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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 39 (2020)!

In this issue we are presenting scientific articles, which deal with urgent problems of language, culture and communication, education, as well as Sociology and Political Science, Safety Research, Law, and Public Administration.

The collected papers in language, culture, communication are devoted to topical issues of general and special Linguistics, intercultural communication, discourse analysis, text interpretation, language ecology and literature. A new insight has been gained into such problems as word-formation, the simple sentence structure, historical pragmatics and others.

The authors in the sphere of education elicit pedagogical aspects of professional competence, conflict competence, peculiarities of self-education, sumo coaching and soft skills formation, as well as methodological innovations in the field of teaching humanities. The materials demonstrate an interdisciplinary approach, that's why they can be claimed by linguists, teachers and psychologists, and widely used in the educational process.

The scientific issue also contains theoretical, empirical and/or pragmatic researches in social sciences and related disciplines. Reflecting the objectives of the suggested articles, PNAP highlights the current problems of corruption, bullying and other evils of modern society, as well as peculiarities of security personal potential, gender culture, and geopolitical integration.

We thank our authors, who have already sent their scientific articles to PNAP, and those, who will submit their research results for publication to our journal. We would also like to express our particular gratitude to all the members of the Editorial Board, and to those who kindly accepted our proposal to work together and contribute to the creation of PNAP.

Andrzej Kryński

LANGUAGE, CULTURE, COMMUNICATION

THE USE OF THE CONJUNCTIONS “SANKI”, “DERSIÑ” AND “GUYA”
IN COMPLEX SENTENCES OF ASSIMILATION OF THE MODERN CRIMEAN
TATAR LANGUAGE. STRUCTURE AND SEMANTICS
IN COMPLEX SIMILARITY SENTENCES

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Summary

This article deals with complex sentences with subordinate assimilations. Complex sentences of this type are connected with the conjunctions -1) “guya”, “sanki”, “dersiñ”, “sanki dersiñ”, which are put in the subordinate clause, and are located after the main sentence and -2) the affix “-day / -dayin” and “kibi” are performing the function of a union. We have identified and described options for expressing the semantics of assimilation in complex sentences of the Crimean Tatar language with the conjunctions “guya”, “sanki”, “dersiñ”, “sanki dersiñ”, connecting the components of the sentence of the studied type. The union “sanki”, “guya”, “dersiñ”, are quite close by their semantics and functionality. The conjunction with the subordinate clause “sanki” is located in the subordinate clause and connecting the components of this type of complex sentence in some cases, and it can be used in tandem with the conjunction “dersiñ”. This technique does not affect the semantics and structure of the sentence at all, but only strengthens the very semantics of assimilating a complex sentence.

Keywords: syntax, complex sentence, conjunctions, structure, punctuation, semantics.

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Introduction. The Crimean Tatar language is the language of the Turkic-speaking indigenous people of Ukraine, formed on the territory of the Crimean lands. For several centuries, the Crimean Tatars have been subjected to difficult trials that threaten its very existence. Of course, the people, experiencing severe shocks, being on the verge of extinction, could not continuously conduct scientific research both in the field of linguistics and in other spheres of knowledge that are important for the people. However, today we still have works of Crimean Tatar linguists who published their works before World War II (*Aqmollaev, 1989*), and also many years after it (*Islyamov, 1940*), which became a solid basis for our research.

Formulation of the problem. The problem of complex sentences attracts the attention of many scholars, as in the field of Turkology (*Aqmollaev, 1989*), (*Gadzhieva, 1973*), (*Grunina, 1961*), (*Islyamov, 1940*), (*Musaev, 1980*), (*Okaz, 2002*), and, Ukrainian and Russian linguists (*Babaytseva, 1981*), (*Vorob'yova, 1975*), (*Kochergan, 1999*), (*Beloshapkova, 1981*).

Unfortunately, at the present stage of development of Crimean Tatar linguistics, the syntax of complex sentences has not been specifically studied. This is due to the relevance of the stated topic.

This work is aimed at researching the structural and semantic features of a union complex sentence with similarity clauses in the modern Crimean Tatar language.

The subject of our study is a complex sentence with contracted similarities.

The purpose of our article – is to identify the features of the semantics and structure of complex sentences with contracted similarities, to analyze the ways and means of their connection, to characterize the problem of punctuation.

To achieve this goal it is necessary to study theoretical material, collect and investigate practical material by continuous sampling, analyze the structure and semantics of collected examples of complex sentences with contracted similarities, identify ways and means of their connection, analyze identified punctuation options in sentences of the studied type.

This type of sentence is interesting for its semantics and structure and attracts the attention of many Turkologists (*Aqmollaev, 1989*), (*Gadzhieva, 1973*), (*Grunina, 1961*), (*Islyamov, 1940*), (*Musaev, 1980*), (*Okaz, 2002*), as well as linguists in the field of Slavic languages (*Babaytseva, 1981*), (*Vorob'yova, 1975*), (*Kochergan, 1999*), (*Beloshapkova, 1981*).

Presenting main material. Compound sentences with subordinate clauses were presented in the work of A. Islyamov in 1940. Highlighting the complex sentences with subordinate assimilations, the author presents such means of communication as the affix *-day / -dayin* and the unions “*sanki*”, “*sanki dersin*”, “*kibi*”.

Describes the structure and semantics of these sentences, indicates the location of the presented communication means in the sentence, depending on the option used.

The author presents two types of the structure of the complex sentences with the subordinate clauses:

Complex sentence with subordinate clauses, associated with the **sanki** union, have a stable structure, which differs in the location of the main clause in front of the subordinate clause.

There is an example in the sentence - “*Bugun avasi pek suvuq, sanki qar yagdy*” / It is very cold today, **as if** it had snowed.

Complex sentences with subordinate clause, that are connected with **kibi** union and affixes **-day/-dayin** have two types of structure:

- **the accessory part is located in front of the main part;**
- **the accessory part is located in the middle of the main one.**

The sentence is shown as an example: “*Balaban qabaat ishlegen kibi, bashyny asyp turma*” / Do not stand with your head down, as if you were very guilty; “*Bala aglagandai, bir ses eshittim*” / I heard a sound like a crying baby.

E. S. Akmollaev, presenting the complex sentences with subordinate assimilations in his classification, characterizes them as sentences that differ in that “... the action described in the main sentence is compared with the action referred to in the subordinate clause. The main sentence with the help of the conjunctions “**guya**”, “**sanki**” is connected with the subordinate part of a complex sentence, which are located in its subordinate part» (*Aqmollaev, 1989: 108*). The following sentences are given as an example - “*Katerinanyñ eti-teni chimirdedi, sanki üstiünden qyrmyskalar djuvuryyp kechtiler*”; “*Pamuk tarlalary bem-bez olip koryundiler, guya olar qar charshafynen ortyulgenler.*»

Studying the theory of complex sentence with relative clauses and carrying out practical work in our research, based on works Y. Bolat - the novel “*Alim*”, E. Amit - the novel “*Ishanch*”, S. Emin - the novel “*Irade Deryasy*”, Sh. Alyadin - the novel “*Eger Sevsen*” we

have identified all the types of complex sentences with subordinate clauses presented above, given by our linguists:

Men yaldamayim, sanki oz ejelime dogru ucham (Alyadin, 1962: 20). / I do not swim, as if I am flying to meet my death.

Men yaldamayim - the main part; *sanki oz ejelime dogru ucham* - subordinate clause. The union “*sanki*”, being located in the subordinate clause, is attached to the main sentence, reflecting the semantics of assimilation. The action referred to in the main clause is similar to the action presented in the subordinate clause. The subordinate part of this complex sentence provides an analogy of the possible result of an action / consequence set out in the *main – men yaldamayim* / I do not swim = *sanki = oz ejelime dogru ucham* / fly to meet my death.

The sentence can be presented in the form of Pic. 1



Majar alchak chegerliklarni kechip, derege engen yolnun gur emenliklerge kirgeninen, ortalyqny sokur qaranlyk basty: dersin, nasyldyr tüpsiz bir magaraga baryp tüshtiler (Bolat, 1980: 39) / *Majara* (cart), having passed by thickets of bushes, going down the gorge through an oak grove, plunged into the darkness enveloping it, as if falling into a bottomless cave. The main sentence, as in the example above, is located in front of the subordinate part – *Majar alchak chegerliklarni kechip, derege engen yolnun gur emenliklerge kirgeninen, ortalyqny sokur qaranlyk basty* / *Majara*, driving past a thicket of bush, going down the gorge through the oak grove, plunged into the darkness enveloping it. The subordinate part – “*dersin, nasyldyr tüpsiz bir magarag’a baryp tyushtiler*” / **as if** falling into a bottomless cave “, joining the main one, using analogy, explains the degree of the state, through the comparison described in it. The “*dersin*” union, which links the components of complex sentences, is synonymous with the semantics of the “*sanki*” union. These means of communication were formed from the verbs “*sanmaq*” / consider, think, suppose and “*demek*” / speak, say.

Ich kimseni begenmey

Yure qangyp kenarda.

Sanki dersin qysmeti,

Bashqa uzaq diyarda.

(*Shem’yi-zade, 2019: 95*) He does not like anyone, he avoids everyone, as if / like his fate is in another distant side.

In this example, the main and subordinate parts are connected with the help of “*sanki*” and “*dersin*” at the same time. The main part of the sentence – “*Ich kimseni begenmey yure qangyp kenarda*” describes the behavior and attitude, in the subordinate part, “*Sanki dersin qysmeti, bashqa uzaq diyarda*”, through the assimilation, the possible reason for such behavior and attitude is stated.

As you can see, the use of the conjunctions “*sanki*” and “*dersin*” together does not change the semantics of the sentence. This technique is widespread in colloquial speech, poetry and prose. The sentence can be presented in the form of Pic. 2



In addition to the presented option, where two unions are located at the beginning of the subordinate clause, it is also necessary to note the option when one of the two unions is located at the beginning, and the second at the end of the subordinate clause of complex sentences with subordinate assimilations:

Vaziet ep kyynlasha, sanki dunya batqan dersin (Cherkez, 2019: 222) / The situation continues to deteriorate, as if the world had collapsed. The main clause describes the state of the position (the display of reality), in the subordinate clause, through the semantics of assimilation, the degree of complexity of the position stated in the main clause is conveyed.

The sentencel can be presented in the form of Pic. 3



The conjunction “**guya**” is the third of the presented conjunctions, that is used in the subordinate clause of a complex clause with a subordinate assimilation, and is located after the main clause. This union does not differ in its semantics from the union of “**sanki**” and “**dersin**”.

Perdenin ogüne ise qart odamannyñ ozü yatty, guya “hasta” eken, tabib mynda onyñ ichyun kelgen (Bolot, 1980: 399) / The old chief shepherd lay down in front of the curtain, as if he was supposedly “sick”, but the doctor came here for him. The main part talks about the complete action. The subordinate clause, through the semantics of assimilation, explains the **reason for the action** referred to in the main sentence.

O, saatke baqmai, lyakin, er bir cycle tamam qyrk besh saniye ichinde olip chyqa, guya areketi aletnen aselet olchenilgen (Alyadin, 1962: 277).

The main sentence is located in front of the subordinate clause and is highlighted with a comma in the complex sentences with subordinate assimilations, that are presented above, in which the unions “**sanki**” and “**dersin**” are used.

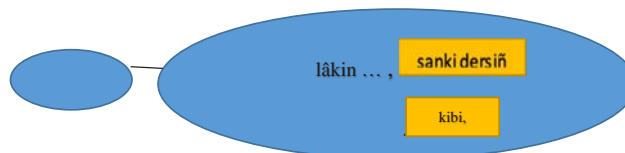
However, you can see complex sentences with subordinate assimilation with different punctuation in the works of fiction of some authors. Obviously, such a technique is used rather for the intonation of emotional coloring.

In the course of the work on the practical material, we identified complex sentences with subordinate assimilations, in which the unions of **sanki**, **dersin** and the **kibi union** are simultaneously used.

Dzhemilnin bir ayagy biraz qayirylyp yerden uzülgen, lyakin ekinji ayagy, sanki dersin ayaq degil, yerden osip chyqqan bir emen diregi kibi, ich qybyrdamag’an (Erejepova S., Memetov A., Alieva L., 2015: 41). / One leg of Dzhemil twisting got off the ground, while the other, as if not a leg, but like an oak tree that had grown into the ground, did not even stagger.

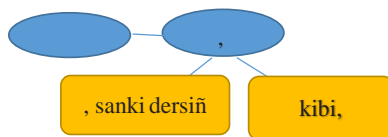
The construction of this sentence differs in that it combines two types of the structure of a complex sentence with similarity clauses.

Pic. 4



The sentence, *Dzhemilnin bir ayagy biraz qayirylyp yerden uzülgen* – the first sentence is connected with the help of the **lyakin** conjunction with the second component of the complex sentence - *ekinji ayagy, sanki dersin ayaq degil, yerden osip chyqqan bir emen diregi kibi, ich qybyrdamag’an*, which contains two subordinate parts with the semantics of assimilation.

Pic. 4.1



The possible reason for the location of the “**sanki dersiiñ**” union in the middle of the main complex sentence of the type under study, and not in its subordinate part located after the main sentence, is that the “**kibi**” union is used along with this union.

Namely, there are two types of subordinate clauses with similarity semantics. A. Islyamov described a complex sentence with a relative clause with the **kibi** union as a complex sentence, the subordinate part of which is located in front or in the middle of the main one (Islyamov, 1940: 91). In addition, it should be noted that the **kibi** union is located at the end of the subordinate clause and is separated by a comma.

Complicated sentences with subordinate assimilations, the main and subordinate parts, which are connected by the conjunction “**guya**” as well as the subordinate clauses associated with the union “**sanki dersiiñ**”, can be located in the middle of the main clause in the presence of several subordinate clauses, one of which is the subordinate union “**kibi**”.

Qart enginer, guya tysharydan ishitilgen davushqa din’lenip turgan ve soñra, bir sheyden abdyrap ketken kibi, bashyn silkitip aldy, evde eñ alyshyq adamynen qonushyr kibi, syozge bashlady (Alyadin, 1962: 80). / The old engineer, as if listening to the noise coming from the street and as if shuddering from something, shook his head, and began to speak as if communicating with a loved one at home.

There is a semantics of assimilation of the mode of action in this sentence.

The structure of this complex sentence with subordinate similarities can be represented in the form of the following diagram:

Pic. 5



Looking at the construction of this sentence and the semantic function of the conjunctions, it can be noted that the «**kibi**» conjunction dominates the «**guya**» conjunction.

The presence of the conjunction «**guya**» is not obligatory in this type of construction, since its omission does not change the meaning of the sentence. In this case, there is no doubt that the «**Guya**» union is used to strengthen the «**Kibi**» union.

Research results and conclusions. This article deals with complex sentences with subordinate assimilations. Complex sentences of this type are connected with the conjunctions -1) “**guya**”, “**sanki**”, “**dersiiñ**”, “**sanki dersiiñ**”, which are put in the subordinate clause, and are located after the main sentence and -2) the affix “**-day / -dayin**” and “**kibi**” are performing the function of a union.

We have identified and described options for expressing the semantics of assimilation in complex sentences of the Crimean Tatar language with the conjunctions “**guya**”, “**sanki**”, “**dersiiñ**”, “**sanki dersiiñ**”, connecting the components of the sentence of the studied type. The union “**sanki**”, “**guya**”, “**dersiiñ**”, are quite close by their semantics and functionality. The conjunction with the subordinate clause “**sanki**” is located in the subordinate clause and connecting the components of this type of complex sentence in some cases, and it can be used

in tandem with the conjunction “**dersiñ**”. This technique does not affect the semantics and structure of the sentence at all, but only strengthens the very semantics of assimilating a complex sentence. Practical material showed two options for pair using of the unions “**sanki**” and “**dersiñ**”. The simultaneous use of two unions can be paired, that is, they are arranged in order - “**sanki**” and “**dersiñ**”, as well as separate - when the union “**sanki**” is placed at the beginning, and “**dersiñ**” at the end of the subordinate part. The conjunction “**guya**” is not used in tandem with the conjunctions “**sanki**” or “**dersiñ**” / “**sanki dersiñ**”, but you can find sentences in which the conjunction “**guya**” is used simultaneously with the conjunction “**kibi**”. Such a combination is also found in sentences with the unions “**sanki**” and “**dersiñ**”, as a result of this application, the subordinate part of complex sentences with subordinate assimilations, which should be located after the main one, moves to the middle of the main sentence.

Conclusions

Exploring the semantics of complex sentences with subordinate clauses, presented in the example sentences, we identified sentences: assimilation and assimilation of the effect, assimilation and assimilation of comparison, assimilation and assimilation of the reason, assimilation and assimilation of the mode of action.

Perspectives

This work does not reveal all the possibilities and features of complex sentences with relative clauses, in the future it is planned to study the similarities of complex sentences, the function of the union in which the affix “**-day / -dayin**” and “**kibi**” are performed. In addition, we also consider it perspective to study other types of complex sentences.

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List of abbreviations

- A.Sh. – Alyadin Sh. (1962) *Eger sevsen*: roman [If you love: a novel]. Taskent: Devlet neshriyaty. (in Crimean Tatar)
- E.A. – Amit E. (1986) *Ishanch*: roman [Trust: a novel]. Taskent: Gafur Gulam adyna edebiyat ve sanat. (in Crimean Tatar)
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FUNCTIONING OF ECHO-QUESTIONS IN THE PRAGMATIC SPEECH

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Summary

The aim of this article is to analyze the echo-questions in the pragmatic speech. Echo-questions are the pragmatic phenomenon which have the specific features of pragmatic speech. They have cognitive and pragmatic features associated with the process of perception and understanding of the previous phrase. Echo-questions can express different feelings and emotions according to their pragmatic aspect. They can be used in the dialogue speech and have different functions, such as communicative, syntactical, structural and semantic. They can be classified into different types according to their functions. Echo-questions according to the structural and semantic aspect can be characterized as verifiable echo-questions clarifying the content of the statement. The usage of echo-question makes it possible to realize the more complex inner world of speakers. Functioning of echo-questions in the creating of simple and complex statements leads to pragmatic interaction of the speech. The research identifies three stages of syntactic development of this phenomenon which are used in the speech of speakers of different age. General scientific (analysis and synthesis, induction and deduction), method of theoretical research (from abstract to concrete) are used in this research.

Keywords: pragmatic speech, linguistic features, functions, echo-questions, speakers.

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1. Introduction

Echo-questions as a specific type of interrogative sentences are used in the dialogue speech which can be divided into specific fragments – dialogue units, represented by separate phrase which are combined syntactically, semantically, situationally and pragmatically.

There are functional and semantic relations between the first and the second phrases which can have different pragmatic directions in speech.

The presence of interlocutors allows us to consider the dialogue situation as a dynamic system of two (or more) subjects that reflects their consciousness encouraging pragmatic activity in solving problems of the pragmatic speech.

Pragmatic activity is the basis of communication. It is the interest of participants of pragmatic speech where the results of pragmatic actions can stimulate the achievement of the common interests of speakers. Coordination of efforts of participants of pragmatic speech is created on the basis of cooperation (*Polyakov, 1985*).

The typology of echo-questions, which is proposed by researchers, is based on different principles. There are echo-questions which are on the basis of given alternatives, compliance and expectations of the speaker, realized intention.

The increase in the intensity of research on the problem of indirect speech acts as well as increased interest in echo-questions have led to the fact that in some works there have been attempts to more systematically consider such indirect uses of echo-questions.

The usage of echo-question makes it possible to realize the more complex inner world of speakers. The reproduction of the inner world inherent in the sender takes place firstly in one object and then in his recipient. The relations reproduced in two different objects, interconnected by the needs of the consumer, are qualitatively different from each other: the reproduction of the sender's relations in the first object is aimed at transmitting the message, and in the second object is aimed at its implementation by the recipient.

2. The communicative function of echo-questions

The communicative function of echo-questions is to establish contact between interlocutors expressing their inner feelings, clarifying information or filling in communicative pauses which allows to have the meaningful communication. Communication, which is an abstract concept, has an appropriate set of meanings, conceptual components, one of which is the idea of it as a way of transmitting information, thoughts, emotions and skills involving the pronunciation of words based on ideas.

The transmission of messages is carried out with the participation of the sender and recipient constituting an act of pragmatic communication which can be considered as an act of interaction between speakers. We can admit that echo-questions can also be described as a direct and indirect question. In the dialogue the echo-questions are used as a pragmatic phenomenon which have the specific features of pragmatic speech. (*Wunderlich, 1981*) These are their cognitive and pragmatic features associated with their creation in the process of perception and understanding of the previous phrase. The dual nature of the echo-questions allows speakers to act as an incentive to continue the pragmatic speech.

Functioning of echo-questions in the creating of simple and complex statements leads to pragmatic interaction of the speech.

The using of echo-questions makes it possible to realize the inner state of speakers.

The reproduction of the inner state of the speaker takes place in one object of the echo-question and then due to the echo-questions takes place in the recipient.

The relations reproduced in two different objects, interconnected by the needs of the speakers, are qualitatively different from each other. The reproduction of the sender's relations in the first object is aimed at transmitting the message and in the second one is aimed at its implementation by the recipient (*Danes, 1964*).

In the next dialogue:

Horace. I was in love with you. But why did you marry me?

Regina. I was lonely when I was young.

Horace. *You were lonely?*

Regina. Not the way people usually mean. Lonely for all the things I wasn't going to get.

(Hellman: 211)

the echo-question *You were lonely?* is used to express surprise. We can admit that surprise can be conveyed by other means but the using of echo-question helps us to express this state deeply and more accurately.

In the next dialogue:

"And I said, as soon as the priest finishes."

"*And the priest?*"

“I don’t know,” I told him and I saw his face working and the sweat coming down on the forehead.

“I have never killed a man,” he said. (Hemingway: 37)

the echo-question *And the priest?* expresses surprise too. And at the same time it is used for clarification of information.

In the next dialogue:

“Advising them in time, it should be possible to unite fifty rifles of a certain dependability”.

“*How dependable?*”

“Dependable within the gravity of the situation.” (Hemingway: 65)

the echo-question *How dependable?* is used for clarifying of information.

In the next dialogue:

Jake: I remember how we got here.

Andy: *How?*

Jake: You were sitting on me, you were bending over to brush my face with your hair, and I all of a sudden knew ... (Bell:27)

the echo-question *How?* is used to express irritation.

In the next dialogue:

Nina: Ned does not love her – but he used to like her and, I think, desire her.

Does he, doctor?

Dares:(thinking) *Does he?*... Who is he?... He is Ned!... I desire her !... I desire happiness!... (Neil:545)

the echo-question *Does he?* is used for clarification of information.

In the next dialogue:

“What progress, man?” Galmony asked.

“*Progress?*”

“With the documents ‘, he explained. ‘Weren’t they you gave the speed woman?” (Gibbs: 73)

the echo-question *progress?* expresses surprise.

In the next dialogue:

Christine: Everything! I’ve felt your distrust from the moment you came.

Your eyes have been probing me, as if you were a judge again and I were the prisoner.

Mannon: (guiltily) *I?*

Christine: And all on account of a stupid letter. Vinnir had no business to write. It seems to me a late day when I am an old woman with grown-up children, to accuse me of flitting with a stupid ship captain. (O’Neil:706)

The echo-question *I?* expresses guiltiness.

In the next dialogue:

Sophi. Yes. I am sure. But I will not accept it as largeness - to make you happy. We will call it a loan, come by through blackmail money, nor think of oneself as a charity girl.

Nina. (after a second). *Blackmail money?*

Sophie. Yes ma’am. (Hellman: 485)

the echo-question *Blackmail money?* is used for clarification of information.

In the next dialogue:

Ruth (At the phone) Hello- Just a minute. (Goes to door)

Walter. It’s Mrs. Arnold (Waits. Goes back to the phone. Tense) Hello. Yes, this is his wife speaking ...He’s lying down now. Yes...well, he’s be in tomorrow. He’s been very sick. Yes- I know. We should have called, but we were so sure he’d be able to come in today. Yes-yes, I’m very sorry. Yes...Thank you very much (She hangs up. Walter is standing in the doorway of the bedroom behind her).That was Mrs. Arnold.

Walter (indifferently). *Was it ?*

Ruth. She said if you don't come in tomorrow that, they are getting a new man...(Hansberry:1680)

the echo-question *Was it ?* expresses indifference.

In the next dialogue:

Horace. I didn't have bad time. (As she shakes her head he becomes insistent) no, I didn't.

Regina. Oh, at first when I – when I heard the news about myself – but after I got used to that. I liked it there.

Horace. *You liked it?* (Coldly) Isn't that strange. You liked it so well didn't you want to come home?

echo- question *You liked it?* expresses restraint.

In the next dialogue:

Bess: I picture you.

Macon: *What? You pictured me?* (Henley: 51)

the echo-question *You pictured me?* which has the intensifier *What?* is used to express astonishment.

