The Parliament of Ukraine adopted on 17.02.2022 the Law of Ukraine "On Virtual Assets" No. 2074-IX (hereinafter – Law 2074) *(Pro virtualjni aktyvy, 2022)*. Which was signed on 15.03.2022 by the President of Ukraine, after taking into account the changes, according to his earlier proposals (*Propozyciji Prezydenta Ukrajiny do Zakonu "Pro virtualjni aktyvy," 2020*). According to clause 1 of Section VI "Final and Transitional Provisions" of Law 2074, the law itself will come into force: a). from the date of entry into force of the law of Ukraine on amendments to the Tax Code of Ukraine *(Podatkovyj kodeks Ukrajiny, 2010),* on the peculiarities of taxation of transactions with virtual assets; b). introduction of the State Register of service providers related to the turnover of virtual assets, which is additionally specified in Paragraph 2 of Section VI of the Final and Transitional Provisions, as a limitation in the possibility of applying sanctions provided for in Article 23 of Law 2074. In order to implement the provisions of Paragraph 1 of Section VI of the Law 2074 and in order to enact it (*Porivnjaljna tablycja do Proektu #7150 Zakonu Ukrajiny "Pro vnesennja zmin do Podatkovogho kodeksu Ukrajiny, shhodo opodatkuvannja operacij z virtualjnymy aktyvamy", 2022)*, Draft Law No. 7150 was registered in the Parliament of Ukraine on 13.03.2022.

Since the adoption of the Law 2074 by the Parliament of Ukraine on February 17, 2022 and until the period of 2023, significant events have taken place. They have significantly affected the plans of the Parliament of Ukraine to launch mandatory amendments to the Tax Code of Ukraine provided for in the Draft Law 7150 and simultaneously enact Law 2074 starting from October 1, 2022.

Among such influential events is the fact that on June 23, 2022, Ukraine became a candidate for membership in the European Union *(European Council Conclusions on Ukraine, the Membership Applications of Ukraine, the Republic of Moldova and Georgia, Western Balkans and External Relations, 23 June 2022*, *2022)*. At the same time, the European Union has significantly updated the Crypto Asset Market Regulation (MiCA) *(Digital Finance, 2022)*. Therefore, the relevant Law 2074 regulating virtual assets needs to be adapted to existing European regulatory mechanisms, including the Markets in Crypto Assets Regulation (MiCA).

European regulators first mentioned the need to regulate crypto asset markets (hereinafter referred to as Markets in Crypto-Assets Regulation or MiCA) shortly after Facebook launched Libra stablecoin. The French finance minister said a few minutes after the project's launch that Libra would never become a sovereign currency and would require reliable consumer protection. The bankruptcies of FTX, Terra, and Celsius Network have strengthened the authorities' resolve. Europe has determined that existing legislation cannot be applied to most crypto assets and their providers. Therefore, a new one was created to regulate crypto and the activities of crypto companies (*Jaki zakony budutj dijaty dlja jevropejsjkykh kryptovaljutnykh kompanij cherez rik?, 2023*).

The Council adopted its negotiating mandate on the Markets in Crypto Assets Regulation (MiCA) on November 24, 2021. Negotiations between the co-legislators began on March 31, 2022 and ended with an interim agreement reached on October 05, 2022. *(Digital Finance, 2022)*. On October 5, 2022, EU lawmakers approved the text of the Markets in Crypto Assets Regulation (MiCA) bill *(Proposal for a Regulation of the European Parliament and of the Council on Markets in Crypto-Assets, and Amending Directive (Eu) 2019/1937, 2022)*, which will become the basis for cryptocurrency regulation in the European Union. And on October 10, members of the European Parliament's Committee on Economic and Monetary Affairs adopted a draft law on cryptocurrency regulation, thus supporting the MiCA regulation and all relevant provisions.

The European MiCA Regulation should be the basis for the new version of the Law of Ukraine "On Virtual Assets".

3. Purpose of the Article

The goal is to conduct a legal analysis of the tax concept chosen by Ukraine, laid down in the legal norms of the Draft Law 7150, which may in the future become regulators of the process of taxation of virtual assets, which have a more common name – cryptocurrency.

4. Methods

When conducting the research, the following were used: general scientific research methods – deduction and induction, synthesis and analysis, scientific abstraction, systematic approach; especially – legal methods of knowledge – formally legal; legal forecasting, retrospective, and comparative legal method; methodological substantiation of the essence, nature, and structure of the terminology, which is the object of research.

5. Results of the study

1. Definition and legal regulation of virtual assets. State regulation of the market of virtual assets – implementation by the state in the person of the National Commission for Securities and the Stock Market (hereinafter – the NCSSM) *(Regulations on the National Commission for Securities and the Stock Market, 2011)* and the National Bank of Ukraine (hereinafter – the NBU) *(About the National Bank of Ukraine, 1999)* comprehensive measures to organize, control, supervise the market of virtual assets, regulate the rules of operation of service providers related to the turnover of virtual assets, as well as measures to prevent and counter abuse and violations in the market of virtual assets (Paragraph 1 of Article 16 Law 2074).

State regulation in the sphere of circulation of secured virtual assets secured by currency values (SVA(CV)), within its competencies, is carried out by the National Bank of Ukraine.

State regulation in the sphere of virtual assets turnover, except for SVA(CV), in particular regarding secured virtual assets secured by security or a derivative financial instrument (SVA(FI)), within its competencies, is carried out by the National Securities and Stock Commission market.

Law 2074 forms its division of virtual assets, which is not similar to the generally accepted one in the community related to the crypto industry:

• *virtual asset* – an intangible good that is the object of civil rights, has a value and is expressed by a set of data in electronic form. The existence and liquidity of a virtual asset are ensured by the system of ensuring the turnover of virtual assets. A virtual asset can testify to property rights, in particular, rights of claim to other objects of civil rights (Paragraph 1of paragraph 1 article 1 of Law 2074); Virtual assets are intangible assets, and the specifics of their turnover are determined by the Civil Code of Ukraine and this Law. Virtual assets can be unsecured or secured. (Paragraph 1 of Article 4 of the Law of 2074);

• *a secured virtual asset* – a virtual asset that certifies property rights, in particular, the right of claim to other objects of civil rights (clause 3 clause 1 article 1 of Law 2074); Secured virtual assets certify property rights, in particular, rights of claim to other objects of civil rights (Paragraph 3 of Article 4 of the Law of 2074);

• *unsecured virtual asset* – a virtual asset that does not certify any property or non-property rights (Paragraph 6 of Paragraph 1, article 1 of Law 2074); Unsecured virtual assets do not prove property rights. (Paragraph 2 of Article 4 of the Law of 2074);

In turn, a secured virtual asset, as a financial virtual asset, forms two separate directions of its internal distribution, into secured by currency values and secured by securities or a derivative financial instrument (Paragraph 6 of Article 4 of the Law of 2074):

• a secured virtual asset secured by currency values issued by a resident of Ukraine (hereinafter – SVA(CV);

• a secured virtual asset issued by a resident of Ukraine, secured by security or a derivative financial instrument (hereinafter – SVA(FI).

2. Providers of services for the turnover of virtual assets. Business entities of all forms of ownership have the right to operate as a provider of services related to the turnover of virtual assets, subject to compliance with the requirements specified by Law 2074 (Paragraph 1 of Article 18 of Law 2074).

The activity of service providers related to the turnover of virtual assets is allowed only on the condition of obtaining a permit for the provision of services related to the turnover of virtual assets of the appropriate type, defined by Law 2074 (Paragraph 2 of Article 18 of Law 2074).

Business entities are allowed to conduct more than one type of activity as a provider of services related to the turnover of virtual assets, subject to obtaining a permit for the provision of each relevant type of service related to the turnover of virtual assets (Paragraph 3 of Article 18 of Law 2074).

Providers of services related to the turnover of virtual assets are exclusively business entities – legal entities that conduct one or more of the following types of activities in the interests of third parties: 1). storage or administration of virtual assets or virtual asset keys; 2). exchange of virtual assets; 3). transfer of virtual assets; provision of intermediary services related to virtual assets (Paragraph 8 of Paragraph 1 Article 1 of the Law 2074);

The service provider can be a foreign legal entity that is a participant in the virtual assets market, under the law of a foreign state, conducts activities as a service provider in the manner and under the conditions determined by the National Commission for Securities and the Stock Market, taking into account the requirements and restrictions determined by this Law (Paragraph 6 Article 9 of Law 2074).

In some cases, it is not necessary to obtain a permit to carry out activities related to the turnover of virtual assets, and in some cases, it is necessary to additionally have an appropriate license:

• Issuance of a permit for the provision of services related to the turnover of SVA (FI) – in the cases and procedures established by the NCSSM, professional participants of the capital markets have the right to conduct the relevant type of activity of the provider of services related to the turnover of virtual assets, without obtaining permits provided for by Law 2074 (Paragraph 17 of Article 19 of Law 2074);

• issuance of a permit for the provision of services related to the turnover of virtual assets of SVA(CV) – a). a provider of services related to the turnover of virtual assets, which is a bank, has the right to provide services related to the turnover of SVA(CV) based on a banking license and permission to provide services related to the turnover of virtual assets; b). a provider of services related to the turnover of virtual assets, which is a non-banking financial institution, has the right to provide services related to the turnover of SVA(CV) based on a license of the NBU to carry out currency operations and a permit to provide services related to turnover of virtual assets (Paragraph 16 of Article 19 of Law 2074).

The supervision of the activities of service providers related to the turnover of foreign financial institutions, which are banks, and branches of foreign banks, is carried out by the procedure defined by the Law of Ukraine "On Banks and Banking Activities" *(Pro banky i bankivsjku dijaljnistj, 2000)*. Supervision of the activities of service providers related to the turnover of SVA(CV), which are non-banking financial institutions, is carried out by the procedure established by the Law of Ukraine "On Financial Services and State Regulation of Financial Services Markets" *(Pro finansovi poslughy ta derzhavne reghuljuvannja rynkiv finansovykh poslugh, 2001)* (Paragraph 2 of Article 17 of Law 2074).

Only a financial institution can be a provider of services related to the turnover of SVA(CV) (Paragraph 7 of Article 9 of Section III of the Law of 2074).

Virtual asset exchange services are activities related to the exchange of virtual assets for other virtual assets and currency values, carried out for third parties and/or on behalf of and in the interests of third parties.

Providers of virtual asset exchange services have the right to provide virtual asset exchange services exclusively for other virtual assets or the national currency (hryvnia), and in cases determined by the National Bank of Ukraine – for other currency values (Paragraph 2 of Article 11 of Law 2074).

Thus, the realization of virtual assets in the legal field of Ukraine is possible only through an intermediary, namely a provider of services for the circulation of virtual assets: a). in the direct sale procedure, – which has permission to provide intermediary services related to virtual assets; b). during the exchange procedure – which has permission to provide operations for the exchange of virtual assets for other virtual assets and currency values.

3. Terminology proposed by Law No. 7150 to the Tax Code of Ukraine in connection with the adoption of the Law of Ukraine "On Virtual Assets".

Following Project 7150 of amendments to the Tax Code of Ukraine (hereinafter – TC), new concepts will be introduced in Article 14 of Section I "General Provisions", in particular:

virtual asset (Article 14 Paragraph 14.1.33 TC), secured virtual asset (Article 14 Paragraph 14.1.61 TC), unsecured virtual asset (Article 14 Paragraph 14.1.62 TC), provider of services related to the turnover of virtual assets (Article 14 Paragraph 14.1.192 TC), services related with the turnover of virtual assets (Article 14 Paragraph 14.1.184 TC), a provider of services related to the turnover of virtual assets (Article 14 Paragraph 14.1.192 TC) – which are used in the meaning given in the Law of Ukraine "On Virtual assets".

In addition, there are also new definitions that relate exclusively to the specifics of the regulation of tax relations in Ukraine and are inherent in the Tax Code of Ukraine:

profit from transactions with virtual assets for the purposes of Chapter IV of this Code – income in the form of a positive difference between the income received by the taxpayer from operations with virtual assets and the costs of their acquisition (Article 14 Paragraph 14.1.196-1 TC);

use of a secured virtual asset – termination of the right of ownership of the secured virtual asset by transfer to the owner of the secured virtual asset of the property right that was secured by it (Article 14 Paragraph 14.1.25 TC);

goods – tangible and intangible assets, including land plots, land shares (units), as well as securities and derivatives used in any operations, except for their issue (issue) and *repayment, and virtual assets used in any operations, except operations on their release (emission) and use* (Article 14 Paragraph 14.1.244 TC).

4. The concept of taxation of virtual assets laid down in the Draft Law 7150 on amendments to the Tax Code of Ukraine.

One of the main vectors of the Draft Law 7150 is the formation in the legal field of Ukraine of a legal tax platform for the functioning of innovative technology in the digital sector of the economy, where cryptocurrencies and various crypto-assets have long been in circulation, for which the Law 2074 adopted a generalized name – virtual assets.

Draft Law 7150 provides for the definition of the procedure:
- object of taxation;
- basic requirements for financial and tax accounting of transactions with virtual assets
- declaration of relevant income from transactions with virtual assets;
- establishment of types of taxes for taxation of transactions with virtual assets;
- peculiarities of taxation of transactions with unsecured and secured virtual assets.

Draft Law 7150 also contains elements of application of the "standard regime" of taxation, namely the establishment of the obligation to pay military duty on the amount of investment income from transactions with virtual assets for individuals at the rate of 1.5%.

But in general, Draft Law 7150 provides for the introduction of the following tax incentives for the application of a "softened regime" of taxation of virtual assets:
- exemption from value added tax on transactions with virtual assets and services provided by service providers related to virtual currencies;
- establishment, for a period of 5 years, of a preferential taxation regime for investment income from transactions with virtual assets for individuals at a personal income tax rate of 5%;
- establishing, for a period of 5 years, a regime of preferential taxation of investment income from transactions with virtual assets and services provided by service providers related to virtual assets at an income tax rate of 5% (*Pojasnjuvaljna zapyska do Proektu #7150 Zakonu Ukrajiny "Pro vnesennja zmin do Podatkovogho kodeksu Ukrajiny shhodo opodatkuvannja oborotu virtualjnykh aktyviv v Ukrajini", 2022*).

The mechanism for determining the profit of legal entities is proposed by adding a number of new clauses to the Tax Code of Ukraine:

- "196-1. profit from transactions with virtual assets for the purposes of Section IV of this Code – income in the form of a positive difference between the income received by the taxpayer from transactions with virtual assets and the costs of their acquisition".
- "134.1.8. profit from transactions on sale or other alienation of virtual assets determined in accordance with Paragraph 141.9 of Article 141 of this Code."
- "141.9.4. Positive total financial result from operations on sale or other alienation of virtual assets (total amount of profits from operations on sale or other alienation of virtual assets exceeds the total amount of losses from such operations taking into account the amount of negative financial result from such operations not taken into account in previous tax (reporting) periods) is the profit from operations on sale or other alienation of virtual assets, which is taxed at the rate stipulated in Paragraph 136.8 of Article 136 of this Code, separately in accordance with the tax legislation of Ukraine."
- "136.8. The tax rate of 5 percent shall be applied to the object of taxation defined by Paragraph 134.1.8 of sub-Paragraph 134.1 of Article 134 of this Code". *(Proekt Zakonu Pro vnesennja zmin do Podatkovogho kodeksu Ukrajiny shhodo opodatkuvannja operacij z virtualjnymy aktyvamy, 2022).*

However, it should be noted that the rate of 5% will be applied only if "*… such provider of services related to the turnover of virtual assets does not receive other income, except for income from the activities related to the provision of services related to the turnover of virtual assets and income arising from the accrual of exchange rate differences*" *(Proekt Zakonu Pro vnesennja zmin do Podatkovogho kodeksu Ukrajiny shhodo opodatkuvannja operacij z virtualjnymy aktyvamy, 2022).*

The mechanism for determining the profit of individuals differs from the mechanism of legal entities, and is also proposed through the addition of a number of new paragraphs to the Tax Code of Ukraine, in particular Paragraph 170.2-1.2*:*

"The profit from transactions with virtual assets is calculated as a positive difference between the total income received by the taxpayer from the sale of virtual assets during the tax (reporting) period and the documented total expenses for the acquisition of virtual assets during the same tax (reporting) period, taking into account the loss from transactions with virtual assets not taken into account in previous tax (reporting) periods" *(Proekt Zakonu Pro vnesennja zmin do Podatkovogho kodeksu Ukrajiny shhodo opodatkuvannja operacij z virtualjnymy aktyvamy, 2022).*

Similar requirements of Paragraphs 170.2-1.2 "Taxation of Profit from Operations with Virtual Assets" regarding the need for documentary evidence of expenses are contained, but already in Paragraph 170.2.2. "Investment Profit …".

It can be stated that the legislator requires documentary evidence of expenses for the purchase of a virtual asset. However, the wording of Paragraphs 170.2.2. and 170.2-1.2. in such wording will lead to problems for individual taxpayers in the future when declaring their income, given the following:

- most transactions of individuals with virtual assets are carried out remotely on the Internet, which does not involve the execution of documents;
- even an attempt to execute any document may result in its formation, in most cases, exclusively in electronic form;
- even if the documents are received in paper form, or their semblance, they may not comply with the accepted accounting standards, which will be an obstacle to taking them into account by the tax authorities.

We propose to pay attention to the problems we have highlighted and improve, by amending Paragraphs 170.2.2. and 170.2-1, to add alternative options for the possibility of confirming the expenses of an individual for the acquisition of virtual assets.

Since there is a paragraph clarifying "For the purposes of this clause:", what exactly can be recognized as expenses in Paragraph 170.2-1. 3 "*c) the amount of currency values transferred by the taxpayer from his/her own bank account to the account of the service provider related to the turnover of virtual assets, as well as the amount of currency values transferred by such taxpayer from his/her own bank account to the account of any other persons in exchange for virtual assets (including their issuer) shall be considered as the expenses of the taxpayer from the transactions with virtual assets;*", – only deepens the problem of recognition of expenses by the taxpayer as an individual.

Based on the above provisions of the Draft Law 7150, an individual taxpayer cannot purchase currency values for cash, because such expenses will not be taken into account when calculating the tax base (profit).

The circle of persons who will be affected by the issues highlighted by us will be expanded by Paragraph 177.3.3. which will be added upon adoption of the Draft Law 7150, and will apply not only to individuals but also to individuals – entrepreneurs: "The income of an individual entrepreneur in the form of profit from transactions with virtual assets shall not be included in the income of an individual entrepreneur. Taxation of such income of an individual entrepreneur is carried out in the manner prescribed by Paragraph 170.2-1 of Article 170 of this Code".

At the end of the review of the procedure for taxation of profits from transactions with "virtual assets" proposed to us by the Draft Law 7150, we note that intermediary activities for their sale are taxed only in the part of the margin received from such sale, which is provided for by amendments to Paragraph 292.4 of the Tax Code of Ukraine: "*In case of provision of services, performance of works under contracts of assignment, commission, freight forwarding or agency agreements, the income is the amount of the received remuneration of the attorney (agent). In case of provision of services related to the turnover of virtual assets, the income is the amount of remuneration of the provider of services related to the turnover of virtual assets.*» (*Porivnjaljna tablycja do Proektu #7150 Zakonu Ukrajiny "Pro vnesennja zmin do Podatkovogho kodeksu Ukrajiny, shhodo opodatkuvannja operacij z virtualjnymy aktyvamy", 2022*). Such a legal position defined by the legislator on intermediary services for the sale of "virtual assets" is a positive factor that will serve to develop the crypto industry in Ukraine.

6. Conclusions

In general, it can be stated that Draft Law 7150 indicates the fact that conceptually Ukraine has chosen a conservative approach to the choice of the system of taxation of virtual assets (cryptocurrency). It is envisaged to apply the existing types of taxes and norms of the Tax Code of Ukraine to the taxation of the circulation of virtual assets, that is, without introducing special taxes exclusively for the taxation of virtual assets, which is identical to global trends in the formation of tax policy.

Such efforts of the state can lead to a significant increase in the country's gross domestic product in the near future. Our forecast is formed due to the fact that Draft Law 7150 is aimed at providing tax incentives to the latest technologies related to virtual assets and provides a comprehensive system of measures that will likely allow the new digital economy to flourish as a legal industry that pays taxes to the budget of its country.

However, the proposed Draft Law 7150 needs to be further improved by amending Paragraphs 170.2.2. and 170.2-1 to add alternative options for the possibility of remote confirmation of the expenses of an individual and an individual entrepreneur for the purchase of virtual assets. For example, this may be the possibility of notarization of a screenshot of a personal account, obtaining a certificate from the seller / issuer of virtual assets, etc. Also, it is necessary to pay attention to and expand the possibilities of confirming the expenses of an individual and an individual entrepreneur when paying for virtual assets not only by cashless payment, as provided for in the Draft Law 7150, but also in cash.

References

1. Chainalysis, T. (2021, June 7). Bitcoin Gains by Country: Who Benefited the Most from the 2020 Boom? Chainalysis. https://blog.chainalysis.com/reports/bitcoin-gains-by-country-2020/
2. Proposal for a regulation of the European parliament and of the council on markets in crypto-assets, and amending directive (eu) 2019/1937, Pub. L. No. 13198/22, 380 (2022). https://data.consilium.europa.eu/doc/document/ST-13198-2022-INIT/en/pdf
3. Digital finance: Agreement reached on European crypto-assets regulation (MiCA). (2022, June 30). European Counsil. https://www.consilium.europa.eu/en/press/press-releases/2022/06/30/digital-finance-agreement-reached-on-european-crypto-assets-regulation-mica/
4. European Council conclusions on Ukraine, the membership applications of Ukraine, the Republic of Moldova and Georgia, Western Balkans and external relations, 23 June 2022. (2022, June 23). Council of the EU and the European Council. https://www.consilium.europa.eu/en/press/press-releases/2022/06/23/european-council-conclusions-on-ukraine-the-membership-applications-of-ukraine-the-republic-of-moldova-and-georgia-western-balkans-and-external-relations-23-june-2022/
5. Mincyfra spiljno z kryptospiljnotoju prezentuvaly strateghiju rozvytku rynku virtualjnykh aktyviv [The Ministry of Digital Transformation together with the crypto community presented a strategy for the development of the virtual assets market]. (2021, July 21). Ministerstvo cyfrovoji transformaciji Ukrajiny [Ministry of Digital Transformation of Ukrainec]. https://thedigital.gov.ua/news/mintsifra-spilno-z-kriptospilnotoyu-prezentuvali-strategiyu-rozvitku-rinku-virtualnikh-aktiviv [in Ukraine]
6. Podatkovyj kodeks Ukrajiny [Tax Code of Ukraine], Pub. L. No. 2755– VI (2010). https://zakon.rada.gov.ua/go/2755-17 [in Ukraine]
7. Porivnjaljna tablycja do Proektu #7150 Zakonu Ukrajiny "Pro vnesennja zmin do Podatkovogho kodeksu Ukrajiny, shhodo opodatkuvannja operacij z virtualjnymy aktyvamy." [Comparative Table to the Draft Law of Ukraine No. 7150 "On Amendments to the Tax Code of Ukraine on Taxation of Transactions with Virtual Assets"]. (2022). https://itd.rada.gov.ua/billInfo/Bills/pubFile/1245233 [in Ukraine]
8. Pojasnjuvaljna zapyska do Proektu #7150 Zakonu Ukrajiny "Pro vnesennja zmin do Podatkovogho kodeksu Ukrajiny shhodo opodatkuvannja oborotu virtualjnykh aktyviv v Ukrajini" [Explanatory Note to the Draft Law of Ukraine No. 7150 "On Amendments to the Tax Code of Ukraine on Taxation of Turnover of Virtual Assets in Ukraine"]. (2022). https://itd.rada.gov.ua/billInfo/Bills/pubFile/1245235 [in Ukraine]
9. Pro virtualjni aktyvy [About virtual assets], Pub. L. No. 2074– IX (2022). https://zakon.rada.gov.ua/go/2074-20 [in Ukraine]

10. *Pro banky i bankivsjku dijaljnistj [About banks and banking activities], Pub. L. No. 2121-III. https://zakon.rada.gov.ua/go/2121-14 (2000) [in Ukraine]*

11. *Pro finansovi poslughy ta derzhavne reghuljuvannja rynkiv finansovykh poslugh [On financial services and state regulation of financial services markets], Pub. L. No. 2664-III (2001). https://zakon.rada.gov.ua/go/2664-14 [in Ukraine]*

12. *Proekt Zakonu Pro vnesennja zmin do Podatkovogho kodeksu Ukrajiny shhodo opodatkuvannja operacij z virtualjnymy aktyvamy, no. 7150 [Draft Law on Amendments to the Tax Code of Ukraine on Taxation of Transactions with Virtual Assets, no. 7150], Verkhovna Rada Ukrajiny (2022). https://itd.rada.gov.ua/billInfo/Bills/Card/39211 [in Ukraine]*

13. *Propozyciji Prezydenta Ukrajiny do Zakonu "Pro virtualjni aktyvy" [Proposals of the President of Ukraine to the Law "On Virtual Assets".]. (2020). https://itd.rada.gov.ua/billInfo/Bills/Card/2698 [in Ukraine]*

14. *U NKCPFR rozkryly detali koncepciji opodatkuvannja kryptovaljut [The NSSMC reveals details of the concept of cryptocurrency taxation]. (2023, January 17). ForkLog. https://forklog.com.ua/nktspfr-pro-opodatkuvannya-kryptovalyut-v-ukrayini-ta-zminy-do-zakonu-pro-virtualni-aktyvy-interv-yu/ [in Ukraine]*

15. *Jaki zakony budutj dijaty dlja jevropejsjkykh kryptovaljutnykh kompanij cherez rik? [What laws will be in force for European cryptocurrency companies in a year?] (2023, January 20). GagarinNews. https://gagarin.news/ua/news/how-mica-regulation-will-change-the-european-crypto-sphere/ [in Ukraine]*

E-VOLUNTEERING AS A POSSIBILITY OF VOLUNTEER ACTIVITIES DURING THE RUSSIAN-UKRAINIAN WAR

Anastasiia Kotelevets

Lecturer at the Department of Social Pedagogy and Social Work,
Borys Grinchenko Kyiv University, Ukraine
e-mail: a.kotelevets.asp@kubg.edu.ua, orcid.org/0000-0002-0177-0440

Yana Martyniuk

Postgraduate Student at the Department of Social Pedagogy and Social Work,
Borys Grinchenko Kyiv University, Ukraine
e-mail: y.martyniuk.asp@kubg.edu.ua, orcid.org/0000-0003-2646-5845

Summary

Volunteerism has long been woven into the lives of Ukrainians. Since 2014, some parts of the Ukrainian society began to volunteer in the military sphere. Since February 24, 2022, volunteering in Ukraine has received a new impetus. It is due to the possibility of online volunteering that many Ukrainians became volunteers in the Russian-Ukrainian war because not all of them were physically able to get involved in volunteer activities.

This article defines the concept of volunteering and e-volunteering. It outlines the current data on the state of volunteering. The data of the author's study "Volunteering during the Russian-Ukrainian war. Search for opportunities", which was conducted in July 2022 has been presented. The purpose of the study was to identify relevant e-resources for searching for volunteer opportunities. The result of the survey indicated the active growth of volunteer activity during the full-scale Russian invasion of Ukraine.

According to the research data, the largest share of respondents gets information about volunteer opportunities through online resources, platforms, and volunteer chat rooms. The authors have presented available online resources to access e-volunteering. They also have provided links to the telegram channel (a platform-based cloud messenger), volunteer platforms, and websites that can help a novice volunteer become familiar with the areas of volunteer activity and identify his or her own associates.

Key words: online volunteering, volunteer, online resources, volunteer platforms, motivation for volunteering during the war.

1. Introduction

It is during the active phase of the Russian-Ukrainian war that remote volunteering makes it possible to help without the physical presence of a volunteer, but no less qualitatively and productively. For many people, e-volunteering has been a discovery since 2014, and more people decided to join volunteer activities for the first time, thereby demonstrating their civic position after the full-scale invasion of the territory of Ukraine on February 24, 2022. Volunteer activities have changed since the full-scale invasion as somebody went to the front as volunteers, some wrote projects and helped internally displaced persons, and others helped both the Armed Forces and civilians in difficult life circumstances due to the war (Table 1).

Table 1

Comparative table of the main trends in volunteering before February 24, 2022, and after the full-scale invasion

Until February 24, 2022	After February 24, 2022
Socially useful activity in the priority area of interest of a volunteer	Volunteering for the greatest benefit; often online volunteering
Volunteering in free time from work, study, and family	Volunteering has become the main activity for many and takes all their free time
People volunteer to have the opportunity to communicate with like-minded people	The motivation of volunteers is approaching victory and being useful to society
Volunteer organizations often post vacancies and invite all those who wish to join;	Volunteers are looking for organizations or spot volunteering in the field
There are volunteer schools where everyone can receive support and assistance in their volunteer activities	Ukrainians themselves create volunteer groups to provide assistance
Volunteers receiving bonuses for further career or determined with their further professional activity	Professional skills are used to perform certain tasks as a volunteer

Source: own work based on materials of the online training "Basic Principles of Volunteering" from the Ukrainian Volunteer Service (UBS "Basic principles of volunteering")

The understanding of the main trends and experiences of volunteering is valuable and important for the analysis and learning lessons about the effective organization of volunteering during the full-scale invasion of Russia on the territory of Ukraine.

2. Methodological Basics of Forming E-volunteering

The Law of Ukraine "On Volunteering" states that a volunteer is an individual who voluntarily carries out socially oriented non-profit activities by providing volunteer assistance *(Law of Ukraine "On Volunteering", 2011)*. Volunteerism is charity carried out by individuals on the basis of non-profit activity, without salary, or promotion, for the sake of the well-being and prosperity of communities and society in general *(Minienko & Ihnatusha, 2017)*.

Scientists consider volunteering as an activity that benefits an individual, a group of individuals, or organizations and also improves the quality of community life *(Lashin et al, 2022)*. According to the "E-volunteering handbook" volunteering is a formal or informal activity carried out voluntarily and without expecting a reward, which contributes to the common good, usually carried out on behalf of a non-governmental organization, association, or community *(Kacprowicz & Borowiecka, 2014)*. Ukrainian scientists T. Lyakh and T. Spirina characterize volunteering as a "means of supporting, caring for, and providing assistance to members of the community; interaction between people to jointly develop new ways of solving problems that arise" *(Lyakh & Spirina, 2021, p. 24)*.

During the Russian-Ukrainian war and the period of martial law, e-volunteering has received a new impetus. Volunteers use their computers or even phones to help those who need support *(Schindler, 2022)*. According to a recent study, it is necessary to understand how to organize and effectively direct volunteering efforts to better organize online volunteering in response to unexpected crisis circumstances *(Zhang et al., 2022)*.

Social media are tools that help create and share information, ideas, and current issues through online communities and virtual networks. As Lashin et al. (2022) mentioned, social

networks influence public opinion, increase participation and raise awareness among users about what should be done to help those in need.

E-volunteering has become a discovery for many, and they began to volunteer for the first time to invest their strength and knowledge to bring victory. Researchers emphasize the online opportunities of information and communication technologies for volunteers in the social sphere, which are basic in the system of human-human interactions *(Pavliuk & Liakh, 2019)*.

Scientists G. Goodwin (2019), N. Kapucu (2006), & E. Ostrom (1996) assure that the response of the government during exacerbations and conflicts must be agreed upon and supported by citizens, civil society, public and non-governmental organizations, and others. Internet networks play an important role in recruiting volunteers, delegating, and performing voluntary work, where the volunteer or volunteers perform their tasks online *(Kacprowicz & Borowiecka, 2014)*.

At the same time, A. Bezrukov (2017) emphasizes that online volunteering has a lot in common with traditional forms of volunteering. In the table below the main characteristics of volunteering and e-volunteering are compared (Table 2).

Table 2

Comparative analysis of volunteering and e-volunteering

E-volunteering	Volunteering
An unpaid activity that is carried out voluntarily and purposefully for the benefit of other people, with one additional condition: the activities are carried out (in whole or part) remotely using the Internet.	Unpaid activity that is carried out voluntarily and purposefully for the benefit of other people; actions are carried out directly on the spot or in contact with a person.
E-volunteering is innovative, bringing traditional volunteering to a new level of Internet communication.	Volunteering follows the traditional form of service provision.
Using the Internet as a daily volunteer tool opens up new opportunities.	Limited opportunities for the latest information and communication technologies
Reduction of time and space limitations.	Requires more time and mobility for the volunteer.
Engage those who do not have volunteer work experience, but have IT skills.	Engage volunteers with experience in performing this type of activity, where there are no restrictions on the professional background of volunteers.
It depends on human compassion, the desire to lend a helping hand, to change the situation for the better, the desire to share one's time and skills, and others.	

Source: own work based on materials of the Handbook of E-Volunteering
(Kacprowicz & Borowiecka, 2014)

So, both concepts have one common feature that defines volunteering as an activity carried out voluntarily that is non-profitable, and socially beneficial. E-volunteering supports traditional volunteering, being its continuation, and expands opportunities through information and communication technologies.

Ukrainian researchers T. Liakh, T. Spirina, M. Lekholetova, & O. Shved highlight the main advantages of information and communication technologies, emphasizing that they are one of the ways to increase the effectiveness of volunteering during the Russian-Ukrainian war, as the war reduced offline communication to a minimum *(Liakh, Spirina, Lekholetova & Shved, 2021)*.

Volunteering during war means support for the Armed Forces of Ukraine and territorial defense; assistance to servicemen and units participating in military operations; help to internally displaced persons and civilians affected by hostilities, assistance to people in the war zone, and informational support using e-volunteering, IT technologies, social networks, online platforms, and the Internet. Each informative post, publicly available information, the publication can save someone's life, as the purpose of online publications is general information about such vital issues as the location of bomb shelters, the location of humanitarian and volunteer headquarters; the algorithm in case of an air raid or interruptions in telephone communication, the provision of first aid or how to behave when meeting soldiers of the enemy army; "green corridors" and evacuation plans; obtaining general information, psychological or legal support; information on the course of the war.

Current events influence the development of volunteer activity and stimulate searching for new forms and areas of activity, new methods, and platforms for working with volunteers.

Several surveys were conducted to study the impact of the Russian-Ukrainian war in the active phase on the life of Ukrainian citizens within the framework of the project "Ukraine in conditions of war" (Sociological group "Rating"). Thus, in April 2022, the "Eighth nationwide survey: Ukraine in war conditions" was conducted by the Sociological group "Rating" among 1,200 respondents, age group 18 and older (Sociological group "Rating", 2022, April 6). The results indicated that over 80% of respondents participate in the defense of the country, among them 45% of respondents help to defend the country financially (in March 2022 it was 39%). Also, 35% of respondents are engaged in volunteering and helping people/military, 18% participate in information resistance, 13% work in critical infrastructure, and 6% of respondents participate in the defense of the country.