The next dialogue:

“Is it possible” exclaimed Mr. Lorry.” *Is it possible?* repeated De Farge bitterly.” Yes. And a beautiful world we live in, when it is possible, and when many other such things are possible, and not only possible, but done, see you! – under that sky there, every day long live the Devil. Let us go on.” (Dickens:57)

contains an echo-question *Is it possible?* which repeats the previous remark completely and expresses bitterly state of the speaker.

The next dialogue:

“Holes?” Marie looked about her as if searching for them.

“Where is he?”

“*Where's who?*”

“Both well,” she replied absently.

“He's the one who saved you, not I.” (Gibbs: 226)

demonstrates an echo-question *Where's who?* which is used to clarify the information.

Thus, echo-questions can have different communicative functions which influence on the communicative process and give the opportunity to express the idea better and deeply. Echo-questions have not only communicative functions but structural and semantic ones.

3. The structural and semantic functions of echo-questions

The syntax of echo-questions is the result of communicative and traditional division into parts of speech. There are two tendencies in the syntactic construction of echo-questions of a simple utterance – the simplicity of the grammatical form and the preservation of lexical units that indicate grammatical relations. The first tendencies correspond to such features of echo-question syntax as relatively short length of utterances, predominance of syntactically simple sentences, using of phrases with predicative connection (mostly nouns), direct word order and etc. (Shvachko,1978)

In the next dialogue:

“This is all so foolish. Miss Speed will hold the documents in her briefcase’ – she inclined her head towards Diana, in a gesture that should have looked artificial but didn't – “Mr. Pearse obviously requires to keep the papers he has. And Mr. Sarsfield can stay here...”

“*Stay here?* exploded Pearse ... (Gibbs:181).

the echo-question *Stay here?* consists of two words.

Echo-questions as well as questions can have the intention of motivating the speaker (Strelchenko, 2017). We can admit that this phenomenon can be characterized as verifiable echo-questions that can clarify the content of the statement.

It is established that echo-questions according to the structural and semantic aspect can be characterized as verifiable echo-questions clarifying the content of the statement (Pocheptsov, 1986 :197).

In the next dialogue:

Sophie. Yes. I am sure. But I will not accept it as largeness - to make you happy. We will call it a loan, come by through blackmail money, nor think of oneself as a charity girl.

Nina (after a second). *Blackmail money?*

Sophie. Yes ma'am (Hellman: 485).

The verifying echo-question is used to clarify the information.

In the next dialogue:

“Father”, said Maggie, laying her hand on his, “don’t you remember that Mr. Riley is dead?”

“*Dead?*” said Mr. Tulliver sharply, looking in her face with a strange, examining glance.

“Yes, he died of approximately nearly a year ago. I remember hearing you say you had to play money for him; and he left his daughters badly off — one of them is under-teacher at Miss Firmss’s, where I’ve been to school, you know ...” (Eliot: 311)

the verifying echo-question *Dead?* expresses sharpyness.

We can admit that verifying echo-question that include special and general echo-questions can be:

a) partial, those that repeat the previous statement partly.

In the next dialogue:

Ben’s Voice. Uncle Willie. It’s Ben.

Willie. *Ben?* Is that you?

Ben’s Voice. Yes. Open up. (Simon: 324)

the echo-question *Ben?* is partial because it repeats the previous statement partly and at the same time has the pragmatic meaning and express astonishment.

In the next dialogue:

Horace. I didn’t have a bad time. (As she shakes her head he becomes insistent) No, I didn’t.

Regina. Oh, at first when I – when I heard the news about myself – but after I got used to that. I liked it there.

Horace. *You liked it?* (Coldly) Isn’t that strange. You liked it so well didn’t you want to come home? (Hellman: 187)

the echo-question *You liked it?* is partial too.

In the next dialogue:

Bess: Hunt the elephant.

Macon: *The elephant?*

Bess: Bang, bang, bang (Henley: 51)

the partial echo-question *The elephant?* expresses astonishment.

In the next dialogue:

Willy: What – what’s the secret?

Bernard: *What secret?*

Willy: How – how did you? Why didn’t he ever catch on? (Miller: 31)

the echo-question *What secret?* expresses surprise and it is partial.

In the next dialogue:

"Don't you think that she's the most wonderful woman in the world?"

Said Paul.

"*Wonderful?* In what way?" (Waugh: 127 – 128)

the echo-question *Wonderful?* is partial.

b) complete, those that repeat the previous statement completely.

In the next dialogue:

Stranger: Rocks.

Woman: *Rocks?*

Stranger: Moonrocks. (Guyer: 103)

the echo-question *Rocks?* repeats the previous statement completely.

c) identifying, those that repeats the affirmative statements partially or completely.

In the next dialogue:

I don't know. I never thought of that. It costs four thousand dollars, you know.

Julie: *Four thousand dollars?* Where would you get four thousand dollars!? (Shepp: 36)

the echo-question *Four thousand dollars?* is identifying and expresses surprise.

In the next dialogue:

Lavina: (still suspiciously – with a touch of scorn) If I loved anyone – !

Christine: (tauntingly) *If?* I think you do love him – as much as you can love! (With a sudden flurry of jealousy) You little fool! Don't you know I made him flirt with you, so you wouldn't be suspicious?

Lavina: (gives a little shudder – then fiercely) He didn't fool me! I saw what a liar he was! I just led him on – to find out things! I always hated him!. (O'Neil: 689)

the echo-question *If?* Is identifying.

d) non-identifying, those that repeat non-affirmative statements.

In the next dialogue:

Alper. Well, I'll tell you Rabbi (He scowls, a little flustered, then turns and goes out of the office) Excuse me.

The Rabbi. (On the phone) Locust 6-0932.

Alper. (To Zitovsky) She's not there.

Zitovsky. *She's not there?*

Alper. I'll have to go out and look for her (Frowning in contemplation, Alper puts his coat on slowly and exits from the synagogue.

The Rabbi is still on the phone. His voice rises to the pitch usually used for long distance calls (Chayefsky: 54)

the echo-question *She's not there?* is non-identifying because it repeats the previous statement which is negative.

In the next dialogue:

Thus, according to the structural and semantic functions echo-questions can be classified into different types and express different pragmatic meanings. We can admit that echo-questions can include semantic functions too.

4. The syntactic functions of echo-questions according to the age of speakers

Studying of the phonological, syntactic and extra linguistic components of echo-questions taking into account the age indicators of the speakers, such as the sender of information

and the recipient of information is actual at present time of researching this linguistic phenomenon. The research identifies three stages of syntactic development of this phenomenon which are used in the speech of the children. One-word echo-question can be used by the speaker of one year old, two-word echo-question can be used by the speaker at the age of 18 to 20 months, three-word echo-question can be used by the speaker from 20 months (*Brown, 1978:63–99*).

During the process of the using echo-questions by children we can see that only at the final stage the using of echo-questions by the children approaches the adult speech. Most researches who analyze a person's speech focus on developing the child's ability to use echo-questions. It is believed that the typical echo-question of a two-year-old child complicated echo-questions. Analyzing the two-component echo-questions two classes of words are identified such as the echo-questions of the "core class" and echo-questions of the "open class". In the complicated echo-questions the first element belongs to the "core class" such as predicative one and the second element belongs to the open class such as an objective echo-question.

From the linguistic point of view children under the age of 5-6 years old don't establish schemes for constructing of the dialogue speech with echo-questions. Only at the age of 6 years old they consciously use the previous echo-question to interpret the utterance, it is researched that only at the age of 9 year old children consciously distinguish promises from the prediction. (*Strelchenko, 2017*)

We can admit that 7-12 years old children can freely manipulate logical operations. At the period of the adolescence there is a mastering of the formal interactional and inter propositional operations that creates the basis for the widespread use in various versions of the dialogic speech with echo-questions. The foundation of the stylistic coloring of speech with using of echo-questions is formed by the children of 5-13 year old.

Five –year-old children try to use echo-questions correctly characterizing the speech pragmatically (*Austin, 1975*).

Semantic difficulties in using echo-questions by children are correlated with age of the perception of the certain grammatical models.

Linguistic features of the echo-questions which are determined by the age of communicators are related to the development of the communicative competence of the children. Communicative competence is a basic concept for understanding of the communication with echo-questions. The competence of the communication with echo-questions is the result of the development of their application and comprehension where the communicative competence is considered in terms of generating grammatically corrected utterance according to the rules of the application as a linguistic competence is measured on a two-dimensional scale with three degrees of the communicative competence: minimum, average and maximum (*Dittmar, 1976*).

The concept of the linguistic competence of the communication with echo-questions is expanded by defining of the function of communicative acts and a detailed analysis of the promises and apology. The most convincing concept is the concept of the communicative competence with echo-questions includes at least four areas of knowledge and skills: grammatical competence such as the knowledge of the linguistic code, spelling, rules of the sentence generation; sociolinguistic competence such as knowledge of the speech acts and the ability to apply them in a particular situation; discursive competence such as the ability to use communicative strategies in different genres of different communicative styles; strategic competence such as skills of the formation and operation of communication with echo-questions. (*Halliday, 1967*)

This research is devoted to the researching of the children speech who can use echo-questions in their dialogue speech. It shows that children under the age one year old can use one-word, two-word and three –word echo-questions. We can admit that children use echo-questions without thinking about the meaning of the echo-questions they repeat. It means that they use "unconscious

echo-questions” in their speech. At the age of five year old children use echo-questions consciously expressing such feelings as orders, prohibitions, permission and so on.

We can admit that the frequency of using of echo-questions is influenced by the environment where the children are. If the adults use echo-questions more often the children can imitate adults using echo- questions.

At the age of nine-year old children use echo-questions consciously clarifying information and at the same time filling in communicative pause.

At the age of twelve year old children often use logical echo-questions in their dialogue speech such as they are fully aware of the intention of their speech and the echo-questions are very specific. During the adolescence children often repeat different pragmatic structures. Analyzing the dialogue speech of the older generation when the communication can be between adults and adults , children and adolescents we can admit that the dominant factor that determines the lexical and syntactical content of adults is not the level of their communicative competence but accommodation to the level competence of the child/adolescence.

We can admit that the conversation can take place between:

1) adults and children;

In the next dialogue:

“You’re thick with him sometimes,” said old Macy, turning on me. ”Hasn’t he told you all about it?”” *Me?* I said. “No.”” Mind you, the whole thing’s not to be wondered at,” said the old man.” Front and back doors never licked, and money kept in the house. That’s a terrible temptation to anyone with a weakness that way. A temptation that shouldn’t have a bun put.” (Pearsce:14).

The conversation takes place between neighbors. One of them is old man and the other one is a child. The child uses the echo-question *Me?* to express the surprise.

2) between peers-adolescents ;

In the next dialogue:

“You know Belinda Thomas skates?”

Does she?” Where? I’ve never seen her.”

“Over at Wolverhampton – Josey Law told me – you should change rinks.” (Walker: 91)

3) between the mother and the son;

In the next dialogue :

Tom: He’s coming tomorrow.

Amanda: *Tomorrow?*

Tom: Yes. Tomorrow.

Amanda: Booth, Tom!

Tom: Yes, Mother. (Williams:46)

the mother uses the echo-question *Tomorrow?* in order to clarify the information.

4) between the mother and the daughter;

In the next dialogue:

“I suppose,” she said eventually,” the University will always need a warden of some kind to look after the place; even if the lottery bid doesn’t come off.”

“*Might it not come off?*”

“There are a lot of problems. There’s a lot of opposition to the project because of the cost for one thing. But this is a listed building, so it can’t just be allowed to fall down.” (Oldham: 157)

the mother is used the echo-question *Might it not come off?* expressing the surprise.

5) between a girl and a boy;

In the next dialogue:

“Look”, I said, “I’ve only just arrived at Agios Georgios today, and I haven’t. ““*Agios Georgios?* You’ve walked up from there?”

“From the bridge, yes.”

“Is there a path all the way? Does it come straight here? To the hut? This was Lambus and his voice was sharp. (Steward:10)

the conversation is between the boy and the girl. The echo-question is used to express the surprise and to clarify the information.

6) between adults;

In the next dialogue :

“They’re bad, sir,” said the young man. But he didn’t look worried; he looked pleased, proud of himself.”

“That sewage works is putting a lot of nasty things into the river, you know. I think the newspapers will be very interested.”

“*The newspapers?* John asked.

The young man smiled. “Yes. Mr.Duncan, of course. Our company cares about the environment, doesn’t it? That’s why we’re doing this. We want to help those poor seals, If we can.” (Vicary: 35)

The conversation is between adults of the same sex but different age. One speaker is young and the second is old. But they are interested in the information about the environment and seals. The echo-question *The newspapers?* Is used to express the joy according to this information.

7) between a brother and a sister;

In the next dialogue:

“Ah!” Said Joe.” “Another convict’s escaped. One of away last night.

They always fire the gun when one escapes.”

“*Who fires the gun?* I asked. Joe shook his head to warn me.

“Too many questions, “frowned my sister,” If you must know It’s the men in the prison –ships who fire the gun.” (Dickens :3), which is between the brother and the sister. The echo-question *Who fires the gun?*

8) between a lawyer and a person;

In the next dialogue:

“Please, Mr. Jagers, ’he begged, “my brother is accused of stealing silver. Only you can save him! I’m ready to pay anything!

“*Your brother?*” repeated the lawyer.” And the trial is tomorrow? Wen, I’m sorry for you, and him. I’m on the other side.”

“Well, Mr. Jagers!” cried the man desperately, tears in his eyes.

“Don’t say you’re against him! I’ll pay anything!” (Dickens: 40)

Is a conversation between a lawyer and a man who wants to save his brother. But the lawyer has refused him and the echo-question *Your brother?* is used to express negative feelings.

9) between an old man and a policeman;

In the next dialogue:

In the anxious silence, old Jim suddenly said,”Ah! So that both policemen jumped. He had opened his eyes, and now he said, “You could tow me home.”

“*Tow you home?* Repeated the policemen.

“Fasten my bath-chare to the back of your car with a tow -rope,” said old Jim.

“Pull me home on a tow -rope.”

the conversation is between an old man named Jim and the policemen. The policemen uses the echo-question *Tow you home?* in order to fill the communicative pause and at the same time expresses surprise.

Thus, according to the semantic functions of echo-question the research identifies three stages of syntactic development of this phenomenon which are used in the speech of speakers of different ages.

5. Conclusion

Thus, echo-questions have been researched sufficiently in terms of lexical meanings and a number of typical grammatical constructions. However, not enough attention has been paid to pragmatic means of echo-questions. Therefore, from the point of view of the theory of modern communicative semantics the further research of the functioning of echo-questions in the pragmatic speech is required. Its consideration in the unity of the grammatical, lexical, phonetic and pragma linguistic means are taking into account situational factors and personal characteristics of the speakers. This allows ultimately allow us to research echo-questions in term of the functions they perform in the communicative process.

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COMPARATIVE ANALYSIS OF POSTPOSTMODERN METHODOLOGICAL CLAIMS

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Summary

Today, the relevance of the study of theories of postpostmodernism is due to several factors. Historically, we can observe the changes taking place in the development of society in connection with the origin and formation of different eras. Also, under these influences, the cultural, social, psychological, moral and technological spheres of life are transformed. We are now on the verge of a new era, and therefore an important aspect is the study of its key aspects.

The article considers the problem of modern society regarding the definition and derivation of the concept of culture at this stage of the development of civilization. The main idea of the article is the alleged end of postmodernism and the obvious emergence of some new modernism.

The article is devoted to a detailed review and analysis of the main postpostmodern foreign concepts of the modern cultural paradigm.

Data are presented on theories such as metamodernism, hypermodernism, alternativemodernism, digital modernism, automodernism and performatism.

After reviewing and analyzing many different cultural phenomena that arise in this period, we can conclude that it would be unambiguous to reject one theory and put another in its place. Each of the theories has pronounced distinctive characteristics based on real factors and emphasizing the characteristic changes in the emergence of a new era. Therefore, it is advisable to look at the concepts presented through the prism of complexity, then a qualitative and complete perception of the surrounding reality will develop.

Keywords: metamodernism, automodernism, hypermodernism, altermodernism, digimodernism, performatism.

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1. Introduction

Today humanity is at a certain stage of cultural, social, moral, aesthetic, spiritual, scientific and technological development. It does not stop there but rapidly and progressively steps forward to evolving, cognizing, communicating, researching, experimenting and interacting with the surrounding space resulting in new conceptual fields, models and developments. We are involved in this process related to the change of historically developed cultural paradigms. From the point of the philosophical picture of the world view it is possible to notice changes that influence radically on the general conceptually comprehensible context of a person.

Recently, a large number of various discussions have been observed among specialists in socio-humanitarian knowledge on the basis of the explication of the concept of man including in the light of the alleged concept of a modern and postmodern character. In the course of discussions,

it comes to the realization that neither the categories of modernity nor the categories of postmodern fully satisfy the requirements of current reality. Moreover, the values of modernism and postmodernism cross out their potential in connection with the new expanding boundaries of the knowledge of the world. At the turn of the twentieth and twenty-first centuries an aggregate of views and concepts called “post-postmodernism” began to crystallize in the intellectual environment.

With a fairly short period of existence, the new worldview has given itself many names, which does not always clarify its ideological claims. Today, the following names are in use: post-postmodernism, digital modernism, pseudo-modernism, metamodernism. The concept of postpostmodernism can be considered generic in the above series, at least phonetically presupposing some kind of sequence, for the prefix post-supposedly can explain at least something (Kuznecov, 2019). A very tautological term “postpostmodernism” is proposed as a conditional temporary and rather vague concept.

It seems to us that it is necessary to explicate the “key” concepts of post-postmodernism. In our opinion, it is required to clarify the logical concepts that postulate the phenomenon of “postpostmodernism”.

A new concept claims to replace postmodernity, although it is far from unique in its scope and in the vastness of the information space one can find its following definitions:

“Postpostmodernism – a term for updating the understanding of the tasks of critical theory, philosophy, art, literature, architecture and culture by overcoming postmodernism” (*Postpostmodernism, 2020*).

“Digimodernism is a new cultural paradigm based on the impact of computerization and interaction with new advanced technologies”.

“Altermodernism is a concept of cultural development which implies many equal opportunities, alternatives in the overall process of cultural development”.

“Auto-modernism is a direction of Western cultural philosophy, which includes a correlation of mechanical automation and an increased level of personal autonomy, in connection with the emergence of technical means”.

“Metamodernism is the concept of a young Dutch philosophers who claims to be the title of a new cultural paradigm. A key aspect in this concept is the concept of oscillations between postmodern and modern”.

“Hypermodernism is a phenomenon based on two factors – increased capitalism and competition, on the one hand and on the other hand it is an explosion of technology and communications contributing to cultural “instantness” and “speed”.

“Performatism is a concept that considers modern culture as the integrity of an object and semantic integration with an object, thereby finding its manifestation in the multiplicity of chronotopes”.

One of the features of post-postmodernism is that this trend not only refuses intertextuality but moves to a qualitatively new level of perceptual recreation and cultural layers of information, in which virtual reality occupies one of the key positions. Idea of “hyperreality” is one of the basic ones.

However, in postmodern times the concept of “hypereality” was already mentioned. The study and development of this problem involved Jean Baudrillard. Actually this term takes its roots from the philosophy of postmodernism and it is a phenomenon of simulation of reality. According to J. Baudrillard the main component of hypereality is a certain structural unit called “simulacrum.” Accordingly, we can judge that the phenomena of “hypereality” and “simulacrum” continue to exist today due to the wide expansion of the Internet, informational and communication technologies. Are these concepts complete reflection of the reality of the new

era? There are some doubts. Perhaps this is exactly what was borrowed from the postmodern and this may be one of the components of a large and complex “new modern”.

The purpose of this article is to familiarize yourself with the various methodological claims that have emerged in the light of the emergence of a new era as well as a detailed description, detailed analysis and comparison of the presented concepts.

The field of research of the so-called postpostmodern cultural and historical period is very diverse and has received coverage in a number of scientific areas.

2. Digimodernism

Let us pay attention to the English philosopher Alan Kirby, who, while developing and researching this problem, introduced the term “Digimodernism”. At the beginning, the author called his concept pseudo-modernism and later renamed it digimodernism.

First of all, the pseudo-modern cultural phenomenon *par excellence* is the internet. Its central act is that of the individual clicking on his/her mouse to move through pages in a way which cannot be duplicated, inventing a pathway through cultural products which has never existed before and never will again. This is a far more intense engagement with the cultural process than anything literature can offer, and gives the undeniable sense (or illusion) of the individual controlling, managing, running, making up his/her involvement with the cultural product. Internet pages are not ‘authored’ in the sense that anyone knows who wrote them, or cares. The majority either require the individual to make them work, like Streetmap or Route Planner, or permit him/her to add to them, like Wikipedia, or through feedback on, for instance, media websites. In all cases, it is intrinsic to the internet that you can easily make up pages yourself (eg blogs) (Kirby, 2006).

According to the author digimodernism positioned itself as a new cultural paradigm based on the influence of computerization and the latest technology. It should be emphasized that speaking of digital technologies we have in mind some technical means with which we achieve our goals and objectives. We believe that these tools are designed to facilitate and improve our lives. However, with over time it should be noted that not only digital technologies are our tool, but we are transformed under their influence and we are the product of the influence of the era of digimodernism. It was these changes that the British professor at Oxford University and cultural critic A. Kirby laid the foundation for his concept. According to A. Kirby, digimodernism decisively shifts postmodernism and manifests itself as a new cultural paradigm of the 21st century. It should be emphasized that in its purest form the phenomenon of digimodernism represents a revolution in the nature of text as such which is clearly reflected in the Web 2.0 platform’s Internet applications (blogs, chat rooms, forums, message boards, Wikipedia, Facebook, Twitter, etc.) Such textuality is progressive, random, short-lived, and has blurred boundaries: it exists in its own current development; its content is completely open to consumption although it is controlled secretly; it does not become obsolete and does not recover in its original form; its temporal and spatial boundaries although noticeable and it can be still established with great difficulty. Thanks to We b 2.0 applications, diaries, encyclopedias, letters and maps have already given way to email, text messages, Google or Yandex cards, etc.

In addition, digimodernism directly affects television. This is manifested in the emergence of more and more reality shows, blogs. Digitization also influenced the film industry by spreading a computer graphics interface that transformed the foundation of cinematography. All of the above allows us to define digimodernism as a new type of textuality; impact of computerization; new authorship, production and consumption; a new kind of story and a new way of expressing oneself.

3. Automodernism

It is important to note that in order to comprehend the subsequent concept, we need to keep in mind a number of technologies that are used in the modern world: cars, personal computers, word processors, smartphones, smart watches, portable iPods, blogs, television with remote control, computer FPS games, robotics and more.

Robert Samuels laid the foundation for his research on the concept of "Auto-Modernism." According to the author, auto-modernism is a symbiosis of a high level of mechanical automation and the enhanced sense of personal autonomy. Such an unexpected and innovative combination of autonomy and automation can be perceived as a defining confrontation of modern life. It is important that while automation traditionally leads to the loss of personal management and control the level of autonomy is characterized by an increase in individual freedom. However, auto-modernism constantly combines these two antithetic forces in an unexpected way.

Unfortunately, in the perspective of auto-modernism the question of whether new technologies provide false or real autonomy and democracy is becoming increasingly vague since being involved in the environment of a new era, people don't able no longer to distinguish between real and quasi-real identities. Although the author of this theory tried using the empirical method to analyze the nature of the new era, at the same time, the direction of his research is reflected in a narrower plan such as "autonomy and automation" which covers a small spectrum of the life of society as a whole.

4. Altermodernism

No less important is the opinion of the French curator, cultural critic and art critic Nicolas Burrio, who put the concept of "Altermodernism" in the basis of his theory implies many equal opportunities, alternatives in the overall development process.

Altermodernism arises due to the interaction of agents from different cultural and geographical locations. To understand each other they translate the signs of their culture into the language of the signs of another culture, transcode information from one format to another, i.e., the process of creolization occurs. Burrio Manifesto "Altermodern. Postmodernism has died" defines it this way:

"A new modernity is emerging formed by the era of globalization in its economic, political and cultural aspects – the culture of almodernity. More intensive communication, travel and migration determine our lifestyle. Our daily life consists of moving through the landscape of a chaotic and crowded world. Multiculturalism and identity are embraced by creolization: artists are now embarking on a creative path in a globalized culture. The new versatility is based on translations, subtitles and dubbing. Today's art explores the connections that text and image, time and space form between themselves. The primary responsibility for a new globalized perception rests with artists. They cross cultural landscapes overflowing with signs and pave new paths between the numerous formats of expression and communication" (*Komarniczka, 2009*).

5. Metamodernism

Attracting attention in terms of the studies problems of the work of Dutch scientists and philosophers Timotheus Vermeulen and Robin van den Akker. In 2010, they presented in their essay "Notes of Metamodernism" the concept of Metamodernism which provoked considerable controversial discussions among philosophers, sociologists and cultural scientists. The authors note that the concept of "oscillation" is the fundamental and key form in this concept. In the

process of developing the theory, the authors came to the conclusion that metamodern is determined by oscillation, i.e. oscillation between a typically modernist commitment and a distinctively postmodern alienation.

It should be noted that from the point of ontological view, metamodernism sways along the trajectory of the pendulum between the modern and postmodern eras. It oscillates between the enthusiasm of modernism and postmodern ridicule, between hope and melancholy, between simple-mindedness and awareness, empathy and apathy, unity and multiplicity, wholeness and splitting, clarity and ambiguity. Definitely swaying back and forth, back and forth, metamodern is trying to overcome the paradox of the interaction of modernism and postmodernism. As for the epistemology of metamodern (as if), and its ontology (between), it should therefore be regarded as a "Both-and" dynamics. They are both modern and postmodern at the same time, and not one of them.

Metamodernism obviously expresses itself through an a-topical metaxis. The Greek-English lexicon translates *atopos* (ατοπος) as strange, extraordinary, and paradoxical. In addition to this *taxis* (τάξις) means ordering. Consequently, metamodern should be understood as space-time, which is simultaneously neither in order nor in disorder. It is important to note that Dutch scientists say the following about the appointment of metamodernism: "Metamodernism replaces the boundaries of the present with the limits of a hopeless future; and he replaces the boundaries of familiar places with the boundless. In fact, this is the "fate" of metamodern man: to pursue the infinitely retreating horizons " (*Vermyulen, Akker, 2015*).

6. Hypermodernism

Analyzing the current reality one cannot underestimate the high pace of life processes associated with the spread of technology, information and mass infection.

In relation to these aspects, the French philosopher and sociologist Gilles Lipovecki combined practical observations with scientific research to create an understandable picture of Western society. Forget about postmodernism the scientist says, now we are entering the era of hypermodernism. According to the scientist this era began in 1989.

The essence of the problem comes down to the appearance of two phenomena. Firstly, the growth of neoliberal policies has led to increased capitalism and extreme competition. Secondly, the explosion of technology and communications has contributed to cultural "instantness" and "speed" which increases people's desire for momentary enjoyment. The Internet and other similar technologies allow you to get things fast which is what people want.

The author shows great interest in consumer issues and consumers which puts him on a par with market researchers. The philosopher describes the time as "hyper": everything is "too much". Lipovecki sees hypermodernity as a culture of excess, oversaturation and too fast a pace.

The author observes that we no longer live in an atmosphere of an epilogue to modernism: we simply forgot about it. The point of view seems to be reasoned according to which today is a crazy move forward an overabundance of goods, information, raging equipment that carries as many dangers as good.

Modernity, globalized and without rules, lives on the principles of a market economy, fierce competition, maximum efficiency and a vibrant personality. Therefore, everything is too much: circulation of capital around the planet, hyperreal speed of financial transactions, delocalization and privatization, commercial centers and hypermarkets overflowing with goods, the Internet hyper galaxy and the vast flow of information, the movement of huge masses of people – mass tourism and "world consumption". Records, doping, serial killers, hyper-fat men, hyper-diets, manic care for hygiene and your health – the "medicalization" of life. Hyper-individualism rushes

from one extreme to the other: it carefully calculates, wins or rushes into unbalanced anarchy. Both measure and lack of measure are at the same time. The moral-ideological model no longer exists: society in its unconscious search turns to the earlier layers of civilization and gladly integrates into itself everything that rejected 20th-century modernism. Nobody destroys the past anymore, it is inserted into the present and processed in the spirit of the modern logic of consumption, market and individualism. The hyperconsumer no longer contemplates the past in silence, but swallows it in a few seconds in search of constant diversity, entertainment, momentary emotion. The past becomes a way of mass animation: achieving comfort not only material, but also intellectual, existential. In a duet with hypermodernity the past becomes like an old building behind the preserved facade of which a new filling is hidden (*Elistratova, 2007*). One cannot disagree with the author of the indicated theory and note that hypermodern undoubtedly rapidly penetrates time and space, omnipresent penetrating into all spheres of human life.

7. Performatism

Raul Eshelman Slavic professor at the Ludwig Maximilian University in Munich, proposes to consider modern culture in the form of performatism. In his understanding the subject should be presented as integrity, unity, which will certainly impress the reader or viewer. The process of unity with the subject is possible only when the subject does not semantically differentiate the content of the work because upon closer examination the content can be scattered in the context surrounding it. In order to avoid such a dissolution of the essence, now the themes of the work should always be simple to understand, the content and form should become identical and the designation should coincide with the internal essence. Performatism is characterized by the promotion of self-therapy the idea that we can overcome the power of a rampant, repressive environment by only repeatedly affirming our own self. Performativity is also manifested in the plurality of chronotopes of the storyline of the work and the ability to manage them which are given to the main characters. According to Eshelman postmodernism provides neither time nor space for the development of causal relationships.

Chronotopes occur and diverge almost simultaneously. In contrast in the new era of performatism there is a tendency to create chronotopes that allow multiple choices between possibilities. Unexpectedness is now the prerogative of the subject not the sign: the essence is to maintain the integrity of the subject even under the most adverse conditions (*Tormakhova, 2016*).

8. Conclusion

In conclusion it should be noted that all the presented theories have in their basis a specific concept, definition, key aspects, characteristics that allow us to familiarize ourselves in more detail and determine the characteristic features and features that smoothly flow into something new or just a nascent cultural stage development. Each of the theories puts forward its own set of methodological claims. Theories are built on various foundations. The foregoing allows us to say that some authors consider the transformation in the external and internal world of mankind as the impact of computerization and digital technologies (A. Kirby) as a result others add mechanical automation to this, thereby provoking an increase in the degree of personal autonomy (R. Samuels). Still others view the epoch through the prism of oscillation and argue that with the help of eclecticism of modernism and postmodernity we can now observe a new emerging era – metamodernism (R. Akker, T. Vermeulen).

In the conventionally called era of “post-postmodernism” the theories of scientists are carried away by universalization, hypermedicalization and hyperconsumption, creolization and new

forms of textuality, the reality of technological being. Numerous studies show that information and technology have a decisive influence on the emergence of a new historical and cultural era.

With all certainty it can be argued that each of us in some way feels on ourselves the specific characteristics of each of the above concepts and to give credit to one, specific factor, would not be rational and at least illogical. Thus, the synthesis of the presented key aspects of each of the concepts with the help of which an excellent complex theory can be formed and can be considered appropriate.

In conclusion we can say that this stage of historical, spiritual, moral, technical, economic, cultural and social formation on which mankind is facing now we should further comprehend, explore and realize. One cannot fail to notice that despite the apparent multidimensionality and vastness of research many more properties and mechanisms of the new cultural and historical period are not well understood and therefore require attention and additional consideration. In conclusion it should be noted that researchers and scientists have still not agreed on the definition of a single and clear concept that would reflect the essence of the present cultural-historical period.

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THE REPRESENTATION OF THE FEMALE PROTAGONIST IN JOANNE HARRIS'S NOVEL "GENTLEMEN AND PLAYERS"

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Summary

The paper zeroes in on the peculiarities of representing the main female character in a British novel "Gentlemen and Players" published in 2005. The crucial point that the research encompasses is a challenge to the status quo of gender imbalance which is portrayed, inter alia, through showing a certain playfulness of the main character. Notably, playfulness must be read here as a form of (social/cultural/political) subversion, which enables one to look beyond and deconstruct "arbitrary ranks/truths". The carnivalesque nature of the female protagonist is manifested in connection with the changing status of women in contemporary societies. The image of a submissive woman fabricated by men still lingers in many cultures. This gives rise to a mutant woman, mirrored with the help of a subversive fictional female character who is a trickster. It is evinced that the fossilized patterns of perceiving a woman, and attitudes towards her in the male-dominated environment are likely to pose an impending threat, not only to men's lives but also to the lives of children and other women. Affected by a number of factors, the female protagonist reveals her eclectic identity and we witness how she turns into a monstrous creature with overwhelming destructive power inside. Consequently, the authenticity of the woman suffers and we may talk about her symbolic death.

Keywords: metamodernism, gender imbalance, alienation, mutant woman, trickster, carnivalesque, grotesque.

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Introduction

"Gentlemen and Players" by Joanne Harris is a novel written in the epoch featuring the aesthetics of metamodernism also referred to as post-postmodernism. The English author Luke Turner associates the emergence of a new concept with a number of crises and changes since the early 1990s (climate change, financial meltdown, the escalation of global conflicts), as well as the proclamation of the so-called end of history (Turner, 2015). The third and fourth waves of feminism should not be excluded. Metamodernism suggests that we are on the way to inner and outer liberation, enabling us to discover our true identities. This would be especially important for women who have been multidimensionally oppressed, implicitly and explicitly, in patriarchal societies. Timotheus Vermeulen and Robin van den Akker elaborated on the essay exploring metamodernism, which, as they state, comes after postmodernism. Most discussions on metamodernism have been rooted simply in the notion that oscillation between the qualities of modernism and postmodernism is what defines a metamodern sensibility. According to these scholars, the new artistic sensibility (an emergent sensibility) was one that: "[...] oscillates [...] between hope and melancholy, between naiveté and knowingness, empathy and apathy, unity and plurality, totality and fragmentation, purity and ambiguity" (Vermeulen & Van den

Akker, 2010). Greg Dember observes that metamodernism is conceived as being about oscillation, in general, i.e., involving any pair of opposites (Dember, 2018). In other words, the generation of metamodern is a kind of conceptual oxymoron, in which seemingly opposing things can be combined. In his article “Metamodernism: A Brief Introduction” Turner refers to Vermeulen and van den Akker who emphasize that metamodernism’s oscillation should not be thought of as a balance but rather a pendulum swinging between 2, 3, 5, 10, innumerable poles (Turner, 2015). My view is that oscillation resembles the idea of a carnival which expresses the process of alteration or transition from one state to another.

Yet it is in the 21st century that women commenced to manifest themselves in society more than ever before, which might be connected with the emergent sensibility (the feeling of being more liberated). As a political term “emergent” might mean “liberated”. Admittedly, sensibility is immediately related to a woman and it characterizes the female protagonist. Another issue is to what extent this liberation is full and how it is demonstrated.

Seth Abramson highlights that the purpose of metamodernism is merely radical transparency (radical openness). Indeed, the point is to capture both the sincere and the cynical components of transparency, as transparency means revealing everything in a given “field” – not just what we’re comfortable sharing (Abramson, 2018). Michael Holquist underscores that Mikhail Bakhtin’s “Rabelais and His World” is about the subversive openness (Bakhtin, 1984: xvi). In this context Nicoline Timmer states that there is an apparent need to refer to aspects of subjectivity, aspects of the experience of being human [...] that have been repressed (Timmer, 2010: 20). She evidently tries to say that any human combines an angel and a demon, and the latter is restricted and hidden.

The analysis of the interaction of the female protagonist with the other characters in the novel features alienation which is especially typical of the humanity in the 21st century because of a number of challenges. Due to this “the carnival sense of the world” has been increasing. Bakhtin was the first to produce and describe the concept of a carnival and the carnival sense of the world in literature. There has been identified the carnivalesque nature of the main female character in the novel. In this respect Krystyna Pomorska writes as follows:

The inherent features of carnival that Bakhtin underscores are its emphatic and purposeful “heteroglossia”. [...] Since the novel represents the very essence of life, it includes the carnivalesque in its properly transformed shape. [...] “In carnival [...] the new mode of man’s relation to man is elaborated”. One of the essential aspects of this relation is the “unmasking” and disclosing of the unvarnished truth under the veil of false claims and arbitrary ranks (Bakhtin, 1984: x).

From my perspective, heteroglossia is not only about different points of view of different characters but also about voices within one character. Since life is a process, changes occur, opposites are ubiquitous, the acceptable and unacceptable co-exist, unlikely people may get together, and participation in life shows that structure and order are not absolute. It is observable that the carnivalesque mode subverts and liberates the female protagonist’s dark part. Her image is dualistic and ambivalent.

M. Holquist, prologue to Bakhtin’s *Rabelais and his World* points out that the very concept, coined by Bakhtin, is quite “productive” and denotes “revolution”, and carnival as such “must not be confused with [...] self-serving festivals” (Bakhtin, 1984: xviii) because they are the force that does not come from anyone but everyone defers to it. M. Bakhtin’s faith in carnival is almost the mystical faith in the common man (Carlson, 1996: 89). The main woman character is of humble origins.

The theoretical framework used for conducting this research embraces works by M. Bakhtin, S. Cajkova, H. G. Carlson, G. Dember, C. Jung, M. Holquist, J. Kristeva, K. Pomorska,

M. Russo, S. Abramson, N. Timmer, Z. Toth, L. Turner, T. Vermeulen and R. van den Akker, K. Barinova, N. Dorfman, T. Strizhevskaya.

My scholarly curiosity has fallen on the novel “Gentlemen and Players” for it might initially seem that the focus of attention are mainly events taking place in St. Oswald’s Grammar School. However, in the course of my investigation it becomes vivid – behind them there stands the confrontation between the world of men and the world of the woman who is presented as the main female character. It must also be underlined that it is for the first time that the image of the female protagonist in “Gentlemen and Players” is scrutinized.

1. The game component in the novel

Harris’s narrative strategy is based predominantly on the use of carnivalesque elements. Tatyana Strizhevskaya stresses that the carnivalesque is the principal characteristic of the writer’s poetics and the artistic dominant of her novels (*Strizhevskaya, 2015*). Harris’s novels feature a ludic atmosphere and “Gentlemen and Players” is no exception.

A game component is typical of a carnival. Game performs the plot-forming function. Indeed, the topos of game is actualized in the novel in the title itself, which is an allusion to English cricket. Besides this, the novel starts with two epigraphs, the first one being about an old cricketer, taken from Roy Harper’s song “When an Old Cricketer Leaves the Crease”:

When an old cricketer leaves the crease you never know whether he’s gone”

If sometimes you’re catching a fleeting glimpse of a twelfth man at silly mid-on

And it could be Geoff, and it could be John, with a new-ball sting in his tail

And it could be me and it could be thee – (*Harris, 2006: 9*).

In cricket, “gentlemen” cricketers were amateurs (right up until the early 1960s), whereas “players” were professionals who earned money through sport (as is true nowadays). In the novel the teachers of St. Oswald’s, an elite grammar school for boys, are “gentlemen” and the main character becomes the “player” who changes names and appearance (*Strizhevskaya, 2015*). The talk is about Julia Snyder who being a child disguises herself as Julian Pinchbeck and masquerades as a St Oswald’s pupil. Interpreting the lines of the above song in the context of the novel, it should be said that being aware of the danger to be caught and trying to hide her traces, J. Snyder disappears but not forever. Turning up later again, she is already better “equipped”. As an adult she pretends to be a teacher of French by the name of Dianne Dare with the fake documents who is hired by St Oswald’s without being thoroughly checked in terms of identity and professionalism. The image of J. Snyder is associated with playfulness which is detected in the course of development of the plot.

2. Explicating the titles of the novel chapters

Chess terms are used by Harris as the titles of the chapters of the novel and Strizhevskaya writes about their metaphorical meaning. In the chapter titled “Pawn” the Player, i. e. the female protagonist is formed and her goal is set, which lies in destroying the enemy. In “King” Roy Straitley, the other main character – the antagonist, is described. The protagonist Diane Dare deals with other personages of the novel in the chapters entitled “Bishop” and “Knight”. In fact, these titles are the names of two people who she disposes of in “En Passant”. The chapter “Queen” shows that D. Dare manages to implement her evil plan quite successfully. Giving check by the protagonist is observed in “Check” and she is able to mate in “Mate”. Roy Straitley is the chess king, the culture hero but this king loses. The main female character is initially

a pawn but she becomes a professional player who dictates her rules and eventually wins. Certainly, this victory is possible because D. Dare neglects the principles of honesty and decency which are required by sports ethics and life itself. Interestingly, chess is a male game – not many women play chess. When women enter into chess contests with men, they are likely to lose, however, in this novel the woman is a winner. All the titles of the chapters reflect the characteristics of the personages, actions, behaviours and events.

3. Delineating the issue of gender imbalance

The novel under consideration tackles gender imbalance, however, not in terms of a number disparity between males and females but we are to deal here with gender inequality of a different nature.

On the surface, it might seem that we witness confrontation between the culture hero and his antipode – the trickster – but the theme is much deeper. St. Oswald's is not simply a school; it symbolizes a patriarchal society. The sons of well-to-do parents study here and it is mostly men who teach in it. It is a closed circle where no outsiders are allowed in. Julia Snyder is a daughter of the guard who works at St. Oswald's. Her only wish was to be one of those who belonged to that school, but, firstly, she was not a boy and, secondly, her financial situation would not allow it at all. Besides, initially, she had thoughts she was not perfect enough for the world that the school presented.

It can therefore be stated that the novel depicts not only the conflict between the culture hero and the trickster but between men's and women's worlds. The "victory" of the female character might symbolize the victory of women over men, although not in a social-ecological way. At the end of the novel Diane Dare confesses that Paris is too small to embrace her ambition which might, on a global level, mean extending women's boundaries; she is determined to dare, strive for her goals and win, no matter what.

3.1. The female protagonist versus the culture hero

Events in the book are told from the point of view of two main characters: a female, Julia Snyder, and a male, Roy Straitley. The old school, St. Oswald's, means all to Roy, it is his whole life whereas Julia, striving for justice, is ready to put an end, once and for all, to the existence of this educational institution. As can be seen, the surnames Snyder (foul, dishonest), Pinchbeck (fake, pretending), Dare (daring, bold) and Straitley (honest, direct) demonstrate the inner essence of the characters and help us to comprehend them in a more profound way.

In contrast to Diane Dare – the trickster, Roy Straitley – the culture hero, metaphorically speaking, is weak and "dissolves" in the novel. The conflict between them is developed and resolved according to a certain scheme. Roy does not notice Diane's destructive activities, which are directed against him as well as against others. He attempts to seek compromise or avoid a clash with the trickster. Finally, he takes on a challenge and engages with the enemy, which is the culmination of the novel. Being only a teacher Roy Straitley acts, to some extent, as a detective, trying to save the school. The notable thing is that it is not he who is in the spotlight but a criminal, Diane Dare. Reading and speculating on the novel, one might have an impression that neither the school authorities, nor Roy Straitley was genuinely interested in solving the mysterious incidents that had taken place in the school. However, they were disturbed by the possible loss of reputation and, consequently, pupils as clients. No other noble aim was pursued.

3.2. Discussing the grotesque through the prism of a woman

The main female character in the novel is a murderer. Mary Russo stresses that a female murderer is grotesque because female existence makes her grotesque. Russo re-examines the

grotesque in the light of gender. The term derives from the cave – the grotto-esque – which is something low, hidden, earthly, dark, material. As bodily metaphor, the grotesque cave can be identified with the cavernous anatomical female body (*Russo, 1995: 1*). The term was viewed as “a repository of unnatural, frivolous, and irrational connections between things which nature and classical art kept scrupulously apart”. It refers to something transgressive that deviates from the norms — something quite risky. According to Russo, the expression “female grotesque” is tautologic because the female is always defined against the frame of reference of the male norm (*Russo, 1995: 3 – 11*). The female nature of the grotesque is equal to the Other. When a female Other dares to exceed her limits the situation is already dangerous, but when her only possible roles (mother, daughter, wife), integrating her into society, are replaced, it is even more outrageous. These are part of the parenthood structure (*Kristeva, 1982: 169*).

Julia Snyder is a female murderer who is a master of disguise. According to Zsófia Tóth, a female murderer is a lethal, deadly woman. Generally, a woman is associated with overwhelming joy but it is only a mask which conceals the truth. The mask is connected to masquerade, and masquerade to carnival and the carnivalesque, which in turn relates to the grotesque (*Toth, 2010: 5*).

Murders are committed as revenge. Julia Snyder and her father are presented as opposites: a father and daughter, a man and a woman, notwithstanding the fact that they are one family. She has been constantly humiliated by her father, who was left by his wife, her mother. He embarrasses Julia because she is a girl, not the boy he wanted which gives hints of gender discrimination. There is also a moment when he claims that she is not his child. He beats her for disobedience, according to his perception of it, and her mother is not there to protect her daughter. Later, Julia’s mother enters her life again, attempting to redeem herself. However, it is too late since Julia’s identity has been severely infected by a distorted picture of the world. She transgresses social, sexual and moral conventions. She thinks of her mother as a betrayer. Julia sleeps with her stepfather. Having no conscience, she burns her mother and her mother’s second child, her half-sister. This mutant woman has crossed the line. Externally she is a normal woman; internally, she is far from being one. In her book “The Female Grotesque: Risk, Excess and Modernity” Russo mentions Ulrike Ottinger and David Cronenberg who use the term “mutant woman” as their name for the category “female grotesque” (*Russo, 1995: 6*). Female murderers signal disturbance; they point to the fissures and gaps in the system. Kristeva stresses that the crimes such women carry out remind us of the fallibility of the law, its weaknesses and how it can be tricked, twisted and abused. Any crime is abject and we cannot protect ourselves from it. The socialized appearance of it is corruption (*Kristeva, 1982: 4*).

Diane Dare manages to obtain fake documents and provides the administration of St. Oswald’s with them. The carelessness on the part of the school causes tragic consequences. Thus, the school system is grotesque. The grotesque is connected with the concept of alienation. The grotesque may be employed as a means of presenting the world without falsifying it. The grotesque is the exaggerated, the deformed, the monstrous. In her study of the subject, Toth refers to Wolfgang Kayser who explains that the grotesque is the estranged world; it is a game with the absurd and an attempt to invoke and subdue the demonic aspects of the world (*Toth, 2010: 6*). The double life is typical of the grotesque. Contrast is the main sign of the grotesque (*Barinova, 2012*). Julia Snyder leads a double life (Julia Snyder / Julian Pinchbeck; Julia Snyder / Diane Dare). Bakhtin asserts that the carnivalesque-grotesque form serves as the aesthetic concept of being. It helps one to escape from the dominant vision of the world, to feel the relativity of the existing state of affairs and the possibility of a completely different world order (*Barinova, 2012*). Julia Snyder refuses to adhere to the accepted order; she claims she “wanted misrule”. Her abnormally, even pathologically high self-esteem contributes to the creation of her grotesque reality.

3.3. The carnivalesque nature of the main female character

Julia Snyder succeeds in tricking everybody around her. The trickster's sophisticated mask favours her game. A mask is an indispensable part of a carnival. The carnival is part of folk culture. The carnival is believed to be a real form of life and life itself is seen as a play. Carnivalization is typical of each sphere of life, since we play different social roles. Western researchers tend to view a carnival as a force confronting official culture.

Julia Snyder is a representative of folk culture. Her masking allowed her to "enter" another world. While masquerading she is accepted by the official culture. She establishes relations within the new environment. Interestingly, it is demonstrated that the truth within this different world is embellished in the same way as is Julia Snyder's making a pretence of being somebody she is not. She subverts the artificial norms of society, ethics.

In addition to ruining existing hierarchies and to confrontation with official culture, a carnival is an ambivalent phenomenon – it erases borders between binary oppositions, mixing (in terms of time) death with birth, heaven with earth, top with bottom, beginning with end, and so on (*Dorfman, 2012*).

Carnival is a collective phenomenon. Bakhtin states that during a carnival the individual feels that he/she is a part of a collective (*Bakhtin, 2010: 273*). It also leads to liberation from authorities. A carnival, as such, does not bring about negativity and it has an ending. According to Bakhtin, carnivalization should adhere to two requirements: time and space limitation. The existing order of things should remain the same at the peak of carnival activities. There are limits to everything. A never-ending carnival leads to the ruination of all aspects of life. People stop controlling themselves and are unaware of what they are doing. A carnival should not turn into a devil-worshipping ceremony. God cannot be mocked (*Dorfman, 2012*). It is not in line with God's law to kill but Diane Dare engages in a personal vendetta against St Oswald's by resorting to murders. Having become part of official culture her alternative voice dethroned the authority of official culture.

Provided that Bakhtin's concept of the carnivalesque-grotesque body is seen through the prism of the category of gender, "it is revealed that from the position of female individuals the liberatory effect of carnival is problematic" (*Cajkova, 2004: 191*). It is connected with the stereotypical division of the mind presented by men and the body presented by women, deeply rooted in social consciousness; woman was perceived in medieval society as signifying disorder, transgression and danger to authority... She was a constant presence of a carnivalesque element in the non-carnivalesque world and since her "everyday identity" and "carnivalesque identity" greatly overlapped she could not experience liberation from her social role as men easily did (*Cajkova, 2004: 192*). This is what happens in case with J. Snyder: her both identities almost merged and her actions indeed ingenerated destruction within herself and the environment.