The increase in volunteer activity after the invasion of Russian on February 24, 2022, was also evidenced by the survey "Volunteering during the war" in June 2022. The survey was conducted among 6,250 respondents by the International Youth Project of the United Nations Children's Fund (Ureport, 2022, June 25). The answers to the question "How long have you been volunteering?" indicated that 54% of respondents became volunteers after February 24, 2022. In the context of our research, the answers to the question "Where do you get information about volunteer initiatives/opportunities/organizations, and others?" were representative. The answers were as follows: 42% in social networks groups, 19% from friends and relatives, 18% using online resources and platforms, and 15% using volunteer chats.

Based on all of the above, we decided to conduct our own research "Volunteering during the Russian-Ukrainian war. Search for opportunities". The goal was to provide reliable information about e-volunteering opportunities. The study was conducted in July 2022.

3. Results of the Author's Survey Conducted in June 2022

Since 2014, many studies have been conducted to explore volunteering from different perspectives. However, none of them was aimed at identifying e-resources through which interested parties can learn about opportunities for themselves, which became especially relevant during the acute phase of the war.

34 respondents took part in the online survey, among them 5 men and 29 women. The survey was conducted by distributing a Google form among Telegram volunteer chats and on Facebook messenger through personal messages to practicing volunteers. The age of respondents was distributed as follows: 18-25 years – 8.8%, 25-30 years – 32.4%, 30-35 years – 32.4%,

35-40 years – 8.8%, respondents over 40 years – 17.6%. Thus, we can see that all age groups were represented, and young people aged 25-35 were the most active participants.

The question "How long have you been volunteering" was indicative (Fig. 1). Almost half of the respondents (47.1%) answered that they started volunteering after February 24, 2022. The rate of those who have been volunteering for more than five years was approximately high (38.2%). Some began volunteering 3-5 years ago (11.8% of respondents), which means they started when the war was already going on in Eastern Ukraine, and one person (2.9%) answered that he had been volunteering for 1-3 years.
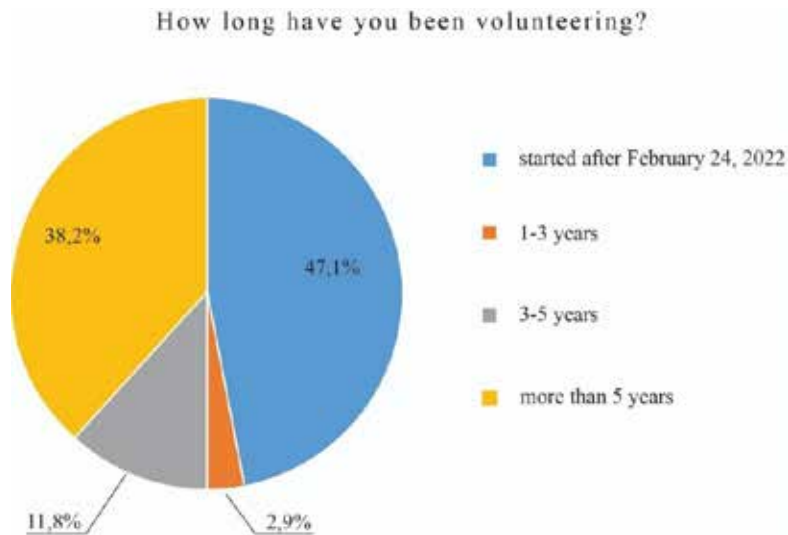
Fig. 1. Answers to the question "How long have you been volunteering?"

The answers to the question "What prompted you to start volunteering?" were also indicative. "*My friend was called to the front, so it started helping his unit*.» Most respondents (73.5%) stated their desire to be useful to society. More than half of respondents (52.9%) answered that they want to do everything possible to bring victory closer. 29.4% of respondents answered that they cannot just wait, they want to help, which indicates a desire to be useful to society. Some respondents answered that it is interesting to try something new (20.6%).

Since within the scope of the study we were interested in the issue of using e-resources, the subsequent questions were specifically aimed to investigate this situation.

The next question was "Which direction of volunteering did you choose after the war started?". Five respondents wrote their specific areas: *"English language club for IDPs", "Assistance to people affected by the full-scale Russian invasion, to people who were left without houses or had their houses damaged", and "Debris sorting, repairing roofs, covering windows with film, individual assistance", "Transfer of funds to the Armed Forces and other funds/enterprises, assistance at the border* «. The highest percentage of responses (41.2%) received the option "Help for IDPs" and the option "Finding the necessary resources upon request and redirecting them to those in need". Such assistance is mostly carried out both online (searching for requests) and offline (directly assisting). The answer "Collection and transfer funds for the

needs of the Armed Forces of Ukraine, and IDPs" was chosen by 32.4% of respondents, 29.4% are involved in "Online volunteering", and 26.5% are engaged in "Informational defense". More than half of the respondents (55.9%) answered that they are engaged in volunteering using the Internet to find information about volunteering opportunities and performing certain tasks. An equal number of participants (20.6%) stated they volunteer to provide "Psychological support (online or by phone)", and "Help at the humanitarian hubs".

The next questions were aimed at revealing respondents' preferences for certain E-resources to determine the most relevant resources. To the question "How often do you use information from friends/relatives/acquaintances to find volunteer opportunities?" most respondents (73.5%) answered that they do it almost all the time or often, that is, they have determined that this type of information is relevant for them.

The next block of questions was directly related to determining which e-resources respondents are more frequently used to find information on volunteering opportunities.

The answers to the question "How often do you use online resources, platforms, and sites to find volunteer opportunities?" were diverse. The largest number of answers received the opposite answer options: very rare, rarely (32.4%), and very often, almost all the time (32.4%). Some respondents (14.7%) use these resources from time to time. Other respondents answered they use online resources often (11.8%) or rarely (8.8%). The general tendency of the answers to this question is controversial.

The next question was "How often do you use Telegram chat to find volunteer opportunities?" The answers to this question were distributed more evenly. Most respondents answered they use this e-resource very often (32.4%) or often (14.7%); 17.6% of respondents use Telegram chat from time to time while 35.3% rarely use it. So, almost half of the respondents (47.1%) actively use Telegram chat to find volunteer opportunities.

The last question was "How often do you use social media groups to find volunteer opportunities?" The answers to this question show that the majority of respondents (50%) use this option in searching for volunteer opportunities. So, social media groups are used very often/almost all the time by 26.5% of respondents, and often 23.5% of respondents. Contrastingly, very rarely/almost never use social media groups 23.5% and rarely 5.9% of respondents. A high percentage of participants (20.6%) answered they use social media groups time from to time.

Thus, it can be concluded that the search for volunteer opportunities with the involvement of electronic resources is relevant, and in some cases, the only possible type of volunteer activity in Ukraine now.

4. Characteristics of Available E-resources for Online Volunteering During the Russian-Ukrainian War

Based on the results of the survey, the team of authors provided a scientific search of the available electronic resources. The extended goal of our work was to explore and introduce the most relevant volunteer platforms for those who can be interested. Online platforms have emerged as a powerful technology through which public organizations can interact with volunteers. These platforms connect people looking for volunteer opportunities with charitable foundations, volunteer groups, or directly with those in need. By joining a project on online platforms, volunteers can complete tasks entirely online or receive tasks for physical completion *(Urrea & Yoo, 2021)*. Several platforms emerged after February 24, 2022, as a reaction to Russia's full-scale invasion of Ukraine.

The analysis of the possibilities of various e-resources to generalize reliable online resources that can be useful to e-volunteers was the task of this stage. It should be mentioned that the high level of involvement of Ukrainian society in volunteer activities during the war was also manifested in the creation of new e-resources. Those resources that have emerged in response to a full-scale invasion or have added military-related areas through volunteering are presented and characterized below. (Table 3).

Table 3

E-volunteering resources

No	The resource name and link	Description of the resource
1	"Hello, Neighbor" telegram chat was created by the "Zhyttelyub" foundation to help the elderly and IDPs living in Kyiv. Those interested writes to @Zitteluba	The chat was created to help the elderly and IDPs who lost their homes and property. Verified requests for help are received in the chat. Each request has a hashtag of the district (Kyiv city) and needs (medicines, products). A volunteer from the chat who can help at the moment complete the task and reports in the chat.
2	"Zgraya" is a group of volunteers who worked with the military in Eastern Ukraine from 2014-2015. Resumed work after February 24, 2022. Website: http://surl.li/cnqfk FB group: http://surl.li/cnqft	Aid to civilians; hospitals; the Armed Forces, TrO Forces, law enforcement agencies, equipment, equipment, medicines, and food products. They help all over Ukraine. Regular reports in the FB group and on the website.
3	SpivDiya is a volunteer P2P platform initiated by the Coordination Headquarters for Humanitarian and Social Affairs of the Office of the President of Ukraine. Website: Spivdiia.org.ua Instagram: http://surl.li/cnqfz Facebook: http://surl.li/cnqgb	Verified volunteers and real-time help: the population and volunteers, institutions that host IDPs, and shelters. You can request help if you need it. Areas of assistance and cooperation: hub, children, shelter, legal support, psychological support, SpivDiya employment, SpivDiya entrepreneurs.
4	The Ukrainian Volunteer Service was created in 2017 (the development of the culture of volunteering in Ukraine). After February 24, an operational headquarters was created, which monitors the need for volunteer assistance throughout the country and mobilizes people to help the military and the population. Website: http://surl.li/cnqgj Telegram channel: http://surl.li/cnqhz	There is a form for volunteers on the website. Announcements about the need for volunteers appear promptly on the Volunteer Platform: http://surl.li/cnqgp A selection with a list of volunteer tasks appears on the Telegram channel every few hours. There are telegram chats for every city in Ukraine that one can join.
5	Palyanitsa.Info is a platform created by the Ukrainian Volunteer Service together with the IT company SoftServe to help people during the war. Website: https://palyanytsya.info/	An open database of organizations that provide humanitarian and volunteer assistance to the people in Ukraine. There is a filter that allows you to find the right organization, depending on the location and category of the request. If you are a representative of a volunteer organization, you can add information about it by filling out a special form.

| 6 | VzayemoDiya is a team of volunteers who created a page for a quick and easy search for information on Ukraine during the war. Sections are constantly updated, and resources are carefully checked by a team of specialists. Site-platform: https://viyna.net/ Telegram: http://surl.li/cnqig | The platform contains the following sections: relocation and housing, how to get various types of assistance (humanitarian, legal, transport assistance, medical, hotlines, and services), everything for children, everything for animals, and psychological support. Unique sections: I have foreign friends and I have Russian or Belarusian acquaintances. There is also a section on how to provide help online and offline, or financially. |
| 7 | Ukrainian exchange of volunteering and work. The site was created immediately after the full-scale invasion – on February 28. Website: https://v-tylu.work/ Telegram: https://t.me/v_tylu Facebook: http://surl.li/cnqik Instagram: http://surl.li/cnqim Chatbot in Telegram: @vtylu_bot | There are two types of ads – needs and help. It is possible to leave an ad. The advantage of the platform is cataloged and up-to-date content. Requests for online jobs in the fields of information warfare, texts/translations, marketing/design, coordination, and IT/development. The exchange is focused on finding volunteers, but you can also find paid vacancies. |

This is only a part of the possibilities available today for the manifestation of the civic position, but these resources provide an opportunity to be engaged in different spheres of activity. Each resource provides information on the current needs of both the civilian population and the military. The number of initiatives is increasing every day, despite the war, which has been going on for more than 5 months, Ukrainians do not lose motivation and help each other.

5. Conclusion

During the Russian-Ukrainian war, e-volunteering gained considerable relevance and involvement among those who expressed a desire to be a volunteer. Several studies conducted by various organizations, as well as by our author's team show this trend. Thus, 80% of Ukrainians participate in the resistance, and this indicator is stable during several months of the active phase of the war. Many Ukrainians not only go to protests and show their civic position on social media, but they also volunteer physically and online, help with information, and in many other ways.

To systematize resources with opportunities for volunteers, we created a table summarizing the main areas of volunteering. The presented table contains reliable online e-resources with relevant information.

The results of the study are partially covered on the Facebook pages of the Scientific Society of the Human Institute of Kyiv University named after Borys Grinchenko and on the page of the Department of Social Pedagogy and Social Work of Grinchenko University. The results of the study are partially covered on the Facebook pages of the Scientific Society of the Human Institute of the Borys Grinchenko Kyiv University and the page of the department of social pedagogy and social work of Grinchenko University.

References

1. Bezrukov, A. (2017). Rol Internet-prostoru u formuvanni dobrovolchykh initsiatyv: virtualne volonterstvo [The role of Internet space in the formation of voluntary initiatives: virtual volunteering]. Fenomen volonterstva u dyskursakh i naratyvakh istorii i kultury kintsia KhKh – pochatku KhKhI st. [The phenomenon of volunteerism in the discourses and narratives of history and culture of the late 20th and early 21st centuries] (pp. 59–61). Retrieved from http://surl.li/cnqkj (accessed 20 February 2023).

2. Forgood. (n. d.). Donate or volunteer at causes, charities & ngos. Retrieved from http://surl.li/cnqke (accessed 19 February 2023).

3. Goodwin, G. (2019). The problem and promise of coproduction: Politics, history, and autonomy. World Development, 122, 501-513.

4. Jeżowski, M., & Poszytek, P. (2022). Theoretical foundations and practical applications of e-volunteering within the European solidarity corps during the outbreak of COVID-19 pandemic in Poland. 13th international multi-conference on complexity, informatics and cybernetics (pp. 33–35). International Institute of Informatics and Cybernetics. doi:10.54808/imcic2022.01.33

5. Kacprowicz, M., & Borowiecka, B. (n. d.). E-volunteering handbook. Retrieved from http://surl.li/cnqjz (accessed 21 February 2023).

6. Kapucu, N. (2006). Interagency communication networks during emergencies: Boundary spanners in multiagency coordination. The American Review of Public Administration, 36(2), 207-225.

7. Lashin, M., Malibar, A., Helmy, W., Alfares, F., & Al Ajami, M. (2022). Using social media campaigns to activate electronic volunteering platforms during COVID-19 pandemic. Information Sciences Letters, 11(2), 319–322. doi:10.18576/isl/110202

8. Legislation of Ukraine. (2020). Pro volontersku diialnist (Zakon Ukrainy № 3236-VI). [On volunteering (Law of Ukraine № 3236-VI)]. Retrieved from http://surl.li/avyzm (accessed 23 February 2023).

9. Liakh, T., Spirina, T., Lekholetova, M., & Shved, O. (2021). Building professional competences of social workers through distance learning in the context of the covid-19 pandemic. E-learning in the Time of COVID-19: T. 13. E-learning (pp. 151-162). Katowice–Cieszyn. doi:10.34916/el.20

10. Lyakh, T., & Spirina, T. (2021). Rozwój inicjatyw wolontariackich jako narzędzia aktywizacji zasobów ludzkich społeczności lokalnych. In H. Bejger, O. Lisovets & S. Borysiuk (Eds.), Aktualne problemy społeczne Ukrainy i Polski. Aspekty partnerstwa instytucji państwowych i organizacji pozarządowych (pp. 22-30). Chełm: Państwowa Wyższa Szkoła Zawodowa w Chełmie; Chełmskie Towarzystwo Naukowe. Retrieved from http://surl.li/cnqjw (accessed 21 February 2023).

11. Minienko, H., & Ihnatusha, A. (2017). Volonterskyi rukh: Stanovlennia ta rozvytok [Volunteer movement: formation and development]. Osvita Ukrainy v umovakh viiskovoho konfliktu na Donbasi [Education of Ukraine in the conditions of the military conflict in Donbas] (pp. 133–137). Retrieved from http://surl.li/cnqla (accessed 22 February 2023).

12. Ostrom, E. (1996). Crossing the great divide: coproduction, synergy, and development. World development, 24(6), 1073-1087.

13. Pavliuk, R. O., & Liakh, T. L. (2019). Approaches to the Development of the ICT Competence Standard in the System of Research-Based Training for the Future Specialist of Social Sphere in Ukraine. Universities in the Networked Society (pp. 201-222). Cham: Springer International Publishing. doi:10.1007/978-3-030-05026-9_12

14. Schindler, F. (2022). Volunteering [MicroBusiness]. IEEE Microwave Magazine, 23(7), 14-15. doi:10.1109/mmm.2022.3164008

15. Sociological group "Rating". (2022). Research. Retrieved from http://surl.li/cnqky (accessed 20 February 2023).

16. Sociological group "Rating". (2022, April 6). Eighth nation widepoll: adaptation of Ukrainians to the conditions of war. Retrieved from http://surl.li/cnqje (accessed 20 February 2023).

17. Sociological group "Rating". (2022, April 6). Eighth nationwide poll: adaptation of Ukrainians to the conditions of war. Retrieved from http://surl.li/cnqje (accessed 20 February 2023).

18. Ukrainian volunteer service. (2022). Bazovi zasady volonterstva [Basic principles of volunteering]. Retrieved from http://surl.li/cnqkq (accessed 22 February 2023).

19. UReport. (2022, June 25). Volonterstvo pid chas viiny [Volunteering during the war]. Retrieved from http://surl.li/cnqkm (accessed 21 February 2023).

20. Urrea, G., & Yoo, E. (2021). The role of volunteer experience on performance on online volunteering platforms. SSRN Electronic Journal. doi:10.2139/ssrn.3784152

21. Zhang, A., Zhang, K., Li, W., Wang, Y., Li, Y., & Zhang, L. (2022). Optimising self-organised volunteer efforts in response to the COVID-19 pandemic. Humanities and Social Sciences Communications, 9(1). doi:10.1057/s41599-022-01127-2

DISTINCTION OF SOCIAL AND PUBLIC RELATIONS IN SOCIETY

Darina Kovalova

Ph.D. in Public Administration, Associate Professor at the Department of Sociology,
Dniprovskyi State Technical University, Ukraine
e-mail: darina.kovalova@gmail.com, orcid.org/0009-0000-9489-3237

Summary

Mastering of the "sociology" major by domestic students takes place in accordance with the curricula approved by the management of each university, taking into account the normative documents of the Ministry of Education and Science of Ukraine. Therefore, modern applicants (students) are initially inclined to functionalism and systemic theory in sociology, offering to study the works of the classics of sociology of the end of the 19th century – the beginning of the 20th century. However, the applicants will later learn about theoretical polyparadigmism in modern sociology and the possibility to choose not only classical concepts for the implementation of their scientific developments. This possibility was a consequence of the fact that changes were taking place in the paradigm of system theory. This influenced the evolution of sociological theorizing. Therefore, the above now affects the choice of applicants, post-graduate students and doctoral students of the basic concept for their sociological explorations, in order to avoid accusations of ignorance of modern sociological theory.

The situation, as a rule, has two contradictory sides. So, on the one hand, there are classical instructions or settings for scientists to carry out their cognitive procedures (for example, diagnosis, classification, stratification, typology, or systematization in general). On the other hand, alternative post-classical foundations have already been proposed, which are rather only outlined in most textbooks and textbooks on sociology, and therefore deserve in-depth study in order to reveal their diverse potential (heuristic, diagnostic, methodological, etc.).

Key words: ontologism, epistemology, societal, social, public, civil, substrate.

1. Introduction

It is recognized that the central task of modern science is the search for the foundations of the unity of the World, because the main essence of the scientific search is to develop the ability of scientists to connect disparate fragments of knowledge into a single picture, that is, to form complex knowledge. With any definition of science, there is always an indication in the paradigms that science belongs to such a level of organization of knowledge that among the important features of this level is reflection – the desire not so much for reproduction, reflection in the knowledge of reality, but the desire for conscious control over the course, form, conditions and principles of the process of cognition.

The first type of reflection, which practically reigned throughout the classical period of the development of science, is characterized by a focus on the object of knowledge and is called ontologism. The self-awareness of science moves around the dyad "knowledge – object", and the subject of knowledge, since he is involved in the analysis, is considered only as an intermediary between the object and knowledge. Approximately from the middle of the 19th century. the direction of intra-scientific reflection began to change. The self-awareness of science is

concentrated around the dyad "subject – object", which allows us to talk about the second type of reflection – epistemology.

If for ontologism the main question concerns how to achieve true knowledge about the object and what are the prerequisites for this result, then the main question for epistemology concerns the foundations, circumstances that strengthen the constructive power of knowledge.

Let us consider the above on the example of social relations as an object of first social, and later sociological knowledge.

The purpose of this work is to develop provisions that will later serve as a model for the systematization of certain components of the subject of sociology using the example of social relations as an integral component of this subject. The following tasks were set in the article: to outline the theoretical foundations of the study of social relations; to find out the meaning of the concepts of "social" and "public"; to explain the specifics of the aspects of being that are reflected in each concept.

2. Differences between two types of relations: public and social

According to ontologism, we will use the understanding of society as first an agglomerate, and later a system consisting of disparate elements connected to each other by a set of mutual connections. These heterogeneous elements include social groups, social institutions, social structure, etc. Actually, they have one common feature: they are a certain transformation of social relations, that is, they are an objectification, a reification of social relations, because this is how they acquire a fixed form and can be subject to direct empirical observation and study.

So, social relations, which is already evident from their very name, are the set of connections, relationships, contacts, mutual hopes, expectations and reactions to them that arise between people in the process of their cohabitation. This compatibility, cooperativeness, concentration of mutual living is the most characteristic feature of human existence. A person is primarily a public being, which is precisely what sociology is interested in. And although this does not exhaust all possible properties of a person, his worldview, biosocial factors, etc., sociology traditionally studies a person precisely from the side of his relations with other people, where he acquires certain social features. It also happens that a person loses certain traits under the pressure of social relations. In this case, we are talking about alienation or loss of previously acquired properties *(Chasov, 2016)*.

In domestic sociology, social relations are considered as relations between groups of people who occupy different social positions, take unequal participation in economic, political or spiritual life. In this case, the subjects (carriers, personifications, personifications) of social relations are mainly different communities of people (small or large groups, classes, nations, professional associations, etc.). This somewhat narrowed understanding of social relations largely comes from Marxist methodology, in which the dominant theme of social sciences is the problem of equality, interpreted as the equality of large social groups. However, individual individuals and small social groups are also subjects of social relations. And where exactly to start the analysis is already a problem of worldview and methodological choice.

First, a distinction should be made regarding two types of relationships: public and social.

«Public relations" as a term is often used by social scientists, but the question of their essence often remained outside the focus of theoretical analysis of public life. As noted by R. Kosolapov, "social scientists, unfortunately, do not often conduct detailed research in the field of the theory of public relations. Its problems – and it is not difficult to prove – are often

"absorbed" by numerous publications on management theory. The theory of public relations should once again take its place not at all in a separate section of social science, and even more so not in a local problem of the science of management" *(Kosolapov, 1977)*.

In many works, the main attention of subjects is directed to the identification of varieties of public relations according to the main spheres of public life (as a rule, material and ideological relations), depending on the nature of the carrier and the used means of functioning (political, legal, ethical relations, etc.). Attention is mainly focused on establishing the diversity of public relations, their properties, subordination and interconnection. Discussion of the content, substantial characteristics of public relations remained outside the boundaries of theoretical research in domestic social philosophy.

In order to understand all the variety of interpretations of the concept of "social relations", it is necessary to first clarify the relationship between the concepts of "public" and "social", as well as the concepts of "public relations" and "social relations". This will make it possible to understand the meaning that domestic philosophers put into the concept of "social relations".

So, in order to better understand the meaning of the concept of "social" and its difference from the concept of "public", let's make a small historical excursion. In the writings of K. Marx and F. Engels, when considering society, its processes and relations, they use two concepts – "public" (gesellschaftlich) and "social" (soziale). K. Marx and F. Engels used the concepts of "public" and "public relations" when they were talking about society as a whole, about the interaction of its spheres – economic, political, ideological; when it came to the essence of people's relations with each other, their attitude to the factors and conditions of their life, to their own position and role in society and to society as a whole, K. Marx and F. Engels used the concept of "social" (soziale) and, accordingly, talked about "social relations".

K. Marx and F. Engels often equated the concept of "social" with the concept of "civil". The last concept was related to their understanding of the interaction of people within specific social communities (family, class, etc.) and society as a whole.

Since, while developing the theory of society, K. Marx and F. Engels paid significant attention to the interaction of all aspects of its life activity – public relations, some Marxist scientists in the past began to identify the concepts of "public" and "social"; the concept of "civil society" gradually fell out of scientific use.

The situation is different in the countries of Western Europe and the USA, where empirical sociology has acquired a long and significant development. As a result, in French and English, the concept of "social", being a derivative of the concept of "society", was traditionally used in a narrow (empirical) sense, which caused known difficulties in marking phenomena and processes related to society as a whole. That is why the concept of "societal" (societal) was introduced at the stage of the development of sociology to characterize society as a whole, the entire system of public relations (economic, socio-political, etc.). The term "societal" (societal) was introduced by T. Parsons and belongs to those terms that are difficult to translate and which are sometimes ambiguously interpreted. As far as we know, this term was first used in domestic sociology by H. Osipov. Back in the second half of the 60s, when developing the project "social organization of an industrial enterprise", he drew the attention of project participants to the meaning of this new term. H. Osipov interpreted it as society as a whole, or the whole society; in this sense, he uses it in the textbook on the basics of the general theory of sociology. This is probably the main interpretation of this term in Russian sociology. It is also supported by the translators of T. Parsons's book "The System of Modern Societies" *(Kovaleva, 1977)*.

In domestic science, the lack of a clear distinction between the concepts of "public" and "social" was to some extent due to some linguistic traditions that developed in the Russian language, because the concepts of "public" and "civil" were usually used. At the same time, the concept of "social" was considered as a synonym of the concept of "public", and the concept of "civil" was attributed to legal science. Gradually, with the development of sociology, the concept of "social" acquired an independent meaning.

"Social" means nothing else than a certain characteristic that outlines and identifies the interaction of different societies of people, the way of this interaction. Each person in the process of life is the bearer of many characteristics, roles that manifest and identify a person. Each person performs many functions, rights, and duties in relation to each other. So, for example, let's take the category "student" close to students. This is one of the characteristics of a certain person. At first glance, it sounds generalized, abstract, but it can be a student of a "given" educational institution, an economic educational institution, a metropolitan educational institution, a prestigious educational institution (relative to all other educational institutions). In addition, a "student" for someone is a son or daughter, brother or sister, father or mother, younger or older, a representative of a certain nationality, an employee of a certain institution, an athlete, a fan, a specialist in a certain field, a member of a certain organization, etc. Thus, thanks to these roles, a person manifests himself in activities in relation to other people.

"Social" – from the Latin "socialis" – common, sociable, public; connected with society, public relations is the central category of sociology *(Tarasenko, 1998)*. This term means a set of certain features of public relations, integrated by individuals or communities in the process of joint activity in specific conditions, which is manifested in their relationships, attitude to their place in society, phenomena and processes of social life *(Sirij, 2004)*.

This concept serves to define the essence of social life, to reflect the specifics of the social form of the movement of matter. In a broad sense, social means everything that belongs to society in general, as opposed to natural. In a narrow sense, social means the side of public relations, as an integral part of society, because it concerns the relations of people to each other and to them in general. If we resort to a deep disclosure of these meanings, then it should be said that the social category reflects a special objective and subjective reality that is created by people directly through being in communities. This reality combines features, actions, deeds of people, relationships between them, things, norms, values, signs, symbols, meanings and their meanings.

In addition, the meaning of the concept of "public relations" requires clarification. In domestic socio-philosophical literature, the concept of "public relations", despite the rather frequent reference to it, has not received a generally accepted definition. The interpretation of the concept of "public relations" was based on the main conclusions made by the domestic researcher M. Perfilyev from the Marxist approach to this problem. M. Perfiliev, for example, formulated it as follows: «Public relations are both objectified, inherited, and collective living, sensual activity of people, etc., which acts as a cooperation of many individuals in connection with their relationship to nature, to each other, or, in other words, with the development of the main features of the collective individual, first of all with the satisfaction of certain needs and the development of the acquired productive forces" *(Perfilev, 1973)*.

So, public relations are, first of all, social-typical public relations. Moreover, at their core, public relations always express not single and accidental, but essential and necessary, socially typical connections of people. That is why the reproduction of public relations should be considered not as the reproduction of specific (unique) relations of "living individuals", but as the reproduction of relations between the so-called "averaged individuals" – carriers of

socially typical traits, representatives of certain social communities, exponents of their proper-ties. This approach assumes consideration of public relations in the form of a social structure, and, therefore, the reproduction of relations should be studied as a reproduction of the structure of society. Public relations, taken as a structural characteristic of society, act as a form, but also a way of joint activity of people *(Kovaleva, 1977: 18-19)*.

The reproduction of the form assumes that not all public relations find expression in public relations, but, first of all, socially typical, objectively necessary interactions of people, characteristic ways of the form of social relations or "casts" of all concrete human relationships connections, interpersonal relations. Domestic researchers have singled out broad and narrow interpretations of the concept of "public relations".

A broad interpretation of the concept of "public relations" allows to single out purely human relations from the system of all possible ones (for example, relations with animals). In this connection, the following characteristics of public relations appeared: relations that "make up the totality of the life of a given society", or "a specific type of internal and external relations that create society as an organic whole system of various phenomena (social and non-social)"; "philosophical category to denote the entire "flow" of human life,» etc.

Public relations in a narrow interpretation represent the relations of people to each other, because they are actually the relations of a collective person. This interpretation of public rela-tions distinguishes them from the system of human relations.

3. The social nature of public (social relations)

The concepts of "social" and "social relations" have a common genesis, as they are always related to social communities, which are the subjects of public relations. Therefore, according to the carriers of social relations – social subjects, all types of public relations are social.

However, this understanding of social relations is not completely complete.

In society, economic, political, ideological, spiritual, ethical, aesthetic, organizational and other types of public relations are established between social subjects, according to the subjects of human activity.

All types of public (social – in a broad sense) relations are formed, formed and devel-oped only on the basis of joint human activity, on the basis of the exchange of its results. Eco-nomic, political, spiritual and other relations, formed on these grounds and performing various functions in society, do not cease to be social (public) relations. In this sense, all types of public relations have a double essence: on the one hand, they do not cease to be specific, relatively independent relations, on the other hand, they all form part of the system of social relations in the broad sense (or public) relations. They can be called one way or another, depending on the criteria for separation.

If we consider them from the point of view of relations between social subjects, then they are social (public) relations. If social relations are considered from the point of view of their content, they are the essence of industrial, political, and spiritual relations, which are also called public relations.

In one perspective, they find some qualities for them, in another – others. Sometimes such a duality of types of public relations is fixed in phrases: socio-economic, socio-political, socio-spiritual relations.

From the point of view of social subjects, all types of public relations are social relations, from the point of view of the content of their connections and relations regarding objects – they

are either economic, or political, or spiritual relations. Therefore, social in a broad sense (or public) relations can be characterized as relations of social subjects regarding some subjects. Hence, any type of relationship is public or social in a broad sense.

Identifying the concept of "social relations" in a broad sense with the concept of "public relations", it is necessary to always keep in mind that all types of public relations have a social nature. They are social (public) relations not because they are contrasted with "natural" ones, but precisely because they are social relations. In turn, public relations, while preserving their social nature, each time acquire a specific form depending on what they are about (that is, about certain social objects). "The latter can be the means of production and its products, or factors derived from public production, such as state power, norms of law and morality, aesthetic values, objects of religious worship, etc.«

On this basis, in national philosophy, public relations are divided into economic (regarding the means of production), political (regarding state power), legal (regarding legal laws), ethical (regarding public duty), spiritual (regarding spiritual activity) etc *(Frolov, 1997)*.

The concept of "social relations" in a narrow or specific sense is used when it comes to the social sphere. In other words, specific relations arising according to a certain criterion between the main social subjects.

So, it can be noted that the concepts of "social relations" and "public relations" are often equated. But this is legitimate only when social relations are considered in a broad sense, contrasting them with relations with natural objects. Difficulties in the study of social relations are due to the fact that they are not static, rooted forms of social interaction, they are always interconnected with other types of relations that are mutually integrated, revealed through them.

Social relations are organically connected with all other types of public relations, forms and methods of social activity of people, communities, social interests, social needs, ideas about social justice or injustice, social equality or inequality, social homogeneity or heterogeneity, social activity or passivity, etc..

The study of social relations should be carried out in the broadest context of the entire way of life of people. This allows researchers to see, on the one hand, the origin of public changes, because they are generated by changes in the content, forms and conditions of life of social communities, and on the other hand, to determine how they affect the structure of the community, behavior and activities of people.

So, the supporters of the macrosociological approach seek to derive relations in their diversity, based on the understanding of society as a certain integrity, totality, which outlines the specific characteristics of all its components, while the supporters of the microsociological approach seek to understand the laws of building a "big" society, based primarily on those structural, functional and other dependencies that are observed within the immediate social environment of the individual.

There is a certain disagreement among sociologists regarding the place of public relations in the general structure of the social system. The famous Belgian sociologist A. Jean in the work "Social system: Essays of a general theory" *(Brussels, 1970)* considers them, along with social groups, the simplest or basic social formations (formations). This is where sociology comes from when starting its own research. In this consideration, social relations have the meaning of a social fact, the existence of which is obvious, directly accessible to perception and observation. However, the immediacy of perception and fixation is not entirely obvious here. After all, public relations are not given to us in direct observation. They acquire this meaning only in an objectified or reified form: when they appear in human contacts, communication, actions, deeds, positions, assessments, etc. The same can be said about all other connections

and relations of the outside world. Physics, chemistry, biology, and other natural sciences also fix and describe them through an external object-material expression. If physics establishes a relationship between force, mass, and acceleration, it means that whenever a mass acts with a certain acceleration, it produces a force. It is the action of the force that is the confirmation that there is a certain established relationship or connection between it, mass and acceleration. The existence of relations here directly follows from the existence of these three constituent elements. We can say the same about public relations. Their presence follows from the existence of all components of the social system: individuals, groups, social structures, social institutions, etc. Relations are a form of manifestation and connection of these constituent parts of the public whole. However, even earlier than the mentioned A. Jean, one of the founders of modern functional sociology, a well-known French sociologist of the late 19th and early 20th centuries, insisted on this. E. Durkheim. Indeed, public relations are a fact that can be observed in a reified or objectified form: human actions, collective behavior, historical movement as a whole. Regarding an individual, as E. Durkheim emphasized, they have the meaning of a separately existing social reality: they are objective, exert a certain pressure on the direction of his actions and deeds, are constantly repeated and restored (reproduced), act as an average statistical value or a certain social norm, precede his activities and others *(Dyurkgejm, 2004)*.

As for the primacy of public relations over group activity, the situation is more complicated here. Sometimes the appearance of a social group is a sufficient reason for generating new relations (for example, with already existing groups). Sometimes it is the other way around: the formation of a new group looks like a certain objectification, the realization of already existing public relations (for example, the formation of a certain commercial structure or a political party in response to a specific social need). Therefore, it can be said that there is a rather complex dialectical relationship between public relations and other components of social anatomy: they act as opposites that complement and negate each other.