3.4. Trickster: crossing the boundaries

When a carnival is viewed as a form of liberation from dogmas or norms it is necessary to refer to its shadow archetype. According to Jung, "shadow" is the unknown dark side of the personality that is uncontrolled. The shadow appears there when control is lost, norms vanish and any kind of system is destroyed (*Jung, 1994: 106*). A carnival is associated with disobedience. In Diane Dare's case she lets the dark side of her personality win; her conscience is lost. This event might be related to the collective unconscious that displays itself during carnival hysterias through personal unconscious. The carnivalesque irrationality contradicts the rational, official world, and carnivalesque emotionality becomes the opponent of official logic and order.

The shadow archetype is closely related to the trickster archetype, since, in Carl Jung's opinion, the image of trickster illustrates dark sides of society. A trickster is a person who is in

the state characterized by the absence of the deterrent influence of mind as the regulated function and, in accordance with this, lacks the hyperactive capability to feel and exercise intuition. The trickster's most important characteristics in Harris's novel are theatricality and transformation of knavery: pretending, deceiving, murdering, organizing arson.

In her article on this subject, Dorfman refers to researcher Ruslan Kuleshov, who insists on the idea that the trickster's pranks are frequently caused by the pursuit of an insatiable desire (Dorfman, 2012). There might occur a thought that the main distinctive feature of the trickster female image in "Gentlemen and Players" is her unstoppable passion for playing games and her readiness to enter into a contest with any adversary, but, in fact, Diane Dare is guided by her inner pain which is born out of the fact that her fundamental human needs have not been met. As a result, her silent rebellious protest pushed her to act the way she did.

3.5. The uncovering: when the invisible becomes visible

Julia Snyder wants to be "recognized" as she has been ignored by those close to her, including her father and mother and her peers. For Julia, crossing the boundary is probably the way to become noticed.

She speculates on the Order ("By whose order?") that prohibited outsiders from entering the grounds of St. Oswald's school:

St. Oswald's was another world (Harris 2006, 18) [...] they were a different race to myself [...] that first forbidden glimpse of St. Oswald's seemed like unattainable glory [...] Within its grounds young gods lounged and cavorted (Harris, 2006: 22).

Later we observe a transition. She sees the school "as it was. The genteel decay behind the graceful lines. The rot" (Harris, 2006: 22). This was the world of men and she was an intruder. She describes strong opposition in terms of social layers. However, there is also a hint of discrimination based on gender. The men's world she entered was far from being perfect. When she thought of her appearance she felt conscious of being different; she "had become something low; common; ..." (Harris, 2006: 22). Julia Snyder is also inclined to think:

Invisible or not, that was how they would always see me... That was St Oswald's; that's what it does to people. Rage flared in me like an ulcer. Rage, and the beginnings of revolt... I was an outsider (Harris, 2006: 22).

A little further on she says:

That was the moment I declared war against St. Oswald's. It wouldn't have me? Then I would have it. I would take it, and no one, nothing – not even my father – would stop me. The line had been drawn' (Harris, 2006: 23).

This is the declaration of war of a woman battling for her space. The house where she lived with her father was the place where she was oppressed by him. In the flat where she stayed with the mother it was unbearable for her to see the mother's happiness; at a certain point this made her – Julia – dispose of her mother. Her anger extends to society, particularly, to St. Oswald's, where she once wanted to belong but which she finds herself willing to destroy.

Her mind becomes uncontrollable, making her prone to extremes. Cruelty, anger, and the irrationality she exhibits eradicate her authenticity as a woman and, indeed, her human nature. She is alive and dead simultaneously due to being alienated because of her traumatic experiences. The carnivalesque nature of the main female character in the novel "Gentlemen and Players" is manifested in her obsession with violating all possible boundaries. And it all started with a man, her father, whose presence in her life was symbolic. From the point of view of psychoanalytic theory, the father represents the symbolic order; without the father the child will never progress from the infantile state of being fully enmeshed in the imaginary order (Boswell, 2003: 128 – 156). Her father who might have provided her at least with a safer environment, instead urges his daughter to act on her vicious intentions.

The school as well as the family are traditionally considered the places where one can receive love, support, understanding, but what becomes clear while exploring the image of the female protagonist, these institutions are currently related to the rise of gender imbalance and alienation.

Conclusions

The interpretations put forth by metamodernism and those linked to Bakhtin's and other scholars' ideas intertwine enabling a thorough analysis of the female protagonist. In view of metamodern oscillation which is claimed to be the natural order of the world, J. Snyder resembles a pendulum, mentioned earlier, but it is broken and instead of swinging smoothly between the dark and bright sides of her personality, she either moves chaotically or pauses.

Based on the conducted research it can be concluded that the gender imbalance in the novel is vaguely shown through the female protagonist and her interaction with the patriarchal world embodied generally in St. Oswald's Grammar School and in particular, Roy Straightly, the schoolboys, her father and stepfather. Julia Snyder, as a woman, is courageous enough to go beyond the "no trespass" signs. If the world is a stage and people are players, Julia Snyder is not ready to accept the minor role still given to her as a woman of the 21st century.

The voices of the school staff, the pupils, and even the parents blend into a chorus of anger, suspicion, confusion, and despair. In this heteroglossia the female protagonist's voice stands out from the rest. When the interaction of folk culture (Julia Snyder) and official culture (St. Oswald's) is occurring, the participants unmask their real faces. However, J. Snyder does not vindicate M. Bakhtin's faith in the common people as her "liberation" let the monster out and did not bring her ease.

As has been revealed, the immediate surrounding is of utmost importance because this is where we have our first experience of tactile and communicative interaction. J. Snyder's experience with her family is far from being favourable, her father (a man) fails to hear her voice. There is barely any communication between them and even if there is some, it is violent communication which makes her traumatized and this dictates the manifestation of her worst version. Obviously, it is precisely the issue of the characters' communication in the novel that is worth studying further.

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Summary

This article examines the factors (causes) of bullying in secondary educational institutions as a form of abuse or bullying of some children (adolescents) over others. Statistical data on the prevalence of the studied negative phenomenon in Ukraine and in the world is given; the need for new scientific research on the factors contributing to bullying in the educational milieu is noted with the view to develop an effective strategy for the prevention and counteraction of bullying. A number of scientific points of view on the bullying determination were analyzed; the key personal attributes of the main participants in the bullying relationship were highlighted. Attention is focused on the role of victimhood in the victim's behavior as a direct cause of bullying, passive, unconscious bully provoking to commit illegal, antisocial violent actions. Other psychological factors of bullying are also being investigated. Particular attention is paid to social factors that directly or indirectly contribute to the emergence of bullying relations at the level of a social group, the issues of deformation of family relations and their cause and effect relationship with bullying at school are highlighted. Based on the study, the author's approach to the classification of the factors contributing to bullying in the school milieu, in accordance with their nature, is proposed.

Keywords: bullying, factors, reasons, determinants, school, adolescents, harassing, bullying.

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1. Introduction

Bullying, or harassment at school today, is extremely common and fraught with a number of psychological, physical, and social threats. It is noted in educational circles that as a result of bullying, a number of psychological (decreased self-esteem, impaired socialization, maladjustment), medical (injuries), pedagogical (school maladjustment, academic failure), and other negative consequences are inflicted on a person (*Bedukh, 2019*). This phenomenon is a nationwide problem and occurs both in adult social groups, at work, or at school, and among young people. However, it should be noted that in the overwhelming majority of cases, bullying is widespread among groups of adolescents in general secondary educational institutions, whereof it originates, because it is the school that acts as the so-called "agent" of socialization (*Lushpai, 2010*). This is explained by the fact that adolescents and children are most vulnerable to bullying due to their psycho-emotional lack of formation and frailty. The manifestations of bullying inhibit the normal process of their development and maturation, the bullying victim can be mentally traumatized, and the offender becomes a potential law breaker in the future.

The statistics of the bullying facts in Ukraine indicates that 67% of children in Ukraine are fraught with this phenomenon (*UN Children's Fund, 2019:16*); this may indicate the ineffectiveness or

low level of effectiveness of measures to prevent, identify and combat negative manifestations among schoolchildren by teachers, parents, and society. This can be explained by both the lack of interest in the manifestations of bullying from other persons, and the incompetence of authorized entities, and the like. In our opinion, the key factor may be the lack of understanding of the causes and consequences of this antisocial phenomenon. After all, it is better to prevent any problem than to deal with its consequences, which in some cases may acquire the unavoidability character (*Shulga, 2017*). A clear determination of the reasons for bullying will shed light on certain weak points in the educational and upbringing process, and on certain psychological problems faced by students.

Other statistics indicate the negative impact of bullying on students' academic achievement, given that the emotional, behavioral, and physiological consequences of bullying affect students' ability to focus on academic tasks. In the countries of the Organization for Economic Co-operation and Development (hereinafter OECD), the students who show poor academic achievements at school reported on being vulnerable to verbal, physical, and behavioral bullying. Among OECD countries, schools, where the presence of bullying is higher (more than 10% of students are constantly being bullied), perform on average 47 points lower in science, compared to schools where bullying is rare (less than 5% of students are constantly bullied) (*Tishenko, 2015:15*). Transferring specified indicators on the country scale, a threatening situation of a rapid potential drop in the level of success among schoolchildren is developing, which will certainly affect the general state of education and economy of the state in the future. Given this understanding of the causes, or factors of bullying in secondary educational institutions will allow a deeper understanding of its illegal, antisocial nature, in which conditions it originates and develops. However, the most important task of researching the causes of bullying in secondary educational institutions is the possibility of using their understanding to develop measures to counter and prevent these manifestations in the future. Understanding the reasons will allow us to find mechanisms for their prevention and establishment in society or a social group of a favorable educational environment for the development of a student/child as a person, the formation of a psychologically and physically healthy element of society.

Despite the fact that the issues of researching the causes, conditions, and factors of bullying in schools have been worrying domestic and foreign science for several years, in particular, such experts as I. Berdyshev, A. Barlit, A. Barlit, S. Burova, M. Dmiyrenko, I. Kon, A. Korol, A. Lavrynenko, Kh. Leimann, D. Lein, K. Lorenz, L. Lushpai, D. Olveus, V. Panok, V. Synov, etc. addressed the study of the harassment problems in the educational environment, the problem is not exactly settled down yet.

2. Body text

Bullying in general secondary educational institutions, as a form of cruel treatment or harassment of some children (adolescents) over others, is a global problem, it is common in countries such as the USA, Norway, England, Ireland, the Netherlands, Portugal, Australia, Japan, Brazil, Canada, etc. (*Conn, 2004*), and unfortunately, Ukraine is no exception. This, in turn, makes the problem of finding anti-bullying mechanisms to be international. It is difficult to say in which of these countries and at what time this negative phenomenon originated, but it can be said with all certainty that each of them has suffered as a result of bullying, that most often they experience shame and humiliation, and as a result, lack of self-confidence. Despite this, victims of bullying usually do not want to ask their parents or teachers for protection, or even prefer not to talk about the facts of bullying, as a result of which the manifestations of bullying become more frequent, and the victim becomes even more closed up. Bully or a group

of bullies, in this case, remains unpunished, which, as we know, can only increase their desire to continue unlawful manifestations in the future. Impunity can increase the self-confidence of the bully, and therefore encourage repeated cases of bullying over the offended, and potentially increases the risk of becoming a person as a criminal in the future.

3. Different approaches to defining bullying factors

Today there are a number of approaches to understanding the causes of bullying in the scientific community. In particular, some scholars attribute a misconception about the admissibility and acceptability of aggressive behavior towards weaker members of the group; attempts to stand out and look more authoritative among age mates; the discretion in this way of attracting the attention of adults; boredom, compensation for failures in school or social life; pressure or abuse of parents, lack of due attention to the child, to the reasons of bullying (Garrett, 2003). Others associate the causes of bullying primarily with the characteristics of the victim itself, who becomes the object of bullying by other schoolchildren due to its inherent low status in the social group, the existence of problems associated with learning, and social behavior (Ariaev, 2014). In general, subscribing to the view of scientists, we note that learning challenges can occur both in the bully and in the person suffering from bullying, as well as other elements of deformation of social behavior. In our opinion, it is the low status of a person in a social group that is the determining personal factor in bullying, while the other two elements (learning and behavioral problems) are more universal, which fit both the character of a bully, and in general, in most cases, they do not just precede bullying but are its consequences. In addition, the abuser may also have the above characteristics. Traditional and imperishable in bullying is the fact that the bully, in comparison with the victim, has a higher social status in the social group, accompanied by the existing imbalance of power between him and the victim.

In general, the personal attributes of the bully and the victim is a problem widely discussed in pedagogy. So, E. Ozhyeva identifies personal factors causing a child to desire to commit bullying, to which the scientist refers a violent and impulsive character, a low level of empathy, concentration on his own needs and feelings, the predominance of the desire for control over peers before the desire to establish friendly or intimate relations (Ozhyeva, 2009). Others include such factors to the reasons for bullying as a struggle for leadership; the conflict of various subcultures, values, views and the inability to tolerate them; aggressiveness and victimization; the child has mental and physical disabilities; grudging; lack of special leisure, etc. (Volynets, 2005). The position proposed by D. Olweus seems to be quite interesting, who saw the essence of bullying not in the aggression or anger of the offender itself, but in contempt, disrespect – a strong feeling of disgust for the uncomplaining one who would not deserve respect. The offender grants himself the privileges of dominance, control, the right of exclusion and isolation of victims (Olweus Dan, 1993).

Please note that the internal characteristics of the participants in a bullying structure are not in themselves, and will inevitably lead to the emergence of a bullying relationship at the level of a social group. In particular, the presence of physical disabilities in a person, although it is one of the personality factors, increases the probability of bullying, but independently, uncoupled from other personal, psychological, and social factors, does not in itself lead to bullying. Bullying is always associated with a combination of many factors and occurs when personal and psychological factors are superimposed on factors related to the external environment wherein social relationships are implemented.

4. Victim behavior as a special factor of bullying

An important role in the formation of bullying in the school environment is played by victim behavior, the behavioral pattern of a person, manifests itself in the commission of certain actions or inaction and contributes to or causes other persons to use violence against them (psychological or physical). Victim behavior refers to psychological factors and is a direct cause of bullying, passive, unconscious provocation of the bully to commit illegal, antisocial actions. In the theory of criminology, the category of "victimization" is considered as a set of congenital or socially acquired biophysical, psychological or social personality traits that interact with external conditions and increase the likelihood of becoming a victim of a crime. These properties attract the attention of the criminal, form his criminal intent (*Iurchenko, 2004*). In this case, the cause is not one bully, that is, its psychological characteristics, but the victim, his subconscious behavior, in this case, acts as a catalyst, and causes aggressive manifestations from the milieu. A potential victim, in this case, subconsciously attracts the offender to himself, awakening in the latter a desire to harass the victim. Moreover, the victim does this unconsciously, and therefore often cannot independently control his own behavior. That is, by demonstrating victim behavior, the person thus transfers himself into the status of a potential victim.

Some scholars believe, on the contrary, that victim behavior occurs in a person who suffers from bullying, that is, the manifestations of bullying themselves are the cause of the emergence of victim behavior in a potential victim. So, Papusha V.V. notes that the formation of victim behavior occurs under the influence of situational determinants. The presence of objective rigors of life: violence at school (bullying) and in the family, family deprivation; conflicts, and cardinal changes in significant spheres of life of a teenager incline him to the indiscretion of his actions and actually narrows the ability to foresee and avoid negative consequences (*Papusha, 2018*). In our opinion, this is not a mistake, however, in relation to bullying; victim behavior should be primary when the bully feels it in a potential victim of bullying. Considering the well-known fact that one person can treat another as the latter allows him to do it, we believe that the victim can thereby provoke the bully to harassment with his own insecurity and nervousness, low social status, etc. On the other hand, if a person does not have victim behavior, antisocial manifestations may not occur in the bully. Therefore, accepting the opinion of the scientist, we consider it appropriate to highlight the primary role of victim behavior in relation to bullying.

The scientific literature remarks that typical bullying victims also have their own characteristics: they are shy, vulnerable, private and shy; they are often anxious, insecure, unhappy, and have low self-esteem; they are prone to depression and more often than their peers think about suicide; if they are boys, they may be physically weaker than their peers (*Pribytkova, 2017*). More serious psychological disorders can also cause bullying. So, scientists attribute bipolar personality disorder to a particularly threatening factor of bullying, that is a mental illness that causes a person to have periodic depression, mania, or a symbiosis of both, leads to a decrease in the level of social functioning in an educational institution, family, with peers, etc. (*Emotional and behavioural disorders of children and adolescents, 2003*). These psychological factors are inherent mainly in potential victims of bullying, although they can also arise in offenders, especially when it comes to mania and mood swings. You should also pay attention to the biophysical and social traits of the victim, catalyzes the bully to commit bullying, which feels insecure with imaginary or real defects in appearance (physical disabilities, etc.), and this state is reflected in the appearance of the potential victim and his behavioral patterns, which provokes the bully to active illegal actions. Although this factor is rather conditional, it is

directly related to psychological factors. If a person does not feel comfortable through clothing, imperfections in appearance, etc., he becomes more closed-up and insecure. This is reinforced by the biased attitude from individual representatives of a given social group and can act as a formative factor in victim behavior.

5. Personality factors

We also draw your attention that the very line between personal and psychological consequences is very conditional. In our opinion, personality factors are the primary level, a trigger in the formation of a bullying relationship. Without the presence of personal factors of bullying as a destructive social interaction, the latter cannot take place at all, in contrast to psychological factors, which are secondary and do not lead to bullying in themselves, but are increasing the likelihood of violence in a social group. We also consider it appropriate to note that most of the named psychological and personal factors are not universal only for bullying. They act as determinants for other variants of conflicts of social interactions, offenses, crimes, and the like. Therefore, the priority of identifying them is a highly topical task.

Not the least role among the factors of the bullying origin in the school educational environment is played by the general background, that is, the features of the environment where the relationship between students is realized. So, it is a well-known fact that many external factors influence the process of personality socialization. The inner world of a person is not a closed system that is formed in isolation from the surrounding community, on the contrary, people, and even more so children, are prone to external influences. A considerable number of studies indicate the existing negative influence of current television on children and adolescents (many adolescents, after watching stories with pictures of cruelty, aggressiveness, suicide, identify themselves with such heroes and act accordingly) (*Halstead, 2006*), which forms in the latter the perception of violence as a common model of relationships. Among the social factors, it is advisable to recall the general cultural and economic situation in the country, which inevitably affects the relationship of students with parents, teachers, and among themselves. In addition to the above, social determinants of bullying can also include the issues of a lack of professional skills to prevent and combat bullying of staff of secondary educational institutions and many more factors.

Separately, it should be mentioned the determinants of bullying associated with the deformation of family relationships. In the scientific literature, they usually include the absence of normal, balanced relations in the family, too weak, or hypercritical control by parents, neglect of their desires and needs, negative influence on the part of parents in terms of imposing aggressive behavior on the child (*Garrett, 2003*). The last thesis has found its own confirmation in the studies of foreign scientists, who have established a causal relationship between bullying and severe physical punishment by parents. Thus, foreign studies only confirm the fact that bullying occurs more often in those groups of children to whom their parents applied severe punishment at home (*Poltavets, Pervii, Zhabokritskii, 1998*). The problem of domestic violence is still critical, and the manifestations of bullying, unfortunately, are not the only consequences of the abuse of a child. The challenge of deformation of family relations and its impact on bullying at school, in our opinion, is too broad and cannot be fully covered at the level of this work. It is relatively independent and requires a separate study.

6. Conclusions

Of course, bullying as a negative phenomenon, just like crime, cannot be eradicated at all. However, minimizing the bullying manifestation in secondary educational institutions is one of the priority tasks of the modern state and society. We are convinced that among other currently known tools for countering bullying, the broad implementation should acquire measures aimed precisely at eliminating the causes (factors) of bullying in the educational milieu. It is under the condition of creating a favorable environment in society, school, family, providing proper psychological and social assistance to children, the latter will be more motivated to study, active leisure, tolerance, respect for others, and to the development of their own talents than to bullying and harassment at school.

Based on the analysis of the existing causes (factors) of bullying in educational institutions, the latter should be classified, depending on nature, as:

- personality factors: violent and impulsive character, low level of empathy, concentration on one's own needs and feelings, thirst for control over peers, struggle for leadership, low level of tolerance, physical disabilities (imaginary or real defects in appearance (physical disabilities, unkempt appearance, etc.)), boredom, grudging, etc.;

- psychological factors: victim behavior; mental disorders and disabilities (bipolar personality disorder, etc.), misconceptions about the admissibility and acceptability of aggressive behavior towards weaker members of the group, etc.

- social factors: the clash of different subcultures, values, and views, the lack of special leisure for children, the low level of professional awareness of teachers and the administration of secondary educational institutions about bullying and measures to combat it, the economic, cultural, and educational crisis in the country, etc.

- family factors: lack of normal family relations, too weak, or hypercritical control by parents, neglect of the child's desires and needs, lack of due attention, use of aggressive parenting methods by adults, and the like.

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THE MOTIF OF REPENTANCE THROUGH THE PRISM OF NATURAL ELEMENTS IN “CRIME AND PUNISHMENT” BY F. DOSTOEVSKY

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Summary

The topic of Rodion Raskolnikov’s spiritual transformation and repentance in “Crime and Punishment” has been a subject of constant debates among literary critics. This article aims to study the individual characteristics of imagery related to natural elements in F. Dostoyevsky’s novel in the context of the motif of repentance. It also covers different interpretations of this motif in the world of literary studies and analyzes its implementation through the prism of fire, water, air, and earth images. It provides examples of how specific images related to natural elements can alter the perception of certain scenes and help form a deeper understanding of the character’s physical, psychological and spiritual state. For example, the element of fire is represented by such images as the rays of the setting sun, a burning candle, and the morning light, all of which appear at key moments of the plot.

The results of the analysis highlight how specific elemental images can help uncover the protagonist’s path from existential and physical suffering to remorse and, eventually, repentance.

Keywords: element images, Dostoyevsky, motif of repentance, realism, classical elements, fire.

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1. Introduction

The motif of repentance in “Crime and Punishment” is a complex and controversial subject. This motif is presented in an ambiguous manner, which leads to constant discussions among researchers and literary critics. For instance, G. Hudyakova views the novel as a literary work that contains repentance, but as an event that hasn’t occurred yet, as the protagonist still has a long way to travel on the path of his spiritual growth (G. Hudyakova, 1997: 23). L. Saraskina notes that in her opinion F. Dostoyevsky didn’t manage to “take away the axe from the protagonist’s hands and replace it with a cross” (Saraskina, 2017: 364–372). Meanwhile, T. Kasatkina considers Raskolnikov to be the representation of Jesus Christ and the resurrected Lazarus, as she states that Dostoyevsky depicts Jesus as a deep part of Raskolnikov and the Virgin Mary as a part of Sonya (Kasatkina, 2016: 74). Nature elements play an important role in uncovering the motif of repentance, which is why this aspect demands a detailed analysis in the context of the writer’s artistic worldview.

The former consensus in the world of literary studies was that the usage of natural images is atypical for F. Dostoyevsky’s discourse since the writer focuses his attention on the inner world of his characters. However, modern studies show that this belief isn’t completely reflective of the truth, since images of natural elements play an important part in the writer’s novels and can be considered as a key to understanding some of the ideas in Dostoyevsky’s works. Such a point of view is maintained by G. Gachev, Yu. Lotman, A. Losev, F. Stepun, T. Kasatkina, I. Gazheva, D. Bogach, Yu. Karyakin, etc. The studies of the aforementioned

authors describe the relevance of this topic in Dostoyevsky's works, but currently, there is no study that is dedicated to analyzing images of natural elements as tools for uncovering the motif of repentance in "Crime and Punishment". This fact proves the novelty of this study.

The aim of the article is to study the motif of repentance through the prism of natural elements in F. Dostoyevsky's "Crime and Punishment" and examine the individual characteristics of specific images-symbols that have nature element semantics.

This study is comprised of two parts. The first part of the analysis is dedicated to the motif of repentance and the description of different interpretations of this idea in F. Dostoyevsky's "Crime and Punishment." The second part of the article analyzes images related to the elements of fire, water, air, and earth, the peculiarity of their usage in the writer's works, and the connection of these images to the motif of repentance in the context of the novel.

2. Existing interpretations of the motif of repentance in "Crime and Punishment"

As noted in the introduction, L. Saraskina considers Raskolnikov's repentance to ring false. The researcher supports her belief by stating: "the author was an exceptionally honest artist that couldn't artificially impose the biblical feeling of deep remorse on a murderer that committed "righteous bloodshed", as that goes against both the truth and earthly laws" (*Saraskina, 2017: 368*). Next, the literary critic raises the question of whether a criminal's love towards a woman can resurrect them to the point of setting them on the path of sincere, deep repentance. "Neither Sergei Nechaev, who was in love in Herzen's daughter Tatu and was trying to win her favor, nor Andrej Zhelyabov, who tenderly loved his common-law wife Sof'ya Petrovskaya, nor the amorous and three-times married terror fanatic Boris Savinkov, nor anyone else that spilled "righteous blood" was resurrected by their love for women. They didn't cancel their terrorist attacks, they continued to carefully plan murders and regicide, sometimes along with their loved ones, they considered their crimes to be heroic feats and they remained unbroken even when dying on the scaffold" (*Saraskina, 2017: 369*).