There are sociologists who believe that public relations should be included in the social structure as a certain fact that is naturally inherent to it (the social structure). This point of view is defended by the modern Belgian sociologist N. Delruel-Vosswinkel in her work "Introduction to General Sociology" *(Brussels, 1987)*. Thanks to the concepts of social relations, social roles and social status, we get, in her opinion, the opportunity to characterize the social structure. Therefore, she defines public relations as a network of inter-individual and supra-individual connections and relationships that connect an individual with a group or groups among themselves. They are interpreted as a product of human activity and at the same time as a source of this activity. However, N. Delruel-Wosswinkel insists that public relations are not something external to an individual or group, but are connected to them by an organic bond; is their offspring and at the same time a prerequisite for existence. for a comprehensive description of public relations, she uses such a figurative expression that in the Ukrainian language would be like "yeast", "leaven". We propose an academic term – substrate. So, from this point of view, public relations can be considered as the substrate of society itself, that is, the building material from which the historical movement molds certain social forms: social structure, social institutions, types of culture and civilization.

We should take into account another disagreement that exists between sociologists in the interpretation of public relations, agreeing basically that public relations exist where and to the extent that individuals, social groups or other communities of people exist, some sociologists tend to to their excessive objectification, others to excessive subjectivization. Thus, the French sociologist E. Dupreel in his work "General Sociology" *(Paris, 1948)* believed that the very presence of individuals, social groups or other communities creates a social connection. From

this point of view, it follows that the objective existence of human associations precedes the establishment of a certain social bond. The German sociologist M. Weber in his work "Economy and Society", on the contrary, believed that public relations are established where an individual or a group takes into account the existence of "others" (individuals, groups, communities or social institutions) in their activities, positions or motives of behavior). They ("others") must be included in the subjective content of the activity in order for a social connection to be established.

So, this is supposedly an external and formal discrepancy. In fact, these approaches complement each other. Only some emphasize the influence, even pressure, that the presence of "others" exerts on individual or collective behavior. "Others" in this case act as a certain social force, and social ties and relationships act as its (social force) carriers. Social power is somewhat similar to the forces of nature: it directs people's behavior, accelerates or slows down social activity, looks like inducement, influence, suggestion (symbolic pressure), persuasion or exchange of goods, services or information. M. Weber and his supporters emphasize the subjective content of social relations, their meaning for the person who acts in a certain social situation. It is about experiencing, realizing or taking into account the position of "others" in one's own actions and deeds. Therefore, public relations are considered here, rather, as real or symbolic mediators, transmitters, transporters of culture, information, social experience or internal subjective states of individuals and groups.

In view of this, another important question arises: about the difference between actual public relations and psychological connections and relationships. It is clear that in reality they are closely and organically intertwined and can be separated only in abstraction. But there are two sciences – sociology and social psychology, each of which studies its own aspect of public relations. From the point of view of sociology, this difference is as follows. In actual social relations, the psychological aspect does not dominate, it exists, rather, as a background. The coercive or binding moment prevails here. Actually, the social connection is predetermined, pre-situational, determined by the structure of specific roles: employer – worker, parents – children, seller – buyer and others. It has primarily a functional purpose, where people act, rather, as social roles, representatives of certain social groups or statuses. The fact that these relationships are also emotionally experienced is of secondary importance. In psychological relationships, it is the opposite: the sensory-emotional effect dominates, becomes independent, self-important (for example, in relationships between lovers or marriage partners).

Public relations include a variety of relations: spatial contacts, psychological connections, social interaction, social actions, social dependencies, social connection. Each of these concepts has its own specific and specific meaning. Spatial contact means the collision of social partners in social space: from mutual perception or observation to the most meaningful and interested interaction, which may be based on the desire for equivalent exchange, communication, establishing a power relationship, etc. Social contact can be called such interaction of social partners, as a result of which they seek to establish a more stable mutual exchange of values, services or information. Social interaction involves a systematic, permanent set of sustainable actions, which is regulated by certain rules, conventions, or clearly defined mutual expectations. Social action is a system of actions and relationships based on the desire to change the attitudes, behavior, needs, and aspirations of a partner. Here, social relations clearly move into the sphere of power, as they involve a certain concession, retreat, change of position or compromise. It is quite clear that social dependence can mean such a situation when certain intentions have been realized and partners have taken different positions (statuses) in the space of social relations: accidental or permanent, voluntary or forced, initiative or induced dependence has appeared between them.

Usually, all these terms could be used in a slightly different sequence. Ya. Szchepanskyi does this, in particular. He chose the most general category for this class of phenomena, "social connection" (not « public relations"). Therefore, it has a somewhat different terminological and substantive sequence of presentation. In particular, he considered public relations only as a moment of social connection, while in our case social connection is a moment of public relations. This disagreement, however, is not of a fundamental nature. Of particular importance here is the previous agreement and convention of the community of sociologists. In our opinion, many of them tend to share the approach we have outlined. Note, however, that the main thing here is the understanding of the essence of public relations (connection), their multiplicity and internal contradiction, since different phenomena are defined by the same concept: both the opposite gaze of two young people in public transport, and the slavish dependence of one person on another.

In order to give more detailed answers in the course of solving the tasks of this work, it is necessary to determine the criteria for the classification of public relations according to certain characteristics.

In order to understand all the variety of interpretations of the concept of "social relations", we first clarified the relationship between the concepts of "public" and "social", as well as the concepts of "public relations" and "social relations".

So, the term "social" means a set of certain features of public relations, integrated by individuals or communities in the process of joint activity in specific conditions, which is manifested in their relationships, attitude to their place in society, phenomena and processes of social life.

For example, K. Marx and F. Engels, when considering society, its processes and relations, use two concepts – "public" (gesellschaftlich) and "social" (soziale). They used the concepts of "social" and "social relations" when it came to the essence of people's relations with each other, their attitude to the factors and conditions of their life, their own position and role in society and society as a whole.

Also, K. Marx and F. Engels used the concept of "public" and, accordingly, talked about "public relations" when it came to society as a whole, about the interaction of its spheres – economic, political, ideological.

Social relations can be different: random or deterministic, momentary or lasting, short or long. Sociology examines the entire set of public relations, but pays more attention to those that have a stable and long-term character. Usually, not only those relations determined by the objective social position of the interacting parties are taken into account, but also those formed by the subjective definition of the partner and the situation. Therefore, in the future, we will call social relations primarily a defined stable system of relations, which includes two or more partners (be it individual individuals, social groups, institutions or communities of people), a certain intermediary link (object, value, interest, position, attitude), which is the "platform" of this interaction, as well as a certain set of duties, forced unilateral or mutual obligations or standardized functions performed by partners in relation to each other.

4. Conclusions

Considering social relations, we can note that most often we can find two interpretations of the meaning of this concept.

Public relations are fundamentally different from the biological relationships of animals. Social relations are a necessary attribute of society, a condition, a prerequisite, and a result of

people's harmonious life. A person in his public relations is society. In this context, the concept of "public" is used in a broad sense as a synonym for "social relations" and "social", and the concept of "social" is equated with the concept of "public". This is the so-called broad interpretation of the term "social". In this sense, the term "social" covers everything that can be attributed to the social world, as opposed to the natural world. While "social" understand both economic and political processes, and the entire field of spiritual life. "Social" is contrasted with "natural", "natural" also when it comes to the relationship of social and biological beginnings in a person" *(Chasov, 2017)*.

It is public relations that make society a complete and social organism, and a person a social being. The development of public relations means the development of society and man as social phenomena. Society and man can develop successfully only under the condition of the development of public relations at the same time.

Thus, the essential feature of social (public) relations is that they, one way or another, are in development, because movement is an integral attribute of any form of matter. It is obvious that the main factor in the development of social relations is the people themselves. And although each generation finds certain patterns of social relations, in the process of joint life activities they are changed and supplemented, and therefore passed on to the next generation in other, modified forms.

So, social relations in a broad sense are all kinds of relations in society between individuals and social communities. Where social communities are formed, social (public) relations arise and function. And, conversely, where social (public) relations arise and function, social communities (classes, social groups, parties, organizations, etc.) and relations between them always arise and reproduce.

References

1. Chasov D., Sorokina L., Havrylin S. (2017). "Aspects of distance learning for engineering sciences". Effective Development of Teachers' Skills in the Area of ICT and E-learning. Katowice – Cieszyn. P. 319–331.
2. Chasov D. (2016). "Determining the equation of surface of additional blade of a screw conveyor". Eastern-European Journal of Enterprise Technologies #5. P. 10-14.
3. Dyurkgejm E. (2004). Ob obshestve. Sociologiya: Hrestomatiya dlya studentov vseh specialnostej. Vladivostok. [in Ukrainian]
4. Kovaleva M. (1977). K russkomu izdaniyu. T. Parsons. Sistema sovremennyh obshestv. M.: Nauka. [in Russian]
5. Kosolapov R. (1977). Sovershenstvovanie obshestvennyh otnoshenij v usloviyah razvitogo socializma. M.: Nauka. [in Russian]
6. Perfilev M, Orlova L. (1973). Socialnye otnosheniya. L.: Nauka. [in Russian]
7. Sirij Ye. (2004). Sociologiya: zagalna teoriya, istoriya rozvitku, specialni ta galuzevi teoriyi: Navch. posibnik. K.: ATIKA. [in Ukrainian]
8. Tarasenko V. (1998). Socialni vidnosini. Sociologiya: Korotkij enciklopedichnij slovnik. K.: Ukr. centr duhovn. Kulturi. [in Ukrainian]
9. Frolov S. (1997). Sociologiya. M.: Logos. [in Russian]

VERFAHRENS- UND ORGANISATIONSGRUNDLAGEN
DER GERICHTSMEDIZINISCHEN UNTERSUCHUNG IN DER UKRAINE

Liudmyla Kryvda

PhD-Studentin im dritten Studienjahr des Lehrstuhls für Kriminalistik
an der Nationalen Universität «Juristische Akademie Odesa», die Ukraine
e-mail: liudmylakryvda@gmail.com, orcid.org/0000-0001-9193-3823

Anmerkung

Das Hauptziel des Strafverfahrens besteht darin, eine schnelle, umfassende und unvoreingenommene Untersuchung und Gerichtsverhandlung von Straftaten sicherzustellen, um jede schuldige Person zur Verantwortung zu ziehen und die Rechte der Unschuldigen zu schützen.

In der heutigen Zeit wird die Frage nach effektiven Ermittlungen von Straftaten unter Verwendung eines interdisziplinären und integrativen Ansatzes besonders relevant. Kriminalität passt sich verschiedenen Möglichkeiten an, Straftaten zu verbergen und verbessert die Mittel zur Begehung von Straftaten mit Hilfe moderner Technologien und Kenntnisse. Um diesen Bedrohungen entgegenzuwirken, ist es notwendig, einen interdisziplinären Ansatz zu verwenden, der die Zusammenarbeit verschiedener Disziplinen und Berufe wie Strafverfolgungsbehörden, Wissenschaftler, Experten für Informationssicherheit usw. umfasst.

Es ist jedoch wichtig zu beachten, dass die gesamte Arbeit unter Einhaltung des Gesetzes und zum Schutz der Menschenrechte durchgeführt werden sollte. Die Unschuld von Verdächtigen und Angeklagten muss von den entsprechenden Stellen der Voruntersuchung und der Gerichtsbarkeit bewiesen werden.

Schlüsselwörter: Kriminalistik, Gerichtsmediziner, Spezialwissen, forensische Kenntnisse, Kriminalität.

1. Einführung

Falls man das Wort «Gerichtsmediziner» hört, denkt man sofort an verschiedene Krimis, es soll aber nicht außer Acht gelassen werden, dass diese Stereotype nichts mit der Realität zu tun haben. Es lohnt sich deshalb, über Aufgaben vom Gerichtsmediziner nachzudenken.

2. Zum Forschungsproblem

Laut dem zweiten Artikel (Art.) 2 der Strafprozessordnung der Ukraine besteht das Hauptziel des Strafverfahrens darin, eine schnelle, vollständige und unparteiische Untersuchung und Gerichtsverhandlung sicherzustellen, damit jeder, der eine Straftat begangen hat, in Bezug auf seine Schuld vor Gericht gestellt wird und eine unschuldige Person nicht grundlos angeklagt und strafrechtlich verantwortlich gemacht wird *(Kryminalno-protsesualnyi kodeks Ukrainy, 2012).*

Heutzutage ist es besonders nützlich ein interdisziplinäres und integratives Verfahren zu benutzen, da die Kriminalität sich nicht nur auf verschiedene Arten der Verbrechensverschleierung einstellen kann, sondern auch die Mittel zur Durchführung von Straftaten mit Hilfe modernen Wissens durch offenen Informationszugang zu spezifischen Ressourcen verbessern kann.

Die moderne Massenkommunikation konnte nicht ohne Einfluss der allgemein Globalisierung gelassen wird. Diese Umstände führen dazu, dass man nicht nur die professionellen juristischen Kenntnisse der Strafverfolgungsbehörden angewandt werden müssen, sondern auch spezielle Kenntnisse in verschiedenen Bereichen der Wissenschaft, Technik, Kunst, Handwerk (Medizin, Buchhaltung, Automobiltechnik usw.) braucht. Die daraus resultierende vielfältige Welt kann von den Menschen nicht durch die Wahrnehmung ihrer einzelnen Elemente ohne deren weitere Synthese zu einem Ganzen erkannt werden.

Zuerst soll man den Begriff Spezialwissen klären. Es ist auch umstritten, den Begriff «Spezialwissen» in Literatur und Gesetzgebung zu definieren. Zunächst ist anzumerken, dass es in der Literatur zwei Konzepte von besonderem Wissen und besonderer Erkenntnis gibt. In der ukrainischen Sprache sagt man «пізнання» und «знання», Deutsch übersetzt also die Erkenntnis und das Wissen. Man muss nicht außer Acht lassen, dass obengenannte Begriffe nicht gleichbedeutend sind.

Als Wissen bezeichnet man irgendwelcher Umfang von Informationen über etwas, der genug fürs Leben ist *(Kryvda L., 2022: 12-14)*.

Erkenntnis in der Wissenschaft wird also als der mentale Prozess der Beherrschung des eigenen Wissens verstanden *(Frumkina Aryna, 2020: 503)*. Es kann im Rahmen seiner Ausbildung in speziellen Institutionen oder unabhängigen Aktionen zur Beherrschung von Wissen durchgeführt werden. Da Erkenntnis, wie man oben bemerken kann, praktisch keine Grenzen hat, kann Erkenntnis auch als ein Prozess charakterisiert werden, der außerhalb jedes Rahmens durchgeführt wird. Eine Person kann bestimmte Dinge ständig lernen.

Es sei darauf hingewiesen, dass Spezialwissen nicht bekannte wissenschaftliche Kenntnisse, öffentliche menschliche Erfahrung und juristische Kenntnisse umfassen. Rechtliche Kenntnisse sind nicht speziell für Einrichtungen, die Ermittlungen oder Gerichtsverfahren vor Gericht durchführen. Deshalb verbietet das Gesetz (laut dem 1. Teil des Artikels der Strafprozessordnung der Ukraine) ausdrücklich die Durchführung der Prüfung zur Klärung von Rechtsfragen.

1. Als Grundlage des Fachwissens dienen: a) Branchenwissen; b) andere Kenntnisse, die zur Beweisaufnahme erforderlich sind.

2. Als äußere Manifestation und Form der Verwirklichung des verfügbaren Fachwissens und anderer Kenntnisse der Branche, die sich aus a) speziellen Fähigkeiten; b) Operationen; c) Handlungen.

3. Als Voraussetzung für die Zulässigkeit und Indikator für die Vollständigkeit der Nutzung dienen Erfahrung und Anwendung dieser Kenntnisse und Fähigkeiten

Wenn man über die Gerichtsmedizin oder über forensische Kenntnisse spricht, soll man diesen Begriff laut der ukrainischen Gesetzgebung verstehen. Die gerichtsmedizinische Untersuchung ist eine wissenschaftliche und praktische Untersuchung, die gesetzlich geregelt ist und von einem Arzt mit gerichtsmedizinischer und medizinischer Untersuchung durchgeführt wird, dabei werden spezifische Objekte zur Lösung spezifischer medizinischer Probleme untersucht, die bei der Aufklärung von Straftaten oder bei Verdacht auf Begehung eines Verbrechens auftreten. Im Prozess der forensischen Untersuchungen werden darüber hinaus die tatsächlichen Daten, die von den Gesundheitsbehörden bei der Entwicklung von vorbeugenden Maßnahmen verschiedener Arten von Traumata, Vergiftungen, plötzlichem Tod sowie den Ursachen von Mängeln bei der medizinischen Versorgung verwendet werden können, aufgedeckt.

Laut dem Gesetz «Über die gerichtsmedizinische Untersuchung» von 25.02.1994. mit Änderungen aus dem Jahr 2005, ist der forensische Experte der staatlichen spezialisierten Einrichtungen ein Spezialist, der die entsprechende Hochschul-, Bildungs- und Qualifikationsstufe nicht niedriger als ein Spezialist hat, die entsprechende Ausbildung bestanden und die

Qualifikation eines forensischen Experten in einer bestimmten Spezialität erhalten hat *(Pro sudovu ekspertyzu,1994)*.

Laut dem Artikel 69 der Strafprozessordnung der Ukraine existieren folgende Rechte und Pflichte vom Experten:

Der Experte hat Recht:

1) sich mit den Materialien der Strafverfahren zum Thema vertraut zu machen;

2) zusätzliche Materialien und Proben und andere Maßnahmen im Zusammenhang mit der Untersuchung zu beantragen;

3) bei Verfahrenshandlungen in Bezug auf Forschungsgegenstände anwesend zu sein;

4) im Abschluss der Untersuchung die bei deren Durchführung gewonnenen Informationen anzugeben, die für das Strafverfahren von Bedeutung sind und zu denen ihm keine Fragen gestellt wurden;

5) den Personen, die an Strafverfahren beteiligt sind, Fragen zum Gegenstand und zu den Untersuchungsgegenständen zu stellen;

6) eine Belohnung für die geleistete Arbeit und die Erstattung der mit der Prüfung verbundenen Kosten und den Aufruf zur Abgabe von Erklärungen oder Zeugnissen zu erhalten, wenn die Prüfung nicht die offizielle Pflicht der beteiligten Person als Sachverständiger ist;

7) in gesetzlich vorgeschriebenen Fällen einen Sicherheitsantrag zu stellen;

8) andere Rechte auszuüben, die durch das Gesetz der Ukraine «Über die gerichtsmedizinische Untersuchung» festgelegt sind.

Der Experte ist verpflichtet:

1) eine vollständige Studie persönlich durchzuführen und eine angemessene und objektive schriftliche Schlussfolgerung zu den ihm gestellten Fragen zu geben;

2) beim Gericht anzukommen und Fragen während der Vernehmung zu beantworten;

3) die Sicherheit des Untersuchungsobjekts sicherzustellen. Wenn die Untersuchung die vollständige oder teilweise Zerstörung des Prüfungsobjekts oder eine Änderung seiner Eigenschaften beinhaltet, muss der Sachverständige von der Person, die den Sachverständigen beauftragt hat, die Erlaubnis einholen;

4) die ihm im Zusammenhang mit der Ausübung seines Amtes bekannt gewordenen Informationen nicht ohne die Erlaubnis der sie betreffenden Strafverfolgungspartei oder dem Gericht offenzulegen oder niemanden, außer die Person, die ihn involviert hat, oder das Gericht über den Verlauf der Untersuchung und ihre Ergebnisse zu informieren;

5) Selbstaufhebung bei Vorliegen der in der Strafprozessordnung vorgesehenen Umstände zu erklären *(Kryminalno-protsesualnyi kodeks Ukrainy, 2012)*.

Als Objekte der gerichtsmedizinischen Untersuchung können sowohl Leiche, lebende Opfer, Angeklagte und andere Personen (lebende Personen), als auch Dinge und Materialien von Straf- und Zivilsachen eintreten.

Laut dem Artikel 242 der Strafprozessordnung der Ukraine existieren diese obligatorischen Fälle der Durchführung der gerichtsmedizinischen Untersuchung durch den Ermittler oder Staatsanwalt:

1) Ermittlung der Todesursachen;

2) Bestimmung der Schwere und Art von Körperverletzungen *(Frumkina A.L., 2017: 122)*;

3) Bestimmen des geistigen Zustands des Verdächtigen in Anwesenheit von Informationen, die Zweifel an seinem Urteil hervorrufen, begrenztes Urteil;

4) Feststellung des Alters der Person, wenn es notwendig ist, die Frage der Möglichkeit, sie zur strafrechtlichen Haftung zu bringen, zu lösen, und andernfalls ist es unmöglich, diese Informationen zu erhalten;

5) Ermittlung der Höhe der materiellen Verluste, wenn das Opfer sie nicht identifizieren kann und kein Dokument vorgelegt hat, das die Höhe des Schadens, die Höhe des Sachschadens, Umweltschäden durch Straftaten bestätigt *(Kryminalno-protsesualnyi kodeks Ukrainy, 2012)*.

Die gerichtsmedizinische Untersuchung in unserem Land erfolgt in Übereinstimmung mit den Gesetzen der Ukraine «Über die gerichtsmedizinische Untersuchung» von 25.02.1994. mit Änderungen aus dem Jahr 2005, das Gesetz der Ukraine «Über Änderungen der Handelsverfahrensordnung der Ukraine, die Zivilprozessordnung der Ukraine, die Verwaltungsverfahrensordnung der Ukraine und andere Rechtsakte» (Gesetz vom 03.10.2017) № 2147-VIII), die Verordnung vom 17. № 6. Januar 1995 des Ministeriums für Gesundheitswesen der Ukraine «Über die Entwicklung und Verbesserung des gerichtsmedizinischen Dienstes der Ukraine», «Grundlagen der Gesetzgebung der Ukraine über die Gesundheitsversorgung», Strafprozess-, Straf-, Zivil-, Zivil-, Verfahrens- und Verwaltungsgesetzgebung, Anordnungen und andere Vorschriften des Gesundheitsministeriums der Ukraine, die im Allgemeinen für den Stand der gerichtsmedizinischen Untersuchung im Staat zuständig ist *(Mishalov V.D., Khokholieva T.V., Bachynskyi V.T., Voichenko V.V., Kryvda H.F., Kostenko Ye, 18:8)*.

Man kann beobachten, dass viele von diesen Vorschriften und Regelungen ziemlich alt sind. Die inaktuelle Gesetzgebung führt zu den Problemen in der Praxis, egal welche Art von der gerichtsmedizinischen Untersuchung es ist. Es ist sinnvoll über die Interaktion zwischen den Gerichtsmedizinern und Ermittlern zu betrachten. Wie schon obenernannt wurde, ist der Hauptzweck von der Ermittlung, dass eine unschuldige Person nicht grundlos angeklagt und strafrechtlich verantwortlich gemacht wird. Aus diesem Grund soll man zuerst über Defekte sprechen. Es entsteht eine sinnvolle Frage, wie und auf welcher Weise man schnell und dringend darüber informiert werden kann. Eine gute Idee ist, die Interaktion zwischen den Gerichtsmedizinern und Ermittlern durch eine online Umfrage durchzuführen. Mann könnte herausfinden, welche häufigen Defekte des Gutachtens (Entscheidung, Urteil, Antrag) entstehen.

Kurze Erläuterungen über das Wesen der betrachteten Mängel.

1. Nicht begründete Durchführung der forensischen Untersuchung als solche (Unnötigkeit der forensischen Untersuchung) ist in der Regel mit der Tatsache verbunden, dass im Fall der forensischen Untersuchung, die umfassenden Antworten auf alle notwendigen Fragen früher Ermittlungen oder das Gericht gegeben haben. Die tatsächlichen Motive der Durchführung der forensischen Untersuchung in diesem Fall können mit Nicht-Verfahrensursachen verbunden sein. Man kann mit der Untersuchung unzufrieden sein, zum Beispiel.

2. Die Anwesenheit in dem Dokument unnötig in der Tat, aus Expertensicht, Fragen. Dies sind Fragen, die aus dem Untersuchungsteil des Gutachtens beim Lesen klar sein müssen. Zum Beispiel, was ist die «Anzahl» der Schäden, wenn eine spezielle Frage darüber gestellt wird. Die Schadenshöhe kann leicht durchs genaue Lesen des Forschungsteils festgestellt werden. Oder «was ist die Schwere der Verletzungen, die in jeder der Phasen des Verkehrsunfalls».

3. Das Fehlen von absolut notwendigen, aus Expertensicht, Fragen. Die Situation, wenn der Experte keine Fragen gestellt werden, die unbedingt Auflösung (z. B. über die schweren der Verletzungen, über deren Verjährung usw.).

4. Das Vorhandensein von Fragen, die sich tatsächlich duplizieren. Wiederkehrende Fragen, die das Forensische Untersuchungsdokument überladen. Zum Beispiel: «Was ist die Art und Lage der Schäden?» Und dann: «Was ist die Lokalisierung von Schäden?»

5. Das Vorhandensein von unverständlichen Fragen für den Experten (auch den stilistischen Unsinn). Zum Beispiel: «Wie ist die Lage der Art der Schäden», «Was ist die Verjährung der Lokalisierung von Schäden?».

6. Das Vorhandensein von Fragen, die direkt über die Zuständigkeit eines Experten (rechtlicher Natur) hinausgehen. Zum Beispiel: «Wer ist für den Tod eines Patienten verantwortlich?», «Welche der beteiligten Personen verursachten dem Opfer Verletzungen?».

7. Das Vorhandensein von Fragen, die sich auf andere branchenspezifische Kenntnisse beziehen. Zum Beispiel: «Könnte eine Kugel, die aus dem Körper des Opfers extrahiert wurde, von einer bestimmten Waffe abgefeuert werden?», «Welche Spuren sind spezifisch brennbar – Schmiermittel werden auf der Kleidung des Opfers gefunden?».

8. Das Vorhandensein von Fragen, die keine speziellen Kenntnisse für ihre Lösung erfordern. Zum Beispiel: «Ist der am Tatort entdeckte Ziegelsteinsplitt ein stumpfer fester Gegenstand?».

9. Das Fehlen im Dokument Informationen über die Durchführung der Fabulasuntersuchung des Ereignisses.

10. Eine kurze Handlung (aus der das Wesen des Ereignisses nicht klar ist) ist inakzeptabel. Zum Beispiel «Infolge des Konflikts hat das Opfer Verletzungen verursacht» (Von Wem? Wann? Wo? Welche Themen? – absolut notwendige Informationen fehlen).

11. Keine Begründung für die Notwendigkeit für die Durchführung der forensischen Untersuchung (was durch die tatsächliche Notwendigkeit der forensischen Untersuchung verursacht wird). Zum Beispiel, wenn die forensische Untersuchung zusätzliche oder wiederholte, wird nicht angegeben, was die Uneinigkeit mit der Primären verursacht hat, oder was die Unvollständigkeit manifestiert. Daher versteht der Experte das Wesen der Expertenaufgabe nicht.

12. Eine nicht schlüssige Begründung für die Durchführung der forensischen Untersuchung. Zum Beispiel: «Im Zusammenhang mit der Meinungsverschiedenheit des Opfers (Verdächtiger) mit den Schlussfolgerungen der primären Forensische Untersuchung besteht die Notwendigkeit, eine Durchführung der wiederholten Forensische Untersuchung». Das ist keine Begründung. Niemand hat analysiert und hat nicht angegeben, als spezifisch Uneinigkeit argumentiert wird. In einigen Fällen ist es notwendig, die Bitte nicht zu befriedigen, und direkt seine Befriedigung als unbegründet abzulehnen. Es wird oft nicht getan, der Ermittlungsbeamte geht «über» Beschwerden des Teilnehmers des Prozesses.

13. Die größten Verfahrensverstöße bei der Durchführung der forensischen Untersuchung. Das bedeutet, dass bei der Durchführung der forensischen Untersuchung (kein Verweis auf die einschlägigen Normen der Strafprozessordnung) oder die gröbsten tatsächlichen Verletzungen *(Kryvda L.,2022:12-14).*

3. Zusammenfassung

Zusammenfassend lässt sich sagen, dass der Rechtsmediziner eine wichtige Rolle spielt, indem er sich mit verschiedenen Objekten beschäftigt. Als Objekte können sowohl Leiche, lebende Opfer als auch Dinge eintreten. Es hängt davon ab, was bestätigt sein soll.

Die Umfrage für Rechtsmediziner:
«Welche Mängel des Gutachtens begegnen Ihnen am häufigsten?»

Die Artikel im Strafgesetzbuch	Arten von Straftaten
Defekte	
Nicht begründete Durchführung der forensischen Untersuchung als solche (Unnötigkeit der forensischen Untersuchung)	

Die Anwesenheit in dem Dokument unnötig in der Tat, aus Expertensicht, Fragen.	
Die größten Verfahrensverstöße bei der Durchführung der forensischen Untersuchung.	
Eine nicht schlüssige Begründung für die Durchführung der forensischen Untersuchung	
Keine Begründung für die Notwendigkeit für die Durchführung der forensischen Untersuchung	
Eine kurze Handlung (aus der das Wesen des Ereignisses nicht klar ist) ist inakzeptabel.	
Das Fehlen im Dokument Informationen über die Durchführung der Untersuchung der Fabula des Ereignisses.	
Das Vorhandensein von Fragen, die keine speziellen Kenntnisse für ihre Lösung erfordern.	
Das Vorhandensein von Fragen, die sich auf andere branchenspezifische Kenntnisse beziehen.	
Das Vorhandensein von Fragen, die direkt über die Zuständigkeit eines Experten (rechtlicher Natur) hinausgehen	
Das Vorhandensein von unverständlichen Fragen für den Experten (inklusiv stilistischen Unsinn)	
Das Vorhandensein von Fragen, die sich tatsächlich duplizieren.	
Das Fehlen von absolut notwendigen, aus Expertensicht, Fragen.	

References

1. Kryminalno-protsesualnyi kodeks Ukrainy. Vidomosti Verkhovnoi Rady Ukrainy, [Criminal Procedure Code of Ukraine. Information of the Verkhovna Rada of Ukraine] 2013, № 9-10, № 11-12, № 13, st. 88 URL: https://zakon.rada.gov.ua/laws/show/4651-17 (stanom na 29.09.2022r.) [in Ukrainian]

2. Zakon Ukrainy «Pro sudovu ekspertyzu» «Vidomosti Verkhovnoi Rady Ukrainy (VVR), [Law of Ukraine «On forensic examination. «Information of the Verkhovna Rada of Ukraine]1994, № 28, st.232 URL: https://zakon.rada.gov.ua/laws/show/4038-12#Text (stanom na 29.09.2022r.) [in Ukrainian]

3. Mishalov V.D., Khokholieva T.V., Bachynskyi V.T., Voichenko V.V., Kryvda H.F., Kostenko Ye. (2018) Sudova medytsyna [Forensic medicine]. Kyiv: pp. 575 [+167 il.] (in Ukrainian)

4. Frumkina A. L. (2017) Bundesdeutscher massenmedialer Diskurs aus phonostilistischer Sicht. Odeskyi linhvistychnyi visnyk, vol. 10, no.1, pp. 121-124.

5. Frumkina Aryna (2020) et al. Readiness of future teachers for integrated teaching of educational subjects in foreign language. Práxis Educacional, vol. 16, no. 38, p. 502-514.

6. Kryvda L. Problemy pryznachennia i provedennia sudovo-medychnykh ekspertyz [Problems of appointment and carrying out ship medical examinations] Proceedings of the Naukovi zapysky mizhnarodnoho humanitarnoho universytetu (Ukraine, Odesa, Juni 24, 2022), Odesa: Helvetyka, pp. 10-13.

POST-WAR RECONSTRUCTION OF STAROSTYNSKY DISTRICTS IN UKRAINE: FINANCIAL ASPECT

Kostyantyn Melnyk

Postgraduate Student at the Department of Regional Policy, Educational and Scientific, Institute of Public Administration and Civil Service of Taras Shevchenko National University of Kyiv, Ukraine e-mail: kosleeway32@ukr.net, orcid.org/0000-0003-2861-5042

Summary

Within the framework of the study, the content of the concept of "post-war reconstruction of Starostynsky districts in Ukraine" was considered, which should be based on a resource approach. This approach about understanding by local self-government bodies (and elders in particular) of the importance of developing a multi-vector policy for the development of rural and settlement territories after the end of the war with russia. The author of the article emphasizes that there is a direct relationship between the financial capacity of Starostynsky districts and the speed of recovery (economic, technological, social and cultural) of the territories within these districts. The article analyzes the problematic issues of the post-war reconstruction of Starostynsky districts, as well as the main tools: 1) to ensure the reconstruction of the territories of villages and towns affected by the war, which are part of Starostynsky districts; 2) to find financial resources and opportunities sufficient to fulfill the current and prospective tasks of the development of Starostynsky districts in Ukraine (fundraising is defined as one of the key tools). Twenty forms of post-war support for enterprises, farmers, and households in the territories of villages and settlements have been proposed, which will contribute to the creation of an investment attractive environment in Starostynsky districts.

Attention was drawn to the importance of stimulating fast-growing, high-tech industries, programs to support the transition of business to the circular economy, and the importance of cooperation of all branches of government, including starosta as key players in the system of local self-government, to ensure the financial capacity of Starostynsky districts.

Key words: starosta, financial capacity of the Starostynsky districts, fundraising, post-war recovery, investment attractiveness of territories.

1. Introduction

The full-scale russian war on the territory of Ukraine nullified the current plans for the development of rural areas and had a negative impact on their socio-economic development, worsening the living conditions of residents in Starostynsky districts. The enemy is purposefully destroying the objects of the energy and transport sectors, as well as social and industrial infrastructure, thereby exacerbating many other problems of villages and towns that existed before the start of hostilities. Significant demographic losses, the migration of the able-bodied population abroad, and colossal daily economic losses caused by military aggression are also a difficult test for Starostynsky districts today.

In this period, special attention is paid to issues of post-war reconstruction and the search for, firstly, opportunities and resources that will allow in a short time to solve the main

problems of villages and settlements destroyed/damaged as a result of the war in Ukraine, and secondly, approaches and tools that will contribute speeding up the reconstruction processes of Starostynsky districts after the war and establishing constructive interaction between various interest groups.

In view of this, the problem of post-war reconstruction of Starostynsky districts and the financial and economic characteristics of ensuring this process appear to be relevant and important for detailed study in the field of public administration.

2. Financial support for the reconstruction of territories

According to preliminary estimates of the World Bank, the reconstruction of Ukrainian territories is estimated at the amount of "about 500-600 billion euros" according to the Reconstruction Plan similar to the "Marshall Plan" *(Bjerde, 2022)*. In December 2022, the International Monetary Fund, against the background of the losses of russian military aggression, estimated the need for external financing of Ukraine at the level of at least 39.5 billion dollars and another 8 billion dollars for the restoration of critical infrastructure (*Ministry of Finance of Ukraine*). It is obvious that the sums are approximate and need to be clarified in view of the scale of the destruction and damage assessment by industries, regions, communities, Starostynsky districts of Ukraine, as well as the development of a detailed estimate based on requests for support for the restoration of destroyed (damaged) territories, including. villages and settlements that are part of Starostynsky districts.

It is estimated that the losses of the educational sector in the period from the end of February to May 2022 amounted to – 3.5 billion dollars and 8.8 billion dollars (82%) of the total amount of direct losses of institutions of the social sphere, education and health care as of January 2023. "Total indirect losses in these spheres reach 11.1 billion dollars, direct losses – 10.7 billion dollars. The necessary amount for their restoration is at least 19.7 billion dollars" (*Tymchuk, Panasyuk, 2022; KSE Institute*). The analysis of the countries that have experience of rebuilding the territories after the war confirms that the center of measures and plans for reconstruction should be the person and his needs for housing, education, work and proper conditions for living in a specific area. For example, in Croatia, in which the war lasted from 1991 to 1995, first of all, "we concentrated on the restoration of schools, roads, health care facilities, public infrastructure to ensure a quality life for citizens" *(U-LEAD, 2022)*.

In the working groups of the National Council for the Recovery of Ukraine from the Consequences of the War, created in 2022, with the participation of experts, a number of proposals for the country's war and post-war recovery *(Recovery Plan of Ukraine, 2022)* were developed. The analysis of this Draft Plan gives reason to conclude about the declarative nature of individual measures, the difficulty of its perception for the public and international partners, on the one hand, due to the large number of areas in one document (24 areas, including the restoration and development of infrastructure, digitalization, agrarian policy), duration of implementation (10 years), on the other hand, the general budget for the reconstruction of the territories after the war in the amount of at least 25 trillion hryvnias, which is not supported by detailed calculations and studies, and in connection with this, the document contains corruption and other risks regarding the transparency and accountability of the processes of reconstruction of the Ukrainian territories, including Starostynsky districts. World Bank experts in their pre-war speeches at world forums and influential international platforms criticized the hidden elite-oligarchic type of development in Ukraine and bribery in various spheres and systems (permissive, judicial, etc).

At the same time, we understand that the implementation of the Action Plan for the restoration of Starostynsky districts and Ukrainian territories as a whole can only be effective if there are partnerships and control by representatives of civil society institutions and the international community.

In the State Budget of Ukraine for 2023, 67.35 billion hryvnias (in the total amount of expenditures of 2.6 trillion hryvnias) are planned to be directed to the "Recovery and reconstruction of the country", of which 35.5 billion hryvnias are the funds of the Fund for the Liquidation of the Consequences of the russian's Aggression, 5.3 billion hryvnias – the Ukraine Recovery Program, 2.0 billion hryvnias – the State Fund for Regional Development (RDF) and 1.7 billion hryvnias – an emergency credit program for the recovery of Ukraine. The total resource of local budgets in 2023 – 605.1 billion hryvnias, while the reverse subsidy is not withdrawn from them for the period of martial law.

In our opinion, this is important, because the local budgets of communities, where the receipt of personal income tax per person exceeded the average indicators for Ukraine, transferred part of the funds (half remained locally) to the State budget to balance the situation with the tax capacity of the territories (a tool horizontal alignment). In addition, the State Budget also includes basic subsidies as the main tool for the fiscal capacity of local budgets in the following amounts: for the exercise of the powers of local self-government bodies in de-occupied, temporarily occupied and affected territories – 23.9 billion hryvnias and subsidies to local budgets – 3.7 billion hryvnias (*Ministry of Finance of Ukraine*; *Lyubchenko, 2021*).

It's difficult to say how much of the State financial support for the development of communities and the development of infrastructure in 2023 will be spent on the development of rural areas, at the same time, according to the Monitoring of the Reform of Local Self-Government and Territorial Organization of Power (as of January 10, 2022), it is known that development in 2021 was allocated 4.5 billion hryvnias or 5.5% (the total amount of support – 81.8 billion hryvnias) and 7.1 billion hryvnias or 5.4% in 2022 (the total amount – 131.8 billion hryvnias) *(Monitorynh, 2020)*. Taking into account the underfunding of the State and local budgets, the limited financial capabilities of Starostynsky districts and the scale of destruction across the country, as well as the high level of inflation in the country, the specified amounts of expenditure seem quite insignificant for reconstruction.

Undoubtedly, it is difficult to solve the issue of restoration of the territories of villages and towns that are part of Starostynsky districts at the expense of exclusively internal resources. In today's realities, the financial capacity of the Starostynsky districts is strengthened at the expense of the main sources of funding: internal (revenues from taxes, fees, sales and leases of communal property of enterprises operating on the territory of villages and towns within the Starostynsky districts, etc. Therefore, it can be argued that many projects for the restoration of the affected territories cannot be implemented without the support of the state, local self-government bodies, the support of world leaders, donors of the European Union and targeted international loans allocated for Ukraine.

In our opinion, the post-war reconstruction of Starostynsky districts is a complex multifunctional process involving the state, regional, public sectors and international partners to:

creation of favorable conditions for residents of villages and towns to live and the return to Ukraine of family members who were forced to leave their homes;

economic support of territories, physical restoration of buildings of healthcare institutions, social and educational spheres, destroyed housing stock, highways, bridges, railway transport, critical infrastructure objects starting production and supporting the relocation of production to safe rear districts of Starostynsky districts;

creation of investment and resource attractiveness of the territories of Starostynsky districts by stimulating internal and external investors to open and restart businesses and gradually increase production capacities in villages and towns.

We believe that the basis of the post-war restoration of Starostynsky districts in Ukraine and the solution of a complex of issues that are within the competence of the appropriate level of management on the territory of Starostynsky districts: economic, social, ecological, management problems and spatial development *(Roman, 2022)* should be based on a resource approach, which is based on the understanding by local self-government bodies (and starosta in particular) of the importance of developing a multi-vector policy for the development of rural and settlement territories after the end of the war with russia.

We agree with I. Markovych that multi-vectorism "must be formed and implemented for maximum effect in compliance with strict standards at all levels of management and with the availability of appropriate resources" *(Markovych, 2016)*. The provision on "sufficient own financial resources" is not new and is mentioned in the European Charter under the term "financial independence" with the clarification that this includes "the right to freely dispose of one's own financial resources within the framework of one's own powers" *(European Charter)*.

However, we associate the issue of the post-war reconstruction of Ukrainian territories with the term "capacity", and within the scope of the study we will talk about the "financial capacity of Starostynsky districts" and its influence on the speed of the processes of restoration of the territories of villages and settlements, including the gradual restoration of financial and economic and social and cultural situation in these territories. We see that there is a direct relationship between the financial capacity of Starostynsky districts and the speed of restoration of territories within these districts.

3. Tools for ensuring post-war territorial reconstruction

We emphasize the mandatory support of Starosty districts (state/regional/local/international) not only through subsidizing or financing any projects, but through the stimulation of fast-growing, high-tech industries with the creation of effectively working teams for their support and mandatory coordination/discussion problematic issues with elders and residents of villages and towns whose interests will be affected by these projects.

In view of this, we consider, first of all, projects related to:

with a tourist and recreational direction *(Swarbrooke & Horner, 2020)*;

the construction sector (using energy-efficient technologies) or the opening/repurposing of enterprises focused on the production of construction and roofing materials;

supporting the processing industry (for example, the creation of clothing or accessories factories, wood and metal processing, agro-processing; support for households in the territories of villages and towns within Starostynsky districts). Separately, it is worth highlighting a promising profitable segment with minimal capital investment (profitability of business – 60-80%) – creation of enterprises for removal, storage of garbage or processing of solid household waste. "In the countries of the European Union, about 85% of waste is recycled a second time, in Ukraine the collection system is at the initial stage (the collection rate has been reduced to 15%» *(Recycling of waste)*;

the transition to a circular economy within the framework of the formation of the Ukrainian green course *(European Green Deal)*;

agriculture as one of the key directions for the development of Starostynsky districts. In general, "agriculture is an important sector from the point of view of GDP and employment

(about 15% of the total population of Ukraine), agricultural producers provide the local population with almost 100% of the consumption of the main agricultural crops, vegetables and at least 80% of the meat consumption. Despite the potential of agricultural production, the war seriously affects not only global, but also domestic food security *(Overview, 2022);*

creation of agricultural cooperatives, horticulture and greenhouse farming (for example, construction of "modular" greenhouses for growing vegetables and fruits). "Due to the military actions, 40% of greenhouses in Ukraine have stopped their work, others continue to work with less output. In Ukraine, from October to November 2022, the application for receiving grants in the amount of 70 million hryvnias (about 250 jobs) has been confirmed" *(Greenhouses for berry growing, 2023)*. Grants provide compensation by the state or local government for part of the funds for business development;

further development and support of the IT sector at the level of Starostynsky districts and liberated rural areas (creation of clusters, hubs) and implementation of digital transformation programs, such as, for example, "deployment of 4G communication for 350 villages in Ukraine (talk about restoring communication, improving of quality and will appear for the first time in certain territories) *(Ministry of Digital Transformation)*.

It should be noted that in June 2022, the government presented a new economic strategy, within which 8 programs aimed at creating jobs through business support were launched (budget – 10 billion hryvnias, priority – export-oriented enterprises). The State program of soft loans "Available loans 5-7-9%» *(State program)* and other programs that allow creating "conditions for production of a higher technological level than those destroyed in the war, to stimulate the development of those areas in Ukraine whose products the world is ready to buy at the highest price" *(Prodan, 2022)*.

The analysis of foreign and domestic sources *(Local growth; Local economic development; Wójcik, 2019; Baldych and ets, 2020)* allows to determine the main forms of post-war support for enterprises, farmers, households in the territories of villages and towns, which will contribute to the creation of an investment-attractive environment in Starostynsky districts:

business subsidies;

irrevocable financial support of high-tech long-term business projects and programs to support the transition of business to the circular economy from the state, local self-government bodies or international partners;

state orders, including for the provision of social services;

various subventions (educational, medical, etc);

lending to small and medium-sized businesses at low interest rates;

tax incentives for enterprises, farmers, households;

encouragement of local initiatives in the territories included in the Starostynsky districts;

target programs (projects) of development and reconstruction of territories (local, state);

public-private partnership;

leasing and investment programs to support business, in particular farmers, households;

employment programs for the unemployed, including separate programs for internally displaced persons;

free training programs for business, including financial literacy and starting your own business of various profiles (primarily, agricultural direction);

financial guarantees for opening one's own business;

special incentive banking programs for business, providing monthly access to interest from funds on deposits or dividends from the work of public-private enterprises;

assistance in the organization of start-ups or the acquisition of part of the shares (share) in the IT sector;

material and technical assistance;

local borrowing (conclusion of credit agreements with financial institutions or issuance of local loan bonds) with state support and appropriate guarantees for potential investors (banks, pension funds, insurance companies, foreign investors or residents themselves. It is about "creating favorable conditions at the local level, removing administrative barriers to attracting investments, increasing investor confidence to increase investment income (primarily long-term)" *(Local growth),* although, of course, this is more realistic to achieve after the end of the war;

international technical assistance resources and services;

grant programs;

development of Starostynsky districts based on the introduction of "corporate social responsibility" *(Baldych and ets, 2020).*

In turn, the interaction of the starosta with the members of the Starostynsky districts requires constant improvement, motivation and professional growth from the elder. That is why the knowledge of the elders and their team of the basics of fundraising and writing projects, submitting grant applications will be an advantage for the start of post-war transformations in the lives of residents of these territories, which also depend on the coordinated work of local self-government bodies and state authorities.

There are many variations in the definition of the term "fundraising" in scientific sources:

"the search for funds or resources for the implementation of projects, certain activities in a certain territory at a certain time and for a certain purpose; collection or attraction of funds or resources for the organization's activities; the skill/art of attracting resources" *(Exploring Organizational Self-Sufficiency, 2008)*;

"the art of attracting funds from private individuals or charitable organizations that provide financial resources in the form of grants; the process of collecting funds and other resources, which are mainly used to implement socially significant programs" *(Fundraising, 2013)*;

"attraction and accumulation of resources by state bodies from various sources for socially significant goals, based on socially responsible interaction and involves voluntary and mutually beneficial cooperation" *(Ogorodnyk : 2014, 198).*

From our point of view, it is appropriate to define the following main stages of fundraising as a search for resources and opportunities at the level of Starostynsky districts: planning – involvement – implementation and monitoring – reporting and control – analysis of effectiveness.

Despite the fact that the term "fundraising" is associated with the active or passive collection of funds by public organizations and the non-governmental sector, the concept is much broader than simply attracting funds, and recently it is increasingly used in public administration, talking about attracting resources for the development of territories (state or municipal fundraising) or the preparation of a high-quality socially significant project, place it on the official websites of the representative bodies of the territorial community, the Starostynsky districts, the Starosta, on the pages of social networks and thus reduce the cost of the resource search process.

4. The Starosta as participant of changes in the processes of post-war reconstruction

In our opinion, the Starosta of villages and settlements in Starostynsky districts in the conditions of post-war territorial reconstruction are active participants in social, economic, cultural and political changes in Starostynsky districts. For this, the functions and areas of their

responsibility for the development of the territories of the Starostynsky districts are clearly defined at the legislative level. Starostas are endowed with appropriate powers, according to which they form a team to perform a range of key tasks and analyze the urgent needs of residents of Starostynsky districts.

With the start of a full-scale war in Ukraine (February 24, 2022), the work of elders in Starostynsky districts has become more important, as they are the main figures in the organization of aid and support for the population living in a specific Starostynsky districts. It is possible to single out the main problem in the conflict zone for elders: ensuring the proper level of protection and safety of residents of Starostynsky districts in the event that enemy forces enter the settlement. The Starosta must understand what actions need to be taken, regardless of the complexity of the situation, continue to provide aid (not only humanitarian), services, consultations to the population that has been subjected to armed aggression. Undoubtedly, war events disrupt the usual work of elders, however, in the context of the post-war reconstruction of territories, it is the elders who play a key role in establishing close cooperation in various directions for the comprehensive restoration of villages and settlements (economic, social, ecological) with other members of the local self-government system and a role in combining the efforts of Starostynsky districts among themselves for the joint solution of problems, that is, before consolidation. Actually, economic consolidation "is based, first of all, on the formation of strong economic (production, trade, etc.) ties between territories, including on the basis of using the potential of interregional and intermunicipal cooperation" *(Bila, Shevchenko and ets : 2013, 18).*

We note that we consider the cooperation of Starostynsky districts as an effective tool for the post-war reconstruction of the destroyed (damaged) territories of villages and towns in Ukraine. At the same time, in the process of restoration of the territories, the leading role is played by the elders, who are called to defend, firstly, the interests of the residents, secondly, to ensure the relationship between residents and local self-government bodies, thirdly, to find a compromise with the elders of the neighboring Starostynsky districts and participants, involved in the post-war reconstruction of territories (public authorities, business associations).

5. Conclusions

The issue of the post-war reconstruction of the Starostynsky districts in Ukraine, their financial and economic support and the development of the territories after the war are undoubtedly relevant and require from the public authorities innovative management solutions, a balanced regional policy, material, technical and financial support for the repair of transport, construction of roads and infrastructure facilities and the development of a detailed plan and estimate for the restoration of war-affected territories and their inhabitants.

We consider the concept of "post-war reconstruction of Starostynsky districts in Ukraine" as a multifunctional process for solving a complex of issues, that are within the competence of the appropriate level of management in the territory of the Starostynsky districts: economic, social, ecological, managerial and spatial development problems with the involvement of state, regional, public sectors and international partners in cooperation.

We emphasize that the state's resources and efforts should be aimed at achieving a balance of socio-economic interests in Starostynsky districts, based on the needs and interests of citizens, including those who were forced to leave their homes and plan to return to Ukraine after the war.

In the current turbulent conditions, the presence of two important components comes to the fore in the work of Starostynsky districts for the starosta:

knowledge, abilities and skills to effectively manage one's own resources (financial, human, first of all);

team (collective), which will be engaged in fundraising in order to attract investments for the reconstruction of damaged territories of villages and towns.

Therefore, Starostynsky districts, which are able to activate internal reserves, attract investments, find financial resources and, in general, effectively manage territories, gain a competitive advantage in conditions of change and uncertainty. The Institute of Starosty in the post-war reconstruction of Ukraine plays an important role in building the financial capacity of rural areas and effective vertical-horizontal communication between the participants involved in the post-war reconstruction of villages and towns.

In fact, the financial capacity of Starostynsky districts reflects their readiness to create favorable conditions after the war for:

stabilization of the socio-economic situation in the most affected settlements, provision of sufficient energy resources, water and other supplies for residents of villages and towns within Starostynsky districts, as well as access to clean drinking water and basic administrative services;

rapid revitalization of rural areas and restoration of critical infrastructure, industrial and social;

increasing the economic potential of the territories (villages and settlements within the Starostynsky districts);

uninterrupted operation of enterprises and organizations that will work in Starostynsky districts and provide jobs for their residents, including the repurposing of industries taking into account the need to build a barrier-free space (access for people with disabilities, the sick and the elderly);

improvement of living conditions of citizens and observance of the principle of accessibility and quality of service provision for residents of villages and towns within Starostynsky districts, including persons with disabilities (administrative, housing and communal services, medical, educational, transport services);

improving the overall well-being of the population in Starostynsky districts and other benefits.

References

1. Baldych, N. and ets (2020). Mistsevyy ekonomichnyy rozvytok: modeli, resursy ta instrumenty finansuvannya [Local economic development: models, resources and financing tools]: practical guide in 5 parts. Kyiv. Federation of Canadian Municipalities. Part 1. p. 104.

2. Bila, S., Shevchenko, O. and ets. (2013). Stymulyuvannya ekonomichnoho zrostannya na mistsevomu rivni : analitychna dopovid' [Stimulation of economic growth at the local level: analytical report]. Kyiv. NISD. p. 88.

3. Bjerde, A. (2022). Ukraine: Die Entwicklung von 15 Jahren ist ausgelöscht, Weltbank-Vizepräsidentin. Retrieved from: www.diepresse.com/6223189/ukraine-die-entwicklung-von-15-jahren-ist-ausgeloescht?from=rss [in German].

4. Doslidzhennya KSE Instytut ta Ministerstvo sotsial'noyi polityky (2023). Zbytky sotsial'noyi sfery, medytsyny ta osvity [Damages to the social sphere, medicine and education]. Retrieved from: https://kse.ua/ua/about [In Ukrainian].

5. Doslidzhennya orhanizatsiynoyi samodostatnosti: praktyky fandrayzynhu [Exploring Organizational Self-Sufficiency: Fundraising Practices] (2008). Kyiv. Philanthropy Center.

6. *Dostupni kredyty 5-7-9% [Available loans of 5-7-9%]: State program. Retrieved from: https://5-7-9.gov.ua*

7. *European Charter of Local Self-Government of October 15, 1985: International document. Retrieved from: http://zakon3.rada.gov.ua/laws/show/994_036*

8. *European Green Deal. European Commission. Retrieved from: https://commission.europa. eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en*

9. *Fandrayzynh [Fundraising] (2013). USAID.*

10. *Local economic development. World Bank. Retrieved from: https://documents.worldbank. org/en/publication/documents-reports/documentdetail/763491468313739403/local-economic-development-a-primer-developing-and-implementing-local-economic-development-strategies-and-action-plans*

11. *Local growth: realising every place's potential (2010). Retrieved from: http://www.official-documents.gov.uk/*

12. *Lyubchenko, N. (2021). Reversna dotatsiya [Reverse grant]. Retrieved from: https://ngp-ua. info/2021/11/54382 [In Ukrainian].*

13. *Markovych, I. B. (2016). Peredumovy ta osoblyvosti rozumnoyi ("smart") spetsializatsiyi rehioniv yikh vrakhuvannyam hlobal'nykh tendentsiy. Suchasni sotsial'no-ekonomichni problemy teoriyi ta praktyky rozvytku ekonomichnykh system [Prerequisites and peculiarities of smart ("smart") specialization of regions taking into account global trends. Modern socio-economic problems of the theory and practice of the development of economic systems]: kolektyvna monohrafiya. T., FOP Osadtsa YU.*

14. *Ministerstvo finansiv Ukrayiny [Ministry of Finance of Ukraine]. Retrieved from: https:// mof.gov.ua.*

15. *Monitorynh protsesu detsentralizatsiyi vlady ta reformuvannya mistsevoho samovryaduvannya [Monitoring of the process of decentralization of power and reform of local self-government] (2020). Ministerstvo rozvytku hromad ta terytoriy Ukrayiny. Kyiv [in Ukrainian].*

16. *Ogorodnyk, V. O. (2014). Fandrayzynh – instrument aktyvizatsiyi sotsial'no vidpovidal'noyi vzayemodiyi sub'yektiv suspil'nykh vidnosyn. ekonomika i orhanizatsiya upravlinnya [Fundraising is an tool for activating socially responsible interaction of public relations entities. economics and management organization]. № 1 (17)-2 (18). p. 195-199.*

17. *Ohlyad prodovol'choyi bezpeky ta polityky v Ukrayini [Overview of food security and policy in Ukraine] (2022). Center for Food and Land Use Research. Retrieved from: https://kse. ua/wp-content/uploads/2022/05/Food-security-and-policy-in-Ukraine_ukr.versiya.pdf*

18. *Plan zakhodiv z pislyavoyennoho vidnovlennya ta rozvytku Ukrayiny [Plan of measures for post-war reconstruction and development of Ukraine]: Presidential Decree No. 266/2022 of April 21, 2022. National Council for the Recovery of Ukraine from the Consequences of the War. Retrieved from: https://www.kmu.gov.ua/diyalnist/nacionalna-rada-z-vidnovlennya-ukrayini-vid-naslidkiv-vijni/robochi-grupi*

19. *Pererobka vidkhodiv yak biznes: yak vidkhody zrobyty dokhodamy [Recycling of waste as a business: how to turn waste into income]. Expert Center. Retrieved from: https://expertcentr. com.ua/pererobka-vidhodiv-yak-biznes/*

20. *Prodan, O. (2022). Vidnovlennya Ukrayiny: Shcho, yak i zadlya choho potribno zrobyty tsentral'na ta munitsypal'na vlada [Restoring Ukraine: What, How, and Why Central and Municipal Governments Need to Do]. Retrieved from: http://oksanaprodan.com.ua/vidnovlennya-ukrajiny-scho-yak-i-zadlya-choho-mayut-zrobyty-tsentralna-ta-munitsypalna-vlada/*

21. *Proekt Planu vidnovlennya Ukrayiny. Materialy robochoyi hrupy "Vidnovlennya ta rozbudova infrastruktury" (Lypen' 2022) [Project of the Recovery Plan of Ukraine. Materials of the*

working group *"Restoration and development of infrastructure" (July, 2022)]. Kyiv. Retrieved from: https://www.kmu.gov.ua/storage/app/sites/1/recoveryrada/ua/restoration-and-development-of-infrastructure.pdf*

22. *Roman, G. (2022). Model funkcjonalno-przestrzenny jako integrator planowania strategicznego i przestrzennego. Fundacja Rozwoju Demokracji Lokalnej. Warszawa: Centrum Ekspertyzy Lokalnej [in Poland].*

23. *Shche 350 ukrayins'kykh sil matymut' yakisnyy 4G [Another 350 Ukrainian villages will have high-quality 4G]. Ministerstvo tsyfrovoyi transformatsiyi Ukrayiny [Ministry of Digital Transformation of Ukraine]. Retrieved from: https://thedigital.gov.ua/*

24. *Swarbrooke, J., Horner, S. (2020). Consumer Behaviour in Tourism. New York: Routledge. 422.*

25. *Teplytsi dlya yahidnytstva: yak podaty zayavku na otrymannya hrantu [Greenhouses for berry growing: how to apply for a grant]. Yahidnyk. № 5 (30). 2022-№ 1 (31) 2023. Retrieved from: http://www.jagodnik.info/teplytsi-dlya-yagidnytstva-yak-podaty-zayavku-na-otrymann-ya-grantu/*

26. *Tymchuk, A., Panasyuk, A. (2022). Operatyvna otsinka vtrat aktyviv sektoru osvity Ukrayiny u zv"yazku z viynoyu [Operational assessment of losses of assets of the education sector of Ukraine in connection with the war]. Retrieved from: https://voxukraine.org/operatyv-na-otsinka-vtrat-aktyviv-sektoru-osvity-ukrayiny-u-zv-yazku-z-vijnoyu-stanom-na-lypen-2022/ [In Ukrainian].*

27. *U-LEAD (2022). Pislyavoyenna vidbudova hromad maye spryyaty povernennyu zhyteliv [Post-war reconstruction of communities should facilitate the return of residents]. Retrieved from: https://decentralization.gov.ua/news/15277 [in Ukrainian].*

28. *Wójcik, M. (2019). Funkcje wsi. Ewolucja koncepcji i współczesne wyzwania badawcze. Studia obszarów wiejskich, № 53. Retrieved from: https://documents.vsemirnyjbank.org/ru/publication/documents-reports/documentdetail/763491468313739403/local-economic-development-a-primer-developing-and-implementing-local-economic-development-strategies-and-action-plans_[in Poland].*

HISTORICAL INTERPRETATION OF LEGAL NORMS IN THE MODERN PERIOD OF SYSTEMATIC AXIOLOGICAL TRANSFORMATION

Vitalii Serediuk

Ph.D., Doctoral Student at the National Academy of Internal Affairs, Ukraine
e-mail: vitkov84@ukr.net, orcid.org/0000-0002-2423-4931

Summary

The aim of the article is a theoretical and legal analysis of the historical interpretation of law in the context of doctrinal views, its justification and comparison with other theories. Achieving this goal involves: establishing the methodological value of the historical interpretation of law; show the need to follow a historical approach to the interpretation of law. The novelty of the article is to substantiate the practical value of the historical interpretation of law in the modern period of systemic axiological transformation and development of digital technologies. It is proposed to use the historical method of interpretation of legal norms in connection with digitized access to historical sources of law, in particular to the catalog and content of legal principles that were developed in different periods and continue to be the foundation of modern legal systems.

The interpretive process gives the judge broad discretion. Voltaire's fear would find expression in the judicial environment if the methods of interpretation of legal norms were weak, applied subjectively or simply exploited in order to achieve the desired goal. Then there would be a real possibility that in some cases the courts would usurp the functions of the legislature and call into question their own legitimacy. Only an accurate interpretation of the text of the law and its implementation in accordance with the intention and purpose of the legislator can regulate social relations and contribute to the development of society and the state.

The analysis of the theory of historical interpretation of legal norms shows that the historical-critical analysis of law is interdisciplinary and relies on the growing amount of scientific literature as an approach to teaching and learning. It has been argued that historical approaches to the interpretation of legal norms are useful and effective for studying the relationship between internal and external contextuality in legal research. It is proved that due to the historical reconstruction of the genesis of the rule of law it is possible to explain the main factors, which probably explain the technical and legal features of legal interpretation. The formation of the rule of law in some way depends on socio-economic, political, cultural changes in society at a certain stage of its historical development. Which, in the end, affects our understanding of law and its epistemological consequences. Thus, for an adequate explication of the concept of legal technique of interpretation of legal norms, a relevant conceptual scheme that takes into account its characteristics is required.

Key words: lawmaking, legal technique, historical approach, ontology of law, the rule of law.

1. Introduction

The question of interpretation of legal texts has been relevant since ancient times to the present day. Even in Ancient Greece, researchers, rhetoricians, judges and philosophers understood that the text of the law itself, no matter how correct it may be in terms of content and legal technique, has no power without correct interpretations.

Kant's words "each person has inalienable rights, which he cannot renounce even if he wanted to" sound modern. The idea of inalienability of human rights can be derived from Kant's definition of the categorical imperative. It is in Kant's philosophical works that the primary legal meaning of the words of the constitutional text about inalienable rights can be found. In jurisprudence, this method of interpreting the text of the law is called historical interpretation. It turns out that the inalienability of rights is also the ineligibility of a person to give up even a fraction of his innate rights in favor of the state.

Correct interpretation is the force of law. As Demosthenes rightly said in the speech "Against Medius", the law itself cannot help a person. This is, after all, a written text. The real power of the law is in the people who enforce it. Therefore, correct interpretation is necessary for accurate compliance and application of the law *(Nedil'ko, 2014: 1187-1188).*

Separate aspects of the theory of historical interpretation of legal norms were highlighted in their scientific works by A. Bielska-Brodziak [7], V. Goncharov [8], C. Elliott [10], H. Kötz [5], M. Kozyubra [6], Y. Kryvytskyi [9], F. Quinn [10], Y. Nedilko [1], I. Onyshchuk [2; 3; 4], S. Tkacz [7], K. Zweigert [5] and others.

At this stage, the historical retrospective is caused by the need to find out exactly how and under the influence of which factors the rules of interpretation were formed, as well as to reveal the cause-and-effect relationships of the interaction of different approaches to interpretation, especially in the light of the presence of external and internal means of interpretation produced by modern practice.

The purpose of the article is to establish the methodological value of the historical interpretation of legal norms and to show the necessity of following a historical approach to the interpretation of legal norms.

In order to rethink the theory of historical interpretation of legal norms, a number of research methods were used. The methodological basis of the study of the theory of historical interpretation of legal norms was the method of legal science as a system of means of knowing the law. With the help of a scientific approach, such research qualities as objectivity and evidence are ensured.

This research involves the application of methods and means of legal writing techniques, thanks to which the array of positive law loses its spontaneous character and becomes an expression of a certain preconceived structure subordinate to the logic of the internal structure *(Onyshchuk, 2013: 92).*

Thanks to the comprehensive (comprehensive) approach, there is a logical systematization of legal norms, which is carried out by the joint efforts of doctrine and judicial practice. The comprehensive approach is very often used in legal engineering *(Shutak & Onyshchuk, 2021: 45).*

The purpose of the study also dictated the need to use legal monitoring as a method of evaluating the effectiveness of legal regulation, studying the so-called "law dossier" (draft law) and expert assessments *(Onyshchuk & others, 2020: 440).*

2. Doctrinal views on the historical interpretation of law

According to German jurists K. Zweigert and H. Kötz: "In different legal systems, despite all the differences in their historical development, doctrinal views and thinking styles, they solve the same legal problems, down to the smallest details, in the same way, or to a significant extent somewhat similar. This allows, in a certain sense, to talk about the "presumption of identity" (presumptio similitudinis) as a tool for making practical decisions *(Zweigert, 2000; Kozyubra, 2015: 42).*

A. Bielska-Brodziak and S. Tkacz, for example, the basis of changes in Poland after 1989 aimed at the introduction of democratic standards and the construction of a new legal order was the replacement of legal principles characteristic of the totalitarian system of Poland of the era (1952–1989) with new principles, designed to create a new liberal-democratic legal system. In the literature, this period is usually called the transition period. Decisions made in Poland after 1989 can be called a continuation and gradual evolution of the legal system of 1952–1989. Accordingly, legislation created during that period did not automatically lose binding force after the 1989 changes. The legal system of Poland changed fundamentally, but it happened in stages *(Bielska-Brodziak & Tkacz, 2019: 45)*.

Historical interpretation has its own characteristics in view of the system of interpretation that the interpreter professes. Proponents of primary-subjective approaches use materials from parliamentary hearings, while representatives of new textualism rely only on the objective meanings of words in a specific historical context. W. Eskridge points out that the court can apply legislative history in different ways, namely to confirm the direct meaning of words and to bypass such meaning *(Goncharov & Rabinovich, 2013: 111)*.

Historical interpretation involves clarifying the meaning of a legal norm based on knowledge of facts related to the history of its emergence. The interpreter finds out the specific historical conditions that existed at the time of the adoption of the norm, economic and social circumstances, the reasons for the adoption of normative legal acts that became the object of interpretation.

It is clear that the specified information cannot be obtained from the text of the interpreted legal act. Therefore, it will be necessary to use sources that lie outside the legal system: draft regulations, explanatory notes, minutes of meetings of law-making bodies, reports and co-reports, speeches in debates on draft regulations.

Yu. Kryvytskyi singled out the following definitions of historical interpretation of legal norms: 1) the meaning of legal norms, in which the interpreter relies on knowledge of facts related to the history of the emergence of the legal norms being interpreted; 2) the content (meaning) of the legal norm based on knowledge of specific historical conditions and factors of its establishment; 3) the will of the legislator in connection with the historical circumstances of the adoption of the normative legal act; 4) content of legal norms on the basis of historical conditions and circumstances of their adoption *(Kryvytskyi, 2012: 34)*.

In order to understand the true meaning of some law, it is often necessary to get acquainted with its origin, to go into the needs that caused its appearance. Only by understanding the nature of the relationship that the legislator regulated, we can understand his true intentions. Therefore, such an interpretation may be true, which takes into account social needs, specific reasons that caused the emergence of a normative legal act.

The rule of historical interpretation in English legal doctrine is sometimes called "the most satisfactory and balanced rule of interpretation" because it helps to avoid absurdity, unfairness in the application of the law, while ensuring at the same time the flexibility of judicial decisions *(Elliott & Quinn, 2014: 59)*.

3. Historical interpretation of legal norms in judicial practice of the Supreme Court of the United States and the Constitutional Court of Ukraine

The use of different historical materials has unequal weight during official interpretation. For example, the Supreme Court of the United States determines the reliability of historical sources in the following order: committee reports, statements of representatives of factions in

Congress, materials of hearings and discussions, passivity of the legislator on some issues, and further history.

Investigating the controversial issue with the application of historical interpretation, the Constitutional Court of Ukraine established that in the justice system before the adoption of the Constitution of Ukraine in 1996, the position of a judge was filled only by election. According to the Constitution (Basic Law) of the Ukrainian SSR of 1978, all courts were formed on the basis of the election of judges and people's assessors, that is, judges, except for people's judges, were elected by the relevant councils, and the Supreme Court of the Ukrainian SSR was elected by the Verkhovna Rada of the Ukrainian SSR. Thus, at that time the meaning of the concepts of "appointment" and "election" had significant differences (Articles 108, 109, 150, 151 of the Constitution (Basic Law) of the Ukrainian SSR). In the current Constitution of Ukraine, these concepts are also demarcated, in particular, the concept of "election" is used for those judges who, after the end of the five-year term of office as a judge through the first appointment by the President of Ukraine, are then elected by the Verkhovna Rada of Ukraine indefinitely *(Constitutional Court of Ukraine, 2001)*.

The Constitutional Court of Ukraine notes that, on the one hand, the instruments of international law, in particular the Framework Convention and the European Language Charter, do not impose on the state the obligation to provide equal protection to each separate national minority (minority group), and on the other hand, they give the state a wide scope deliberation (wide margin of appreciation) in order to decide on the issue of introducing one's own model of realization of the right of national minorities to preserve their national identity. Therefore, the implementation of the specific rights of national minorities depends on the unique circumstances in each state. In this plane, the historical context, the level of distribution of the language of the respective national minority, the state and level of distribution of the state language, as well as the geopolitical situation are of significant importance in this plane *(Constitutional Court of Ukraine, 2021)*.

Historical analysis of law is often compared with the so-called "history of lawyers" in the sense of a tendentious presentation of legal events related to a certain rule of law or its interpretation. Professional historians often criticize the internal historical analysis of law as not being "true history." They are right, of course. However, the historical analysis of law as an interdisciplinary project within the framework of legal studies does not aim to deal with "real history". His contributions may prove more or less valuable, but they deserve to be appreciated on their own terms.

4. Conclusions

Historically critical analysis of law is interdisciplinary and draws on a growing body of scholarly literature as an approach to learning and teaching. Historical approaches to the interpretation of legal norms are useful and effective for investigating the relationship between internal and external contextuality in legal research, especially in the modern period of axiological transformation.

The historical context of the formation of legal norms is still underestimated and underutilized. In the modern period of systemic axiological transformation, there is a need to define new principles of the legal system. Although, together with the development of digital technologies, access to the history of the sources of law opens up, in particular, to the catalog and content of legal principles that were developed in different periods and continue to be the foundation of the legal system.