G. Hudyakova takes a different stance on this subject and notes that the terms "remorse" and "repentance" are often treated as interchangeable. She mentions that in Dahl's Explanatory Dictionary the word "remorse" has a narrower meaning compared to "repentance": "... to repent, feel remorseful about one's action, to recognize that something wasn't supposed to be done or said". When a person is feeling remorseful, they only regret a specific action, without renouncing their former selves, unlike repentance, which is characterized by a "change of consciousness" (*Hudyakova, 1997: 23*).

"Remorse is self-reflective in nature – it doesn't seek to be unleashed outwards. A rational mind is hidden within itself and is self-sufficient. The subject of remorse confesses to himself or a specific confidant, but the pride in such a person is still rather strong and it doesn't allow them to bring "their sin" to the common court of the people" (*Hudyakova, 1997: 23*), this is how G. Hudyakova describes Raskolnikov's confession. The protagonist of this novel considers himself a victim of his own crime: "I killed myself, not that old creature" (*Dostoyevsky, 1989: 354*). Even the old woman he murdered laughs at the protagonist in his dream – "overcome with noiseless laughter, striving with all her powers to prevent him hearing it" (*Dostoyevsky, 1989: 235*). When Raskolnikov does confess, his confession contains shame for his spiritual disgrace and a humiliated but unbroken sense of pride, which are typical qualities of a person feeling remorseful about their mistake (*Hudyakova, 1997: 24*). G. Hudyakova states that the protagonist's confession to Sonya Marmeladova is something more than mere remorse, but still hasn't reached the level of repentance: "Sonya Marmeladova feels sorry for the murderer Raskolnikov, and that amazing

display of sympathy and compassion cleanses the murderer's soul of pride for a moment: "Long unfamiliar feelings poured like a flood into his heart and melted it in an instant. He did not withstand them; two tears sprang into his eyes and hung on his lashes." (*Dostoyevsky, 1989: 348*). His shame and pride drowned in tears. This isn't remorse anymore, this is something deeper than remorse – a ray of heartfelt repentance. However, that repentance has yet to take root in Raskolnikov's soul, as he wasn't spiritually ready for it" (*Hudyakova, 1997: 23*).

T. Kasatkina also believes that remorse can be defined as one of the stages of repentance, while not predetermining that repentance will actually occur. Raskolnikov doesn't regret his crime almost throughout the entire novel. The stages that the protagonist goes through on his path of transformation: the public confession and a change of consciousness happen on the last pages of "Crime and Punishment", when Raskolnikov says: "can my feelings and thoughts not be the same as her (Sonya's) now?" (The exact passage in the novel goes as follows: "Could not her beliefs become my beliefs now? Her feelings, her aspirations, at least..." (*Dostoyevsky, 1989: 464*)) This means that after feeling that connection, he remodels his heart in accordance with Sonya, whom he treats as a prime example of what it means to be human. Thus, it's possible to conclude that the last lines of the novel are a hint at what awaits the protagonist in the future and that Raskolnikov's repentance will take place after all (*Kasatkina, 2013*). I. Dilman shares Kasatkina's opinion about Raskolnikov and states: "The transformation in which he will find wholeness, peace, and a new life comes to him in the very last two and half pages of the book" (*Dilman, 2000: 197*).

3. Images of nature elements as literary devices that help convey the motif of repentance

L. Karasev, in his article "About Dostoyevsky's symbols", talks about images that become symbols of a novel's world. When talking about the image of an axe in "Crime and Punishment," he mentions that this image became Dostoyevsky's symbol, or a supersign. The researcher then draws the comparison to other symbols that are associated with iconic literary works, such as the windmill in "Don Quixote" or the skull in "Hamlet". L. Karasev notes: "...the author's world doesn't rely solely on supersigns. It exists, predominantly, thanks to the combination of less noticeable, but still extremely important, symbolic details that together represent that special collection that we call "Dostoyevsky's symbols" or "Shakespeare's symbols". Such symbols are conveyed by traditional means and can be recognized by the regular appearance of the same elements in typologically similar situations" (*Karasev, 1994*). This statement is also relevant for identifying images related to fire, water, air, and earth elements in "Crime and Punishment", as they often manifest themselves in "typologically similar situations" (*Karasev, 1994*).

In regards to elemental imagery, T. Kasatkina states that in Dostoyevsky's "Crime and punishment" the images of natural elements can serve as a reflection of the characters' inner worlds. For instance, this is how she describes Raskolnikov's and Svidrigailov's perception of the city: "we see two completely different towns: through Raskolnikov's point of view, we perceive a sweltering, hot, dusty city, scorched by the sun, while through Svidrigailov, we see a wet, dark town that is full of water streams. This is how Dostoevsky conveys the idea that our environment is often determined by ourselves, formed by our mental state and consciousness" (*Kasatkina, 2016: 75*).

In scenes where natural elements represent the protagonist's inner self, they can act as a touchstone for analyzing the motif of repentance. For example, the **images of fire** accompany Raskolnikov even before the murder: "The little room was bright with the rays of the setting sun. The unexpected thought crossed his mind: The sun will be shining then, too, just as it does now!" (*Dostoyevsky, 1989: 5*). S. Durylin draws attention to the dualistic nature of the

image's semantics: "the setting sun is a symbol of invulnerability, of the never-ending nature of existence: the setting sun, quiet and declining, also represents the sunrise: the sun as a unified whole" (*Durylin, 1928*).

The appearance of fire/light images not only precedes the tumultuous events of the novel, possessing negative connotations, but also manifests itself as the Divine Light. The ambivalent nature of such images can be traced in the following passages of the novel: "He stood up, looked round as if wondering how he came to be there, and walked away to the Tuchkov Bridge. He was pale, his eyes glittered, exhaustion filled every limb, but he had suddenly begun to breathe more easily. He felt that he had thrown off the terrible burden that had weighed him down for so long, and his heart was light and tranquil. "Lord!" he prayed, "show me the way, that I may renounce this accursed... fantasy of mine!" (*Dostoyevsky, 1989: 51*).

The rays of the setting sun are capable of awakening a feeling of deep remorse inside Raskolnikov: "He wandered aimlessly. The sun was going down. A particular sort of dejection had recently begun to show itself in him. There was nothing violent or poignant about it, but it carried with it a premonition of perpetuity, weary endless years of cold deadening depression, a presage of an eternity on "a hand's-breadth of ground". This feeling usually began to distress him even more towards evening" (*Dostoyevsky, 1989: 360*).

Throughout the entire novel, the morning sun never accompanies Raskolnikov. That only happens at the end, when Raskolnikov realizes his love for Sonya: "The day was again bright and warm. Early in the morning, at about six o'clock, he went off to his work on the river-bank... From the other bank, far away, was faintly borne the sound of singing. There, in the immensity of the steppe, flooded with sunlight, the black tents of the nomads were barely visible dots. Freedom was there..." (*Dostoyevsky, 1989: 463*).

Such scenery can be interpreted as a symbol of Raskolnikov's future, his resurrection, and his transition from one "ideological world" to another.

It's important to mention that the element of fire can be manifested as either a flame or light. G. Bashlyar writes: "the perception of light as idealized fire is based on a phenomenal contradiction: sometimes, the fire is shining, but isn't burning; this occurs when its meaning is completely identified with purity. Light isn't just a symbol of purity, but also its active beginning." "In a place, where light has nothing to do, where it doesn't have things to divide or unite – it passes freely. That what cannot be divided nor unified – is simple and pure" (*Bashlyar, 1993*).

I. Gazheva notes: "it's easy to notice that all descriptions of the slanting rays of the setting sun are interiorized in accordance to Dostoyevsky's overall tendency of interiorizing the materialistic world in his works. This means that the image of sunset rays is seldom a part of the author's speech, but is usually presented in the character's perception, signifying his reaction to God's presence. This characteristic correlates with the motif of Christ's silence, which was described by G. Pomeranz: "Jesus Christ remains silent. He is simply present and his presence affects both the characters who listen to him and those that don't – everybody". Similarly, the sunset rays are also "simply present", they penetrate the window and, depending on the internal condition of the protagonist, either burn or illuminate him (*Gazheva, 2018*).

In the context of what was stated above, it's important to analyze the **image of a candle**. According to G. Bashlyar, a candle's flame is a sign of loneliness. The researcher also notes: "a candle is the luminary of a clean slate". When examining the text of this novel, it becomes evident that candlelight is present in one of the narrative's key moments. It can be found in the scene where Sonya reads the Gospel in Raskolnikov's presence: "The candle-end had long since burned low in the twisted candlestick, dimly lighting the poverty-stricken room and the murderer and the harlot who had come together so strangely to read the eternal book"

(*Dostoyevsky, 1989: 278*). The symbolic connotation of “loneliness” that is tied to the candle image is relevant for both characters: Sonya, who is alone with her suffering, and Raskolnikov, who has to be punished for murder on his own. At the same time, the candle, just like the image of slanting rays of the setting sun – is an ambivalent image, as it also acts as a symbol of transformation and a new life.

It’s important to mention that candlelight never appears in Raskolnikov’s room. His home is never illuminated at night, which is constantly highlighted by the author, who describes the room as cramped, suffocating, resembling a coffin. This semblance also affects the protagonist’s mental state: “But do you know, Sonya, that low ceilings and cramped rooms crush the mind and the spirit? Oh, how I hated that hole. But all the same I would not leave it... I had no light at night, and I lay in the dark, because I wouldn’t earn the money for candles... And all the time I had such dreams, all sorts of strange dreams;” (*Dostoyevsky, 1989: 352*). The dichotomy of Light and Darkness, just like Good and Evil, can be traced in the following dialogue between Raskolnikov and Sonya: “Hush, Sonya, I am not laughing. I know myself that it was the devil dragging me along. Hush, Sonya, hush!” he repeated with gloomy insistence. “I know all that. I thought it all out and whispered it over to myself, while I lay there in the dark...” (*Dostoyevsky, 1989: 353*).

Water images also play an important part in the novel’s narrative. The space of “Crime and Punishment” is largely built around this element. For instance, one of the places that Raskolnikov visits is a bridge that becomes the location of poignant events both before and after his crime. The bridge represents a symbolic border between the Sky and Earth, Good and Evil, as well as a physical embodiment of the moral line that is crossed by the protagonist.

As mentioned earlier, when Raskolnikov sees the rays of the setting sun, he refuses to believe that he planned to commit murder. Those thoughts come to him when he is standing on the bridge, admiring the sunset. That moment is followed by the fateful events of the novel. Once the crime was committed, Raskolnikov returns to the bridge to drop the evidence into the water: “Raskolnikov went straight to the Voznesensky Bridge, stopped in the middle of it, leaned both elbows on the parapet, and gazed along the canal... Leaning over the water he looked mechanically at the last pink reflections of the sunset, at the row of buildings growing dark in the thickening dusk, at one distant window, high up in some roof along the left bank, that shone for an instant with flame as the last ray of the dying sun caught it, at the darkening water of the canal” (*Dostoyevsky, 1989: 144*).

In that passage, the author highlights the fact that the sunset has already passed, Raskolnikov is looking at it “mechanically”, and it’s also important to note that the protagonist doesn’t see the sunset itself, as before, only its reflection. “the last pink reflections of the sunset” – a sign that Raskolnikov’s soul is now covered by the darkness of sin.

Water images are frequently found in Raskolnikov’s dreams. In one of them, the author writes about an oasis, at the stream of which Raskolnikov drinks water: “He lost himself in a maze of waking dreams, and very strange ones they were; in the one that recurred most often he was in Africa, in Egypt, at some oasis. A caravan was resting, the camels lying peacefully and the men eating their evening meal; all around, the palms stood in a great circle. He was drinking the water from a stream which flowed babbling beside him, clear and cool, running marvelously bright and blue over the coloured stones and the clean sand with its gleams of gold...” (*Dostoyevsky, 1989: 58*).

This scene creates a striking contrast between reality and the dream world, and it can also be simultaneously interpreted as a reference to the present, as a direct warning on the eve of the planned murder, and to the protagonist’s future, his possible repentance, and the cleansing of his

soul. A. Borodina notes that the most important detail in Raskolnikov's dream is the presence of a vitality source that Rodion eagerly drinks from. The stream's waters have dual meaning, as they can be of either "subterranean" or "heavenly" origins, meaning they could bring either chaos or renewal (*Borodina, 2005*).

Another poignant moment that highlights how water images serve to forward the motif of repentance can be found in the scene where everyone is eating, while Raskolnikov is only drinking water. In the context of that passage, it's important to remember the following lines from A. Pushkin's iconic poem the "Prophet":

"When, pained with spiritual thirst,
I trudged across a gloomy desert,
I came upon a six-winged seraph
Who stood before me on my path..." (*Pushkin, 1826: 149*).

This detail can be interpreted as the author's way of showing that Raskolnikov is on his way to repenting for the murder he committed and that he is already suffering from "spiritual thirst" without realizing it.

Dostoyevsky also uses images of water as a character-building tool. For instance, after meeting Sonya Marmeladova, Raskolnikov compares her to a well that other people spit in: "Poor Sonya! What a little *gold-mine* ("well" in the original text) they've managed to get hold of there! – and profit from! Oh yes, they draw their profits from it! And they've got used to it. They wept at first, but now they are used to it. Men are scoundrels; they can get used to anything!" (*Dostoyevsky, 1989: 22*). According to archaic beliefs, a well is the lair of evil spirits. This motif can be found in Russian folklore fairy-tails as well as literary ones like "About Tsar Berindei" by Zhukovsky.

According to Christian tradition, a well is a source of new life and salvation. A prime example is Jesus' meeting with a Samaritan woman when Christ asks to drink water from the well and the woman finds out she is speaking to the Savior himself. It's not a coincidence that Raskolnikov uses that word to describe Sonya. On the one hand, she becomes his salvation and the foundation for his belief in a new life, but on the other hand, we can see the similarities between her and the Samaritan woman, as both are defiled by society while having an unbending faith in God.

Earth element images also play an important role in conveying Raskolnikov's path towards repentance. For instance, in the passage where he thinks about Sonya's plea for him to repent in front of the ground that he desecrated and kiss it, he: "He had suddenly remembered Sonya's words: "Go to the cross-roads; bow down before the people, and kiss the ground, because you are guilty before them, and say aloud to all the world, "I am a murderer!" "A shudder shook his whole body at the remembrance. He was so crushed by the weight of all the unescapable misery and anxiety of all this time, and especially of these last hours, that he almost flung himself on the possibility of this new, complete, integral sensation. It had come down on him like a clap of thunder; a single spark was kindled in his spirit and suddenly, like a fire, enveloped his whole being. Everything in him softened on the instant and the tears gushed out. He fell to the ground where he stood... He knelt in the middle of the square, bowed to the ground, and kissed its filth with pleasure and joy. He raised himself and then bowed down a second time..." (*Dostoyevsky, 1989: 444–445*).

The earth element occupies a special place in Dostoyevsky's works as a whole. It's represented in a syncretic manner and includes both pagan and Christian traditions: "...for F. Dostoyevsky, the earth isn't just a substance that gives life to things; the earth is, first of all, the original source of spirituality, since the idea of resurrecting a spiritually dead man is tied to the mythologeme of mother-earth" (*Skuridina, 2016*).

In his works, F. Dostoyevsky often relies on mythological traditions that are embodied in the image of Mother-Earth. According to Yu. Lotman, “the image of Earth stands against two destructive elements as a fertile, prosperous force. Opposing water as “solid”, Earth gains characteristics that the cultural tradition usually associates with the Sky, properties of perfect existence” (Lotman, 1983: 818).

Elemental imagery is also involved in constructing the image symbol of “**an eternity on a hand’s-breadth of ground**” that Raskolnikov talks about after the murder: “where was it that I read of how a condemned man, just before he died, said, or thought, that if he had to live on some high crag, on a ledge so small that there was no more than room for his two feet, with all about him the abyss, the ocean, eternal night, eternal solitude, eternal storm, and there he must remain, on a hand’s-breadth of ground, all his life, a thousand years, through all eternity – it would be better to live so, than die within the hour?” (Dostoyevsky, 1989: 135).

This image becomes both a symbol that is important for a deeper understanding of the novel and a recurring detail. The usage of this image can also be tracked later: “A particular sort of dejection had recently begun to show itself in him... a presage of an eternity on “a hand’s-breadth of ground” (Dostoyevsky, 1989: 360).

The image of “an eternity on a hand’s-breadth of ground” is a multi-layered one. The “hand’s-breadth of ground” isn’t just Raskolnikov’s cramped room, Sonya’s poor dwelling, or the hardships that the characters had to endure. This image is also connected to the quest of finding a way out of the difficult dead ends that Dostoyevsky’s characters find themselves in. Raskolnikov was in such a spiritual dead end when he was about to leave the old pawnbroker-lady, he “changed his mind, remembering that he had nowhere else to turn...” (Dostoyevsky, 1989: 5). That “nowhere” isn’t just connected to his domestic or financial situation, but also conveys a sense of hopelessness, the desperate condition of Raskolnikov, who really did have “nowhere else to turn”. The protagonist is suffocating in his uncomfortable quarters and is suffocating in the pawnbroker-lady’s flat, and all of that suffering is also included in the author’s image of “an eternity on a hand’s-breadth of ground”.

Analyzing and interpreting **air images** is another key part of showing the relation between the motif of repentance and elemental imagery. After Raskolnikov commits murder, he suffers from a constant lack of air. The space around the protagonists feels sultry, which leads to him losing consciousness and an aggravation of his suffering: “It’s only about some silly formality, or perhaps some trifling indiscretion, and I might have given myself away completely! Hm... it’s a pity there’s no air here... he went on, it’s stuffy... My head seems to be spinning worse than ever, and my thoughts with it...” (Dostoyevsky, 1989: 81).

Three days after his crime, Raskolnikov goes out in the street and starts feeling sultry again: “It was about eight o’clock and the sun was going down. The heat was still as oppressive as before, but he greedily breathed the dusty, foul-smelling, contaminated air of the town. His head began to feel ever so slightly dizzy; a wild kind of energy flared up in his sunken eyes and pallid wasted face. He did not know, or stop to think, where he was going; he knew only one thing: that he must finish with all this today, once and for all, and at once; that otherwise he would not go back home, because *he would not live like this!*” (Dostoyevsky, 1989: 132).

The protagonist’s home also serves to create the impression of an “airless” space. It’s described by other characters as a “ship cabin” or a “coffin”. For instance, Razumikhin says: “This place is no better than a ship’s cabin, he exclaimed as he came in; I always bump my head. And they call it a lodging!” (Dostoyevsky, 1989: 100).

Pulcheria Alexandrovna compares the flat to a coffin: “What a dreadful room you have, Rodya, just like a coffin, said Pulkheria Alexandrovna, breaking the oppressive silence. I’m sure it is responsible for at least half your depression” (Dostoyevsky, 1989: 196).

The “air” lexeme is also used by F. Dostoyevsky in a metaphorical sense. As mentioned above, Raskolnikov constantly struggles to breathe and that theme is further continued by characters like Razumikhin, Porfiry Petrovich, and Svidrigailov. It’s crucial to note that all of them repeat the same phrase: “Every man needs air, air, air!”, as this phrase also becomes important for the novel’s plot as through it Raskolnikov understands that his conversation with Sonya Marmeladova was eavesdropped by Svidrigailov, same as the dialogue between Raskolnikov and Razumikhin was eavesdropped by Porfiry Petrovich.

Let’s take a closer look at all three scenes where this phrase is mentioned. The first scene occurs after the death of Katerina Ivanovna, when Svidrigailov takes Raskolnikov to the side and after a brief conversation admits that he eavesdropped on Raskolnikov’s conversation with Sonya. Later, continuing the interrupted conversation, he asks: “Why, what is it, Rodion Romanovich? You aren’t well! Really! You look and listen, but you don’t seem to understand. Pull yourself together. Look, let us have a talk; but, unfortunately, I have so much business to attend to, both of my own and of other people’s... Ah, Rodion Romanovich,’ he added suddenly, every man needs air, air, air!... More than anything!” (*Dostoyevsky, 1989: 371*).

Raskolnikov is puzzled by these words and when Razumikhin visits him a few days later, the protagonist says: “Yesterday somebody said to me that a man needs air, air, air! I must go to him at once and find out what he means by that” (*Dostoyevsky, 1989: 375*).

The last time, these words are pronounced by Porfiry Petrovich: “plunge straight into life, without deliberation; don’t be uneasy – it will carry you direct to the shore and set you on your feet... As you took such a terrible step, now you must take courage. That is justice. Do what justice demands. I know you do not believe me, but it is the sacred truth that life will sustain you. Afterwards you will regain your self- esteem. Now you need only air, air, air!” (*Dostoyevsky, 1989: 388-389*).

Since elemental imagery is interiorized and written into the character’s inner worlds, Raskolnikov’s constant quest for “air” can be interpreted as a subliminal representation of his hope to start life anew despite the heavy crime that is weighing down his soul. It speaks volumes that the phrase “air, air, air” only appears after Raskolnikov’s confession to Sonya, and that the constantly sultry, suffocating space that was surrounding the protagonist throughout the novel is replaced with the vast open steppe in the epilogue. The epilogue is also the section where images of the sunlight and the morning light (dawn) are introduced: “the immensity of the steppe, flooded with sunlight, the black tents of the nomads were barely visible dots. Freedom was there, there other people lived, so utterly unlike those on this side of the river that it seemed as though with them time had stood still, and the age of Abraham and his flocks was still the present. Raskolnikov sat on and his unwavering gaze remained fixed on the farther bank; his mind had wandered into day-dreams; he thought of nothing, but an anguished longing disturbed and tormented him. Suddenly Sonya appeared at his side... They tried to speak, but they could not. Tears stood in their eyes. They were both pale and thin, but in their white sick faces there glowed the dawn of a new future, a perfect resurrection into a new life. Love had raised them from the dead, and the heart of each held endless springs of life for the heart of the other” (*Dostoyevsky, 1989: 463*).

The above passage is another sign of the protagonist’s future repentance and the possible salvation of his soul.

4. Conclusions

Images related to elements of fire, water, air, and earth play an important part in F. Dostoyevsky’s works, despite the commonly-accepted belief that usage of elemental imagery is uncharacteristic for the author’s discourse.

This study discloses the importance of the motif of repentance in “Crime and Punishment” and analyses the interrelationship between this motif and images of natural elements. For instance, “the rays of the setting sun” are capable of evoking a feeling of deep remorse in Raskolnikov, while the image of a candle, on the one hand, unites Sonya and Raskolnikov, and on the other hand – becomes a separation point of the characters’ locus, as the candlelight only burns in Sonya’s house, while Raskolnikov’s lodging is described as dark and constantly void of light.

The water element is used to build the location of “Crime and Punishment”. For example, one of the places that Raskolnikov visits is a bridge that appears both before and after the murder. In this case, the bridge acts as a boundary between Sky and Earth, Good and Evil, and as a material embodiment of the moral line crossed by the protagonist.

The earth element occupies a special place in F. Dostoyevsky’s works and is represented in a syncretic manner while being oriented at both pagan and Christian traditions. Since “earth” is a static element, it is contrasted with the dynamic elements of fire, water, and air, as the author grants it a sacral meaning. Earth gains characteristics that the cultural tradition usually associates with the Sky.

The analysis and interpretation of air element imagery are also important in uncovering the motif of repentance. Once he becomes a murderer, Raskolnikov suffers from a constant lack of air. In a metaphorical sense, the protagonist’s suffocation and the sultriness that surrounds him represent the world of sin that he lives in. After Raskolnikov confesses to Sonya and starts feeling remorseful, other characters like Porfiry Petrovich push him to find “air, air, air,” which he manages to do in the epilogue. The “air” that Raskolnikov finds on the wide-open steppe along with the image of “dawn” can also serve as proof of his future transformation and repentance.

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THE CULTURE OF THE NOBILITY OF KYIV PROVINCE IN THE FIRST HALF OF THE 19TH CENTURY

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Summary

The authors made an attempt to explore the particularities of the economic development and the financial standing of the Nobility of Kyiv Province in the First Half of the 19th Century. The Ukrainian nobility originates from the senior *Cossack* officers (*starshyna*) and the Right-Bank gentry (*shliakhta*), who received privileges and began to serve to the czarist government of the Russian Empire. The noblemen had to meet the requirements of their privileged position, including their activity in every sphere: economic, financial, credit, educational. The attitude of the imperial authorities towards the gentry depended on their loyalty; in case of such loyalty, the gentry were granted legal supremacy and financial benefits, even under conditions of persistent state budget deficits. A favorable attitude to the idleness and eternal leisure contributed to deepening crisis in nurturing palette of high aristocratic feelings. In this context, particular attention was paid to the significant influence of the legal and economic advantages of the Kyiv Province nobility on further development of this privileged social stratum.