References

1. Nedil'ko, Y. V. (2014). The Influence of Ancient Greek Judicial Speakers on Interpretation of Legal Norms. Journal of Siberian Federal University. Humanities & Social Sciences, 7, 1184-1189.

2. Onyshchuk, I. I. (2013). Tehnika jurydychnogo pys'ma: ponjatijno-kategorial'nyj aparat [Technique of legal writing: conceptual and categorical apparatus]. Visnyk Nacional'noi' akademii' pravovyh nauk Ukrai'ny, 3, 74, 87-94. [in Ukrainian]

3. Shutak, I. D., & Onyshchuk, I. I. (2021). Comprehensive approach to perception of law in the context of doctrinal views. Journal of the National Academy of Legal Sciences of Ukraine, 28, 4, 42-50. DOI: 10.37635/jnalsu.28(4).2021.42-50

4. Onyshchuk, I. I., Onyshchuk, S.V. & Rudenko, O. M. (2020). Conceptual basis of legal monitoring implementation in the system of public administration. Journal of History Culture and Art Research, 9, 1, 345-353. DOI: 10.7596/taksad.v9i1.2547

5. Zweigert, K. & Kötz H. (2000). Vvedenie v sravnitel'noe pravovedenie v sfere chastnogo prava [An Introduction to Comparative Law in Private Law]. 1. M., 480. [in Russian]

6. Kozyubra, M. I. (Ed.) (2015). Zagal'na teorija prava: Pidruchnyk [General theory of law: Textbook]. K.: Waite, 392. [in Ukrainian]

7. Bielska-Brodziak, A. & Tkacz S. (2019). Using Legislative History in Interpreting Polish Law Example of Changes in Uderstanding Principles of Law Durig the Transition Period. AUC IURIDICA, 65, 2, 37-53. DOI: https://doi.org/10.14712/23366478.2019.15

8. Goncharov, V. V. & Rabinovich, P. M. (Ed.) (2013). Dynamichne tlumachennja jurydychnyh norm [Dynamic interpretation of legal norms]. Praci L'vivs'koi' laboratorii' prav ljudyny i gromadjanyna. Naukovo-doslidnogo instytutu derzhavnogo budivnyctva ta miscevogo samovrjaduvannja Nacional'noi' akademii' pravovyh nauk Ukrai'ny. Serija I. Doslidzhennja ta referaty. Vyp. 27. L'viv: SPOLOM, 252. [in Ukrainian]

9. Kryvytskyi, Yu. V. (2012). Istorychnyj sposib tlumachennja norm prava: zagal'noteoretychnyj aspekt [Historical way of interpreting legal norms: general theoretical aspect]. Chasopys Kyi'vs'kogo universytetu prava, 1, 32-36. [in Ukrainian]

10. Elliott C. & Quinn F. (2014). English legal system. Harlow: Pearson, 734.

11. Konstytucijnyj Sud Ukrai'ny (2001). Rishennja vid 16 zhovtnja 2001 roku № 14-rp/2001 [Decision № 14-pn/2001]. URL: https://zakon.rada.gov. ua/laws/ show/v014p710-01#Text [in Ukrainian]

12. Konstytucijnyj Sud Ukrai'ny (2021). Rishennja vid 14 lypnja 2021 roku № 1-r/2021 [Decision № 1-p/2021]. URL: https://zakon.rada.gov.ua/laws/show/v001p710-21?find=1&text=%D1%96%D1 %81%D1%82%D0%BE%D1%80 %D0%B8%D1%87#w1_4 [in Ukrainian]

PROPOSALS AND ALGORITHMS FOR CRIMINAL LAW AND CRIMINAL PROCEDURE ACTIONS IN FULFILLING REQUIREMENTS OF ARTICLE 615 OF THE CRIMINAL PROCEDURE CODE OF UKRAINE

Ivan Syvodied

Ph.D. in Law, Postdoctoral Student, Associate Professor at the Department of Law Enforcement and Anti-Corruption Activities, Institute of Law named after Prince Volodymyr the Great, Interregional Academy of Personnel Management,
Head of the Fourth Department of Procedural Guidance and Support of Public Prosecution of the Specialized Prosecutor's Office in the Military and Defense Sphere, the Prosecutor General's Office of Ukraine
e-mail: sivoded1986@ukr.net, poboss1978@gmail.com,
orcid.org/0000-0002-2057-9609

Summary

The article is devoted to the analysis of scientific approaches to determining the essence of criminal law and criminal procedure characteristics of offenses committed in the occupied territories of Ukraine. Attention is paid to the need to distinguish between the following scientific concepts: "criminal law characteristics of a certain type of a criminal offense", "criminal law characteristics of a group of crimes", and "forensic characteristics". The problem of shaping a criminal law characteristic as a system of generalized data on the generic elements of criminal offenses, given their connections, is considered. The author emphasizes the practical significance of the relevant characteristics in managing the investigation of offenses committed in the occupied territories of Ukraine and formulating methodological recommendations for the pre-trial investigation of the specific group of criminal offences. In addition, there is a lack of an overall study of the internal processes determining the development of foundations for specific methods of investigation of offenses in domestic criminology. Since the relevant process is natural, there is an objective need to elaborate methods for solving tasks characteristic of all cases of investigation. In that context, the author provides a list of comprehensive, in his opinion, proposals and algorithms for criminal law and criminal procedural actions in fulfilling the requirements of Art. 615 of the Criminal Code of Ukraine by prosecutors and investigators of law enforcement agencies of Ukraine.

Key words: methods of investigation, military operations, full-scale war, temporarily occupied territories of Ukraine, specific and interspecific methods of investigation of offenses.

1. Introduction

In formulating a scientific concept on the development of theoretical foundations of criminal law and criminal procedure qualification of offenses committed in the occupied territories, it is necessary to determine the main categories acting as the research subject. In the case at hand, one of the main categories is the criminal law definition of certain offenses following the requirements of Art. 615 of the Criminal Procedure Code of Ukraine (CPC of Ukraine) *(Kryminalnyi kodeks Ukrainy)*. To accomplish the goal, it is essential to identify research lines and objectives, find a coordinated interpretation of the main category by

scientists and legal practitioners, and define the concept of the criminal law characteristics of the crime concerned.

The research subject of criminal law science is the criminal offense as a specific action (omission) of the entity, behavior, or act of a person or group of persons prohibited by criminal law *(Honcharenko, Nor, Shumylo, 2012)*. Scientists in various branches of humanities, natural and technical sciences made a significant contribution to analyzing the phenomenon of crime (criminal offense) and criminality as a social phenomenon. Thus, research findings are presented in the works of academic criminologists, forensic scientists, and specialists in criminal psychology and other legal sciences.

Analysis of recent research and publications. The classification of offenses upon criteria and qualification of socially dangerous acts fell under the notice of such criminal law specialists as P. P. Andrushko, Ya. M. Brainin, M. V. Volodko, A. A. Hornytskyi, V. A. Klymenko, M. N. Kovalov, P. K. Kryvoshein, V. K. Matviichuk, P. S. Matyshevskyi, V. M. Smitiienko, V. V. Stashys, S. A. Tararukhin, and V. Ia. Tatsii. The socio-political essence of crime was investigated in the contributions of V. V. Durdynets, O. M. Lytvak, M. I. Melnyk, O. V. Mykychyk, H. O. Omelchenko, O. V. Skrypnyuk, O. S. Sainchyn, V. I. Shakun, and others.

Domestic and foreign scientists specializing in criminology, criminal law, and criminalistics considered some aspects of military offenses, namely: V. I. Andreitsev, M. I. Verevycheva, O. V. Vynohradova, S. B. Havrysh, V. O. Hlushkov, A. P. Hetman, S. A. Holub, V. K. Hryshchuk, O. M. Dzhuzhi, O. O. Dudorov, S. O. Knyzhenko, A. G. Kniazev, M. I. Korzhanskyi, V. V. Kostytskyi, Z. H. Korcheva, V. A. Landina, B. M. Leontiev, N. O. Lopashenko, V. K. Matviychuk, M. I. Melnyk, I. I. Mytrofanov, V. O. Navrotskyi, O. V. Oderiy, V. D. Pakytin, Ye. A. Plotnikov, H. S. Polishchuk, V. M. Prysiazhnyi, B. H. Roskovskyi, N. L. Romanov, O. V. Sasov, T. L. Serhieiev, O.V. Skvortsova, V. V. Stashys, V. Ia. Tatsiy, V. P. Tykhyi, M. I. Khavroniuk, S. V. Khyliuk, D. B. Churakov, O. I. Chuchaiev, Yu. S. Shemshuchenko, V. A. Shyrokov, and A.M. Shulha.

Statement of article goals. There is currently no consensus on an algorithm for criminal law actions in qualifying criminal offenses adopted as of February 24, 2022, within Art. 615 of the CPC of Ukraine. That fact does not contribute to a clear understanding of the relevant terms by scientists and practitioners *(Honcharenko, Nor, Shumylo, 2012; Oderii, 2015)*.

2. Presentation of basic material

On the morning of February 24, 2022, the troops of the Russian Federation unleashed full-scale hostilities against the state of Ukraine. The President and the Verkhovna Rada of Ukraine adopted legislative acts required for the work of state authorities and citizens, in particular, the Decree of the President of Ukraine "On General Mobilization", the Law of Ukraine "On Approval of the Decree of the President of Ukraine "On the Imposition of Martial Law in Ukraine", the Law of Ukraine "On Approval of the Decree of the President of Ukraine "On General Mobilization", the Law of Ukraine "On the Fundamentals of National Resistance", the Law of Ukraine "On the Imposition of Martial Law in Ukraine", the Law of Ukraine "On the Legal Regime of Martial Law".

One of the ensuing adverse effects evident in the Ukrainian cities temporarily occupied by terrorist groups and Russian military units is a significant increase in crime and particularly serious crimes against the person, i.e., felonious homicide, robbery, theft, extortion, etc.

The number of recorded offenses for the period of hostilities has almost tripled over the past 8 years in Ukraine. The military prosecutor's office registered criminal proceedings, but

there was no examination of the crime scene and the victims, and the whereabouts of more than 600 have not yet been established. Since February 2022, the commission of all categories of offenses has increased sharply. Before the de-occupation of the territory of Ukraine, some offenses are attributed to a latent account. More than 2,300 persons of military personnel are in captivity by militants, the military of the Russian Federation, and their condition is unknown to law enforcement agencies of Ukraine.

Based on the complex of perception and fixation, the information found should be grasped by the search subject, as follows: a) its potential or actual involvement in the relevant event is clarified; b) its nature and source of acquisition are clarified (people as carriers of ideal and tangible traces, items, documents, tracks); c) its form of representation (verbal, alphanumeric, digital, graphic, magnetic recording, video recording, etc.) is determined; d) it is decoded as necessary, that is, its content and value are clarified and conveyed from one semiotic system to another using specific knowledge and hardware and software.

The author shares the above point of view and strives to add that acquired information should be kept for further storage, analysis, and use. Amidst intelligence operations, information is recorded in all cases using procedural means and hardware and software according to the investigator's decision. Therefore, information recording includes the actions taken by the relevant subject of investigation aimed at procedural, technical-forensic, or operational consolidation and certification of acquired information (in some cases, together with its carrier) in the manner required by law and bylaws for further examination, storage, and use.

As Ukraine has not implemented the norms of international humanitarian law into the national criminal legislation in terms of not prosecuting combatants for participating in hostilities against Ukraine, law enforcement agencies should provide a legal assessment of their actions under the requirements of the Criminal Code of Ukraine.

In particular, armed attacks on the territory of Ukraine and any related actions should be qualified as an encroachment on Ukraine's territorial integrity and inviolability. Thus, Part 3 of Art. 110 of the Criminal Code of Ukraine (following the qualifying factors of commission of actions by a group of persons upon a prior conspiracy which caused harsh consequences) is considered the key qualification of specific actions of servicepersons of the Russian Federation, members of the terrorist organizations "Donetsk and Lugansk People's Republics", and mercenaries of the private company "Wagner" *(Kryminalnyi kodeks Ukrainy; Zakon Ukrainy vid 12.08.2014, No. 1631-VII; Zakon Ukrainy vid 27.04.2021, No. 1422-IX; Zakon Ukrainy vid 15.03.2022, No.2125-IX)*. At the same time, depending on the commission by individuals of other actions related to armed aggression, they should be qualified as follows.

1) The facts of armed attacks on military formations and military facilities shall be qualified under Part 3 of Art. 110 of the Criminal Code of Ukraine (CC of Ukraine) (according to qualifying factors – upon a prior conspiracy by a group of persons, which caused harsh consequences); the actions of persons from among the top brass of the Armed Forces of the Russian Federation are qualified under Art. 437 of the CC of Ukraine.

2) The facts of armed attacks on civilian objects and the civilian population shall be qualified under Art. 438 of the CC of Ukraine (if as a result of shelling, artillery or air strikes, civilians who are not participating in hostilities were injured or killed, or civilian infrastructure objects were damaged – residential buildings, hospitals, schools, kindergartens, private enterprises, etc., that are not military targets).

3) The facts of armed attacks on industrial or other facilities, the damage of which may lead or have led to an environmental catastrophe (for example, shelling of fuel storage facilities, radioactive waste storage facilities, buildings and structures of hydroelectric power plants,

nuclear power plants, thermal power plants, etc.) shall be qualified under Art. 441 of the CC of Ukraine "Ecocide".

4) In case of detention of soldiers from the aggressor country's regular troops during a military clash, their actions shall first be qualified under the totality of Part 3 of Art. 110 of the CC of Ukraine "Infringement of the territorial integrity and inviolability of Ukraine" and Part 3 of Art. 332-2 of the CC of Ukraine "Illegal crossing of the state border of Ukraine" (with the qualifying element "actions provided for in parts one or two of the article, combined with violence or the use of weapons").

5) In case of detention of persons who are not members of the regular military formations of the aggressor country (for example, servicepersons of the so-called "armed forces of the Donetsk People's Republic" or other illegal formations), their actions shall be qualified, except for the articles specified in the previous paragraph (Arts. 110, 332-2 – upon preliminary crossing of the state border), under Part 5 of Art. 260 of the CC of Ukraine "Creation of unlawful paramilitary or armed formations" with a qualifying element "participation a member of unlawful armed formations in attacks on business, institutions, organizations or citizens, which have led to harsh consequences". If the mentioned persons are citizens of Ukraine, their actions are not qualified under Art. 332-2 of the CC of Ukraine.

6) The facts of committing acts that led to the occurrence of the consequences specified in clause 2 shall be additionally qualified under Part 1 of Art. 438 of the CC of Ukraine "Violation of rules of the warfare". According to Art. 51 of the Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I) of 8 June 1977, the civilian population as such, as well as individual civilians, shall not be the object of attack. Indiscriminate attacks are prohibited. According to Article 52 of the Protocol Additional to the Geneva Conventions of 12 August 1949 relating to the Protection of Victims of International Armed Conflicts of 8 June 1977, civilian objects shall not be the object of attack or of reprisals. Civilian objects are all those that are not military.

7) The facts of the use by the aggressor country's military of the uniforms or insignia of the Armed Forces of Ukraine and other military formations for concealment shall be additionally qualified under Part 1 of Art. 438 of the CC of Ukraine "Violation of rules of the warfare", since such actions are expressly prohibited by Part 2 of Art. 39 of the Protocol Additional to the Geneva Conventions of 12 August 1949. The actions of persons who use the symbols of international organizations (for example, the UN, the Red Cross Society), the press, etc. for concealment shall be qualified similarly. Such actions are prohibited by Art. 39 of the Additional Protocol.

8) In case of detention of persons who committed sabotage or were preparing to commit them, their actions shall be qualified (including an attempt or preparation for crime):

– under Arts. 111 and 113 of the CC of Ukraine if such actions are committed by citizens of Ukraine;

– under Arts. 110 and 113 of the CC of Ukraine if such actions are committed by citizens of foreign states.

At the same time, the participation of sabotage-reconnaissance groups in the armed confrontation with the Ukrainian military does not contain elements of sabotage within the meaning of the requirements of Art. 113 of the CC of Ukraine. In that case, the actions of participants of sabotage-reconnaissance groups shall be qualified under para. 4.

9) In case of detention of persons who set marks on the ground, their actions should be qualified:

– under Art. 111 of the CC of Ukraine if these persons are citizens of Ukraine who assist a foreign state in conducting subversive activities against Ukraine;

– under Art. 110 of the CC of Ukraine, additional qualification as organizers or accomplices in a crime is applied if these actions are committed by citizens of Ukraine to assist the armed forces of the aggressor country in the landing of enemy troops or conducting other military operations;

– under Part 1 of Art. 14, Art. 113 of the CC of Ukraine "Diversion" (in addition) if there are elements of preparation for sabotage.

10) The facts of committing acts not directly related to the attack on the Armed Forces of Ukraine or other military formations but aimed at reducing their combat capability (blocking traffic, disseminating "fake" information inhibiting the activities of the armed formations of Ukraine, etc.) shall be qualified under the specific act provided for in Art. 114-1 of the CC of Ukraine "Obstruction of the legitimate activities of the Armed Forces of Ukraine and other military formations".

It is worth keeping in mind that the armed formations, in addition to the Armed Forces of Ukraine, consist of the National Guard of Ukraine, the State Border Guard Service of Ukraine, the Security Service of Ukraine, the State Guard Service of Ukraine, the State Special Transport Service of the Ministry of Defense of Ukraine, the State Service for Special Communications and Information Protection of Ukraine, the Intelligence Body of the Ministry of Defense of Ukraine, the Foreign Intelligence Service of Ukraine, etc.

12) It is necessary to determine the "basic" criminal proceedings under Art. 110 of the CC of Ukraine for each area falling under Russian invasion and clashes, which will accumulate information about the Russian military corpses (subject to investigative and procedural work). The Security Service of Ukraine will be vested with the pre-trial investigation. In case of acquiring or registering information about the discovered corpses of Russian servicepersons (participants of sabotage-reconnaissance groups or unlawful armed groups) by housing management organizations, it should be accumulated in the specified criminal proceedings. Therefore, investigators of the National Police or public prosecutors, if possible, examine corpses and death sites and collect physical evidence to confirm their identification, belonging to the party to the conflict (if possible, identify and confiscate mobile phones; military tickets, orders, and other documents; distinguishing and identification marks of the dead (confirming the identity, military formations, position, etc.)). During the examination, the weapons of the dead are recorded, and withdrawal issues are settled as applicable. Forensic examinations for such corpses are not appointed *(Sainchyn, 2018; Syvodied, 2021)*.

13) An algorithm for the application of Art. 615 of the CPC of Ukraine is as follows. If investigating judges are precluded from exercising their powers within the time limits established by law, their powers defined in Art. 615 of the CPC of Ukraine are entrusted to the public prosecutor (procedural manager).

The State Judicial Administration of Ukraine must regularly update a list of temporarily inactive courts to make objective delegation of authority to public prosecutors. In the absence of such a list (the SJA needs more time) or a specific court in the list, the public prosecutor (procedural manager), on an individual basis, decides on the investigating judge's inability to exercise his powers. Any additional documents and reports are not required, but the circumstance can be documented via the investigator's report addressed to the public prosecutor.

If a decision on the application of Art. 615 of the CPC of Ukraine is approved, the public prosecutor (procedural manager) decides on temporary access, search, covert investigative (detective) activities, and custody in the form of a resolution. Filling of motions is not required. The resolution shall state that on February 24, 2022, due to the military aggression of the Russian Federation against Ukraine, martial law was introduced by the Decree of the President of

Ukraine No. 64/2022 from 05:30 on February 24, 2022, for 30 days, while the investigating judges of a particular court cannot fulfill their powers within the time limits established by law (they are specified with reference to the article of the CPC of Ukraine), hence, the decision is made by the public prosecutor under Art. 615 of the CPC of Ukraine.

The resolution shall meet the requirements of Art. 110 of the CPC of Ukraine, as well as the requirements for the decision made following the consideration of the relevant request. The extension of terms of covert investigative (detective) activities is carried in similar fashion.

14. Criminal proceedings with the completed pre-trial investigation shall be forwarded to the Appeal Court of a particular region to establish jurisdiction; in case of impossibility of considering the issue by the mentioned court, they shall be forwarded to the nearest Appeal Court of another region, which can consider it.

15. The facts of common criminal offenses (for example, looting, infliction of bodily harm, destruction of property, etc.) shall be qualified under general norms of the CC of Ukraine and special – Art. 294 of the CC of Ukraine, and act following the procedure provided for in Art. 615 of the CPC of Ukraine.

16. In criminal proceedings upon which persons have not been notified of suspicion and the terms of proceeding investigation expire, a decision on termination following paras. 2, 3 of Part 1 of Art. 284 of the CPC of Ukraine shall be made if it is impossible to extend the terms in a prescribed legal procedure.

17. In criminal proceedings upon which persons are notified of suspicion and the terms of the investigation of the proceedings expire, the territorial jurisdiction shall be changed over the territory where the courts and prosecutors work through the Office of the Prosecutor General.

18. Current lists of persons held in pre-trial detention facilities, indicating the terms of detention, qualifications and severity, shall be compiled and controlled.

By relying on the general concept of criminal law, the author believes that other offenses, which will be introduced into the CC of Ukraine, can be further specified using the proposed algorithm.

Taking into account the peculiarities of conducting warfare and the liberation of the previously occupied territory where the court has not yet begun operate, it should be borne in mind that the head of the prosecutor's office is authorized with the below provided that it is objectively impossible for the investigating judge to perform his duties: to resolve issues on the occasion (Art. 140 of the CPC of Ukraine); seizure of property (Art. 170, 173 of the CPC of Ukraine); on permission to conduct a search of a dwelling or other possession of a person (Art. 234 of the CPC of Ukraine); on obtaining samples for examination (Art. 245 of the CPC of Ukraine); consideration of applications for temporary access to items and documents (Art. 163, 164 of the CPC of Ukraine); on permission to conduct secret investigative (search) actions (Art. 250 of the CPC of Ukraine); on the prolongation of the pre-trial investigation within the terms specified in paras. 2,3 of Part 3 of Art. 294 of the CPC of Ukraine (Art. 294 of the CPC of Ukraine), interrogation, identification via videoconference during the pre-trial investigation (Art. 232 of the CPC of Ukraine). Decisions on the above issues are made in the form of resolutions and shall contain a proper justification of legitimacy to exercise the powers of an investigating judge by the head of the prosecutor's office. At the same time, the head of the prosecutor's office is entrusted with the obligation to enjoy the rights of the person who is subject to a preventive measure of detention under Art. 206 of the CPC of Ukraine, including the verification of the legality of such detention.

3. Conclusions

Amidst the military aggression of the Russian Federation against Ukraine, the collection of evidence, its relevance and admissibility are extremely important for achieving the objectives of criminal justice and bringing the perpetrators to liability, proving their guilt in court. The author regards proposals and algorithm of criminal law and criminal procedure actions in meeting the requirements of Art. 615 of the CPC of Ukraine effective. Thus, they should be considered by officials, who conduct the pre-trial investigation and supervise compliance with laws during the pre-trial investigation in the form of procedural guidance of the pre-trial investigation, in practice.

References

1. Kryminalnyi kodeks Ukrainy [Criminal Code of Ukraine] (2015). Kyiv. «Pravova yednist» [in Ukrainian].
2. Kryminalnyi protsesualnyi kodeks Ukrainy. Naukovo-praktychnyi komentar (2012). [Criminal Procedure Code of Ukraine. Scientific and practical commentary] / za zah. red. Honcharenka, V.H., Nora, V.T., Shumyla, M.Ie. Kyiv: Yustinian. P. 1224 [in Ukrainian].
3. Oderii, O.V. (2015). Teoriia i praktyka rozsliduvannia pravoporushen, yaki vchynialysia na okupovanykh terytoriiakh: monohrafiia [Theory and practice of investigation of crimes committed in the occupied territories: monograph]. Kharkiv: Disa plius [in Ukrainian].
4. Kryminalnyi kodeks Ukrainy [Criminal Code of Ukraine] (2015). Kyiv. «Pravova yednist» [in Ukrainian].
5. Pro vnesennia zmin do Kryminalnoho protsesualnoho kodeksu Ukrainy shchodo osoblyvoho rezhymu dosudovoho rozsliduvannia v umovakh voiennoho, nadzvychainoho stanu abo u raioni provedennia antyterorystychnoi operatsii: Zakon Ukrainy vid 12.08.2014 r. № 1631-VII [Due to the changes made to the Criminal Procedural Code of Ukraine, a special regime for the investigation of cases in the conditions of military, emergency or in the area of anti-terrorist operations is introduced: Law of Ukraine]. URL: https://zakon.rada.gov.ua/laws/show/1631-18#n5 (data zvernennia 06.08.2022) [in Ukrainian].
6. Pro vnesennia zmin do Kryminalnoho protsesualnoho kodeksu Ukrainy shchodo vdoskonalennia okremykh polozhen u zviazku zi zdiisnenniam spetsialnoho dosudovoho rozsliduvannia: Zakon Ukrainy vid 27.04.2021 r. № 1422-IX [Due to the changes to the Criminal Procedural Code of Ukraine include additional improvements set in connection with specific special criminal investigations: Law of Ukraine]. URL: https://zakon.rada.gov.ua/laws/show/1422-20#n47 (data zvernennia 06.08.2022) [in Ukrainian].
7. Pro vnesennia zmin do Kryminalnoho protsesualnoho kodeksu Ukrainy shchodo poriadku skasuvannia zapobizhnoho zakhodu dlia prokhodzhennia viiskovoi sluzhby za pryzovom pid chas mobilizatsii, na osoblyvyi period abo yoho zminy z inshykh pidstav: Zakon Ukrainy vid 15.03.2022 r. № 2125-IX [Due to the changes to the Criminal Procedural Code of Ukraine shchodo orderjudka skasuvannia zapobizhnoho hodu dlia prokhodzhennia viskovoi sluzhby za pryzovom pid chas mobilizatsii, na osoblyvyi abo yoho zminy z shykh pidstav: Law of Ukraine]. URL: https://zakon.rada.gov.ua/laws/show/2125-20#n6 (data zvernennia 06.08.2022) [in Ukrainian].
8. Pro operatyvnu-rozshukovu diialnist: Zakon Ukrainy vid 2 liutoho 1992 roku [On operational investigative activity: Law of Ukraine]. Vidomosti Verkhovnoi Rady Ukrainy. 1992. № 22 [in Ukrainian].

9. Sainchyn, O. S. (2018). Kryminalno-pravova kharakterystyka ta osnovy rozsliduvannia umysnykh vbyvstv [Criminal law characteristics and foundations of the investigation of intentional murders]. Kherson – Odesa: Helvetyka [in Ukrainian].

10. Syvodied, I.S. (2021). Rozsliduvannia umysnykh vbyvstv viiskovosluzhbovtsiv, yaki vchyneni v umovakh provedennia boiovykh dii [Investigation of deliberate killings of servicemen committed in the context of hostilities]. Dys… vchen. stup. k.iu.n.: 12.00.09. Kyiv [in Ukrainian].

HEALTH, ENVIRONMENT, DEVELOPMENT

PSYCHOTHERAPEUTIC ASSISTANCE TO FAMILIES OF MILITARY PERSONNEL DURING WAR

Volodymyr Demydiuk
Postgraduate Student at the National University of Ostroh Academy,
Institute of State Military Administration, National Defense University of Ukraine, Ukraine
e-mail: volodymyr.demydiuk@oa.edu.ua, orcid.org/0000-0003-0646-4271

Eduard Balashov
Ph.D., Professor, National University of Ostroh Academy, Ukraine
e-mail: eduard.balashov@oa.edu.ua, orcid.org/0000-0002-6486-0494

Summary

The purpose of the study is to determine the impact of systemic psychotherapy in working with military families. The methodology of studying emotional burnout by V. Boyko and the methodology of diagnosing mental states such as anxiety, frustration, aggression and rigidity by H. Eysenck were used in the empirical research. Pearson correlation coefficient was used for finding correlations between authoritarian hypersocialization and feelings of guilt, negativism, depression, anxiety, irritability among the military families. A comparative analysis of the emotional sphere indicators of military families raising children after psychological training in systemic psychotherapy revealed statistically significant differences in such indicators as guilt, irritability, suspicion, frustration, anxiety, depression, and significantly higher mood indicators. Thus, after undergoing psychological training in systemic psychotherapy, the families of servicemen and women experienced a decrease in guilt, irritability, suspicion, and frustration, and an increase in positive well-being and mood.

It has been discovered that in military families, difficulties in relationships with children are associated with negativism, irritability, increased anxiety, rigidity, and emotional burnout. It has been proven that an increase in anxiety in military families increases the level of irritability, emotional burnout, and guilt.

Key words: systemic psychotherapy, military personnel, military family, psychotherapeutic assistance, emotional sphere.

1. Introduction

The issue of psychotherapeutic assistance to families of military personnel during combat is due to the fact that in recent years, considerable attention has been paid to the traumatic experience of military families in war, in particular the impact of stress factors on relationships

in the military family and parental attitudes. The transition to family-centered programs was prompted by the growth of emotional and psychological problems in the families of combatants. A trial that causes strong emotional reactions in all its members creates sources of stress and additional tasks for the whole family, changes the relationships between family members and their relations with the social environment. The main problems of military families are psychological trauma, exposure to stressors and emotional burnout. One of the important tasks of stabilizing the emotional state of military families is to choose appropriate psychotherapeutic methods, engage consultants and psychotherapists to work through traumatic experiences.

The issue of emotional difficulties among military personnel is presented in studies of the peculiarities of individual response to stress factors in military activities Modern practical psychotherapy structurally includes a number of areas and profiles, among which family psychotherapy, in particular, systemic family psychotherapy, occupies a prominent place. In this context, this kind of psychotherapy with families with problematic children is of particular importance.

Certain unfavorable life circumstances can cause destructive psychological consequences for children in military families, which negatively affects their psychophysiological state and the family situation in general. The scientific literature provides a typical symptom complex of these consequences.

Emotional manifestations: aggravation of fears (especially fear of separation); anxiety; increased aggressiveness; tearfulness; tendency to violent emotions; impoverishment of emotional manifestations, etc. *Behavioral manifestations*: sleep disturbances, nightmares; loss of appetite; regressive forms of behavior; hyperactivity; passivity; withdrawal; increased desire for contact with adults; refusal to contact; protest activity, etc. *Cognitive manifestations:* deterioration of memory, thinking, attention; impoverished speech; increased speech activity, etc. *Somatic manifestations:* increased fatigue, drowsiness; exacerbation of chronic diseases; stomach pain; headaches; respiratory disorders; heart disorders; nausea, vomiting; upper respiratory tract diseases, etc. In addition to the components of this symptom complex, children may also manifest various forms of apathy, depression, irritability, etc. *(Baimuratov & Al Nsur, 2003)*.

All such cases and situations require appropriate psychotherapy both with the children themselves, who are characterized by the above signs of personal and psychological destruction, and with the members of their families *(Khraban, 2022)*.

Eight most important concepts and principles of the system approach are used in systemic psychotherapy: 1) integrity; 2) communication; 3) structure and organization; 4) levels of the system and the hierarchy of these levels; 5) management; 6) purpose and expediency of behavior; 7) self-organization of the system; 8) functioning and development of the system *(Yurchenko, 2006)*. The the concept of "system" takes central place among all system concepts, which most generally was defined as "a complex of interacting elements" *(Capra, 2003)*.

These systemic concepts and principles form a systemic vision of family organization in family psychotherapy. That is, researchers began to systemically understand a concept of family from the position of an observer, taking into account not so much the mechanisms of the intrapsychic nature of the symptomatic behavior of a certain client, but rather their involvement through symptomatic behavior in certain relationships with other family members (subsystems) and the level of organization of the family as a system.

System analysts imagined very clearly that there were different levels of system complexity and that different types of laws are applied at each level *(Hryshchuk, 2011)*. The concept of organized complexity has become truly the most important topic of the systemic approach in modern family psychotherapy. At each level of complexity, phenomena differ in properties.

In the same way, the functioning of the system is complicated at later stages of its development *(Witty, 2007).*

Having formulated the theory of autopoetic systems, some researchers made an important contribution to the understanding of the psychology of the functioning of the family system and, in particular, the peculiarities of family psychotherapy. From their point of view, any changes are possible only when they meet the needs of the family structure. Therefore, psychotherapeutic interventions carried out without taking into account the psychological characteristics of the client as a system, his potential, necessary for solving a personal problem. They can be ineffective and disorganize the working relationship of "specialist-client" *(Capra, 2003).*

Von Schlippe and Schweitzer (2004) stated that there was no single systematic psychotherapy. In their opinion, a significant contribution to the development of the paradigm of the systemic approach in psychotherapy was made by all known areas of family psychotherapy. These areas were included in the classic systemic therapeutic models of group I – structural family therapy of S. Minuchin (1974); transgenerational model of family therapy of I. Boszormenyi-Nagy (1986); experience-oriented family therapy *(Whitaker & Keith, 1980)*, strategic family psychotherapy *(Rosen et al., 2015)*. The narrative approach is included in the II and III groups of systemic therapeutic models *(Von Schlippe & Schweitzer, 2004).*

The narrative model of family psychotherapy is based on the principles of social constructivism. The White and Epston's concept of narrative therapy presented a relatively novel approach to therapy, which seeks to have an empowering effect and offer therapy, which is non-blaming and non-pathological in nature *(Guy-Evans, 2020)*. The approach involved the theses that:

– the identity of the story becomes part of own story about themselves and contains different versions about instead of the individual;

– the narrative of the problem/identity is created and sustained by its connection with significant others;

– the impact of the problem is "schematized"" in such a way that the narrative includes its connection with significant others;

– the psychotherapist reveals "special consequences", which are the positive sides of the description of the problem – strengthens the changes, using the potential and enthusiasm of the client himself, those persons who strengthen the person's desire to cope with the "symptom".

Systemic psychotherapy covers all forms of psychotherapy, which, based on a general theory, shifts its focus from the observation of pathological personality phenomena to interpersonal processes and applies relevant methods (circularity, neutrality, hypothetical, active position of the therapist, resource model, communication techniques, etc. The structure of psychotherapy is represented to a lesser extent by the initial, middle and final stages – creating a space for establishing a certain type of conversation between its participants *(Hryshchuk, 2011).*

Systemic family psychotherapy is one of the areas of family psychotherapy based theoretically on a systemic approach, the general meaning of which is the impossibility of reducing the whole to the sum of its parts. The systemic approach takes a broader approach to the concept of family psychotherapy and allows for the possibility of working with an individual; the therapist works in terms of the integral family structure. Therefore, person-oriented systemic family psychotherapy has offered an integrative version of psychotherapeutic techniques, in which the decisive factor is whether the intervention is able to change the pattern of communication of the individual with other people. Each of the mentioned models has made its specific contribution to the development of modern foreign systemic psychotherapy and counseling, as any systemic family psychotherapy correlates with the named concepts *(Hapon, 2021).*

The position of the psychotherapist in this direction is directed to the need to become part of the system, i.e., to "join" the family, while maintaining a position of neutrality towards the ideas, rules and laws that exist in the family, both as a whole and among its individual members. The therapist comes as an uninformed communication partner in this system, and the client, in turn, is perceived as a competent person, even an expert *(Von Schlippe, 1996)*.