Keywords: nobility, landlords, dancing ball (party), Cossack, privileged society strata.

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1. Introduction

The current processes of formation and self-realization of the Ukrainian elite require a detailed explanation. The relevance of this study is prompted by the fact that the modern Ukrainian elite is going through the same “growing pains” that were inherent in the 19th century processes. The aim of the article is to identify and interpret the economic and financial

conditions for the rise of the Ukrainian component of the Russian nobility co-opted from the senior Cossack officers and the Right-Bank gentry as well as to define the attitude of the imperial authorities towards the Ukrainian nobility.

The questions of the noble culture were investigated by A. Romanovych-Slavatynskyi (*A. Romanovich–Slavatinskii, 1870*), F. Ernst (*Fedir Ernst, 1997*), A. Kolesnykova (*Anna Kolesnykova, 2005*), I. Rozental (*Isaak Rozental, 2007*) and other scientists.

The complexities of the social vicissitudes of the 18th – 19th centuries were analyzed in the works of N. Yakovenko (*N. Yakovenko, 2005*) and P. Vandysh (*P. Vandysh, 2004*). The results of the process of feudalizing the senior Cossack officers and enslaving Ukrainian society were examined in the works of I. Hurzhiy (*I. Hurzhii, 1954*), O. Hurzhiy and V. Orlyk (*V. Orlyk, 2012*). The processes of “elevation” and “ennoblement” became dominant among the Cossack elites in the Right- and Left-Bank Ukraine, *Slobidska* (Sloboda) Ukraine and *Zaporizhzhia*. Similar social processes took place on both sides of the Dnieper River – the petty gentry of the Right Bank sought livelihood by serving the magnates, while the Left-Bank Ukraine witnessed the process of the ennoblement of the Cossack starshyna (*S. Lysenko, Ye. Chernetskyi, 2006*). Yet the choice of the senior Cossack officers co-opted into both the Polish and Russian communities proved wrong since it led to the destruction of principles of the civil society built on the foundation of the blood they shed together in battles against the enemies (*P. Stepa, 2010*). The process of incorporating the newly established “Little Russian” nobility of the Russian state’s Ukrainian provinces into the model of relations that dominated in the empire was analyzed in the works of Z. Kohut (*Z. Kohut, 1996*) and Ya. Hrytsak (*Ya. Hrytsak, 2000*).

The Russian feudalism of the 18th – 19th centuries, constantly undermined by the growing influence of foreign and domestic moneylenders, despite its external military might, was gradually turning into “the sick man of Europe” since it led to the social differentiation in Russian and subservient Ukrainian societies, including the newly emergent Ukrainian nobility. These aspects were detailed in the works of S. Borovoi (*S. Borovoi, 1958*), N. Mordvinov (*N. Mordvinov, 1829*), V. Smelkov (*V. Smelkov, 1904*), Ye. Lavrentieva (*Ye. Lavrentieva, 2007*) and others. The Russian Empire’s active and aggressive foreign policy brought about the fast territorial gains. Nevertheless, even the wealth of the conquered territories was not enough to satisfy the thirst of the Russian royal court for luxury or the army’s hunger for further conquests. Russia’s external and internal debt was growing, a phenomenon, which was researched in the works of M. Bogolepov (*M. Bogolepov, 1910*), I. Gindin (*I. Gindin, 1960*), P. Migulin (*P. Migulin, 1904*), P. Khromov (*P. Khromov, 1950*) and others.

2. The social status of the Ukrainian nobility in Kyiv Province of the Russian Empire

The bureaucratic machine of the imperial Russia possessed a truly unlimited power. It did not pay much attention to the moral criteria of good and evil and tried to regulate all aspects of the society’s life. This “invisible” machine produced and reproduced a special type of personality, without which it could not function effectively. The model of such a personality was characterized by the ordinariness, obedience, conformism, mediocrity as well as by not accepting critical attitude to the surrounding reality, intellectual and moral courage and admiration for creative activity. As for the career of an official, there were the following informal traditions: to get a better chance to move forward on the ladder of the service hierarchy and receive the favors of the higher echelons officials a person should less manifest human essence and critically think, feel cowardice and show mediocrity. (*V. Polikarpov, 1995:162*) Of course, in such a peculiar society, it did not matter what social stratum we would consider – nobility, clergy, merchants, etc., even manners of behavior were painted in serf-slave tones. (*V. Polikarpov, 1995:169*)

The youngest philosopher of the “learned wife” of Peter the Great – Antioch Cantemir – gave an analysis of human manners in his satires: “*Na zavist i hordost dvorian zlonravnyh*” (“To the envy and pride of the evil nobles”), “*O razlichii strastei chelovecheskih*” (“About the difference of human passions”), “*K umu svoiemu*” (“To the mind of mine”) etc. He derived this position from the idea of the equality of people by their nature: “...in free people as well (as in slaves are the same flesh and bones and the same blood flows)” (V. Polikarpov, 1995:170). Not a nobility (“noble origin”) gives a person a sense of dignity and respect among the society, but good manners and also an honest attitude towards your cause.

“Noble” and “sneaky” man, according to A. Cantemir, is not such from birth – it depends on the availability of the “noble” and “sneaky” soul. (V. Polikarpov, 1995:170)

At the turn of the XVIIIth and XIXth centuries, many Russian enlighteners and intellectuals felt aversion to the tyranny of the landlords, the “sensitivity to the peasant class” and rejected such manners as social strata’s arrogance, rudeness, cruelty and so on... (V. Polikarpov, 1995:176)

The manners of behavior of Orthodox clergies can be understood only in the context of the Russian culture and everyday life with its deep specific religiosity. (V. Polikarpov, 1995:213) During the “golden age”, prior to the metric books introduction, priests could marry whomever they wanted for money or a bucket of vodka, and therefore there was a commonplace affair of duality and trinity in a marriage. (V. Polikarpov, 1995:224)

Nevertheless, a number of manners, inherent in the seventeenth and eighteenth centuries, survived and continued their existence in the nineteenth and early twentieth centuries: alcoholism, apostasy, gluttony, dishonesty etc. (V. Polikarpov, 1995:225)

The state formed a pattern of behavior that led to spending vast resources by a small elite group and strongly supported it even in the face of bankruptcy.

The question to achieve harmony in the state-landowner relationship was maintained at an appropriate level. A nobleman had to meet the requirements of his privileged position, which would induce activity in every sphere: economic, financial, credit, educational etc. The state did not tolerate financial indebtedness of the taxable social classes but it adopted a different position to the nobility.

Thus, the creditors of a landowner named Zakhariy Holovynskiy included more than five hundred nobles who in 1831 claimed “the estate of the plaintiff in *Bohuslav* District, which comprised the villages of *Prytsek*, *Burt*, *Makedon*, *Pyvets* and *Onatsok* with 1,805 serfs according to the latest audit and more than a million rubles of official debt” (*The Central State Historical Archives of Ukraine in Kyiv (CSHAK), Fund 486, description 9, file 2, 495p.*). From 1824 onward the State Bank, that gave Holovynskiy a 448,000 rubles loan with an 8 % annual interest rate for a period of 24 years, was also one of his creditors (*The Central State Historical Archives of Ukraine in Kyiv (CSHAK), Fund 491, description 45, file 14, 25p.*)

In the governorate cities there were located restaurants, taverns, hotels, guest houses for nobles’ usage. Sometimes the owners of the restaurants were foreigners, as in the case of the *Litinskii* restaurant. In January 1846, the temporary executor of duties of the governor of the city of *Khamianets* and civilian governor of *Podolia* district, Major General Radyshevch appealed to the Kyiv Governor-General with a request to allow “an Austrian citizen, Michalina Klimbergova, to own a restaurant in *Litin* town for the payment, that she had offered before (11 rubles and 45 coins in silver per year)” (*The Central State Historical Archives of Ukraine in Kyiv (CSHAK) (Fund 442, description 79, file 19, p.1).*)

It is worth to note, that the landlords and their families in the exile also lived in decent conditions. For example, a *dekabrist* S.H. Volkonskyi’s wife Maria remembered the Siberian exile in *Irkutsk*: “Our means were not so limited, as in the casemate. I received ten thousand rubles in *Petrovsk* (town), whereas in *Uryk* (village) I was given only two thousand (rubles).

Our relatives, to fill up this decrease of the material means, sent us sugar, tea, coffee and various products and clothes.” (*A. Romanovich–Slavatinskii, 1870:37*)

Thus, the noblemen, being aware of the exclusiveness of their status, cared only about the improvement of their own welfare. However, the nobleman was a monopoly landowner, who gave the land to the lifelong users – serfs. Such a situation could be valid only when the land was endowed. However, under conditions of the reduction of land allocation or landlessness of the landowner he “lost” the legal rights to the serfs’ work. Nevertheless, the shift in the land relations was not reflected in the change of the behavioral culture of the privileged society strata.

Vanity of the landlords acquired forms of abuse of their high status rights in the legal field and property. In addition, they did not educate their children about the need to work, thereby stopping the creative potential of this society stratum. Favorable attitude to idleness and eternal leisure contributed to deepening crisis in nurturing palette of high aristocratic feelings.

It is worth to note, that the favorable opportunities to become rich, to be accepted by the “higher world” and receive education were used not by all the representatives of the privileged stratum. The reason of this phenomenon can be explained by property and educational differentiation among noblemen and, as the result, the lack of access to the professional knowledge.

The social status of the nobles impelled them to lead a certain lifestyle. They had to dress appropriately, to have a decent accommodation and proper meals, to perform the tasks of public (administrative or military) service, to observe the norms of high society, i.e. to be educated and experienced in arts, including choreography, and to abide by the code of honor.

The culture of the noblemen combined the state service (civilian or military) and entertainments. “The freedom to have entertainments” – Ivan Dolhorukov wrote at the end of the eighteenth century, when in life of the Russian empire, after the abolition of the compulsory service and the establishment of self-sufficient value of private life and even the right to eccentricity, there appeared and solidly entrenched such forms of private entertainment, as amateur theaters. They entertained and, in accordance with the spirit of time, “formed the mind and taste” of the hobbies (for example, natural science classes or collectibles), as well as private “congresses”. (*Razvliekatielnaia kultura Rassii, 2000: 38*) It is also interesting to note, that memoirists related private “lunches, balls, evenings” to the fulfillment of the public demands. (*Razvliekatielnaia kultura Rassii, 2000: 39*)

“Entering the world” was a guarantee of a stable economic situation of the nobility. Joint leisure helped to establish the necessary personal connections, find a marriage pair and reach self-realization in the society. Therefore, the noblemen used to visit official receptions, lunches, dinners, business meetings, balls, masquerades, fireworks. Since the end of the eighteenth century, fireworks and illuminations became widespread in private use in the capital as well as in the province. The fireworks passion among higher society strata did not disappear even in the first decades of the nineteenth century (*Razvliekatielnaia kultura Rassii, 2000: 96-97*).

To organize the events, mentioned above, there were used palaces and estates in villages and cities. The balls were organized in provincial Kyiv and in the county cities. “...The ball turned into a crown of society, its highest expression, and the dances – into a cult, the only thing worthy of children of “fun and luxury”, and, at the same time, becoming almost the only platform for communication between young gentlemen and ladies...”. For the sake of the ball, the nobles sewed fashionable clothes, invited the most famous musicians and organized lunches, and even reorganized the entire schedule of the day. The balls forced to refuse to sleep at night and to have a rest in the afternoon, to be ready again to go to the dance meeting next day. Thus, the balls turned into a pleasant and difficult duty. (*Anna Kolesnykova, 2005: 37*) As I. Rozental stated, the annual seasons of dance meetings under the subscription often preceded the

registration of a noble club in provincial towns. The dancing parties, mentioned above, were like those ones, which were organizing in St. Petersburg at the end of the eighteenth century. They were arranged, for example, for several years in a row – in the winter months, until the fasting – in Kyiv. The statute of one of the capital's clubs served as the basis for the creation of the main document of Kyiv Noble Assembly (subsequently renamed into the Aristocratic Assembly) in 1838, which was approved the next year (*Isaak Rozental, 2007: 37*). The most popular club entertainments there were the card games, dominoes, lotto and billiards.

As F. Ernst noted, "Warsaw danced, Krakow prayed, Lviv loved, Vilna hunted, and Old Kyiv played in the cards and, therefore, forgot (before the rebirth of the university), that it was appointed by God and by the people to be the capital of all Slavs" (*Fedir Ernst, 1997: 54*).

The dancing at the balls copied the themes of the most favorite and fashionable operas. Just a short time after a fashionable French or Italian novelty sounded in the theater, there would appear a dance on its topic on the nearest court ball. The style of the dances depended on the particular historical period. At the end of the eighteenth century – in the early nineteenth century it was *polonaise*, later – waltz, *mazurka*, French quadrille, and in the early 40's – *gallop* and polka. (*Razvlikiatelnaiia kultura Rassii, 2000: 197*)

The lifestyle, mentioned above, required big expenses, which could be covered from different sources. First, it is worth to note, that the secure financial standing of the upper echelons of the nobility was ensured by hereditary property and – no less important – by political loyalty to the tsarist regime.

The state tried to slow down the decline of the noble land tenure by applying additional financial sanctions. According to the Ministry of the Interior, 6,606,909 serfs, i.e. 62 percent of the total number, were pawned for 398,246,424 rubles at state credit institutions. By the time the activities of the state credit institutions ended in 1859, the debts had reached 425,503,061 rubles: 44,166 estates and 7,107,184 serfs were in pawn (*D. Baturinskiy, 1925: 19*).

After the peasant (emancipation) reform of 1861, the landowners also accumulated debt faster, than they paid it off. Their financial position could not be rectified even by the fact, that debts were transferred to the peasants. After the reform, despite the 580,066,883 rubles, received by the landowners in redemption payments, their debt continued to grow. In 1873 – 1886, the landowners' debt rose from 134,300 million to 530,600 million rubles (*D. Baturinskiy, 1925: 19*).

3. Conclusions

Thus, the noble culture of the nineteenth century is characterized by a certain way of life, associated with the recognition of the gentry code of honor, the performance of the state (administrative or military) service, adherence to the rules of the higher society, education, knowledge of the arts and choreography. The noblemen, including the ones from the Kyiv province, adhered to the necessary requirements for clothing, food, housing etc.

The economic and financial conditions for the emergence of the Ukrainian component of the Russian nobility, co-opted from the senior Cossack officers and the Right-Bank gentry, proved sufficient for the increase of the influence of *magnateria* and its partial *parcelizaton* as well as for the deprivation of the petty gentry of nobility rights. The attitude of the imperial authorities towards the gentry depended on their loyalty; in case of such loyalty, the gentry were granted financial benefits, even under the conditions of persistent state budget deficits.

Consequently, the vanity of the nobleman (and their families) acquired forms of abuse by their high status rights in the legal field and property. In addition, they did not properly teach their children to love work, thereby stopping the creative potential of this society stratum.

Favorable attitude towards idleness and eternal leisure contributed to deepening crisis in nurturing palette of high aristocratic feelings.

To continue study the problems, mentioned above, it would be appropriate to explore the family and marriage strategies, confessional transformations and national-ethnic identities of Ukrainian gentry.

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MAORI LOANS IN NEW ZEALAND ENGLISH FROM A LANGUAGE ECOLOGY PERSPECTIVE

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Summary

The purpose of this study was to examine Maori borrowings in New Zealand English through the lens of language ecology. It is argued that Maori loans in English are not simply historical substratum traces of contacts between indigenous and transported cultures, but significant markers of bicultural society in contemporary New Zealand. The findings demonstrated a substantial amount of the Maori loans in New Zealand English, a high degree of their assimilation and involvement into word-formation processes, ability to combine with various derivational morphemes to produce etymologically hybrid structures, active semantic adaptation and functional relevance for institutional and non-institutional communication settings. The above-mentioned facts provide evidence to suggest that the substratum elements appeared to be highly competitive in the multicultural setting created by the invasion of the English-speaking culture in New Zealand. Among the positive effects of such competition was that indigenous cultural markers were able to occupy a broad niche in the genetically diverse New Zealand community, thereby realizing communicative complementarity between two cultures in contact.

Keywords: loan/borrowing, New Zealand variety of English, Maori language, communicative complementarity, ecology of language.

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1. Introduction

The issues of multiculturalism, language diversity and contact have always been topical matters to linguistics and contributing disciplines. In contemporary studies, the ecological perspective to language, from which it is interpreted as an essential constituent of sociality (*Garner, 2004: 62-69*), is necessitated by the increasing globalization, development of a lingua franca, and destruction of the old linguistic and cultural order in the world. Arising from these circumstances are key research topics, such as principles and ethics of language policy (*Oakes, Peled, 2018: 2-7, 23-43, 135-158*), multiculturalism and multilingualism (*Molek-Kozkowska, Pogorzelska, 2017: 3-18*), reinforced role of English as a global lingua franca and the majority language in certain countries (*Holmes, Dervin, 2016; Cunnins & Danesi, 1990, 1-81; Ricento, 2000: 25-106; Oakes, Peled, 2018: 77-100; Mair, 2003*), cultural diversity and hybridization (*McCormik, 2004*), endangered minority languages and their revival (*Kendall, 2008*), intercultural society and shared identity (*Chandra, 2007*).

Being a constituent of “pluricentric” English (*Leitner, 1992*), New Zealand variety has become the major language on the islands, developed its norm, and “is currently gaining in local

prestige and is now something that many younger New Zealanders claim as part of their identity” (Starks, Harlow, Bell, 2005: 13). New Zealand English is also distinguished by loans from Maori, the indigenous language of the region, providing additional evidence of “mixed heritage and acculturation within mainstream New Zealand society” (Fozdar, Perkins, 2014: 134). Despite a growing number of multidisciplinary publications on language policy in New Zealand with particular attention to the maintenance of the Maori language as a valuable source of indigenous culture and a condition of Maori identity revitalization (Grenoble, Whaley, 2005 : 51-54; Heriman, Burnaby, 1996: 62-99), significant findings about history, structural and semantic features (Hay, 2008: 67-73; Holmes, 1997: 65-101) or functioning (Onysko, Calude, 2013; Trye et al., 2020) of Maori loans in New Zealand English, their communicative value remains unresolved. This aspect requires a detailed analysis because cultural importance of a loan depends “not only on the act of being borrowed from one language into another, but also on speaker’s (writer’s) desire to use the concept that the word denotes” (Calude, Steven, Pagel 2017: 2).

It is hypothesized that Maori loans in contemporary New Zealand English are not simply substratum traces of contacts between indigenous and transported European cultures, but significant markers of contemporary bicultural society in New Zealand. Not only have the vitality of the Maori culture and language emerged as the increase in the scope of indigenous loans in New Zealand English and their assimilation, it also led to a considerable extension of the communicative capacity of loans through a number of functions they realize.

The purpose of this study was to approach Maori loans in New Zealand English from a language ecology perspective and analyze indicators of Maori substratum vitality in the contemporary bicultural community of New Zealand.

Maori words used in New Zealand English were selected from regional dictionaries (Hayward, 2016; Orsman, 1997) and texts relating to various discourses mainly covering a period of the last 70 years. The selected borrowings (900 in total) were interpreted by the structural, semantic, contextual and cognitive methods to discover features signaling cultural and cognitive impact of Maori component.

2. The changing nature of Maori substratum in New Zealand English

New Zealand English is a relatively young variety that started its evolution at the end of the eighteenth century with the arrival of navigators and first migrants from Britain who recorded a handful of words from Maori in their diaries and journals to satisfy onomasiological needs and fill linguistic and cultural lacunae. A small portion of vocabulary was borrowed in the late 1770s and 1880s with reference mainly to artifacts and key concepts of Maori culture (*tangata whenua*, *whare*). There were also isolated loans into such lexico-semantic fields as flora and fauna (*kumara*, *kune-kune*, *whai*). The earliest borrowings entered English through historical sources, remarkable accounts of discoverers, botanists, etc. For instance, the word *kutu* “a louse” was first recorded in the journal of Joseph Banks, who joined Captain Cook’s voyage in the Endeavour as a natural historian to explore the Pacific and study the nature of New Zealand: “January 1771 <...> Specimens of Language South Sea Outou Malay Coutou a louse” (Beaglehole, 1962: 240). Like in many other contact cases, early Maori loans were restricted to place-names or words referring to unfamiliar local realia, and had “relatively little lexical effect on their superstratum” (Lotz, 2012: 27).

Generally, not until the middle of the nineteenth century, did the spheres of Maori loan application considerably extended beyond the domains of nature (*hoki*, *horopito*, *inanga*, *koreke*, *kowhai*) and items of Maori culture (*kai*, *kaitaka*, *ngeri*, *papa-kainga*, *waiapiro*, *whakapapa*) to include referents relating to social interactions (*runanga*, *taonga*, *tahae*, *Wairau*), agricultural and industrial

activities (*Raro, rua, taiepa, waerenga, Whakatanes, whata*). The names of Maori artifacts and social concepts became recognized as cultural values and symbols. For instance, the meaning of *waka* “a Maori ocean-going canoe” shifted to “a symbol of ancestry” as the ancestry concept binds Maori with other Oceanic cultures by evoking the idea of a “collective we” (Finney, 2003: 133), which with time has become of paramount importance for Pakeha (non-Maori descent) New Zealanders: “Pacific <...> has important implications for New Zealand’s cultural identity and economy” (Hayward, 2016: 239). This concept has been gradually gaining centrality in the New Zealand anglophone worldview.

One of the most notable changes lay in the formation of etymological hybrids combining Maori bases and word-formative elements well adopted in English. Examples that follow are systemic, registered and quoted in Orsman’s Dictionary (Orsman, 1997: 415, 424, 430, 432, 476-479, 566, 569, 811, 903, etc.). Coinages included derivations formed by affixes with a wide range of meanings: causative (-i)fy – kiwify); resultative (-i)zation, -(i)cation – Maori(-i)zation, Maorification); processual and operational (-ing, de- – korero-ing, de-kutu); transformative and perfective (-ed – tapued); qualitative including simulative (-like, -style – kauri-like, kiwi-style), relational (-based, -istic – whanau-based, whanauistic), characterising (-ish – kutieish); agentive and occupational (-er – tangi-er). Less productive affixes were added to indicate more abstract concepts such as realm, state, condition collection, or quality of being (-hood, -ness, -dom – kiwihood, kiwiness, Pakeha-Maoridom); adherence, sympathy or antipathy, loyalty and acceptance, preference (-ism, -phile, pan-, pro-, philo-, anti-, half-, part-, non- – pai marireism, kumaraphile, etc.). In concise, affixation was to encode social and cultural interactions, stereotypical portraying of life and people, collectibles redolent of New Zealand culture, positive or negative judgements about social groups and activities, New Zealand style and ideology regarded as a whole.

In hybrid compounds and word combinations, Maori items precede English stems to form subordinate structures and manifest classifying features of denotata: substance, material, ingredient (kawakawa tea, kumara chips), habitat (kauri snail, kowhai moth), purpose or application (runanga house), place of origin (Taranaki wool) and style (Taranaki gate).

Etymological hybrids with Maori stems preceded by English modifiers are much less frequent and confined to the names of plants, animals and other natural objects distinguished by their colour (red kowhai, scarlet ~, yellow ~), geographic spread (mountain akeake), size and structure (tree manuka).

The semantic assimilation of Maori loans in New Zealand English follows various paths including changes in denotation (widening and narrowing of meaning), changes in connotation (elevation and degradation of meaning), metaphoric and metonymic shifts: *wahine* “a Maori woman or wife” > “a Pakeha woman or wife”, *tiki* “a flat grotesque figure of greenstone” > “used as symbolic of New Zealand”, etc. These and other instances (*kapai, korero, mana, marae, rangatira, taipo, tapu, whare*, etc.) demonstrate how the categories referred to by Maori names are being expanded to embrace the items of both Maori and non-Maori experience, and to mirror Maori-Pakeha interactions in structures, meanings, and functions of loans.

To sum up, the substratum elements appear to be highly competitive in the multicultural setting created by the migration of the English-speaking culture to New Zealand. Among the positive effects of such competition is that indigenous culture markers have been able to occupy a broad niche in the genetically diverse New Zealand community. The vitality of Maori words in English is determined by communicative complementarity between native and Maori components in New Zealand culture, among other factors. That can be traced through the functional potential of borrowings from Maori.

3. Communicative complementarity as an indicator of Maori words vitality

Since the 19th century Maori loans has occurred in Maori and non-Maori contexts—*kapai, korero, mana, marae, rangatira, taipo, tapu, whare* (Orsman, 1997: 393, 424, 465, 482, 655, 806, 813, 904-905). Such usages show a particular result of loans' functional extension (Kozlova et al., 2020) when they successfully realise a range of purposes. Those include informative (or nominative), expressive, evaluative, and ethnic (differentiating and integrating) functions, to name but a few.