Family psychotherapy is based on the following principles *(Raskin & Rogers, 2000)*.

Circularity. Usually, when considering problems, people use linear logic, but everything in the family happens according to circular logic. It is not easy to learn to see cause-and-effect events, but as soon as a psychotherapist focuses on these tasks, the effectiveness of his or her therapeutic methods increases.

Neutrality. For effective influence, the psychotherapist must take a neutral position and sympathize equally with all family members, give everyone the opportunity to be understood and listened to.

Hypotheticality. The purpose of a specialist's communication with a family is to test his or her hypothesis about the meaning of family difficulties. According to the philosophy of the method, the psychotherapist's communication strategy is formed.

Family psychotherapy can take a variety of forms and directions. One of the effective formats for the implementation of correctional and supportive psychotherapy for families with children is psychotherapy focused on the actualization of the personal and psychological resources of family members themselves, especially children with psychological difficulties *(Bondarenko, 2001)*.

In this sense, it is worth briefly noting the specifics of child psychotherapy. The methods and approaches of child psychotherapy were improved in parallel with similar developments for adults, but almost from the very beginning, the emergence of child psychotherapy had its own specifics.

The researchers proposed methods aimed at awareness – structured play psychotherapy for children who are experiencing or have already experienced some kind of psychotraumatic event. The researchers argued that in a playful situation it is possible to realize aggressive tendencies of one's behavior. At the same time, another area of play-based child psychotherapy was developing. Some researchers studied individualized and narrative play therapy for specific childhood problems *(Kaduson et al., 2019)*.

The philosophical and methodological basis of this direction was the work of O. Rank (2009), who shifted the focus from the study of the child's life and his unconscious to development, putting in the center of attention what is happening "here and now" in the emotional relationship between the child and the psychotherapist.

Non-directive play psychotherapy was developed on the principles of client-centered psychotherapy. The goal of this psychotherapy is self-knowledge and the development of the child's independence. In communication with a psychotherapist, a child gains the ability to play as he or she wants to at the moment or to do nothing at all *(Rogers & Freaiberg, 1994)*. The psychotherapist does not interfere and does not direct the child, but only contributes to a fuller disclosure of the child in various manifestations at the time of the meeting. In particular, researchers distinguish two fundamental guidelines in child psychotherapy: working directly with the child and working with his or her social environment (primarily with the family and children's society).

Analysis of the relevant practice shows that the second of these guidelines is more promising in this sense. However, the practice of systemic family psychotherapy in general and child psychotherapy in particular confirms the format of "inspirational-supportive" psychotherapy,

or psychotherapy of opportunities, in the context of which C. Rogers' client-centered psycho-therapy stands out. C. Rogers notes that the individual's desire to achieve an appropriate level of competence and self-development is not always conscious, and this level can be significantly different due to the presence of biologically inherent tendencies *(Rogers, 2018)*.

It is the achievement of one's level of competence or at least movement in this direction that forms a sense of integrity, a certain degree of self-sufficiency in the client's personality, in particular, in the families of military personnel, and relieves them of many psychological problems, anxiety, dissatisfaction, and neuroses.

C. Rogers attributes a significant role in the life and development of the individual to the self-concept, i.e., his or her ideas about oneself. The self-concept (the idea of oneself) determines the behavior of an individual in certain situations. Initially, an individual's consciousness does not contain an objective assessment of his or her own self. However, this bias is largely compensated for by life experience, which constantly makes adjustments to the individual's self-esteem, allowing him or her to better understand his or her capabilities, resources, and the perception of others. An important leading mechanism in the objectification of self-esteem and behavior is the feeling of easing internal conflict, which is replaced by internal satisfaction that arises (or increases) as self-realization progresses.

C. Rogers believes that a prerequisite for more authentic and easier acceptance of others is the acceptance of the personal self, i.e. the objectification of self-esteem. In turn, the acceptance of a person by others contributes to the process of accepting oneself in this. In Rogerian psychotherapy, as in other types of humanistic psychotherapy, the main role is shifted from the therapist to the client. C. Rogers believes that it is the client himself who holds the keys to solving his problems. The therapist can only help him find these keys and show him how to use them better. At the same time, the main task of the therapist is to establish friendly creative cooperation with the client and create an atmosphere of psychological comfort and security in which the client will begin to «release» and realize the potential of his or her true self. It is very important for the client to feel not only simple companionship, but also full acceptance of the interlocutor as he or she is.

A necessary quality of a psychotherapist should be the ability to maintain a constant positive attitude towards the client, or rather, faith in the positive foundation of his or her essence, which must be freed from the rubble of life and false defenses of the personality. Only in this case will the therapist be able to maintain both the openness of natural communication and at the same time not react with negative emotions to negative manifestations of the client's personality.

The main sequential steps of psychotherapeutic assistance in the context of client-centered psychotherapy of opportunities according to Rogers:

1) the client turns to the psychotherapist for help;

2) the psychotherapist clarifies the reason for the treatment, i.e., «determines the situation»

3) the psychotherapist creates an atmosphere conducive to the client's free expression;

4) the psychotherapist accepts the client as he or she is and helps the client to better understand himself or herself.

5) gradually, the expression of positive feelings becomes more frequent and stable;

6) the psychotherapist identifies the driving forces (true causes, impulses) of the client's positive reactions;

7) the client, as a result of creating a favorable atmosphere of sincere communication, is brought to an insight (insight, guess about the true causes of his/her problem);

8) the client consciously chooses the right behavioral strategy (the psychotherapist only helps to understand this choice more accurately);

9) the client begins to take real actions aimed at implementing the chosen strategy;

10) as the client is convinced of the success of the actions taken, the ability to insight (insights, discoveries of their reserve capabilities and ways of their realization) increases *(Rogers & Freiberg, 1994)*.

This sequence embodies the practical implementation of Carl Rogers' psychotherapeutic concept, which consists in the consistent actualization of the client's capabilities, in activating his or her self-confidence, self-reliance, etc. This is extremely important for any psychotherapeutic client, and especially for child and adolescent clients *(Rogers, 1959)*.

Psychotechnologically, the system of verbal reactions of the psychotherapist to the client's manifestations in the course of the psychotherapeutic process is important. There are six categories of verbal reactions in the therapeutic practice of a humanistic psychotherapist. These categories are: 1) empathic support; 2) answers to client's questions; 3) leading questions; 4) therapeutic comments; 5) therapeutic assessment (interpretation); 6) therapeutic agreement with the client. The most common category is "empathic support". Group psychotherapeutic work, like individual work, goes through several stages, but has its own more complex specificity, which is that the group, with its atmosphere and support, enhances (or at least can enhance) all processes of solving personal problems *(Eidemiller et al., 2003)*.

At the same time, at the first stage of the functioning of such groups, there is an initial resistance to personal expression of oneself or study of others. At this stage, the group leader (psychotherapist) only keeps the activities of the group members in line with self-study and study of each other. At the same time, he or she tries to correct the course of the discussion of problems with a focus on current relevant experiences and events on the principle of "here and now".

The psychotherapist should try not to bring emotional clashes to the point where it leads to active rejection of the other and to the breakup of the group. However, such preservation of the group should not be done due to insufficient self-disclosure of its members. In fact, this is the second critical period, during which some groups often disintegrate completely, and some members leave the group.

Those groups that do not disintegrate after passing the test of collision find a certain unity, they form a personally significant unity, and a so-called climate of trust is established. Systemic psychotherapists believe that only after all these trials, after disclosing their true feelings and thoughts, does the group become capable of "self-healing," i.e., the mere presence in the group, its atmosphere, begins to have a psychologically optimizing effect on the individual.

Looking at oneself through the eyes of others, a person begins to objectify his or her own self-perception and self-acceptance. This mechanism is called feedback, which allows both consciously and unconsciously correcting self-esteem; in fact, this process can be called finding your way to yourself through others. Proponents of this area of psychotherapy believe that even identifying significant shortcomings and mistakes in oneself is a means of self-disclosure necessary for positive changes in personality and its manifestations in the form of internal mental states and external behavioral reactions.

The founder of logotherapy, Viktor Frankl, argued that a person's desire to find and realize the meaning of life is an innate motivational trait characteristic of all people and is the main motivator of behavior and personality development. However, the human desire to find the meaning of life can be frustrated, and this existential frustration leads to neurosis. The goal of yoga therapy is to help the individual find the meaning of life. A unique meaning of life (or generalized values that perform the same function) can be found by a person in one of three areas:

creativity, emotional experiences, and conscious acceptance of circumstances that a person cannot change *(Frankl, 1988)*.

At the same time, the main task of a psychotherapist in systemic psychotherapy is to establish constructive, creative cooperation in choosing a method of working with a particular client, a family of military personnel, and to create an atmosphere of psychological comfort and security in which the families with whom the psychotherapist works will begin to realize the potential of their own self, find constructive strategies for coping with stress and be able to find emotional balance. The systematic repetition of such experience increasingly strengthens the participants of such psychotherapy groups' sense of security, safety, and self-confidence and leads to a decrease in anxiety, instills faith in their own ability to overcome life's difficulties.

2. Research method and participants

The study was conducted at the Hetman Petro Sahaidachnyi National Army Academy, namely the Faculty of Combined Arms and the Faculty of Combat Use of Forces. The psychological study involved 30 families of military personnel aged 20 to 50, raising children aged three to fifteen, 57% of whom were women and 43% were men. Among them, 60% have a university degree, 22% have a special education, and 18% have a secondary education.

The methodology of studying emotional burnout by V. Boyko and the methodology of diagnosing mental states such as anxiety, frustration, aggression and rigidity by H. Eysenck were used in the empirical research. Pearson correlation coefficient was used for finding correlations between authoritarian hypersocialization and feelings of guilt, negativism, depression, anxiety, irritability among the military families.
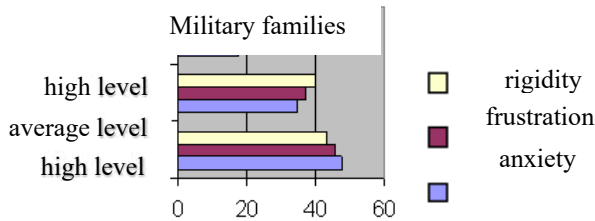
3. Results of the study

According to the results of the V. Boyko emotional burnout research methodology, it was found out that 51.3% of military families have a high level of emotional burnout, 37.9% have an average level, and 10.8% have a low level of emotional burnout. This indicates that military families are more susceptible to emotional burnout due to the impact of stressful factors. See Figure 1.
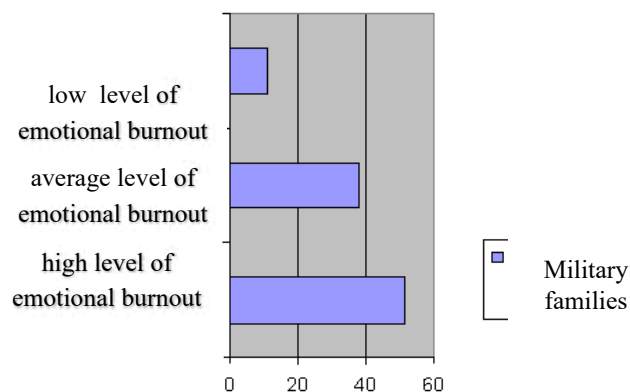
**Fig. 1. Results of emotional burnout of military families
according to V. Boyko's methodology**

According to the results of the H. Eysenck's methodology for diagnosing mental states, it was found that 47.8% of military families have a high level of anxiety, 34.6% have an average level, and 17.6% have a low level of this trait. In addition, 45.9% have a high level of frustration, 37.3% have an average level, and 16.8% have a low level of this trait. A high level of rigidity was observed in 43.4%, an average level in 40.2%, and a low level in 16.4%. This indicates that high levels of anxiety, frustration, and moderate levels of rigidity prevail in military families.

Fig. 2. Results of diagnosing mental states according to H. Eysenck's methodology

According to the results of the correlation analysis, it was found out that emotional disorders in military families are associated with the following indicators: authoritarian hypersocialization and negativism ($r=0.34$), depression ($r=0.37$), anxiety ($r=0.33$), irritability ($r=0.41$), and guilt ($r=0.43$). This indicates that authoritarian hypersocialization of parents in their relationships with children is interrelated with negativism, depression, anxiety, irritability, negativism, suspicion, and increases the level of guilt. See Figure 3.
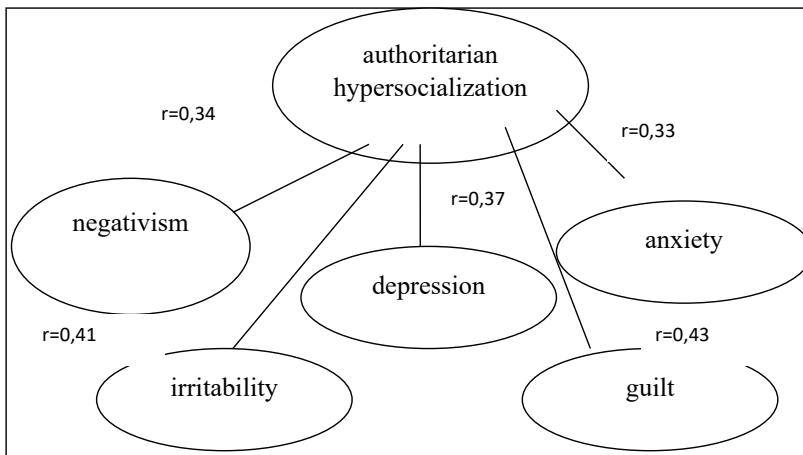
Fig. 3. Correlations between authoritarian hypersocialization and feelings of guilt, negativism, depression, anxiety, irritability among the military families

According to the results of the comparative analysis, after the introduction of psychotherapeutic assistance in systemic psychotherapy, statistically significant differences were found among military families in the following indicators "well-being" (M1=24.96, M2=50.08, p=0.0000), which indicates that the families of servicemen improved their well-being and family relationships after the training.

Also, the manifestation of "feelings of guilt" decreased in the participants of the training – families of servicemen (M1=6.90, M2=7.67, p=0.0000), which indicates that the participants of the training were able to work through their emotional experiences, stabilize them, including feelings of guilt.

After the psychotherapy, the training participants' anxiety scores decreased (M1=42.93, M2=49.78, p=0.0008), and the use of systemic psychotherapy techniques helped to process negative emotions in the training participants, including anxiety.

After completing the psychological training, the families of servicemen decreased the manifestation of "frustration" (M1=9.38, M2=8.01, p=0.0046), which indicates that the methods of systemic therapy effectively work with emotional experiences, in particular, the participants of the training decreased their frustration.

In addition, the families of servicemen increased the manifestation of "acceptance" (M1=14.48, M2=18.55, p=0.0009), which indicates that after the training, the families increased the rate of acceptance in parent-child relationships, improved the psychological climate and understanding in relationships. Parents are more empathetic and open in their relationships with their children.

The manifestation of "symbiosis" in military families has decreased (M1=5.05, M2=7.38, p=0.0259), which indicates that military families have improved relationships with children, managed to reduce the level of trauma, and formed the independence of children in military families. Children's emotional experiences have stabilized and anxiety has decreased.
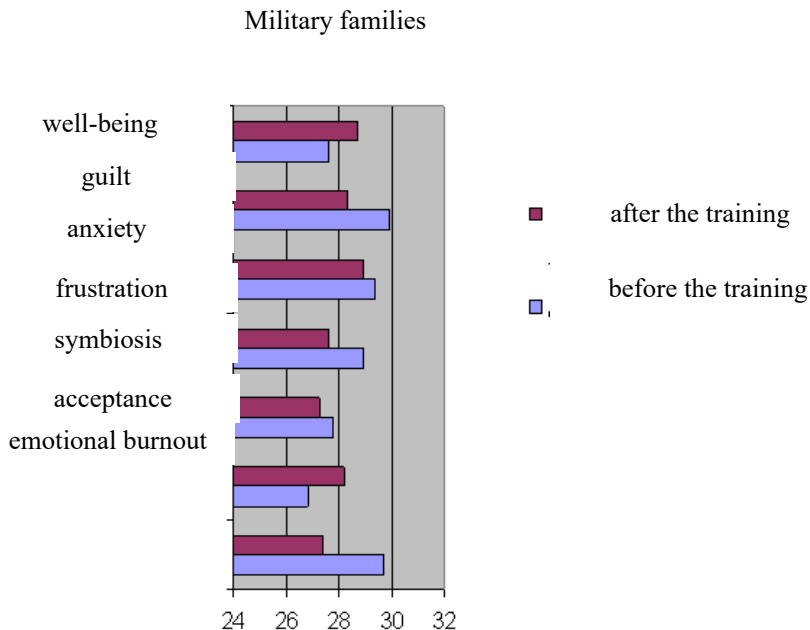
Fig. 4. The results of the comparative analysis by the indicators of "emotional burnout", "acceptance", "symbiosis", "frustration", "anxiety", "guilt", "well-being"

Also, the manifestation of "emotional burnout" in the families of servicemen decreased (M1=6.38, M2=3.19, p=0.0046), which indicates that psychotherapeutic methods reduced the

manifestation of emotional burnout in participants, in particular, it was possible to increase the level of motivation to work among the participants and reduce the manifestation of destructive emotions. A visual analysis of certain indicators of the emotional sphere of military families is presented in Fig. 4.

The results confirm the effectiveness of systemic psychotherapy and the need to create psychotherapeutic support groups among military families. The psychotherapeutic experience emphasizes that looking at oneself through the eyes of others, the client in opportunity psychotherapy begins to objectify his or her own self-perception and self-acceptance.

Psychotherapeutic methods of processing traumatic experience are a means of self-disclosure necessary for positive changes in personality and its manifestations in the form of internal mental states and external behavioral reactions *(Muzychko et al., 2020)*. Psychotherapeutic processing of behavioral models of relationships with children in military families helps parents better understand their children through their behavioral and emotional states, reduces anxiety, emotional burnout, improves well-being, gives self-confidence and inspires faith in their own ability to overcome life's difficulties.

4. Conclusions

Systemic psychotherapy promotes self-knowledge and self-development of the individual. At the same time, the main task of a psychotherapist in systemic psychotherapy is to establish constructive cooperation with the client and create an atmosphere of psychological comfort and acceptance in which the client will begin to "release" and realize the possibilities of his or her "I". It is this atmosphere that accelerates the process of objectification and acceptance of the real image of oneself and others.

The statistical analysis of the research results revealed positive changes that occurred after the application of systemic psychotherapy. After the psychotherapeutic work, the mood of the families of servicemen significantly improved, the level of anxiety and emotional burnout decreased, and the indicators of emotional state significantly improved.

Conducting systemic psychotherapy in military families helps to restore their strength, discover new resources and opportunities, and thus helps to optimize emotional states and relationships in the family, and contributes to the establishment of a successful emotional climate in families. The results confirm the effectiveness of our psycho-correctional and psychotherapeutic work and the need to create such groups for military families at the centers of support and assistance, where children of combatants and their families are provided with assistance.

References

1. Baimuratov, M. A., Al Nsur (2003). Protection of women's and children's rights during crisis situations and international law. Odesa: Yurydychna literatura, 2003.
2. Bondarchuk, O. (2001). Family Psychology. Course of lectures. Kyiv: MAUP.
3. Boszormenyi-Nagy, I., & Krasner, B. R. (1986). Between give and take. New York: Brunner/Mazel.
4. Capra, F. (2003). The web of life. A new scientific understanding of living systems. Sofia; M.: ID Sofia.
5. Eidemiller, E., Dobryakov, I., Nikolskaya, I. (2006). Family diagnosis and family psychotherapy: SPb:Rech.

6. Frankl, V. (1988). *The will to meaning: Foundations and applications of Logotherapy.* Meridian.

7. Guy-Evans, O. (2022). *What Is Narrative Therapy? Simply Psychology.* Access mode: www. simplypsychology.org/narrative-therapy.html.

8. Hapon, N. (2021). Educational prospects of the practical solution of personal ontological insecurity. *Scientific Journal of Polonia University, 44(1),* 34-40. https://doi.org/10.23856/4404.

9. Hryshchuk, M. (2011). Theoretical and methodological aspects of systematic family psychotherapy. *Scientific notes of the National University of Ostroh Academy. Series "Psychology and Pedagogy", 18.* 39-40.

10. Kaduson, H., Gangelosi, D., & Shaefer, C. (2019). *Tailoring interventions for specific childhood problems.* New York: Guilford Publications.

11. Khraban, T. (2022). Organizational commitment of military and civilian personnel of the Armed Forces of Ukraine (psycholinguistic aspect). *Scientific Journal of Polonia University, 54 (5),* 34-42. https://doi.org/10.23856/5404.

12. Minuchin, S. (1974). *Families and family therapy.* London: Tavistock.

13. Muzychko, L., Sajko, K., Ostrovska, K. (2020). Ukrainian Psychotherapeutic Experience in Overcoming Post-Traumatic Stress Disorder in Military Men. *Psychology and education, 57.* 198−202.

14. Raskin, N. J. & Rogers, C. R. (2000). Person-centered therapy. *Current Psychotherapies.* Ithaca, 2000. 4th ed., pp.155-194.

15. Raskin, N. J., & Rogers, C. R. (2005). Person-centered therapy. In R. J. Corsini & D. Wedding (Eds.), *Current psychotherapies* (pp. 130–165). Thomson Brooks/Cole Publishing Co.

16. Rogers, A. (2018). Carl Rogers: Absence and presence in the contemporary therapy landscape. In R. House, D. Kalisch, & J. Maidman (Eds.), *Humanistic psychology: Current trends and future prospects* (pp. 149–159). Routledge/Taylor & Francis Group. https://doi.org/10.4324/9781315392943-15.

17. Rogers, C. R. (1959). A theory of therapy, personality and interpersonal relationships, as developed in the client-centered framework. In S. Koch (ed.). *Psychology: A study of science.* (pp. 184-256). N.Y.: McGraw Hill.

18. Rogers, C.B. & Freiberg. G. (1994). *Freedom to learn.* New York: Maxwell Maximilian International.

19. Rosen, K. H., Lechtenberg, M. M., & Stith, S. M. (2015). Strategic family therapy. In J. L. Wetchler & L. L. Hecker (Eds.), *An introduction to marriage and family therapy* (pp. 155–181). Routledge/Taylor & Francis Group.

20. Syvash, S. (2020). *Individual psychological consulting: theory and practice.* Kyiv: Svarog.

21. Von Schlippe, A. & Schweitzer, J. (2004). *Systematic psychotherapy and consulting.* Lviv:VNTL, Klasyka.

22. Von Schlippe A. & Kriz J. (1996). *Kontexte fur Veranderung. Sustemishe Perspektiven in Theorie und Praxis.* Hg.: Universitaet Osnabrueck: Forschungsbericht aus dem Fachbereich Psychologie.

23. Yurchenko, V. (2006). *Mental states of a person: a systematic description. Monograph.* Rivne.

24. Whitaker, C. A., & Keith, D. V. (1980). Family therapy as symbolic experience. *International Journal of Family Psychiatry, 1,* 197-208

25. Witty, M.C. (2007). Client-Centered Therapy. In: Kazantzis, N., LĽAbate, L. (eds) *Handbook of Homework Assignments in Psychotherapy.* Springer, Boston, MA. https://doi.org/10.1007/978-0-387-29681-4_3

REHABILITATION MEASURES IN THE PALLIATIVE DEPARTMENT, CLINICAL CASE OF A PATIENT AFTER COVID-19

Alona Homola

Postgraduate Student, Assistant at the Department of Occupational Safety and Health,
National Technical University of Ukraine
"Kyiv Polytechnic Institute named after Igor Sikorsky", Ukraine
e-mail: alhzgv@gmail.com, orcid.org/0000-0001-7431-1889

Alexander Tsiganenko

Candidate of Medical Sciences, Director of the Charitable Organization "Palliative Care Fund
Last Desire", Head of the Department of Palliative Care, Public Utility Non-Profit Enterprise
"Kyiv City Clinical Hospital" № 6, Ukraine
e-mail: tsiganenko.sasha86@gmail.com, orcid.org/0000-0003-0933-2207

Summary

Covid-19 is an infectious disease caused by the SARS-CoV-2 virus. It is a pandemic acute respiratory illness. The virus spreads and is transmitted through the mouth or nose drops of an infected person, while talking, coughing, sneezing, and more likely in crowded places. By breathing in respiratory droplets or small particles, a healthy person has a high risk of infection. The disease is experienced in different ways, from the onset of slight malaise to recovery, and from a severe course of the disease, the consequences arising from the viral infection, which do not do without the help of doctors. Objective. To study a clinical case of a patient after Covid-19. Material of investigation was the clinical case of a 61-year-old woman, admitted after 40 days of resuscitation to the Palliative Department, Kyiv City Clinical Hospital № 6. Methods of investigation: history of the patient after Covid-19, collection of anamnesis, laboratory and clinical methods of examination. The multidisciplinary team headed by the head of the palliative department was created. We used all possible rehabilitative measures to achieve the set objectives successfully. Results. The patient received the full range of diagnostic and rehabilitative measures. After the end of treatment and rehabilitation measures, the follow-up observation by the family doctor was recommended, it testifies to the successful improvement of the patient's functional state. Conclusion. The article presents my own experience, and introduction of the patient after Covid-19 in the Palliative Department, Kyiv City Clinical Hospital № 6. Individual approach and cohesion of the multidisciplinary team help to fulfill the patient's needs to the fullest extent. The important practical questions of rehabilitation measures for patients with the consequences of Covid-19 are considered.

Key words: rehabilitation, occupational therapy, Coronavirus disease, examination, physical therapy

1. Introduction

According to the Ministry of Health, Ukraine has recorded 4,783,835 people with Covid-19 all time; 4,023,033 patients have recovered; 105,229 people have died.

The Covid-19 pandemic has changed lives worldwide *(Wu, F., et al 2020)*. Coronavirus Infectious Disease 2019 (COVID-19), was first reported in Wuhan, country of China. Causes severe respiratory illness: pulmonary failure, pneumonia, low saturation, the appearance of rapid fatigue, and low endurance when performing active movements in an upright body position. The cardiovascular system is affected, and myocarditis occurs as a consequence. Coronavirus – severe, acute respiratory syndrome (SARS-CoV-2), causative agent COVID-19, a new coronavirus *(Memish, Z., et al 2020)*. Symptoms: runny nose, fever, headache, dry cough, difficulty in breathing, increased body temperature, lack of smell and taste, muscle pain, rapid fatigue, low saturation *(Guan, W. J.,et al 2020)*.

Purpose: The clinical case of a patient after Covid-19 who was in the intensive care unit for 1 month and 9 days was analyzed. After that, she was taken to the Palliative Care Unit, due to complete dependence on outside help. Effective rehabilitative measures were implemented to restore the patient's independence after Covid-19.

2. Clinical case

Epicrisis. The patient was admitted to the Palliative Care Department of Kyiv City Clinical Hospital № 6, from the Intensive Care Unit, where she stayed for 40 days, with the following condition: general atherosclerosis with predominant lesions of the brain, heart, kidneys, and lower extremities vessels. Pain syndrome. Coronary heart disease: Diffuse cardiosclerosis. Atherosclerosis of the aorta and coronary vessels of the heart. Hypertensive heart disease stage II. Heart failure stage 2 A. Diabetes mellitus type 2, of medium severity, sum compensation stage. Diabetic universal angiopathy, polyneuropathy. III degree obesity. Bilateral multisegmental pneumonia Covid 19 of November 26, 2020. Postvaccine syndrome. Unvaccinated. Respiratory failure of II-III degree. Acute respiratory distress syndrome. Bedsores: facial area, nose, and sacral spine.

On November 27, 2020, according to the results of a polymerase chain reaction test made (a nasopharyngeal swab was performed) – with a positive indicator, which is a confirmation of SARS-CoV-2 virus corona, RNA virus.

Due to her inability to take care of herself, the patient was transferred to the Palliative Care Department, Kyiv City Clinical Hospital № 6. Enzyme immunosorbent assay for Covid-19 was performed during hospitalization.

Anamnesis Morbi: Complaints: general weakness, lethargy, recurrent headache, tinnitus, dizziness, pain in the whole body, namely in muscles and joints. Shortness of breath, lack of sense of smell, distortion of taste, disturbed sleep. Depressed emotional state.

Status localis: Examination of the skin revealed bedsores on the bridge of the nose, size 2 x 3 cm., the edges of the wound are not hyperemic, and the discharge is slight, serous-hemorrhagic. In the sciatic region, namely the sacral spine, bedsores, 5 x 6 cm, with minor hyperemic edges, discharge moderate, serous hemorrhagic. Pain in the decubitus areas.

Anamnesis vitae: Viral hepatitis, tuberculosis, Human Immunodeficiency Virus, and venereal diseases. Allergy to analysis. The patient has a history of type 2 diabetes mellitus, duration 9 years, and takes the pharmacological drug Forxiga 10 mg, and Glucovafage 1000 mg.

Anamnesis communis: On admission of the patient to the Palliative Care Unit, the condition is stable and severe. Conscious, contact available. Hypersthenic build. Skin and visible mucous membranes were clean, warm, dry, and pale. Their body temperature was 36,8 C. The pharynx was clear. Peripheral lymph nodes were not enlarged. Lungs: breathing

was rigid, weakened in the lower parts, with no rules. Heart tones were muffled, with emphasis on the second tone on the aorta, rhythm. The heart rate in the passive state was 88 beats per minute. Blood pressure 140/100 mmHg.

The tongue was covered with a white plaque at the root, moist. The abdomen is symmetrical, not swollen, and participates in the act of breathing. On palpation, it was soft and painless in all parts. The liver and spleen were not enlarged. Percussive muffling is absent in the flattened areas. Auscultatory intestinal murmurs are even, heard throughout the examination. Gases are excreted, and stools are not daily. Peripheral edema is absent.

Pasternatzky's symptom is negative on both sides.

Per rectum: Sphincter tone is satisfactory, and anal reflex is preserved. The rectal ampulla was not enlarged, and no abnormalities were detected.

From the beginning to the end of rehabilitation measures of the patient, stable decubitus treatment and dressings were performed. In the end, significant changes in the treatment of bedsores were achieved.

During rehabilitation activities, the patient's condition considerably improved. Her body temperature was 36.5 C; heart rate 80–85 BPM; blood pressure 120/80 mmHg; saturation 95 BPM. The rehabilitation process from 04.01.2021 to 25.02.2021, proceeded without significant complications. The patient can look after herself independently: moving around, eating, doing hygienic procedures, etc. In stable condition, with positive dynamics, the patient was discharged from Kyiv City Clinical Hospital № 6, Palliative Care Department. Advice for implementation and recommendations for compliance were given.

3. Methods and material of research

All activities at the Palliative Department, Kyiv City Clinical Hospital № 6, were conducted with the voluntary consent of the patient and her caregivers: diagnostic, therapeutic, and rehabilitative.

The patient had a request: "I want to go to Paris, but I need to be independent and be able to walk". A Multidisciplinary team was invited by the department head, consisting of: Endocrinologist, psychologist, physical therapist, occupational therapist, massage nurse, ward nurse, and nurse aide. Each specialist conducted an examination using evidence-based methods and tests, which further analyzed the dynamics of the patient's psycho-emotional and functional state. Goals were formed in a Smart format.

The psychologist worked on the psycho-emotional state of the patient. There were obstacles to the recovery and achievement of the goals: fear, depression, rapid fatigue, and lack of endurance. Depressed condition. The specialist conducted sessions for up to 1 hour, from the first days of admission until the patient was discharged.

During the initial examination, the physical therapist used: a pulse oximeter, to determine saturation – blood oxygen level control. During verticalization, passive saturation decreased from 65 to 68 beats to 48 beats, the norm being 95 BPM. For almost 3 weeks, the patient needed oxygen support, after verticalization and dosed physical activity. Therefore, the nurse connected the patient to the oxygen concentrator for recovery and support of the patient's respiratory system.

Initial physical therapist examination: Chiropractic-muscular testing, right arm, and leg – 3 points, left arm and leg – 2 points; on the modified Rankin scale – 5 points; on the Berg balance scale – 2 points. Stand up and walk test with time – not possible to perform.

Paresthesias of the lower extremities were noted. There were no contractures or restrictions on the range of motion in muscles and joints.

During the initial examination, the occupational therapist used: a pulse oximeter, at rest and during changes in body position. Barthel Daily Activity Index – 15 points; Montreal Cognitive Function Scale – 16 points. On the Visual Analog Pain Scale – 7 points. There was an impaired superficial sensation in the left arm.

The massage nurse performed lymphatic drainage massage of the upper and lower extremities, for 3 weeks, once a day, lasting 15 to 20 minutes. The lymph drainage massage had a positive effect in restoring lymph circulation to the lower and upper extremities. It improved blood circulation and activated the regeneration of processes in the body.

For the next 3 weeks, drainage massage of the chest and therapeutic massage along the spine once a day for up to 30 minutes were carried out. The purpose of the massage was to eliminate the residual effects of the disease and normalize the respiratory system. Drainage massage was performed with emphasis on the chest, contributing to the improvement of drainage function; lymph flow from the lungs, strengthening and increasing the endurance of respiratory muscles. Therapeutic massage helped to improve blood circulation to the muscles and reduces tension and pain.

During the first 3 weeks, the patient complained of general weakness, choking during minor physical exertion, the sensation of shortness of breath, dry cough, heaviness in the chest, and rapid fatigue.

Periodic swelling of the lower extremities, during verticalization, was a barrier to recovery. Rapid fatigability, low endurance due to an impaired respiratory system, and low saturation contributed to the strain on the cardiovascular system.

The attending physician supervised the process, adjusted the medications, contributed to the improvement of the patient's functional state, and prevented the occurrence of possible negative consequences. Therefore, rehabilitation measures were carried out in a dosed manner and gradually, with constant measurement of saturation, heart rate, and arterial pressure. Sometimes specialists combined sessions: A physical therapist with an occupational therapist or a psychologist with an occupational therapist.

4. Results

Long-term physical therapy goal: After 1 month and 9 days, the patient is supervised, walking 600 meters, with a saturation stable of 95 beats per minute.

Short-term physical therapist goals:

1) After 1 week, the patient performs breathing exercises independently while lying in bed;

2) After 2 weeks, the patient, holds an upright body position for up to 30 minutes;

3) After 1 week, the patient independently performs therapeutic exercises for the upper and lower extremities;

4) After 2 weeks, the patient supervised walked 10 meters in 43 seconds. Her saturation varies from 90 to 95 beats per minute;

5) After 2 weeks, the patient, with minimal help, climbs the stairs to the 2nd floor.

The physical therapist held activities with the patient for 3 weeks, from 30 to 45 minutes a day, depending on the patient's condition and functional capabilities. For the next two weeks, we held two sessions of 45 minutes each. Her stamina gradually increased. For the next 3 weeks, exercises were conducted 3 times a day, for 1 hour each.

The long-term goal of ergotherapy; After 1 month, the patient changes the body position on her own. Without any aids, she walks 4 meters to the closet and puts on: T-shirt, pants, socks, and sneakers. Her saturation varies from 90 to 95 BPM.

Short-term goals of the occupational therapist:

1) After 2 weeks, the patient self-administers breakfast using both hands while sitting at the bedside table.

2) After 2 weeks, the patient sits in bed and puts on her own shirt, pants, socks, and sneakers.

3) After 2 weeks, with minimal help, the patient walks 3 meters to the bathroom to perform hygienic procedures: washing hands, and face, brushing teeth and combing hair.

4) After 2 weeks, the patient walks 6 meters to the toilet under supervision to perform hygienic procedures.

The occupational therapist held activities to restore independence and self-care for 30 to 45 minutes a day for 3 weeks. Next 3 weeks, 3 times a day for 45 minutes. Last 2 weeks, 2 times up to 45 minutes. The occupational therapist conducted sessions to restore the taste and smell receptors. Stimulating and using the functions of the olfactory and gustatory receptors.

The massage nurse performed lymphatic drainage massage of the upper and lower extremities for 15 to 20 minutes once a day, for 3 weeks. For the next 3 weeks, she performed drainage massage of the thorax and therapeutic massage along the spine for up to 30 minutes.

During treatment and rehabilitation measures, methods were used for recovery and achievement of goals:

– Psychological support, 30 minutes to 1 hour each day;

– Recommendations on diet therapy were implemented;

– Breathing exercises, performed steadily every day during exercise and the patient's rest hours;

– Positioning, every 2 hours;

– Mobility training in bed and within the room;

– Gradual verticalization;

– Post-isometric relaxation for the upper and lower extremities;

– Balance and coordination exercises;

– Restoration of gait skills;

– Ergotherapy sessions were aimed at restoring independence in daily activities and the ability to self-care;

– Therapeutic and lymphatic drainage massage.

Auxiliary aids that were used: pulse oximeter to determine saturation at rest and in activity state; tonometer to measure blood pressure; positioning rollers – prevention of bedsores. Elastic leg bandages as prevention of thrombophlebitis.

Regarding auxiliary aids, the patient refused walkers and four support sticks, so a support belt was used for verticalization and restoration of gait skills.

Scales and physical therapy tests on which the patient was examined at the primary, intermediate, and final examinations (Table 1).

Renkin primary examination 5 points, intermediate 4 weeks later 4 points, final score 2 points. Berg balanced primary 2 points, interim 28 points, and final examination 50 points. On manual muscle testing right arm and leg 3 points, left arm and leg 2 points. Scores equalized in the final examination 5 points right arm and leg, similarly left arm and leg 5 points, which gives the ability to be independent and maximize the use of the body in daily activities. Initial

examination according to the results, it is not possible to perform the "Get up and walk" test, but the patient's final examination score is 8 seconds.

Table 1

Results of physical therapist examination

Examination Physical therapist	Rankine scale	Berg's balance sheet	Manual muscle testing	"Get up and walk" test with time recording
Initial examination 04.01.2021 yr	5 points	2 points	Right arm and leg – 3 points; Left arm and leg – 2 points	Not possible to execute
1 week	5 points	3 points	Right arm and leg – 3 points; Left arm and leg – 2 points	Not possible to execute
2 week	5 points	8 points	Right arm and leg – 4 points; Left arm and leg – 3 points	Not possible to execute
3 week	4 points	10 points	Right arm and leg – 4 points; Left arm and leg – 3 points	With medium help, in 1 minute and 15 seconds
4th week Intermediate examination	4 points	28 points	Right arm and leg – 5 points; Left arm and leg – 4 points	With minimal help, in 42 seconds
5th week	3 points	36 points	Right arm and leg – 5 points; Left arm and leg – 4 points	35 seconds
6 week	3 points	45 points	Right arm and leg – 5 points; Left arm and leg – 5 points	18 seconds
7th week	2 points	49 points	Right arm and leg – 5 points; Left arm and leg – 5 points	12 seconds
8- week Final examination 25.02.2021 yr	2 points	50 points	Right arm and leg – 5 points; Left arm and leg – 5 points	8 seconds

Table 2, shows the occupational therapy tests and scales used on admission to the Palliative Care Unit at the primary, interim, and final examinations.

During the initial examination of the patient, the score on the Barthel Index of Activities of Daily Living score 15 points, and during the interim examination 55 points, and the final score reached 90 points. The result of the primary examination of the Montreal Cognitive Functions Scale was 16 points, at the final examination, the result reached 26 points, which improved significantly. On the Visual Analog Pain Scale at the initial stage, the result was 7 points, at the end of rehabilitation measures, achieved no pain of 0 points.

During the initial and final physical therapy and occupational therapy examinations, significant changes in the patient, in positive functional dynamics and independence from external assistance were observed. The multidisciplinary team achieved the goals set, restoration of maximum independence, and autonomy of the patient.

Table 2

Results of an examination by an occupational therapist

Examination by an occupational therapist	Barthel index points	Montreal scale of cognitive functions	Visually analog pain scale
Initial examination 04.01.2021 yr.	15 points	16 points	7 points
1 week	15 points	18 points	7 points
2 week	30 points	20 points	6 points
3 week	40 points	20 points	5 points
4th week Intermediate examination	55 points	24 points	4 points
5th week	70 points	24 points	3 points
6 week	85 points	26 points	0 points
7 week	85 points	26 points	0 points
8 week Final examination 25.02.2021 yr.	90 points	26 points	0 points

After the sessions with the psychologist the patient's psychoemotional state improved, and the doctor helped to get rid of the fear which was an obstacle to achieving the rehabilitation goals.

5. Discussion

It was important for the multidisciplinary team to restore the patient's endurance during normal physical activities: blood pressure, heart rate, and saturation. To strengthen the respiratory system and reduce the strain on the cardiovascular system.

Table 3 shows the parameters: heart rate, body temperature, blood pressure, and saturation, which were measured at rest and in the condition of dosed physical activity for 8 weeks. When the body position was changed, i.e.: lying on the back, turning from side to side, sitting with the legs down, there was: an increase in heart rate of 145–159 BPM. Blood pressure in the passive lying on the back was 140/100 mmHg. When changing position, sitting at an angle of 90 degrees, the blood pressure was 150/110 mmHg. In the passive state, the saturation was 65 to 68 BPM; when the body position was changed, the saturation decreased from 57 to 48 BPM. During the fall of the respiratory failure rate, the nurse connected the patient to an oxygen machine, which saturated and normalized the blood with oxygen.

The readings up to 5 weeks, were not stable. Therefore, we concluded that the use of rehabilitation methods should be gradual. The first rule we used was to not harm.

At week 6, the heart rate in the passive state fluctuated from 85–90 BPM, and in the active state similarly 85–90 BPM. Their body temperature was 36.6 C. Arterial pressure was 110/85 mmHg at rest, and 120/90 mmHg in the active state. The patient's resting state blood pressure varied from 89–94 BPM, and active state blood pressure varied from 90–95 BPM.

By the end of the 8th week of rehabilitation measures, the patient's indices had stabilized. Heart rate at rest and during active activities ranged from 80 to 85 BPM. Body temperature was normal at 36.5 C. Blood pressure at rest and during activity and participation 120/80 mmHg. The patient's saturation at rest and during activity was 95 BPM.

Table 3

Heart rate, body temperature, blood pressure, and saturation values that varied from the day of admission to the time of discharge

Weeks	Heart rate per 1 minute		Body temperature		Blood pressure in a minute		Saturation in 1 minute	
	Passive	Active	P	A	P	A	P	A
I week	80-88	145-159	36,8	36,8	140/100	150/110	65-68	57-48
II week	80	130-140	36,7	36,7	110/60	140/90	64-70	59
III week	80	125-135	36,6	36,9	120/70	130/95	75-67	57-66
IV week	80	115-120	36,6	37,5	110/70	135/90	80-88	75-86
V week	85	110-115	36,7	36,9	105/70	125/90	84-90	82-90
VI week	85-90	85-90	36,6	36,6	110/85	120/90	89 – 94	90 – 95
VII week	85	85	36,7	36,7	120/80	110/80	90 – 95	92 – 95
VIII week	80-85	80-85	36,5	36,5	120/80	120/80	95	95

At the time of the patient's discharge, the parameters stabilized: blood pressure, heart rate, saturation, and body temperature reached normal values. The goals of the multidisciplinary team were achieved. The patient was discharged home on February 25, 2021, for further observation by the family physician. With the ability to be independent and autonomous in daily activities, travel, and continue her work activities.

6. Conclusions

The article presents data on the clinical case of a patient after Covid-19, transferred from the intensive care unit to the Palliative care unit, in stable severe condition. Her own experience of successful treatment and application of rehabilitative measures is described. Using effective rehabilitation methods, and the cohesion of a multidisciplinary team, headed by the head of the Palliative department, we have achieved the goals of restoring the functional status and normalization of indicators of the patient after COVID-19.

References

1. Guan, W. J., Ni, Z. Y., Hu, Y., Liang, W. H., Ou, C. Q., He, J. X., Liu, L., Shan, H., Lei, C. L., Hui, D. S. C., Du, B., Li, L. J., Zeng, G., Yuen, K. Y., Chen, R. C., Tang, C. L., Wang, T., Chen, P. Y., Xiang, J., Li, S. Y., ... China Medical Treatment Expert Group for Covid-19 (2020). Clinical Characteristics of Coronavirus Disease 2019 in China. The New England journal of medicine, 382(18), 1708–1720. https://doi.org/10.1056/NEJMoa2002032
2. Memish, Z. A., Perlman, S., Van Kerkhove, M. D., & Zumla, A. (2020). Middle East respiratory syndrome. Lancet (London, England), 395(10229), 1063–1077. https://doi.org/10.1016/S0140-6736(19)33221-0

3. Wu, F., Zhao, S., Yu, B., Chen, Y. M., Wang, W., Song, Z. G., Hu, Y., Tao, Z. W., Tian, J. H., Pei, Y. Y., Yuan, M. L., Zhang, Y. L., Dai, F. H., Liu, Y., Wang, Q. M., Zheng, J. J., Xu, L., Holmes, E. C., & Zhang, Y. Z. (2020). A new coronavirus associated with human respiratory disease in China. Nature, 579(7798), 265–269. https://doi.org/10.1038/s41586-020-2008-3

EFFECT OF MELATONIN ON FIBRINIOLYSIS IN THE BRAIN OF RATS WITH DEXAMETHASONE DIABETES

Oleksandra Kushnir

Ph.D., Associate Professor at the Department of Bioorganic and Biological Chemistry and Clinical Biochemistry, Bukovinian State Medical University, Ukraine
e-mail: kushnir@bsmu.edu.ua, orcid.org/0000-0002-8011-6825

Iryna Yaremii

Ph.D., Associate Professor at the Department of Bioorganic and Biological Chemistry and Clinical Biochemistry, Bukovinian State Medical University, Ukraine
e-mail: yaremii.iryna@bsmu.edu.ua, orcid.org/0000-0001-7969-345X

Summary

The purpose of our study was to determine the effect of melatonin on the characteristics of fibrinolysis in the brain of rats with dexamethasone diabetes.

Materials and Methods. The experimental study was carried out on thirty male eighteen-month-old non-linear white rats. The experimental rats were divided into three groups: 1) intact animals (control group); 2) rats with untreated dexamethasone diabetes; 3) rats, what were administered by melatonin in a dose of 10 mg per kg of body weight intragastrically daily through a metal probe during the 13 days of experiment in addition to dexamethasone injection.

Results. In the cerebral cortex of rats with diabetic neurodegeneration on the 14th day of the experiment, an increase in total fibrinolysis due to enzymatic fibrinolysis was found. Thus, TFA increased by 10%, and EFA by 15% compare to the indicators of animals of the control group. In the hippocampus, NFA indicators did not change, and EFA increased by 25% compared to the indicators of control group.

Daily oral administration of melatonin (10 mg/kg) to rats with diabetes-induced neurodegeneration did not significantly affect the EFA index in the cerebral cortex, but contributed to a 15% decrease in this indicator in the hippocampus, compared to the indicators of diabetic rats that did not receive any correction agents. The indicators of TFA and NFA both in the cerebral cortex and in the hippocampus were not significantly different from the indicators of rats with diabetes.

Conclusions. A decrease in the intensity of the fibrinolysis process was noted in the cerebral cortex and hippocampus of rats that, in addition to dexamethasone injections, were orally administered melatonin daily for 13 days.

Key words: fibrinolysis, brain, steroid diabetes, experimental study.

1. Introduction

Today, there is a lot of evidence that the cascade of pathological changes that lead to the development of amyloid plaques and neurofibrillary tangles in neurodegeneration can be caused by the progression of type 2 diabetes. In particular, it is known that diabetes has a negative effect on cerebral metabolism, contributes to cerebral atrophy and accelerates the aging

of the brain. One of the main complications of diabetes mellitus (DM) is a decline in cognitive functions. At the same time, diabetes is one of the risk factors for the development of Alzheimer's disease, one of the most common neurodegenerative diseases *(M.M. Teixeira et al., 2020)*.

The effect of chronic hyperglycemia can have a more pronounced effect than acute. It can be mediated by the formation of glycosylation end products, activation of alternative polyol and hexose metabolic pathways, activation of protein kinase C and inflammatory processes in the brain *(O Albai, M Frandes, 2019)*. Overall, hyperglycemia certainly plays a role in the development of cognitive dysfunction. Cerebrovascular or neurodegenerative pathologies, which are accelerated by metabolic disorders characteristic of diabetes, play a more important role in the development of cognitive decline.

Unfortunately, cognitive impairment in patients with diabetes progresses very quickly and is often accompanied by the development of vascular dementia. It not only reflects the severity of diabetes, but may also be directly related to insulin therapy *(Arnold, S. E., Arvanitakis, Z., 2018)*. The risk of neurodegeneration and cognitive deficits increases in insulin-resistant patients who do not have severe hyperglycemia.

A more important role in the development of cognitive decline was played by microvascular damage to the deep parts of the brain, which are supplied with blood by penetrating arteries. The causes of damage to small cerebral vessels in diabetes are not fully known. It is assumed that the formation of end products of glycosylation, as the activation of alternative pathways of carbohydrate metabolism, contributes to the development of oxidative stress, which leads to damage to the vascular endothelium and the development of brain ischemia *(Mykhailychenko T. E., Volos L. I., 2020)*.

Already at the initial stages of diabetes, hemorheological disorders are noted, which are expressed in an increase in blood viscosity and the aggregation ability of erythrocytes and platelets, as well as in a decrease in fibrinolytic activity and an increase in the Willebrand factor in blood serum. Morphological progression of micro- and macroangiopathies is characterized by increased adhesion of leukocytes and platelets, deposition of fibrin on the endothelium, increased proliferation of endotheliocytes, thickening of the basement membrane, and increased permeability of the capillary wall *(Usmanova D. D., Khazhibakiev Kh. Kh., 2016)*. Which generally disrupts the blood supply to the brain and worsens the state of neurodegenerative processes.

Medicines with antioxidant properties include melatonin, which, in addition to its regulatory action in the light-dark cycle, is a hormone with neuroprotective, anti-inflammatory, and antioxidant properties *(Zherdyova N.M., 2017)*.

The goal of this study was to find out the influence of melatonin on the fibrinolytic activity, total fibrinolytic activity, enzymatic and non-enzymatic fibrinolytic activity in the brain of rats with dexamethasone diabetes.

2. Materials and methods

The experimental study was carried out on thirty male eighteen-month-old non-linear white rats. The experimental animals were divided into three groups: 1) control (intact animals); 2) rats with diabetes; 3) rats to which, in addition to dexamethasone, melatonin (Sigma, USA) in a dose of 10 mg/ kg was administered intragastrically daily during the experiment through a metal probe.

Diabetes was induced in rats according to the previously described method *(Kolesnyk Y. M., Ivanenko T. V., Abramov A. V., Kuzio N. V., 2016)*, by daily subcutaneous injection

of dexamethasone at a dose of 0.125 mg/kg of the animal's body weight for 13 days. To induce the specified model of diabetes and the development of insulin resistance dexamethasone solution for injections – 4 mg/ml (KRKA, Slovenia) was used. Blood was taken from the tail vein to assess glycemia level using OneTouchUltra (LifeScan, USA). Euthanasia of animals was carried out in accordance with the provisions of the "European Convention for the Protection of Vertebrate Animals Used for Experimental and Other Scientific Purposes" *(Strasbourg, 1986)*.

We chose the cerebral cortex and the hippocampus, which are responsible for the realization of the cognitive function, for conducting experimental studies.

The cytoplasmic fraction was isolated by the method of differential centrifugation of the homogenate of the cerebral cortex and hippocampus in a refrigerated centrifuge at 1000 g for 10 min, then 1400 g for 10 min at a temperature of 4 °C.

Study of tissue fibrinolysis and unlimited proteolysis. The study of biochemical markers of neuronal pathology involves determining the state of proteolysis/fibrinolysis. Fibrinolytic activity (FA) was determined based on the reaction with azofibrin (Simko Ltd., Lviv), that is, fibrin associated with an orange azo dye, which gives a bright red color in an alkaline medium *(Jayaraj RL, Azimullah S, Beiram R, 2020)*. Total fibrinolytic activity (TFA), enzymatic (EFA) and non-enzymatic fibrinolytic activity (NFA) were also determined *(Liu J, Chang L, Song Y, Li H and Wu Y, 2019)*.

The reliability of the difference between the obtained indicators was assessed using the parametric Student's t-test (for normal distribution) and the non-parametric Mann-Whitney U-test (for non-normal distribution). Differences were considered probable at $p \leq 0.05$.

3. Results

In the cerebral cortex of rats with diabetic neurodegeneration on the 14th day of the experiment, an increase in total fibrinolysis due to enzymatic fibrinolysis was found (Table 1). Thus, TFA increased by 10%, and EFA by 15% compare to the indicators of animals of the control group. In the hippocampus, NFA indicators did not change, and EFA increased by 25% compared to the indicators of control group.

Daily oral administration of melatonin (10 mg/kg) to rats with diabetes-induced neurodegeneration did not significantly affect the EFA index in the cerebral cortex, but contributed to a 15% decrease in this indicator in the hippocampus, compared to the indicators of diabetic rats that did not receive any correction agents. The indicators of TFA and NFA both in the cerebral cortex and in the hippocampus were not significantly different from the indicators of rats with diabetes.

Administration of dexamethasone to old rats, according to literary sources *(Jia-Xu Li, Carolyn L. Cummins, 2022)*, leads to the development of insulin resistance and pathological changes in the tissues of rats, which are similar to those in type II diabetes.

An increase in the intensity of fibrinolysis in rats with dexamethasone diabetes can probably be considered as a compensatory reaction of the body to hypercoagulation associated with the probable accumulation of a pathological peptide in the brain, the so-called beta-amyloid, which leads to the development of neurodegeneration *(Chatterjee, S., & Mudher, A., 2018)*.

A decrease in the intensity of the fibrinolysis process was noted in the cerebral cortex and hippocampus of rats that, in addition to dexamethasone injections, were orally administered melatonin daily for 13 days on the 14th day of the experiment.

Table 1

The influence of melatonin on fibrinolysis indicators in the cerebral cortex and hippocampus of rats with dexamethasone diabetes (n=10, x±S$\overline{x}$)

Indicators	Brain structures	Control group	Dexamethasone diabetes	Dexamethasone diabetes + melatonin
Total fibrinolytic activity (μg of azofibrin/g of tissue per hour)	Cortex	82,11±1,31	93,34±2,68*	89,44±1,37*
	Hippocampus	50,43±1,65	54,73±2,98	51,35±1,92
Non-enzymatic fibrinolytic activity (mcg of azofibrin/g of tissue per hour)	Cortex	53,41±1,26	59,32±1,24	58,93±1,17
	Hippocampus	29,62±1,87	30,17±2,34	39,93±1,23
Enzymatic fibrinolytic activity (mcg of azofibrin/g of tissue per hour)	Cortex	26,82±0,56	31,22±0,41*	28,37±1,32
	Hippocampus	21,88±0,74	27,32±1,12*	21,19±1,78**

Notes: * – the reliability of the differences compared to the control group of rats; ** – significance of differences compared to the group of rats with dexamethasone diabetes.

The positive effect of melatonin on indicators of the fibrinolytic system is probably mediated by its antioxidant effect *(Russel J. Reiter, Ramaswamy Sharma, Sergio Rosales-Corral, (2021)*.

According to modern researchers, the pathogenesis of neurodegenerative diseases is closely related to oxidative stress, which initiates an inflammatory response and the accumulation of β-amyloid *(Kmet O., 2021)*.

Reduction of fibrinolysis processes under the influence of melatonin improves the rheological properties of blood, reactivity of blood vessels, and compromise of the integrity of the endothelial layer. As a result, fibrinogen deposition processes are slowed down, inflammation is reduced and vascular permeability is normalized. The described mechanisms help to slow down the processes of vascular damage and, as a result, prevent neuronal dysfunction.

4. Conclusions

We have found a decrease in the intensity of the fibrinolysis process was noted in the cerebral cortex and hippocampus of rats that, in addition to dexamethasone injections, were orally administered melatonin daily for 13 days.

References

1. Teixeira M.M. et al. (2020) Psychedelics and health behaviour change. Journal of Psychopharmacology. Vol.36, issue 1. https://doi.org/10.1177/02698811211008554
2. Albai O, Frandes M, Timar R, Roman D, Timar B, (2019) Risk factors for developing dementia in type 2 diabetes mellitus patients with mild cognitive impairment. Neuropsychiatric disease and treatment, 167-175.
3. Arnold, S. E., Arvanitakis, Z., Macauley-Rambach, S. L., Koenig, A. M., Wang, H. Y., Ahima, R. S., Craft, S., Gandy, S., Buettner, C., Stoeckel, L. E., Holtzman, D. M., & Nathan, D.

(2018). Brain insulin resistance in type 2 diabetes and Alzheimer disease: concepts and conundrums. Nature reviews. Neurology, 14(3), 168–181.

4. Mykhailychenko T. E., Volos L. I. (2020) Diabetes mellitus and Alzheimer's disease: neuromorphology of cognitive disorders. Ukrainian Journal of Medicine, Biology and Sports. Vol. 5, No. 2 (24): 70-76.

5. Usmanova D. D., Khazhibakiev Kh. Kh. (2016) Features of the pathogenesis of the development of diabetic encephalopathy (review). Bulletin of the Kazakh National Medical University. No. 2. S. 366–370.

6. Zherdyova N.M. (2017) The risk of developing dementia in mature patients with type 2 diabetes depending on existing complications and methods of its correction. Endocrinology. Vol. 22. No. 2. P. 102–107.

7. Kolesnyk Y. M., Ivanenko T. V., Abramov A. V., Kuzio N. V. (2016) Modern methods of modeling experimental type 2 diabetes. Pathology. No. 1. (36). P. 10–14.

8. Jayaraj RL, Azimullah S, Beiram R, (2020) Diabetes as a risk factor for Alzheimer's disease in the Middle East and its shared pathological mediators. Saudi Journal of Biology Science. Vol, 27 № 2, pp. 736-750. doi: 10.1016/j.sjbs.2019.12.028.

9. Liu J, Chang L, Song Y, Li H and Wu Y (2019) The Role of NMDA Receptors in Alzheimer's Disease. Front. Neurosci. 13:43. 1-22. doi: 10.3389/fnins.2019.00043

10. Jia-Xu Li, Carolyn L. Cummins (2022) Fresh insights into glucocorticoid-induced diabetes mellitus and new therapeutic directions. Nature Public Health Emergency Collection, vol. 9, no. 18, pp. 540–557. doi: 10.1038/s41574-022-00683-6

11. Chatterjee, S., & Mudher, A. (2018). Alzheimer's Disease and Type 2 Diabetes: A Critical Assessment of the Shared Pathological Traits. Frontiers in neuroscience, 12, 383. https://doi.org/10.3389/fnins.2018.00383

12. Russel J. Reiter, Ramaswamy Sharma, Sergio Rosales-Corral (2021) Anti-Warburg Effect of Melatonin: A Proposed Mechanism to Explain its Inhibition of Multiple Diseases. International Journal of Molecular Science.; 22(2): 764. doi: 10.3390/ijms22020764

13. Kmet O. (2021) Peculiarities of carbacetam effect on the processes of fibrinolysis and proteolysis in the brain of rats with neurodegeneration induced by type 2 diabetes mellitus. Rom J Diabetes Nutr Metab Dis. Vol. 28, issue 2, P. 126-130.

ASSESSMENT OF THE RECEPTIVITY OF THE ENDOMETRIUM TO STEROID HORMONES IN WOMEN WITH CHRONIC ENDOMETRITIS

Diana Kiriya

Postgraduate Student at the Department of Pathological Anatomy and Forensic Examination,
Kharkiv National Medical University, Ukraine
e-mail: docpathomorph@gmail.com, orcid.org/0009-0006-7660-6182

Summary

Chronic endometritis (CE) is one of the main pathologies that lead to female infertility. Although research on the molecular and biological features of the endometrium in this disease has been conducted for a long time, the problem of studying the morphotype of CE remains relevant. Today, there is no universally accepted panel of immunohistochemical markers that would allow to fully evaluate the status of the endometrium before and after treatment, as well as to evaluate the effectiveness of the therapy.

The purpose of our study was to study the features of the expression of markers of estrogen (ER) and progesterone (PR) receptors in order to make a prognosis for the recovery of patients with a possible subsequent pregnancy.

For this, 2 research groups were formed using Peipel biopsies of female patients. Group I included cases before treatment, group II – after treatment. During the study, it was found that the criterion for the success of the treatment is a relative decrease of ER- and PR-positive cells both in the stroma ($p<0.0001$) and in the epithelium of the endometrium ($p<0.0001$). It was also found, that the expression of PR by the epithelium of the glands shouldn`t exceed 50% ($p<0.0001$), while for ER the critical level hasn`t been established ($p=0.77$) and it is possible to judge only the relative decrease in the expression of the marker.

Key words: chronic endometritis, estrogen, progesterone, receptors for steroid hormones.

1. Introduction

Chronic endometritis (CE) is a pathology that is usually associated with female infertility, but there are still no uniform recommendations for a mandatory diagnostic panel and the minimum level of necessary research for a couple who can`t become parents for a long time *(Kimura, 2019)*.

The seriousness and actuality of the problem of the study of CE is also reflected in the numbers, because according to various researchers, it is diagnosed in infertile women in 2.8–56.8% of cases and in 9.3–67.6% of women with repeated miscarriages *(Kimura, 2019; Espinos, 2021)*. The gold standard for the diagnosis of chronic endometritis is microscopic examination of endometrial biopsies with the presence of plasma cells *(Kimura, 2019)* and subsequent immunohistochemical (IHC) confirmation using the marker CD138 (a marker of plasma cells) *(Dimitriadis, 2007)*. But researchers are usually interested in much broader molecular and biological characteristics of the endometrium than simple verification of the diagnosis of CE. In particular, the issue of determining the causative agent of the disease and controlling the quality of treatment is important. There is still no well-defined recommended

standard of the panel of IHC markers in the world, which would allow predicting the outcome of therapy and answering the most important question: whether a woman will be able to get pregnant and give birth to a healthy child.

Among the variety of IHC markers used in the diagnostic process for chronic endometritis, a special place is given to estrogen receptor (ER) and progesterone receptor (PR) markers. The role of estrogen and progesterone for the endometrium has been studied in great detail. The change of phases of the endometrium occurs precisely on the basis of these hormones. Thus, estrogen induces the proliferative phase when interacting with receptors sensitive to it and prepares the endometrium for the synthesis of progesterone receptors, which will then trigger the secretory phase *(Yu, 2022; Mylonas, 2004)*. A study in mice showed, that it is the expression of ER that is critically important for a normal menstrual cycle and subsequent pregnancy *(Yu, 2022; Brosens, 2004)*. Disturbance or abnormal secretion of ER is observed in endometriosis, carcinoma, chronic endometritis *(Chantalat, 2020)*.

The aim of our study was studing changes in the expression of ER and PR receptor markers in women with chronic endometritis before and after treatment with subsequent pregnancy that ended in delivery.

2. Research materials and methods

Clinical characteristics of material

The clinical material in our study was medical histories, paraffin blocks, and scales of patients, who underwent Peipel biopsy of the endometrium on the 7–8th day after ovulation. Cases found in the archive of the immunohistochemical laboratory "Prime-test", which was located on the basis of the Kharkiv Medical Academy of Postgraduate Education, for the period 2014–2021 were subjected to research.

According to the results of the conducted search, 50 cases of CE were selected with appropriate quality scales and a sufficient number and quality of paraffin blocks. In all cases, they had blocks before and after CE therapy with the subsequent onset of pregnancy and childbirth.

Histologically, with the help of light microscopy using routine hematoxylin-eosin staining, CE with the presence of a large number of plasma cells was verified in all cases. IHC-confirmation of the diagnosis took place with the involvement of the marker CD138, which was expressed in plasma cells.

Immunohistochemical study

The material for IHC study was fixed with 10% neutral formalin for 24 hours, embedded in paraffin blocks, sections 4 μm thick were prepared, which were applied to highly adhesive Super Frost glass and dried at 37°C for 18 hours. Unmasking was performed by boiling the slices in a citrate buffer (pH 6.0). The UltraVision Quanto Detection Systems HRP Polymer detection system (Thermo scientific) was used to visualize primary antibodies. DAB (diaminobenzidine) was used as a chromogen.

Primary monoclonal antibodies (MCAT) from Diagnostic BioSystems (ER, Estrogen Receptor 1D5) and Dako Cytomation (PR, PgR636) were used.

A semi-quantitative scale of 0–3 + was used to assess the intensity of the immunohistochemical labeling of markers: 0 – no expression, + – weak, ++ – moderate, +++ – pronounced reaction. The percentage of cells expressing markers was also taken into account: 1–10% – weak expression, 11–50% – moderate expression, and more than 50% – strong expression of markers *(Chatzipantelis, 2022)*.

Statistical data processing

Statistical analysis was performed using the Wilcoxon test to assess differences between paired samples by trait level. The Pearson test with Yates correction was used to assess the differences between the studied groups. The significance level was considered to be ≤ 0.05.

3. Research results and their discussion

The study of the expression of estrogen receptor marker revealed, that in 5 (10%) samples of the 1st study group, the reaction was negative both in the stroma and in the epithelium of glands, and in 1 (2%) case, stromal reaction was absent with its preservation in the epithelium of the glands focally at the level of 50% (Fig. 1A). In the rest of the studied cases of chronic endometritis before treatment, pronounced expression was observed both in the stroma and in the epithelium of glands (Fig. 1B). The average level of ER expression was 70.92±4.47% in the stromal component of the endometrium with fluctuations from 0% to 96%, in the epithelial component – 84.78%±3.88% with fluctuations from 0% to 100%.
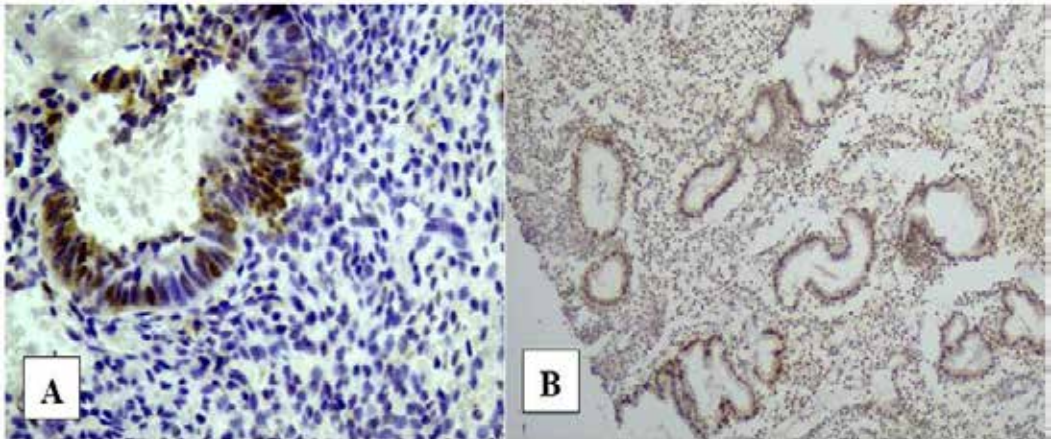

Fig. 1. A – absence of stromal expression of ER and its focal preservation in glandular epithelium (magnification ×400). B – Pronounced expression of the ER marker both in the stroma and in the epithelium of the glands (magnification ×200)

In the II group of the study, a complete lack of expression was observed in 3 (6%) cases, in 7 (14%) cases only a stromal reaction was absent with preservation of ER nuclear expression in the glands. In the remaining observations, moderate or pronounced expression of ER was noted both in the epithelial component of the endometrium and in the stroma. In the stroma ER marker was expressed at the level of 48.8±3.54% with a range of values from 0% to 78%, in the epithelium the average expression level was 61.22±3.05% with a maximum expression of 90%. At the same time, for both groups, the more characteristic level of expression in the stromal component is 51–100% with an increase in the number of cases of moderate expression (11–50%) in the II group ($\chi 2 =4.68$, p=0.03). The epithelial component is characterized by expression of more than 50% in both study groups without a tendency to increase number of cases of moderate expression ($\chi 2 =1.13$, p=0.29). A tendency to decrease in both stromal ER expression (p<0.0001) (Fig. 2A) and epithelial expression (p<0.0001) (Fig. 2B) was observed, which is indicated on the dot-line diagrams.
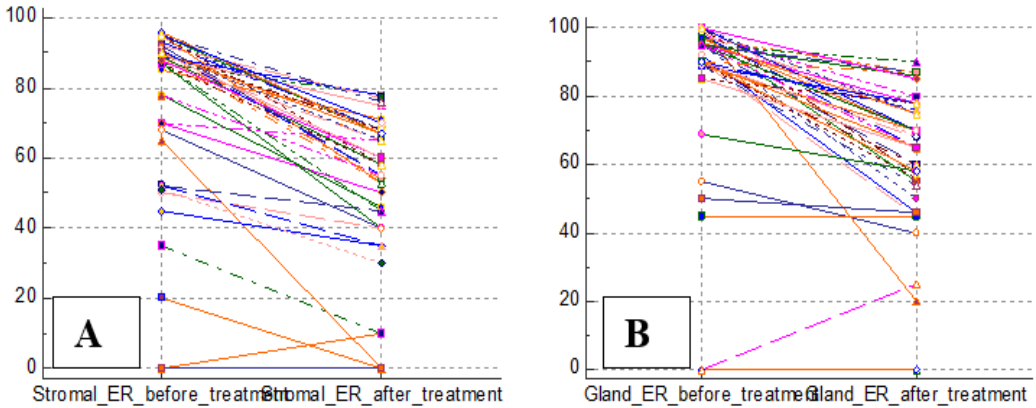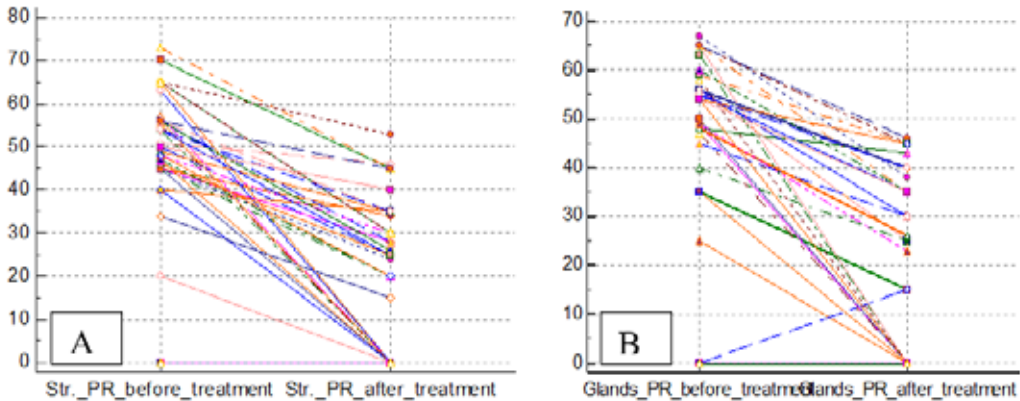
Fig. 2. A – a trend towards a decrease in ER expression in the stromal component of the endometrium after treatment. B – a tendency to decrease ER expression in the epithelial component of the endometrium after treatment

Regarding the expression of PR receptor marker, in group I, 12 (24%) cases of absolutely negative samples were found, and in 17 (34%) cases only stromal expression of PR was noted. In the remaining cases, moderate and focally weak expression of the marker was observed in the stroma and glandular epithelium of the endometrium (Figs. 3A and 3B).
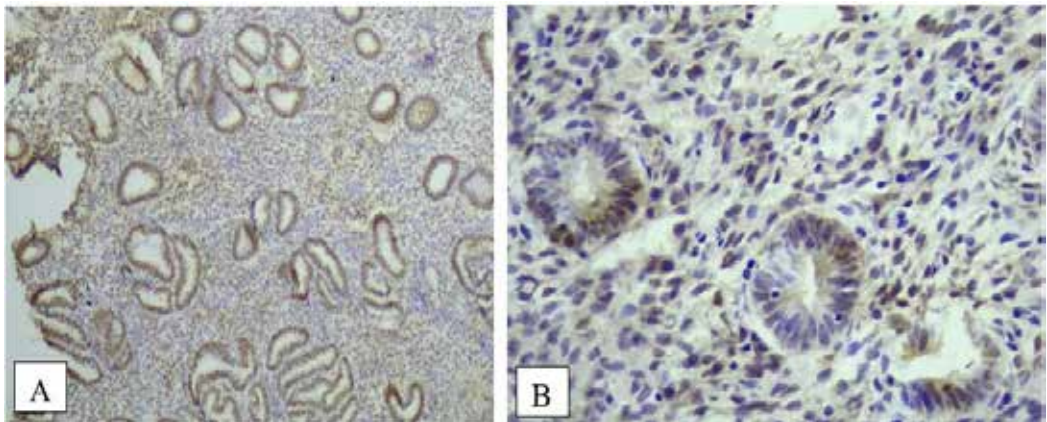
Fig. 3. A – hyperexpression of PR in the epithelium of endometrial glands and in the stroma (magnification × 200). B – focal moderate expression of PR in endometrial glands (magnification ×400)

The mean level of stromal expression in the pretreatment group was 39.42±3.41% with a range from 0% to 73% and 35.26±3.78% in the epithelial component of the endometrium with maximum expression value of 67%. After treatment, the average level of marker expression in stroma was 16.98±2.44%, in epithelium – 15.22±2.51%. There is a significant decrease in PR expression in both the stromal ($p<0.0001$) and epithelial ($p<0.0001$) components, as shown in Figures 4A and 4B, respectively.