Firstly, new senses and usages in the life of Kiwi English speakers are realised by hybrid English-Maori recent coinages. For example, new terms have appeared in social sphere to reflect traditional Maori values and life-style as they are being shaped by contemporary social factors: *kaumatua flats* “permanent accommodation for senior citizens” (*Kaumatua Flats*), *non-nuclear whanau* “extended family embracing even friends and other members; contrasted to ideal whanau including several generations united by the common ancestor to perform a common goal” (*Towards Healthy...*, 2017: 11). Hybridization in the newly coined terminology is an effective way to operate informatively in the process of communication.

Secondly, Maori words and expressions find their ways into professionally-oriented spheres where they are a dominant part of specialist language. According to Quigley (Quigley 2011: 7), 35% of words used in the documents of New Zealand's public sector during 1984–1994 were of Maori origin.

In fishery and fish trade, native names and hybrids are gradually substituting vague names of earlier usages. The name *Akaroa cod* is more often employed today than *cod* which was applied to whatever species was cheap and plentiful in the market. Terminological precision achieved with the help of the Maori component *Akaroa* in *Akaroa cod* “red cod in Canterbury” is an attempt to distinguish the red cod from other species and “improve its market image” (*Breadstock, 2005:1*).

Thirdly, it is noteworthy that Maori loans in New Zealand English enjoy cross-discursive usage, i.e. they go far beyond everyday, informal communication and are found in various institutional and non-institutional contexts (*ibid.*). Realizing their functional potential, some Maorisms are in the state of working together with their English-based correlates. For instance, the term *kōhanga reo* “full immersion in Maori language and values for pre-schools” literally means ‘language nest’ (< *kōhanga* “nest; birthplace”, *reo* ‘language’). In pedagogical, educational, scientific, mass-media, political, and fictional types of discourse, its English equivalent often plays a supplementary role being employed as a gloss while the Maori version is preferred in discussing the matters of dying languages revitalization and language deprivation of indigenous communities: “*Kōhanga Reo (language nests) began in 1982 as a grassroots movement, to provide a total Māori language immersion program for young children and their families, staffed by adults speaking only Māori*” (*Raghunathan*); “... *Māori revitalization started in the 1980s with the kohanga reo ('language nest') movement*” (*Bell, 2014: 71*), “*Kohanga Reo: language nest (pre-school)*” (*Kouka, 1999: 129*).

Metge's research on borrowings closely related on Maori thinking revealed a high frequency with which loans “crop up in conversations and appear in newspapers in ordinary type without glosses” (*Metge, 2009: 1*). Not glossed usages are particularly significant as newspaper writers leave Maori items without definitions or explanations. Evidently, they expect readers to understand them.

Fourthly, Large amounts of Maori words, which are used in spoken and written English, are registered various types of dictionaries to reflect the unique component of communication culture in the country, register the common language of the community, and enhance more detailed treatment of Maori concepts (*Bardsley, 2011; Cryer, 2006; Hayward, Shaw, 2016; Thorne, 2009*).

4. Conclusions

Since the 19th c. New Zealand English has been developing as a distinct national variety in the pluricentric system. Maori loans are an essential part of New Zealand lexis exhibiting its uniqueness and bicultural features. From a linguistic point of view, Maori borrowings are highly assimilated items. They demonstrate productivity in morphological and semantic derivation, frequency of usage, and cross-discursivity. The fact that Maori loans are registered and richly illustrated by various types of dictionaries brings evidence of speakers' competence in indigenous culture. In cognitive and cultural terms, it can be stated that Maori concepts and values have been recognized, processed, and adopted by the English-speaking community, integrated into the English-speaking worldview and contributed into the bicultural heritage of New Zealanders. From a language ecology perspective, the results proved that Maori substratum in New Zealand English shows a high degree of vitality indicated by usage in various social spheres, institutional and home daily communication, inside and outside Maori setting. It is likely, that New Zealand, a country with English as the major language, will continue towards construing bicultural society, and foster the ongoing applications of Maori loans and new coinages.

The approach outlined in this study should be applied to indigenous loans in other national and nativized varieties of English in order to compare their communicative capacity and contribution in developing inclusive cultures in multiethnic societies sharing one or several major languages.

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KONZEPT „LEHRER“ IN DEM PÄDAGOGISCHEN WELTBILD AUF DER GRUNDLAGE VON DEUTSCHEN PHRASEOLOGISMEN

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Annotation

Das Ziel dieser Forschung ist, phraseologische Einheiten in Form von Wortpaaren, Idiomen, Aphorismen und Sprichwörtern zu untersuchen und das sprachliche Weltbild des Lehrers als Fachsprachträgers zu veranschaulichen. Im Artikel wird die Stichprobe-Methode für Beschreibung der Lehrkompetenz, Arbeitsbedingungen und Beziehungen zwischen dem Lehrer und Lerner anhand der phraseologischen Einheiten sowie die quantitative Methode für Frequenzbestimmung von bei der Tätigkeit des Pädagogen verbalisierten Konzepten benutzt. Diese Forschung erzielt einen ausführlichen Überblick über die berufsbezogenen Kompetenzen des Lehrers und skizziert seine funktionale Bedeutung im Lernprozess. In den konzeptuellen Diskurs erlangen folgende Kompetenzen des Pädagogen wie eine fachliche, pädagogische, methodisch-didaktische, kommunikative, personale und Selbstkompetenz. Aufgrund der quantitativen Methode wurden die häufigsten Wörter in Wortpaaren, Idiomen, Aphorismen und Sprichwörtern festgestellt, was die nächsten konzeptuellen Modelle zu erstellen ermöglicht: „Lehrer ist Seele“ „Lehrer ist Wissen“ „Lehrer ist Schüler“, „Lehrer ist Augen“ „Lehrer ist Ohren“ „Lehrer ist Herz“ „Lehrer ist Gesicht“ „Lehrer ist Eltern“, „Lehrer ist Freude“ und „Lehrer ist Methode“. Mithilfe festgelegter Modelle kann die Funktionalität pädagogischer Tätigkeit im Bildungsprozess der Lerner anschaulich und aus kommunikativer Perspektive der Sprache erklärt werden.

Schlüsselwörter: Wortpaare, Idiome, Aphorismen, Sprichwörter, Lehrerkompetenz, Lehrerpersönlichkeit.

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1. Einführung

In der heutigen anthropozentrischen Welt, wo der Mensch im Zentrum der wissenschaftlichen Forschung ist, wird eine besondere Aufmerksamkeit auf die Untersuchung der Korrelation zwischen menschlicher Sprache und Denken gerichtet. Bestimmte kognitive Mechanismen wecken das Interesse sowohl an den Werkzeugen für „Denkbildung und -ausdruck“ als auch der „Wissensordnung“ im menschlichen Gehirn (*Boldyrev, 2004: 22*). Im Kontext der Kognitionswissenschaft entsteht die Notwendigkeit, sich mit der Relevanz der fachbezogenen Denkstrukturen in einem bestimmten Tätigkeitsbereich auseinanderzusetzen. Im vorliegenden Artikel wird angeboten, sich durch die Sprache dem Lehrerberuf anzunähern. Dies scheint besonders wichtig angesichts dessen Aufgaben zu sein, die nicht nur Unterrichtsaktivitäten umfassen, sondern die Denkgestaltung der Lerner beinhalten. In Hinsicht auf wichtige mentale Prozesse, die mit erfolgreichem Lehr- und Lernprozess verbunden sind, ist Lehrerfachsprache von großer Bedeutung.

Das Ergebnis der kognitiven Tätigkeit vom Lehrer ist die Entstehung neuer „Berufseinheiten“ für weitere „Konzeptualisierung und Verbalisierung des Fachwissens“ (*Golovanova, 2013: 56*).

Dies führt dazu, dass die Wahrnehmung eines bestimmten Phänomens oder Objekts der Welt die Ursache für eine neue Informationsbeschaffung ist. Infolgedessen ermöglicht es, das Wissen auf der Grundlage eigener Kenntnisse und Erfahrungen zu bereichern.

Eine besondere Rolle bei der Fachwissensdarstellung der Fachleute spielen phraseologische Einheiten, die als eines der Kernprobleme in der kognitiven Phraseologie analysiert werden. Wie es bekannt ist, hat entstehendes phraseologisches Weltbild einen „anthropozentrischen Charakter“; mit dem die innere Welt des Lehrers, seine Persönlichkeit und Beziehung zur Außenwelt demonstriert werden können (Bagautdinova, 2006: 32). Heutzutage werden kognitive Linguistik, phraseologische Einheiten und kognitive Phraseologie von N. N. Boldyröw, V. V. Winogradow, Sch. M. Schtantschaew, G. A. Bagautdinowa, E. I. Golowanowa, O. A. Dmitriewa und anderen Forschern untersucht, es gibt aber keine Studie um das Konzept „Lehrer“ im Licht der phraseologischen Einheiten. Das Ziel der Arbeit besteht in der Analyse der phraseologischen Einheiten in der Fachsprache des Pädagogen, um das Abbild mit seinen Werten und seiner Weltanschauung zusammenzustellen. Die Stichprobe-Methode benutzend wurden Phraseologismen, Aphorismen und Sprichwörter aus den deutschen Fachtexten der Lehrer und anderen Quellen für diese Forschung ausgewählt. Die Relevanz dieser Untersuchung beruht auch auf der Tatsache, dass die Anzahl der Phraseologismen bezüglich des Begriffs „Pädagoge“ in den offiziellen Wörterbüchern minimal vorgestellt oder absolut abwesend ist.

2. Klassifikationen der Phraseologismen

Unter einem Phraseologismus versteht man „stehende Wortverbindungen“, deren Bedeutung durch die einzelnen Komponenten „nicht erfasst werden kann“ (Vinogradov, 1986). Die Analyse der einzelnen Teile gibt uns keinen Einblick in ihre Bedeutung und außerdem kann diese beim Austausch der Komponenten verloren gehen. Darum ist der Phraseologismus die Zusammenbildung, die man nicht teilen oder austauschen kann.

Die wichtigsten phraseologischen Klassifikationen sind strukturell, semantisch, grammatisch, etymologisch, stilistisch und semantisch-strukturell. Die Klassifikation, die in der Publikation betrachtet wird, ist semantisch-strukturell, weil phraseologische Semantik eng mit der Studie der Persönlichkeit zu tun hat. Dementsprechend gibt es Wortpaare (Zwillingsformeln), Idiome, Aphorismen und Sprichwörter.

3. Wortpaare (Zwillingsformeln)

Wortpaare gelten als „feste Wortverbindungen mit zwei Komponenten der gleichen Wortarten“ (Shtanchaev, 2009: 92). In den deutschsprachigen Fachtexten mit der pädagogischen Thematik sind häufige Wortpaare zu treffen, die verschiedene Kompetenzen präsentieren.

3.1. Fachkompetenz des Pädagogen in Form der Kenntnisse und Erfahrungen steckt in dem Wortpaar „**Wissen und Können**“: „*Lehrer/innenexpertise zwischen Wissen und Können*“ (Hascher, 2011). Der notwendige Teil des Lehrerberufs ist eine ständige Weiterentwicklung, die in dem Wortpaar „**Fortbildung und Weiterbildung**“ angezeigt wird: „*Lehrerinnen und Lehrer lernen: Fort- und Weiterbildung im Lehrerberuf*“ (Richter, 2016).

3.2. Pädagogische Kompetenz bedeutet eine permanente Hingabe, Leidenschaft und Verantwortung in Wortpaaren „**Mit Leib und Seele**“: „*Die Freude mit Kindern zu arbeiten, ihnen neben schulischen Dingen auch viel Praktisches fürs Leben mitgeben zu können, für sie auch bei Sorgen und Problemen da zu sein, hat mich nie an einen anderen Beruf denken lassen. Ich bin mit Leib und Seele Lehrerin*“ (Bertelsmann, 2006). Das Wortpaar „**Feuer**

und Flamme sein“ ist auch voller Gefühle: *„Am Anfang war ich mit Feuer und Flamme bei der Arbeit. Jetzt wächst mir alles über den Kopf“* (Zechmeister, 2010); **„Chancen und Risiken“**: *„Chancen und Risiken, die sich aus Wahrnehmungen des Lehrer/ innen/handelns ergeben“* (Eichenberg, 2019); **„Anspruch und Wirklichkeit“**: *„Anspruch und Wirklichkeit des Wissensmanagement klaffen in der Praxis auseinander“* (Katenkamp, 2003); **„Augen und Ohren“**: *„Mobbing der Grund sein, aber Eltern und Lehrer sollten in solch einer Situation Augen und Ohren offen halten und sich als Gesprächspartner anbieten“* (Christorf, 2017).

3.3. **Selbstkompetenz** des Pädagogen äußert sich in der angemessenen Verteilung der Berufs- und Freizeit im Wortpaar **„Beruf und Freizeit“**: *„Die bisherigen Seminare richteten sich an unterschiedliche Zielgruppen: an erfahrene Lehrkräfte, an Lehrkräfte 50plus, an Berufseinsteigerinnen und -einsteiger oder an Lehrkräfte in Ganztagschulen. Allen gemeinsam war das Anliegen, die Teilnehmerinnen und Teilnehmer für das wichtige Gleichgewicht zwischen Beruf und Freizeit zu sensibilisieren“* (Gigout, 2005).

4. Idiome

In der deutschen Sprache bilden Idiome die zahlreichste phraseologische Gruppe, die mit den Begriffen „Bildlichkeit“ und „Umdenken“ korrelieren (Shtanchaev, 2009). Die Übersetzung einzelner Teile und die wörtliche Übersetzung der Idiome ist sinnlos. Die Idiome in der Fachsprache des Lehrers präsentieren den Pädagogen als eine besondere Persönlichkeit.

4.1. **Die positiven Charaktereigenschaften – Offenheit, Gutmütigkeit** – drücken sich mit solchen Idiomen wie **„Bock auf etwas haben“**: *„Lehrer sollen Bock auf Schule haben“* (Lehrer NRW, 5/2014), **„ein Herz für etwas haben“**: *„Schülerinnen und Schüler müssen spüren, dass ihre Lehrerinnen und Lehrer ein Herz für sie haben“* (Bremer Erklärung, 2000), **„mit Herzblut“**: *„Von der ersten Stunde an trete ich gern vor die Kinder und das mache ich heute noch mit genauso viel Herzblut wie vor 30 Jahren“* (Klasse, 2/2012), **„warmherzig sein“**: *„Sämtliche Eigenschaften beziehen sich auf das Lernen der Schüler, also bedeutet warmherzig, dass den Lehrern das Lernen jedes Einzelnen persönlich am Herzen liegt“* (Bär, 2015), **„ein offenes Ohr haben“**: *„Ich hoffe, dass ich für die Schüler ein Lehrer bin, der respektvoll und fair mit ihnen umgeht und auch bei Problemen ein offenes Ohr hat“* (Klasse, 2/2012); **Zurückhaltung** in den Idiomen **„Gesicht wahren“**: *„Wir haben weiter oben gesehen, dass die Lerner in der Regel bereit sind, den Lehrer aufzufangen und fachliche Defizite seinerseits diskret und taktvoll auszugleichen, so dass er sein Gesicht wahren kann“* (Buhlmann, 2000), **„Gesicht sein“**: *„Lehrende sind letztlich das Gesicht von Weiterbildungsanbietern“* (Schratz, 2015) und **Kontaktfreudigkeit** in **„einen guten Draht haben“**: *„Ein guter Lehrer ist einer, der Kinder und Jugendliche mag und der einen guten Draht zu ihnen hat“* (Göppel, 2013), **„im Herzen jung bleiben“**: *„Ich versuche als älter werdender Lehrer, im Herzen jung zu bleiben und mir das Verständnis für die Jugend zu bewahren“* (Klasse, 2/2012) aus. Gleichzeitig können schwere Arbeitsbedingungen und Stress die Ursachen der negativen Emotion **„Ärger“** sein: *„Wir Lehrer sind sauer“* (Lehrer NRW, 2/2013).

4.2. **Zu Lehrerkompetenzen** zählt **Fachkompetenz**, die in zahlreichen den Idiomen vorgestellt wird. **„Im Fach firm sein“**: *„Ein guter Lehrer ist einer, der in seinen Fächern firm ist“* (Buhlmann, 2000); **„ein alter Hase sein“**: *„Lehrer in seinem Beruf ist erfahren und fühlt er sich jedoch alles andere als alter Hase“* (Eichenberg, 2019); **Erziehungskompetenz** in **„Augen öffnen“**: *„Lehrer, die die Leidenschaft haben, Kinder Augen zu öffnen“* (Klasse, 2/2012); **Organisationskompetenz** in **„im Griff haben“**: *„Lehrer haben ihre Klasse im Griff“* (Buhlmann, 2000); **„in der Hand behalten“**, **„im Blick behalten“**: *„Der Lehrende muss bei*

*Praxis das Zepter fest in der Hand und den Zweck klar im Blick behalten“ (Lehrer NRW, 2/2013) und **Unterstützungskompetenz** in „sich Zeit nehmen“: „Lehrer sollen mich unterstützen und sich Zeit nehmen“ (Lehrer NRW, 2/2013).*

4.3. Die Finanzlage wird oft zum Thema des Überlegens beim Lehrer, was in folgenden Idiomen widergespiegelt ist, wie **„über Wasser halten“**: *„Ihre schlecht bezahlten Lehrer, die sich mit Nebenjobs über Wasser hielten, hätten zudem kaum Zeit für die Schüler“ (Lehrer NRW, 2/2013) und **„arme Socken“**: „Mit Fahnen, Plakaten und Flugblättern machten sie die Messebesucher auf das Problem aufmerksam. Das Motto der Aktion lautete: **Angestellte Lehrkräfte – arme Socken**“ (Lehrer NRW, 2/2013). Sie verweisen auf die schlechte Bezahlung und erbärmliche Situation des Pädagogen in der Gesellschaft mit der Notwendigkeit zu einem zweiten Standbein zu greifen. Das Idiom **„auf dem Schleudersitz sein“** im Satz *„Unter dem Motto **Lehrer auf dem Schleudersitz**“ lädt Lehrer am 14. März zum Vertrauenslehrertag ins Düsseldorfer Hotel Nikko ein“ (Lehrer NRW, 1/2014) definiert den Lehrerberuf als Beruf mit vielen Nachteilen und Problemen. Das ist eine Enttäuschung und Frustration für Lehrer und kann in diesem Fall als Kündigung enden. Die schweren, mit Stress verbundenen Arbeitsbedingungen werden in den Idiomen **„unter Druck sein“** dargestellt: *„immer öfter werden Lehrer von Eltern unter Druck gesetzt“ (Lehrer NRW, 1/2014); „an ihre Grenzen geraten“: „Insbesondere junge Lehrkräfte geraten im System Schule schnell an ihre Grenzen“ (Lehrer NRW, 1/2020).***

5. Aphorismen

Das Bild des Pädagogen kann durch Aphorismen in komprimierter Form verfolgt werden, weil sie „Ideen“ und „Stimmungen“ der bestimmten Nation vertreten (Dmitrieva, 1997: 16). Sie kennzeichnen sich durch „Originalität des Denkens“ und „semantische Vollständigkeit“, mittels welcher man die Individualität des Lehrers erforschen kann (Dmitrieva, 1997: 18). Im Gegensatz zu Sprichwörtern streben sich Aphorismen „nach Wahrheit“ und darum ermöglichen die Entdeckung sowohl der positiven als auch negativen Aspekte des Lehrerberufs. Die Persönlichkeit des Pädagogen wird in folgenden Aphorismen realisiert wie:

5.1. Fachkompetenz. Einer der wichtigsten Werte des Pädagogen ist Lehrfähigkeit, die durch die Leidenschaft und Motivierung erreicht werden kann. Die Bereitschaft zur Kommunikation und Interaktion mit Lernern wird auch oft in den Aphorismen betont. Ein Beispiel ist *„Ein Lehrer ohne Freudigkeit ist eine Uhr ohne Feder“*, wo der Lehrer ohne Leidenschaft mit einer Uhr ohne Feder verglichen wird. Der Lehrer wird zum Kompass, der den Lernenden im Leben die Richtung weist. Die Verfügbarkeit der Erfahrungen und Fachwissen ist im Aphorismus *„Lehrer sind Fixer: sie denken immer nur an den Stoff“*, solange der kompetente Lehrer Lernmaterialien wählen, ändern, bearbeiten und unterrichten müssen. Andere Lehrerspflchte sind Wissensvermittlung im Aphorismus *„Gute Lehrer sind Fleißverkäufer“* mit der Neuinterpretation vom Lehrer als Vermittler guter Lehrstoffe in der Form von Wissen und Denkbildung der Lerner in *„Die schwierigste Aufgabe eines Lehrers ist es nicht, Wissen zu vermitteln, sondern zu eigenständigem Denken zu befähigen“*.

5.2. Methodisch-didaktische Kompetenz. Das Aphorismus *„Jeder Lehrer muss seine eigene Methode haben, er muss sie sich mit Verstande erschaffen haben, sonst fromme er nicht; ein blinder Führer der Blinden“* weist auf die Wichtigkeit eigener Methoden für den Unterricht und die Erziehung der Schüler hin. Wenn es nicht so passiert, verwandelt sich der Lehrer in einen blinden Menschen, der „keinen Weg“ sieht. Die Lerner sind auch **„blind“** ohne Vorstellung über eigene Lerntechniken und Lernziele. In einem anderen Beispiel *„Ein Lehrer ohne Methode ist ein Komponist ohne Generalbass, ein Virtus ohne Takt“* sind Methodenkenntnisse

einer großen Bedeutung für Lehrerkompetenz wie Generalbass und Takt für Musiker. Der Lerner wird ein „Meisterwerk“ vom Lehrer, wenn der letzte über methodische Materialien verfügt. Dafür braucht man viel Kreativität ohne Langeweile während des Unterrichts: *«Ein guter Ausbilder muss keine Schleifmaschine sein»*.

5.3. Kommunikative Kompetenz. Der Interaktionserfolg zwischen dem Lehrer und den Lernern hängt von der Fähigkeit zur Empathie ab. Der Pädagoge muss in das Leben seiner Studenten eintauchen und „Freund“ und „Klassenkamerad“ für seine Lerner werden: *„Pädagogen sind Beziehungskatalysatoren“*, *„Kein Lehrer, der nicht auch Schüler sein kann“*, *„Lehrer sind Mitschüler“*. Der Aphorismus *„Das Verhältnis des wahren Lehrers zum Schüler ist ein innerliches, ein geheimnisvolles, ein unmittelbares von Seele zu Seele. Sie tauschen die Seelen gegeneinander aus“* betont einen nicht sichtlichen, aber sehr empfindlichen Faden im Lehrer-Student-Verhältnis beim Lernprozess. Solche Interaktion tut gut nicht nur für Wissen, Persönlichkeitsentwicklung und Weltanschauung des Lerners, sondern auch des Lehrers. Die Schüler selbst können „Lehrer“ werden und etwas Neues lernen: *„Die besten Lehrer sind Vorlerner“*, *„Erfolgreiche Lehrer sind Schüler ihrer Schüler“*, *„Den guten Lehrer machen nicht selten die guten Schüler“*, *„Schulstunden sind Nachhilfestunden für Lehrer“*.

5.4. Pädagogische Kompetenz gliedert sich in psychologische, erzieherische und organisatorische Fähigkeiten bei der Arbeit mit Schülern. Es gibt Pflichten, die von Pädagogen erfüllt werden müssen: *„Lehrer haben vormittags Recht und nachmittags frei“*. Die Lehreraufgabe hier ist Lernziele anzusprechen: *„Wer unterrichten will, muss das Ziel, zu dem er die Schüler führen will, kennen und Weg ganz überschauen, um dahin zu gelangen“*; eine Person mit Moral für künftige Weltveränderungen zu erziehen: *„Ein Lehrer arbeitet für die Ewigkeit. Niemand kann sagen, wo sein Einfluss endet“*; Weltanschauungs- und Persönlichkeitsbildung mit seinem eigenen Vorbild: *„Nur schlechte Lehrer haben schlechte Schüler“*, *„Wie der Lehrer, so die Schüler“*, *„Einen schlechten Lehrer imitieren oder vergessen seine Schüler, einen guten Lehrer übertreffen sie“*. Der Lernprozess erfordert ständige Kontrolle und Organisation, die im Aphorismus *„Das lebendige Auge des Lehrers ist der beste Regulator der ganzen Klasse“* ausgedrückt werden und es kostet die Lehrer viel Arbeit und Mühe. In den Aphorismen wie *„Der Lehrer ist nie fertig“* und *„Erziehung ist eine Wanderung, keine Flugreise“* wird gemeint, dass Lehrerleben ziemlich stressig und problematisch ist.