Fig. 4. A – a tendency to decrease the expression of PR in stromal component of endometrium after treatment. B – a tendency to decrease PR expression in epithelial component of endometrium after treatment

In the course of the study, it was also found that after treatment, the characteristic level of PR expression in the epithelial component is within 0–50% ($\chi 2$ =25.69, p<0.0001), while no threshold value was found for the stromal component ($\chi 2$ =0.08, p=0.77).

When comparing results of our work with other researchers, it was found that a similar conclusion regarding a decrease in the level of ER and PR expression in women with treated chronic endometritis was reached in their work by Kiran Mishra and co-authors *(Mishra, 2008)* and other researchers *(Kazachkov, 2019; Mylonas, 2005)*. That is, in the inflammatory process in the endometrium, hyperexpression of both markers was noted, while in other pathologies, in particular, in the thinning of the endometrium, there was a decrease in the expression level of the markers *(Gao, 2019)*.

4. Conclusions

In the course of the work, it was found that the study of the receptivity of the endometrium using expression of ER and PR markers is undoubtedly important for monitoring the quality of treatment and assessing the possibility of pregnancy. In the case of successful treatment of chronic endometritis, a decrease in the expression of both markers should be observed compared to primary endometrial tissue samples, while it is possible to judge the characteristic level of expression of PR in the epithelium in the range of 0-50%, while the level of expression of ER remains high (over 50%) and it can be argued only about a relative decrease in the expression of the marker both in the epithelial and in the stromal component of the endometrium.

References

1. Kimura, F., Takebayashi, A., Ishida, M., Nakamura, A., Kitazawa, J., Morimune, A., Hirata, K., Takahashi, A., Tsuji, S., Takashima, A., Amano, T., Tsuji, S., Ono, T., Kaku, S., Kasahara, K., Moritani, S., Kushima, R., & Murakami, T. (2019). Review: Chronic endometritis and

its effect on reproduction. The journal of obstetrics and gynaecology research, 45(5), 951–960. https://doi.org/10.1111/jog.13937

2. Espinós, J. J., Fabregues, F., Fontes, J., García-Velasco, J. A., Llácer, J., Requena, A., Checa, M. Á., Bellver, J., & Spanish Infertility SWOT Group (SISG) (2021). Impact of chronic endometritis in infertility: a SWOT analysis. Reproductive biomedicine online, 42(5), 939–951. https://doi.org/10.1016/j.rbmo.2021.02.003

3. Dimitriadis, E., Sharkey, A. M., Tan, Y. L., Salamonsen, L. A., & Sherwin, J. R. (2007). Immunolocalisation of phosphorylated STAT3, interleukin 11 and leukaemia inhibitory factor in endometrium of women with unexplained infertility during the implantation window. Reproductive biology and endocrinology : RB&E, 5, 44. https://doi.org/10.1186/1477-7827-5-44

4. Yu, K., Huang, Z. Y., Xu, X. L., Li, J., Fu, X. W., & Deng, S. L. (2022). Estrogen Receptor Function: Impact on the Human Endometrium. Frontiers in endocrinology, 13, 827724. https://doi.org/10.3389/fendo.2022.827724

5. Mylonas, I., Jeschke, U., Shabani, N., Kuhn, C., Balle, A., Kriegel, S., Kupka, M. S., & Friese, K. (2004). Immunohistochemical analysis of estrogen receptor alpha, estrogen receptor beta and progesterone receptor in normal human endometrium. Acta histochemica, 106(3), 245–252. https://doi.org/10.1016/j.acthis.2004.02.005

6. Brosens, J. J., Tullet, J., Varshochi, R., & Lam, E. W. (2004). Steroid receptor action. Best practice & research. Clinical obstetrics & gynaecology, 18(2), 265–283. https://doi.org/10.1016/j.bpobgyn.2004.01.006

7. Chantalat, E., Valera, M. C., Vaysse, C., Noirrit, E., Rusidze, M., Weyl, A., Vergriete, K., Buscail, E., Lluel, P., Fontaine, C., Arnal, J. F., & Lenfant, F. (2020). Estrogen Receptors and Endometriosis. International journal of molecular sciences, 21(8), 2815. https://doi.org/10.3390/ijms21082815

8. Chatzipantelis, P., Koukourakis, M., Balaska, K., & Giatromanolaki, A. (2022). Endometrial Stromal Expression of ER, PR, and B-Catenin Toward Differentiating Hyperplasia Diagnoses. International journal of surgical pathology, 30(5), 492–498. https://doi.org/10.1177/10668969211065110

9. Mishra, K., Wadhwa, N., Guleria, K., & Agarwal, S. (2008). ER, PR and Ki-67 expression status in granulomatous and chronic non-specific endometritis. The journal of obstetrics and gynaecology research, 34(3), 371–378. https://doi.org/10.1111/j.1447-0756.2007.00700.x

10. Kazachkov, E. L., Voropaeva, E. E., Kazachkova, E. A., Zatvornitskaya, A. V., Dub, A. A., & Miroshnichenko, L. E. (2019). Morfologicheskaia kharakteristika éndometriia u patsientok s miomoĭ matki i khronicheskim éndometritom pri besplodii [Endometrial morphological characteristics in patients with hysteromyoma and chronic endometritis in infertility]. Arkhiv patologii, 81(6), 41–48. https://doi.org/10.17116/patol20198106141

11. Mylonas, I., Jeschke, U., Shabani, N., Kuhn, C., Kriegel, S., Kupka, M. S., & Friese, K. (2005). Normal and malignant human endometrium express immunohistochemically estrogen receptor alpha (ER-alpha), estrogen receptor beta (ER-beta) and progesterone receptor (PR). Anticancer research, 25(3A), 1679–1686.

12. Gao, M., Cao, C., Zhang, X., Tang, F., Zhao, L., Luo, S., & Li, L. (2019). Abnormal expression of estrogen receptor is associated with thin endometrium. Gynecological endocrinology : the official journal of the International Society of Gynecological Endocrinology, 35(6), 544–547. https://doi.org/10.1080/09513590.2018.1554035

ANALYSIS OF THE RISK FACTORS OF PERINATAL PATHOLOGY IN WOMEN WHO HAD COVID-19 DURING PREGNANCY

Lidiia Melenchuk

Ph.D., Senior Researcher, Institute of Hereditary Pathology
of the National Academy of Medical Sciences of Ukraine, Ukraine
e-mail: Lidycja@gmail.com, orcid.org/0000-0001-5318-9992

Summary

The aim of this study is to look at the impact of COVID-19 on the occurrence of perinatal complications in women who contracted COVID-19 during pregnancy, among the population of the Lviv region. Data on the results of medical and social characteristics, somatic and reproductive anamnesis, and the course of pregnancy of women who contracted COVID-19 during pregnancy (the main group) were analyzed. 20.0% of women who contracted COVID-19 during pregnancy were aged 36 years or older, while there were no women of this age in the control group (p< 0.05). The majority of pregnant women who contracted COVID-19 during pregnancy, namely 68.0% lived in the city, and the majority of healthy pregnant women in the control group lived in rural areas, namely 70.0% (p <0.05). According to social status, a significant part of the women of the main group, namely 30.0% were employed, compared to the women of the control group, where only 16.7% or (p<0.05) were employed.

24.0% of women in the main group had certain peculiarities in their reproductive anamnesis and 52.0% of them had somatic diseases. None of the women in the control group had reproductive or somatic history of complications. All women in the main group had a complicated course of pregnancy, in particular, 30.0% of women had preeclampsia, 28.0% had anemia of various degrees, 52.0% of pregnant women had combined complications, and 16.0% of women had an exacerbation of somatic pathology. In the control group, 90.0% of women did not have a complicated course of pregnancy. The majority of pregnant women (96.0%) fell ill with COVID-19 in the 3rd trimester of pregnancy, and only 4.0% of people – in the 2nd trimester. About half of the women (54.0%) had a mild course of COVID-19, 38.0% of pregnant women had a moderate course of the disease, and 8.0% had a severe course of the disease. Therefore, women over 36 years, living in an urbanized area with somatic pathology and complicated course of pregnancy can be considered as risk factors for perinatal complications for pregnant women with COVID-19.

Key words: pregnancy, pregnant women, COVID-19.

1. Introduction

In recent years, all over the world, close attention has been paid to improving the health of new generations *(Zhylka N.Ya. et al., 2021)*. The quality of providing medical care to the fetus and newborn in the perinatal period is one of the integral indicators of the quality of all medical care in the country. The perinatal period is unique in its importance for the development of the health of the child and, therefore cannot be compared with any other period of life *(Veropotvelyan P. N., 2017)*.

From the point of view of finding reserves for improving the quality of care in the perinatal period and assessing the structure of perinatal mortality, the so-called perinatal audit should be considered. It allows to identify cases of perinatal mortality that could potentially be avoided *(Kovalenko O. S., 2016)*.

According to the world literature, perinatal complications in the population occur in 30-45% of cases, and among pregnant women with a complicated obstetric and gynecological history, they reach 75%. Complications are more frequent when pregnancy is combined with extragenital pathology, namely in 25-45% of cases, and in pregnant women who have suffered a viral or bacterial infection, namely in more than 60% of cases *(Schwartz D. A., 2020)*.

Coronavirus disease 2019 (COVID-19), caused by severe acute respiratory syndrome due to infection with the SARS-CoV-2 coronavirus, has spread rapidly around the world and on March 12, 2020, the WHO declared the outbreak a pandemic *(Guan W. J. et al., 2020)*. Since pregnant women have a higher risk of a complicated course of coronavirus infection, they have been identified as a vulnerable group *(Shkolnyk O.S. et al., 2021; Wang P. H. et al., 2021)*.

Data from the literature shows that pregnant women with COVID -19 have a higher risk of miscarriage, premature birth, preeclampsia, and operative delivery, especially in cases where the disease was complicated by pneumonia *(Wang P. H. et al., 2021)*. Pregnant women are in a state of physiological immunodepression, therefore, they may have an increased risk of developing a severe course of the disease of COVID -19, in particular, pneumonia and respiratory failure *(Wang P.H. et al., 2021)*.

At the moment, there is a very limited amount of information about the risks associated with coronavirus infection in the first and second trimesters. There is mixed data regarding the risk of congenital malformations in newborns born to mothers with fever. However, there is insufficient literature on the impact of COVID -19 on the risk of pregnancy complications. So far the data on this epidemic is reassuring in the sense that there is no increased risk of fetal loss or congenital anomalies associated with infection in early pregnancy *(Hui D. S. et al., 2020; Bai Y. et al., 2020)*. No evidence of the virus was found COVID -19 in amniotic fluid or umbilical cord blood of infants born to infected women *(Jaiswal N. et al., 2021)*. For those who become ill later in pregnancy, sonographic assessment of fetal growth in the third trimester should also be considered *(Kannan S. et al., 2020)*.

At the moment we are all witnesses and participants of the COVID-19 pandemic, which is in the stage of development. The majority of doctors have not dealt with coronavirus infection before, which forces them to develop new tactics of preventive and curative measures.

According to the recommendation of the National Health Commission of China, it is necessary to monitor pregnant women, including after recovery, and to isolate the child from the sick mother for 14 days after birth *(Holubovs'ka O. A., 2021; Chen D. et al., 2020)*. In most people, the disease has a mild or moderate course. About 15% of cases of the disease have a severe course with the need to use oxygen therapy and in 5% – the condition of patients is critical. The mortality rate due to infection with COVID-19 is on average 4.5 % and there are reports of an extremely low mortality rate (for example, 0.37% in Germany). A more severe or fatal course is more often observed in older people and with concomitant diseases, which requires intensive therapy and prolonged rehabilitation *(Bai Y. et al., 2020; Holubovs'ka O. A., 2021; Chen D. et al., 2020)*.

Despite a large and rapidly growing number of cases of COVID -19 and deaths caused by it, data on clinical characteristics of pregnant women wis limited. Viral pneumonia is one of leading causes of death of pregnant women in all over the world *(Panahi L. et al., 2020)*.

Physiological changes that occur during pregnancy make a woman more vulnerable to severe infections. In general, pregnancy is a state characterized by weakened immunity, in which cardiovascular needs are increased. The state of compensated respiratory alkalosis combined with metabolic acidosis makes women vulnerable to respiratory diseases such as COVID-19 *(Juusela A. et al., 2020)*. Anatomical changes, such as an increase in the transverse diameter of the chest and an increased level of the diaphragm, reduce the resistance of a pregnant woman to hypoxia. Changes in lung volume and vasodilatation can lead to swelling of the mucous membrane and increased secretion in the upper respiratory tract. In addition, changes in cellular immunity increase the susceptibility of pregnant women to infection with intracellular organisms such as viruses. As for the fetus and the newborn, the immaturity of the innate adaptive function of the immune system makes them very vulnerable to infections *(Delahoy M. J. et al., 2020)*.

In severe cases of COVID-19, a cytokine storm is thought to be associated with systemic tissue destruction and subsequent poor prognosis. However, to date there are no reports of pregnant women predisposed to cytokine release syndrome caused by COVID-19 *(Hayakawa S. et al., 2020)*. Severe acute respiratory distress syndrome during SARS-CoV-2 infection during pregnancy is not associated with an increased risk of spontaneous abortion and spontaneous premature birth. However, fever and hypoxemia may increase the risk of preterm birth, premature rupture of membranes, and abnormal fetal heart rhythms. But premature birth can occur in patients with COVID-19 without severe respiratory diseases *(Elshafeey F. et al., 2020)*.

In this regard, the development of an algorithm of rehabilitation treatment and preventive measures for such women who suffered from COVID-19 during pregnancy is of great importance for perinatal complications *(Berghella V. et al., 2020; Kostiuk O.O. et al., 2020)*.

Taking into account the above, it was decided that it was appropriate to conduct a study of risk factors for perinatal complications in women who contracted COVID-19 during pregnancy and to determine the impact of this disease on the structure of the main obstetric indicators in the population of the Lviv region of Ukraine.

The objective of the study is to look at the impact of COVID-19 on the occurrence of perinatal complications in women who contracted this disease during pregnancy, among the population of Lviv region. To solve this goal, the following tasks were set:

1. To study the medical and social characteristics of women who contracted COVID-19 during pregnancy.

2. To investigate the peculiarities of the somatic and reproductive anamnesis of women who contracted COVID-19 during pregnancy.

3. To conduct an analysis of risk factors for perinatal complications in women with pathology who contracted COVID-19 during pregnancy.

2. The results

Medical records of 50 women aged 16–45 years (average age was 27.1±3.7) who contracted COVID-19 during pregnancy (main group) were selected. Comparisons were made with similar parameters of women in the control group. The control group included 30 pregnant women, aged 16–43 years (average age was 26.3±3.8), who turned to medical institutions in the city of Lviv and the Lviv region in the same period of time, and did not suffer from COVID-19 during pregnancy and had no complications of reproductive and somatic history (year 2021). In the course of the study, age parameters, social status, somatic and reproductive anamnesis data, course of pregnancy were studied. Statistical processing of the obtained results was carried

out using the package of application programs "Statistica 7.0", namely standard package of statistical analysis Excel 2013. Credibility between different groups was investigated according to the Pearson χ^2 test. Differences were considered probable at a significance level of p<0.05.

Distribution by age and social status of women

The study of the primary medical documentation showed that the age of the examined women ranged from 16 to 36 years and old. The age characteristics and social status of women of both groups are presented in Table 1.

Table 1

Age characteristics and social status of women of both groups

Indexes	Groups of patients		Statistical indicators
	The main one n=50	Control n=30	
Age characteristics of women (years, n/%)			
16-20	-	3 (10.0)	χ^2=5.195; P=0.04942; P < 0.05
21-25	7 (14.0)	10 (33.3)	χ^2=4.188; P=0.0514; P>0.05
26-30	17 (34.0)	12 (40.0)	χ^2= 0.29 ; P=0.63595; P>0.05
31-35	16 (32.0)	5 (16.7)	χ^2=2.277; P=0.18998; P>0.05
36 and over	10 (20.0)	-	χ^2=6.857; P=0.01105; P < 0.05
Social status of women			
Residents of the city	34 (68.0)	9 (30.0)	χ^2=10.891; P=0.00114; r< 0.05 _
Rural settlers	16 (32.0)	21 (70.0)	χ^2=10.891; P=0.00124; p < 0.05
White colar women	15 (30.0)	5 (16.7)	χ^2=1.778; P=0.28599; p>0.05
Housewives	26 (52.0)	15 (50.0)	χ^2=0.030; P=1.00000; p > 0.05
Blue colar workers	9 (18.0)	10 (33.3)	χ^2=2.434; P=0.17429; p>0.05

Note: p is the statistical significance of the differences in the indicators of the main group compared to the control group

Established reliable differences were found in the age groups of 16–20 years: there were no such persons in the main group, and 3 (10.0%) in the control group, as well as in the group aged 36 years and older – 10 (20.0%) in the main group and no of such persons in the control group, respectively (p< 0.05, Table 1). In other age groups, no significant difference between the indicators of women in both groups was found (p>0.05).

The study of the place of residence and social status of women of both groups showed that the majority of pregnant women who contracted COVID-19 lived in the city 34 (68.0%), and the majority of healthy pregnant women of the control group lived in rural areas 21 (70.0%) (p <0.05, Table 1). In both groups, the majority of pregnant women were housewives – 26 (52.0%) in the main group versus 15 (50.0%) in the control group. No significant changes were found in other social indicators: the smallest number of women in the main group worked blue collar workers- 9 (18%) versus 10 (33.3%) in the control group (p > 0.05). There were also more white collar workers in the main group – 15 (30%) against 5 (16.7%) in the control group, although without significant difference (p > 0.05, Table 1).

Peculiarities of the reproductive and somatic anamnesis of women who contracted COVID-19 during pregnancy

The analysis of reproductive history data showed that in 38 (76.0%) women the reproductive and somatic anamnesis was not uncomplicated, and 12 (24.0%) women of the main

group had certain peculiarities in reproductive function. Thus, spontaneous miscarriages or frozen pregnancies were noted in 9 (18.0%) people, stillbirth in 2 (4.0%) women, infertility in the anamnesis in 1 (2.0%) woman. In the control group, all women had no history of reproductive complications.

About half of the women in the main group had somatic pathology. Thus, 24 (48.0%) women of the main group had no complications of somatic anamnesis, and 26 (52.0%) patients had somatic diseases.

It was proved that in the structure of somatic pathology, pregnant women of the main group had a history of other diseases either separately or in parallel with COVID-19. Pneumonia of various localization was the most common and was diagnosed in 9 (18.0%) of women; pathology of the urinary system (chronic kidney diseases and acute pyelonephritis during pregnancy) was diagnosed in 8 (16.0%) pregnant women, and thyroid disease (diffuse goiters and hormonal disorders in the form of autoimmune and hypo – and hyperthyroidism) was diagnosed in 5 (10.0%) pregnant women. In the list of somatic diseases of these women, 2 (4.0%) cases of pathology of the cardiovascular system and diabetes were noted. The pregnant women of the control group had no somatic pathology.

The course of pregnancy in women who contracted COVID-19 during pregnancy

A detailed analysis of the course of pregnancy in women of both groups showed that all pregnant women of the main group had a complicated course of pregnancy, in particular, in 15 (30.0%) women, the pregnancy was complicated by preeclampsia, in 14 (28.0%) by anemia of various degrees, 26 (52.0 %) women had combined complications, and in 8 (16.0%) pregnant women, exacerbation of somatic pathology was noted. In the control group, 27 (90.0%) women had an uncomplicated pregnancy, and isolated complications were noted in only 3 (10.0%) cases: one (3.3%) woman had early preeclampsia and two (6.7%) developed mild pregnancy anemia (p <0.05, table 2).

Table 2

The course of pregnancy in women of the examined groups

Indexes	Main group 50 (n /%)	Control group 30 (n /%)	Statistical indicators
Uncomplicated course of pregnancy	-	27(90.0)	χ^2=67.925; R <0.001 ; p<0.05
Complicated course of pregnancy	50(100.0)	-	χ^2=80,000; P<0.001; p<0.05
Early gestosis	3(6.0)	1 (3.3)	χ^2=0.281; P=1.00000; p > 0.05
The threat of premature birth	4(8.0)	-	χ^2=2.526; P=0.29129; p > 0.05
Anemia of pregnant women	14 (28.0)	2 (6.7)	χ^2=5.333; P=0.02295; p<0.05
Preeclampsia	15(30.0)	-	χ^2=11.077; P=0.00062; p<0.05
Respiratory viral infection	4(8.0)	-	χ^2=2.526; P=0.29129; p > 0.05
Exacerbation of somatic pathology	8(16.0)	-	χ^2=5.333; P=0.02223; p<0.05
Combined complications	26(52.0)	-	χ^2=23.111; R <0.001 ; p<0.05
Complicated somatic history	26(52.0)	-	χ^2=23.111; R <0.001 ; p<0.05
Uncomplicated somatic history	24(48.0)	-	χ^2=23.111; R <0.001 ; p<0.05

Note: p is the statistical significance of the differences in the indicators of the main group compared to the control group

Analysis of data on the period of gestation, when a pregnant woman received a positive test for COVID-19 and confirmed the diagnosis showed that the largest number of people fell ill in the 3rd trimester of pregnancy, 48 (96.0%) women and only 2 (4.0%) fell ill in the 2nd trimester while there were no women who fell ill in the 1st trimester in our group. In the majority of pregnant women, namely in 27 (54.0%) women COVID-19 was in a mild form, in 19 (38.0%) of pregnant women the course of the disease was of moderate severity, and in 4 (8.0%) the course of the disease was in a severe form (Table 3).

Table 3

Gestation period during COVID-19

Indexes	Main group (n/%)	
	n	%
Gestation term		
And the trimester	-	-
II trimester	2	4.0
III trimester	48	96.0
The course of COVID-19		
The course of COVID-19 is mild	27	54.0
Medium difficulty	19	38.0
Difficult	4	8.0
The main biochemical indicators of COVID-19		
D – dimer Less 0.04	21	42.0
D – dimer above 0.04	29	58.0
Procalcitonin less than 0.01	22	44.0
Procalcitonin above 0.01	28	56.0

The study of the data of the main biochemical indicators, which determined the generally accepted treatment tactics and the severity of the course of the disease, showed that almost the same number of women had reduced procalcitonin and D – dimer levels, namely 21 (42.0%) and 22 (44.0%), and the same number of women had elevated levels of procalcitonin, namely 28 (56.0%) and D-dimer level, namely 29 (58.0%), which was the main factor in determining the severity of the course of COVID-19. 27 (54.0%) pregnant women had a mild course of the disease, and 23 (46.0%) – heavy and medium course of the disease.

3. Conclusions

1. Significant differences were established in the age groups of 16–20 years old. There were no persons of this age in the main group, while there were only 3 (10.0%) in the control group. 10 (20.0%) of women were from 36 years old in the main group in the control group there were no women above 36 years old (p<0.05). In other age groups, no significant difference between the indicators of women in both groups was found (p>0.05).

2. The majority of pregnant women who contracted HIV – 19 during pregnancy lived in the city – 34 (68.0%), and the majority of healthy pregnant women of the control group lived in rural areas 21 (70.0%), (p<0.05). By social status, a significant part of women in the main group were employed compared to women in the control group: 15 (30.0%) versus 5 (16.7%).

3. In 12 (24.0%) women of the main group certain peculiarities of the reproductive history were established: spontaneous miscarriages or frozen pregnancies were noted in 9 (18.0%)

people, stillbirth in 2 (4.0%), infertility in 1 (2.0%) woman. All women of the control group had no reproductive history of complications.

4. 26 (52.0%) women of the main group had somatic diseases. In the structure of somatic pathology, pneumonia of various localization was the most common, namely 9 (18.0%) women were ill with it; 8 (16.0%) of pregnant women had pathology of the urinary system (chronic kidney diseases and acute pyelonephritis during pregnancy); 5 (10.0%) women had diseases of the thyroid gland (diffuse goiters and hormonal disorders in the form of autoimmune and hypo- and hyperthyroidism); and 2 (4.0%) women had cases of pathology of the cardiovascular system and diabetes. The pregnant women of the control group had no somatic pathology.

5. All women of the main group had a complicated course of pregnancy, in particular, 15 (30%) women had preeclampsia, 14 (28.0%) had anemia of various degrees, 26 (52.0%) pregnant women had combined complications, and 8 (16.0%) persons had an exacerbation of somatic pathology. In the control group, 27 (90.0%) had an uncomplicated pregnancy, one woman noted early preeclampsi, and two developed mild pregnancy anemia.

6. Most pregnant women fell ill with COVID-19 in the 3rd trimester of pregnancy, 48 (96.0%) women and only 2 (4.0%) fell ill in the 2nd trimester while there were no women who fell ill in the 1st trimester in our group. About half of the women, 27 (54.0%) had a mild course of COVID-19 and in 19 (38.0%) pregnant women the course of disease was of moderate severity and in 4 (8.0%) the course of the disease was in a severe form.

7. Age characteristics (over 36 years old), social status (living in an urbanized area), the presence of somatic pathology, which leads to a significant number of complications during pregnancy, can probably be considered risk factors for perinatal complications in pregnant women with COVID-19.

Prospects for further research

For further research, it is planned to expand the list of women who were will with COVID-19 during pregnancy in order to study the informative spectrum of risk factors for perinatal complications (results of termination of pregnancy, the course of childbirth and the condition of the newborn). Such study would determine the impact of COVID-19 on the reproductive potential of Lviv region population.

References

1. Zhylka N.Ya., Slabkyi H.O., Shcherbinska O.S. (2021). Stan reproduktyvnoho zdorovia zhinok v Ukraini [State of reproductive health of women in Ukraine] Reproduktyvna endokrynolohiia. 4(60): 65-69. Access mode: https://dspace.uzhnu.edu.ua/jspui/handle/lib/38215 [in Ukrainian].
2. Veropotvelyan P.N. (2017). Reproduktivnoe zdorov'e zhenshchiny – odna iz vazhnejshih problem gosudarstva [The reproductive health of women is one of the most important problems of the state. Medical aspects of women's health]. Medicinskie aspekty zdorov'ya zhenshchiny. 3:34-46. [in Ukrainian].
3. Kovalenko O.S., Lepokhina H.S., Zazarkhov O.Yu., Zlepko S.M. (2016). Klasyfikatsiia ryzykiv perynatalnoho periodu zhyttia novonarodzhenykh [Classification of risks of the perinatal period of life of newborns] Environment & Health. 4: 52-54. [in Ukrainian].
4. Schwartz D.A. (2020). An Analysis of 38 Pregnant Women With COVID-19, Their Newborn Infants, and Maternal-Fetal Transmission of SARS-CoV-2: Maternal Coronavirus Infections and Pregnancy Outcomes. Arch Pathol Lab Med. 1;144(7):799-805. doi: 10.5858/arpa.2020-0901-SA.
5. Guan W.J., Ni Z.Y., Hu Y., Liang W., Ou C., He J.et al. (2020). Clinical Characteristics of Coronavirus Disease 2019 in China. N Engl J Med. 2020;382:1708-1720. doi:10.1056/NEJMoa2002032.

6. Shkolnyk O.S., Shlemkevych A.M., Malanchuk O.M., Sharhorodska Ye.B., Akopian H.R. (2021). Vplyv SARS-COV-2 na vahitnist ta plid [Impact of SARS-COV-2 on pregnancy and fetus]. Visnyk Ukrainska medychna stomatolohichna akademiia. 21; 2(74):208-213. doi 10.31718/2077-1096.21.2.208. [in Ukrainian].

7. Wang P.H., Lee W.L., Yang S.T., Tsui K.H., Chang C.C., Lee F.K. (2021). The impact of COVID-19 in pregnancy: Part I. Clinical presentations and untoward outcomes of pregnant women with COVID-19. J Chin Med Assoc. 1;84(9):813-820. doi: 10.1097/ JCMA.0000000000000595.PMID: 34369462.

8. Hui D.S., Azhar E.I, Madani T.A., Drosten C., Zumla A., Petersen E. et al. (2020). The continuing 2019 nCoV epidemic threat of novel coronaviruses to global health – The latest 2019 novel coronavirus outbreak in Wuhan, China. Int J Infect Dis.;91:264-266. https://doi. org/10.1016/j.ijid.2020.01.009.

9. Bai Y., Yao L., Wei T., Tian F., Jin D.Y., Chen L., et al. (2020). Presumed Asymptomatic Carrier Transmission of COVID-19. JAMA. 323(14):1406-1407. doi:10.1001/jama.2020.2565.

10. Jaiswal N., Puri M., Agarwal K., Singh S., Yadav R., Tiwary N., et al. (2021). COVID-19 as an independent risk factor for subclinical placental dysfunction. Eur J Obstet Gynecol Reprod Biol. 259:7-11. doi: 10.1016/j.ejogrb.2021.01.049. Epub 2021 Jan 29.PMID: 33556768.

11. Kannan S., Shaik Syed A.P., Sheeza A., Hemalatha K. (2020). COVID-19 (Novel Coronavirus 2019). Eur Rev Med Pharmacol Sci. 24(4):2006- 2011.

12. Holubovs'ka O.A. (2021). Postkovidnyy syndrom: patohenez ta osnovni napryamy reabilitatsiyi [Synloma after COVID-19: pathogenesis, main directions of rehabilitation] Medychna hazeta "Zdorov'ya Ukrayiny 21 storichchya". 3:496. [in Ukrainian].

13. Chen D., Yang H., Cao Y., Cheng W., Duan T., Fan C. et al. (2020) Expert consensus for managing pregnant women and neonates born to mothers with suspected or confirmed novel coronavirus (COVID-19) infection. Int. J. Gynecol. Obstet. 149: 130–136. DOI:10.1002/ ijgo.13146.

14. Panahi L., Amiri M., Pouy S. (2020). Risks of Novel Coronavirus Disease (COVID-19) in Pregnancy; a Narrative Review. Arch. Acad. Emerg. Med., 8(1): e34.

15. Juusela A., Nazir M., Gimovsky M. (2020) Two cases of coronavirus 2019-related cardiomyopathy in pregnancy. Am. J. Obstet. Gynecol. MFM. 2: 100113. DOI:10.1016/j. ajogmf.2020.100113.

16. Delahoy M.J., Whitaker M., O'Halloran A., Chai S,J., Daily P., Alden N. et al. (2020). Characteristics and Maternal and Birth Outcomes of Hospitalized Pregnant Women with Laboratory-Confirmed COVID-19 – COVID-NET, 13 States, March 1-August 22, 2020. MMWR Morb. Mortal. Wkly Rep. 69(38): 1347–1354. http://dx.doi.org/10.15585/mmwr.mm6938e1.

17. Hayakawa S., Komine-Aizawa S., Mor G.G. (2020) Covid-19 pandemic and pregnancy. J. Obstet. Gynaecol. Res., 46: 1958–1966. DOI:10.1111/jog.14384.

18. Elshafeey F., Magdi R., Hindi N. (2020) A systematic scoping review of COVID-19 during pregnancy and childbirth. Int. J. Gynaecol. Obstet, 150(1): 47–52. doi: 10.1002/ijgo.13182.

19. Berghella V., Hughes B. (2020). Coronavirus disease 2019 (COVID-19): pregnancy issues and antenatal care. Access mode: https://www.uptodate.com/contents/coronavirus-disease-2019-covid-19-pregnancy-issues.

20. Kostiuk O.O., Shunko Ye.Ye.(2020). Mama ta dytyna v umovakh svitovoi pandemii koronavirusnoi infektsii. Novi vyklyky dlia systemy okhorony zdorovia [Mother and child in world conditions pandemic of coronavirus infection. New challenges for the healthcare system]. Ukrainskyi zhurnal perynatolohiia i pediatriia. 2:17-26. Access mode: http://nbuv.gov.ua/ UJRN/perynatology-2020-2-4 [in Ukrainian].