5.5. Persönliche Kompetenz. Der Lehrerberuf erfordert bestimmte Charaktereigenschaften für erfolgreiche Interaktion mit Lernern. Der Aphorismus *„Auf die Persönlichkeit des Lehrers kommt alles an. Der Wert aller Methoden und Verordnungen ist zweifelhaft“* zeigt, dass die Bedeutung der Lehrerpersönlichkeit für Lehren und Lernen nicht zu unterschätzen ist. Außerdem bilden sich Weltanschauung und Denken der Lerner wie die nötigen Aspekte für weitere Persönlichkeitsbildung: *„Des Lehrers schönstes Vorrecht ist, dass er nicht nur durch sein Wissen, auch durch seine Persönlichkeit die Seelen der nächsten Generation adelt“*. Freude und Humor sind zwei wichtige Charaktereigenschaften der Lehrer für Kommunikation mit seinen Lernern ohne Barrieren und, also, eine erfolgreiche Wissensvermittlung: *„Unmotivierte Schüler brauchen keine Pädagogen, die ihnen immer mehr Wissen vermitteln, sondern mehr Freude am Lernen“*; *„Es ist schön, wenn ein Lehrer Humor hat. Humor ist Feuchtigkeit und nichts braucht die Schulluft nötiger“*.

6. Sprichwörter

Während der Recherchen wurde sich herausgestellt, dass es seltene Sprichwörter in der deutschen Sprache in Bezug auf lehrerbezogene Tätigkeit gibt. Sie berühren aber die sakrale

Tiefe im Lehrer-Student-Verhältnis, stellend die Person des Lehrers den Eltern und sogar dem Gott gleich: „*Wer dich einen Tag unterrichtete, ist das ganze Leben lang dein Vater*“; „*Verehere deine Lehrer wie deine Eltern*“; „*Gott, Eltern und Lehrer kann man nie vergelten*“. Gleichzeitig das Sprichwort „*Wen Gott im Zorn schuf, macht er zum Lehrer*“ enttarnt die Pflicht des Pädagogen als eine große Belastung.

7. Resultate

Während der Untersuchung wurden die phraseologischen Einheiten der Verbalisierung von wichtigsten Äußerungen der Lehrertätigkeit wie Lehrerkompetenz, Beziehungen und Arbeitsbedingungen festgestellt.

Bereich 1 – Lehrerkompetenz beinhaltet Subbereiche wie *Fachkompetenz* mit Konzepten „Wissen“, „Können“, „Lehrfähigkeit“, „Wissensvermittlung“ und „Denkbildung“; *didaktisch-methodische Kompetenz* mit *Lehrmethodik*“ und „Kreativität“; *pädagogische Kompetenz* teilt sich in Konzepte „Pflicht“, „Zielsetzung“, „Weltanschauungsbildung“, „Vorbild“, „Verantwortung“, „Kontrolle“ und „Beobachtung“; *persönliche Kompetenz* besteht aus solchen Konzepten wie „Liebe“, „Freude“, „Kontaktfreudigkeit“, „Humor“, „Gutmütigkeit“, „Selbstkontrolle“, aber auch „Ärger“; *Selbstkompetenz* mit Konzepten „Weiterentwicklung“, „Lernkompetenz“, „Fortbildung“ und „Work-Life Balance“.

Bereich 2 – Beziehungen äußert sich in Konzepten um die Beziehungen zwischen dem Lehrer und Lerner. Die Beziehung zum Pädagogen realisiert sich in Konzepten „Vater“, „Eltern“ und „Gott“. Die Konzepte „Schüler“ und „Mitschüler“ betrachten eine gerechte Behandlung des Lerners ohne Amtsmissbrauch von der Seite der Pädagogen.

Bereich 3 – Arbeitsbedingungen. Die Konzepte „Armut“, „Druck“, „Stress“, „Zwecklosigkeit“ und „Gottesgericht“ in Idiomen, Aphorismen und Sprichwörtern stellen ein klares Bild über eine schwere Arbeit der Lehrer mit unzureichenden Arbeitsbedingungen und einem geringen Gehalt.

Nach dem Häufigkeitsgebrauch von phraseologischen Einheiten kann man folgende Konzepte im Zusammenhang mit der Fachkommunikation der Lehrer feststellen:

Tabelle 1. Konzeptsphäre der Lehrerpersönlichkeit

Nº	GEBIET	KONZEPT	ANZAHL
1.	KÖRPERTEIL	AUGEN	4
		HERZ	3
		OHREN	2
		GESICHT	2
2.	MENSCH	SCHÜLER	4
		ELTERN	2
3.	GEISTLICHES GEBIET	SEELE	5
4.	ZUSTAND	FREUDE	2
5.	ANDERS	WISSEN	4
		METHODE	2

Die häufigsten Konzepte könnten folgendermaßen interpretiert werden: „*Lehrer ist Seele*“ zeigt den Lehrer als Hauptkraft des Lernerlebens und Haupthebel deren Denkens-

Gefühls- und Wissensbildung; „**Lehrer ist Wissen**“ als eine Hauptquelle der Wissenserwerbung von Lernern; „**Lehrer ist Schüler**“, der immer strebt, neue Kenntnisse zu sammeln und freundliche Beziehungen zu seinen Lernern zu unterstützen; „**Lehrer ist Augen**“ und „**Lehrer ist Ohren**“, die ständig Situation während des Lernprozesses kontrollieren; „**Lehrer ist Herz**“ wie ein Symbol für Empathie, Mitgefühl und Gutmütigkeit; „**Lehrer ist Gesicht**“ wie ein Vorbild für seine Lerner; „**Lehrer ist Eltern**“, der sich um Kinder kümmert, wie ein Vater oder eine Mutter; „**Lehrer ist Freude**“ und „**Lehrer ist Methode**“ als Begeisterungsmittel und Motivation zum Lernen.

Das Erlernen des sprachlichen Weltbilds des Pädagogen mit Hilfe von Phraseologismen, Aphorismen und Sprichwörtern ermöglicht zwar nicht vollständig, aber ziemlich grundsätzlich die beim Lehrprozess entstandenen und durch Lehrertätigkeit eingprägten Denkmodelle zu erklären. Die nächsten Untersuchungen sollten einen festen Kernbestandteil sowie mit der Zeit variierende sprachliche Einheiten in der Lehrerfachsprache entdecken und erklären.

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LINGUISTIC ACCOMPANIMENT OF INFORMATION WARFARE (BASED ON THE RUSSIAN-UKRAINIAN ARMED CONFLICT)

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Summary

Language is an important means of waging an information war. The study of linguistic units, through which each of the parties to the armed conflict affects the recipients, makes it possible to model a fragment of the language picture of the world of society forced to live in war. Often this picture is formed under the influence of the mass media and social networks. In this paper, the associative-semantic field “enemy” in the context of the Russian-Ukrainian armed confrontation is structured on the basis of the language units used by Ukrainian information resources. Particular attention is paid to the peculiarities of the associative-semantic group (ASG) “enemy media”, which include three microgroups (ASmG) with core lexemes “mass media”, “journalists”, “phenomena”.

The constituents of ASmG “mass media” are divided into semantic rows: associations that reveal the Russian affiliation of information resources (*Russia- media, Putin-TV*); lexemes that indicate the propagandistic nature of the media (*information Spetsnaz*); lexemes to denote the harmfulness of actions (*to sow confusion, to lie through one’s teeth*). The components of ASmG “journalists” are lexemes that indicate the privilege of individual employees of the media industry (*generals of information troops*) and their financial interest (*millionaires from TV*). ASmG “phenomena” combines terms formed from the names of famous journalists (*Kyselov – kyselovshchyna, Skabeieva – skabeievshchyna*), as well as phraseological units that appeared as a result of the Russian media spreading false or manipulative information (*crucified boy, into radioactive ash*).

Keywords: armed aggression, associative-semantic field, associative-semantic modeling, constituents, associations, reflexemes.

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1. Introduction

The Russian-Ukrainian armed conflict, which has been going on for seven years, is accompanied by strong information support from both sides. During this period, Ukraine and Russia have developed their own system of linguistic means to cover military operations. Linguistic tools are becoming a kind of weapon in the hands of both sides of the conflict. Successfully chosen words can significantly affect the emotional state of society, and therefore mobilize it to fight against the “enemy”. Often such actions cause incitement to hatred, provoke aggression. However, a system of language signs has been built alongside this, which can evoke sympathy, pride, and support for one’s own country and its defenders.

Often words become a way of identification on the principle of “own-alien”. Thus, in 2014, at the beginning of the armed conflict, it was established that the unidentified gunmen who

had captured administrative buildings in the east of the country were in fact Russians. During the capture of the building, they shouted the phrase “*Za porebrik!*” (“Over the curb!”). The word “*porebrik*” to denote “*curb*” is not typical for the active vocabulary of the people of Ukraine, but is a linguistic feature of the inhabitants of the Russian city of St. Petersburg (Krongauz, 2013). It was thus established that the illegal actions that led to the armed conflict in Ukraine were in fact committed by citizens of another country. As a result of this incident, the word “*Zaporebrik*” began to be used in public discourse as a synonym for the word “Russia”, and the lexeme “*zaporebriki*” as a synonym for the terms “*Russians*” and “*Russian military*”. This linguistic peculiarity was noted even by the Russian media: “*If earlier our country was called Mordor by Russophobes, now ... it has been renamed Mordor to Zaporebrik*” (tsargrad.tv, June 13, 2019).

Therefore, the comparative analysis of language units used by both sides of the conflict is now particularly **relevant**, because it enables to establish the language picture of the world created by the sides, with which each society has to live for many years.

The problem of reflecting war in linguistic signs has repeatedly been the subject of scientific research. The use of metaphors in the information support of hostilities was studied in particular by G. Lakoff in the article “Metaphor and War: The Metaphor System Used to Justify War in the Gulf” (1992) and M. Fabiszak in “Conceptual Metaphor Approach to War Discourse and Its Implications” (2007). Various aspects of the Russian-Ukrainian conflict are covered by D. Goriacheva (2016), Strukov & Hudspith (2018), L. Fialkova and M. Elenevskaya (2015), A. M. Devlin (2016), L. Smoor (2017), H. Pocheptsov (2019). Linguistic peculiarities of the Ukrainian-Russian crisis are studied in the work of H. Yavorska “Language as a Component of the Conflict” (2016). The authors of the monograph “Ontology of War and Peace: Security, Strategy, Meaning” (Parakhonskyi et al., 2019) describe in detail the narratives of the Russian-Ukrainian confrontation, thoroughly explore the vocabulary of hostility in the context of information warfare.

However, the problem of structuring the set of lexemes used by the mass media to cover the armed conflict is becoming urgent. Some aspects of this topic are covered in our works (Kyryliuk, 2019; Kyryliuk, 2020).

Thus, the **purpose** of the proposed research is to study the structure of the associative-semantic group (ASG) “enemy media” within the associative-semantic field (ASF) “enemy” on the basis of information discourse related to the coverage of the Russian-Ukrainian armed conflict. The purpose can be realized by performing a number of **tasks**: to model the structure of the group under study; determine its lexical content, identify semantic and syntagmatic features of constituents.

The concepts of cognitive linguistics and psycholinguistics are the theoretical and **methodological** basis of the study. Particular attention is paid to the theory of associative-semantic field. The theory of cognitive models of J. Lakoff and the theory of the associative field of S. Balli are used. The method of *associative-semantic modelling* is applied, with the help of which the system of lexical means is stratified, which in the language of social networks and mass media represents the conceptual sphere of “enemy media”.

The Ukrainian media (names of resources are given in parentheses after each example in the text of the paper), comments on the sites of these media, as well as posts on social networks (facebook.com, twitter.com), dedicated to the Russian-Ukrainian armed conflict from 2014 to 2020 are analysed. The texts of the government portal nrada.gov.ua (National Council of Television and Radio Broadcasting of Ukraine) are also studied. Words, word-combinations, collocations, phrases that denote and characterize the media in the context of the Russian-Ukrainian armed confrontation are selected from the texts under consideration.

2. Associative-semantic group “enemy media”

In our work we consider the *associative-semantic* field (ASF) as “a set of language / speech units to denote a certain concept, united on the basis of semantic and associative connection” (Korotych, 2007: 7). The practice of structuring *associative-semantic* fields is based mainly on the method of associative experiment, when the recipient reproduces associations to the word-stimulus. However, in our case, it is important to study the lexical content of media and social media texts, because these language units are imposed on society, form its perception of certain events, and accordingly determine the further reaction of recipients to certain words.

The set of language units related to the armed conflict in Donbas will vary depending on which media outlets the speakers receive information from – Ukrainian or Russian. For example, the Russian media often impose misconceptions about Ukraine on the recipient. In particular, one can observe how the term “*punishers*” is used to address the Ukrainian militaries, and their activities are labelled as “*genocide of the Russian-speaking population*” in Ukraine.

As a result (as the analysis of comments on social networks shows) for Ukrainian society, the following concepts become associations to the term-stimulus “*Russian journalists*”: “*propagandists*”, “*liars*”, “*Putin’s mouthpieces*”, “*help kill Ukrainians*”, and therefore this gives grounds to consider the concept of “*Russian journalists*” within the ASF “*enemy*”. The entrenchment of these associations in the mind of the recipient is largely imposed by the texts of the media and social networks.

In terms of war, both sides of the conflict are forced to use hate speech to demonize and depersonalize the enemy in order to obtain public consent to hostilities. Therefore, it is expedient to study the structure of the ASF “*enemy*” in the context of the armed Russian-Ukrainian conflict. Earlier in our works, 5 associative-semantic groups within the ASF “*enemy*” have been identified: “*enemy troops*”, “*enemy country*”, “*enemy society*”, “*enemy phenomena*”, “*enemy media*” (Krylyuk, 2020).

In this paper, we will focus in detail on the studied structures of ASG “**enemy media**”. It is formed by constituents to denote Russian journalists, Russian information resources, and related concepts that are relevant in the context of coverage of the armed conflict. Depending on this, within the study group, three microgroups (ASmG) are identified: “*media*”, “*journalists*”, “*phenomena*”. The lexical content of each of the microgroups is formed into separate associative-semantic rows (ASR).

2.1. Associative-semantic microgroup (ASmG) “**media**”

This microgroup is represented by the rows of words, which in the media and network discourse convey the general attitude to the Russian or pro-Russian media. There are five associative-semantic rows within the group.

ASR₁ combines lexemes with a component that indicates the Russian or pro-Russian direction of the media. These are mainly components of “*Russia*”, “*Kremlin*”, “*Putin*” and derivatives (*Russia-TV*, *Russia-media*, *Rashist media*, *Kremlin or pro-Kremlin media*, *Kremlin-TV*, *Putin’s media*, *Putin-TV*, *Putin’s mouthpiece*, *media with pro-Russian rhetoric*, *Moscow media*). For example: *At home, the **Kremlin media** convince its audience that the world outside of Russia is dangerous* (nrada.gov.ua, January 13, 2020).

Such lexemes label not only the media with direct registration in Russia, but also resources that are registered in Ukraine, but cover Kremlin policy.

ASR₂ is formed by words that indicate the propagandistic nature of the Russian media: *propagandists*, *ideological units of the Kremlin*, *information weapon*, *weapon of information terror*, *Russia’s hate machine*, *information troops*, *information units of Russian Federation*,

the giants of Putin's agitprop (agitation and propaganda). In the Ukrainian information space, "Russian media" and the concept of "journalism" in general have become synonymous with "propaganda". They are accused of assisting the Russian government to implement military policy. Hence the use of a large amount of military vocabulary addressed to these media, which associatively equates the work of the media to the work of law enforcement agencies and the army: *information saboteurs, subversive Spetsnaz (Special Forces), information Spetsnaz of Putin's regime, hotbeds of Russian disinformation, recruiters*. For example: "*Russia does not employ journalists, but **information subversive Spetsnaz**. These are **information troops**, they carry out information aggression*" (ukrinform.ua, November 27, 2014).

ACR₃ represents lexemes and word combinations that contain the onym "**Goebbels**", which also indicates the propagandistic nature of the Russian media, but also associates them with the crimes of Nazi propaganda: *Goebbels-TV, Goebbels troops of the Kremlin, Goebbels' servants, Goebbels' students, Goebbels' fledglings, Goebbels-TV inform empire*. For example: "*Who, and for what "merits" is invited to the Russian "**Goebbels-TV**"?*" (lb.ua, March 10, 2017).

The motivator for the creation and use of such lexemes and word combinations is the name of Josef Goebbels, the Reich Minister of Public Enlightenment and Propaganda of Germany who provided a powerful Nazi propaganda from 1933 to 1945. Ukrainian media systematically compare the principles of Russian information resources with the principles of Goebbels propaganda. For example: "*Russian TV is built exactly according to Goebbels' wills*" (nv.ua, September 14, 2014).

Devotion to Goebbels' principles was also mentioned by Russian President V. Putin: "*After all, Goebbels said: the more improbable a lie, the faster it will be believed. And he achieved his goal, he was a talented man*" (V.Putin, July 9, 2014).

The use of the onym *Goebbels* in the labelling of the Russian media, signals the perception of these resources as hostile, which automatically includes such words in the associative-semantic field "enemy".

ASR₄ combines lexemes that have a negative expressive and emotional connotation, and therefore facilitate to express a negative evaluative attitude of the recipient: *garbage, Putin's garbage, Kremlin garbage, garbage media, garbage cans, drain tanks*. For example: "*In Ukraine, Russian disinformation works in several "columns". The first is the pro-Russian media, which allegedly adhere to journalistic standards. The other "column" – "garbage cans"*" (detector.media, October 7, 2019).

ASR₅ combines word combinations to denote "actions" performed by Russian and pro-Russian media. The core semantic components in such combinations are the lexemes "chaos", "lie", "aggression", "hatred", "manipulation", "murder": *sow chaos, lie, incite hatred, lie through one's teeth, destroy the foundations of the civilized world, spread propaganda, wage a propaganda war, manipulate, distort reality, serve Putin, conduct "vata" (cotton wool) policy, destroy the mind, kill the brain*. For example: "*The main goal of **Russian propaganda** is to **sow chaos** in the minds of the people of the Western world*" (espreso.tv, June 27, 2017).

2.2. Associative-semantic microgroup "journalists"

The expediency of distinguishing such a group is dictated by the presence of some particularly well-known journalists who have become the embodiment of the anti-Ukrainian principles of the Russian media. Such journalists, who were especially notable for inciting hostility towards Ukraine, include *D.Kyselov, O.Skabeieva, V.Soloviov*. The scale of the influence on the recipients and the emotional reaction of the society to the activities of these people are so great that the terms "*kyselovshchyna*", "*skabeievshchyna*", "*soloviovshchyna*", appeared and became synonymous with the words "propaganda", "lie".

ASR₁. As for these journalists, the media often use the terms that are described above (in paragraph 3.1, ASR₂, ASR₃), such as: *propagandist, propaganda repeater, Kremlin mouth-piece, soldier of information warfare*. For example: “Goebbels’ fledgling – Dmytro Kyselov (radiosvoboda.org, May 4, 2015). That is, it makes possible to consider the phenomenon of intersection of groups within the associative-semantic field.

The word combination “*drain tank*” deserves special attention as a semantic innovation. Traditionally, this phrase was used to denote information resources of dubious quality, and was mentioned above (ASR₄ p.2.1). However, on January 24, 2019, Russian journalist O.Skabeieva tried to prevent the Ukrainian TV channel from broadcasting live from the Parliamentary Assembly of the Council of Europe. The Ukrainian journalist replied: “... *you annexed Crimea, ... we will not allow our live broadcast to be annexed. We know how loudly your drain tank works, which is called mouth for normal people*” (TV Channel “Priamyi”, January 24, 2019).

After this phrase, the nickname “*Drain Tank*” became attached to O. Skabeieva in the information space of Ukraine. For example: “... *one of the harshest Kremlin propagandists O.Skabeieva is well known to society as the “drain tank” of the Kremlin*” (ua-stena.info, December 24, 2019).

ASR₂ unites connotative onyms – the names of famous journalists (*Kyselov, Skabeieva, Soloviov*). These proper names are used to mean “journalist, who tells a lie, manipulates the facts” (*to become Kyselov, Skabeieva in the Ukrainian style*). There are cases of using these onyms in the plural in order to form a generalized concept of Russian journalists: “*There are such virtual “curtains” through which many, many Skabeievas pass in different jackets*”... (gordonua.com, January 14, 2020). In the Ukrainian information space, the Ukrainian journalist N. Moseichuk began to be called “*Skabeieva*” (*Ukrainian Skabeieva, Skabeieva No.2, the second Skabeieva*). For example, the title of the article “*Skabeieva No.2: Yanina Sokolova admitted that she was very sorry for Moseichuk*” (replyua.net, August 14, 2019).

In social networks, as well as in the comments of readers on information sites, the lexeme “*skabeieva*” is written in lower case, which confirms the appellativation of this onym: “*Moseichuk turned into skabeieva*” (comment on censor.net.ua, May 18, 2019).

ASR₃ is united by words that indicate the privilege of individual journalists: *Putin’s generals of information, generals of information troops, generals of propaganda, Putin’s people, ministers of propaganda, and elite of television army*. For example: “**Putin’s generals of information**”: *the media told how Russian television works*” (unian.ua, October 4, 2017).

ASR₄ forms word combinations that indicate the financial interest of journalists: *people who sell themselves, millionaires from TV, they are paid for humiliation, on Putin’s salary, earn money on the deaths of Ukrainians, traitors*. For example: “These are **people who sell themselves**” (nv.ua, July 29, 2020), “**Millionaires from TV**” (nv.ua, February 17, 2019).

ASR₅ combines evaluative adjectives: *odious, infamous, notorious, scandalous*. For example: “**Another odious showman** – Dmytro Kyselov” (nv.ua, 02/17/2019).

ASR₆ is formed by constituents that indicate the assessment of the actions of journalists. In this case, it is worth pointing to the intersection at the boundary of the ASmG. The lexemes used here are also characteristic of a generalized explanation of the activities of the Russian media (discussed above in ASR₅ within the ASmG “media”): *lie, manipulate, sing odes to Putin, deserve The Hague, must be judged*. For example: “**Dmytro Kyselov** – ... **resorts to outright lies, manipulations, and incitement to hatred towards Ukrainians**” (nv.ua, February 6, 2019).

2.3. Associative-semantic microgroup “phenomena”

Getting Ukraine in the top of Russian news contributed to the emergence of certain new concepts and phenomena that have become fixed in the information space and have become part of the active vocabulary of speakers. There are two rows within the group.

ASR₁ combines lexemes formed from the names of famous propagandists: “*hebbelsivshchyna*”, “*kyselovshchyna*”, “*skabeievshchyna*”, “*propaHordonshchyna*”. The lexeme “*hebbelsivshchyna*” is dominant in this row, which is used to denote propaganda techniques that manipulate public opinion, spread lies, incite national, religious and any other kind of social hatred. The terms “*kyselovshchyna*”, “*skabeievshchyna*”, “*soloviovshchyna*” are formed on the same principle from the surnames of the already mentioned Russian journalists (D.Kyselov, O.Skabeieva, V.Soloviov). For example: “*Another insanity of “kyselovshchyna” appeared on the Internet*” (tsn.ua, December 10, 2014). These terms have the same semantics as the lexeme “*hebbelsivshchyna*”, but they have another meaning – “anti-Ukrainian propaganda”, and the phrase “*carry kyselovshchyna*” is used to mean “spread false information of anti-Ukrainian content”. For example: “*The network reacted sharply to the publication, accusing the publicist of “kyselovshchyna”*” (nnovosti.info, July 15, 2017).

The term “*kyselovshchyna*” has become so common that it began to be called anti-Ukrainian information published not only by Russian information resources, but also in the media of other countries: “*American kyselovshchyna. The Western Front of Ukrainophobia*” (siver.com.ua, May 10, 2016).

This group includes the term “*propaHordonshchyna*”, formed from the name of Ukrainian journalist D.Hordon, who was repeatedly accused in the media of supporting the Russian agenda, especially after an interview with Russian terrorist I.Hirkin. For example: “*Skabeievshchyna*” and “*propaHordonshchyna*” in the Ukrainian information space (enigma.ua, April 6, 2020). The term “*soloviov-kyselov-propaGordonshchyna*” is even used.

ASR₂ combines a number of phraseological units, motivated by particularly resonant events, facts, fakes, threats, published in the Russian media: *into radioactive ash, crucified boy, to drink the blood of Russian babies, to eat Russian-speaking children, “how are the khokhols”* (the word khokhol is used as an ethnic slur for Ukrainians), *a picture for the Russian mass media, Yarosh’s business card, to take off to the National guard (Russian fake that in Ukraine all men are taken off the train and sent to the front), two slaves (Russian fake that Ukrainian militaries are promised to get for the war “two slaves”), krymnash (Crimea is ours), vyvsi-breshete, vyvsivotie (you all lie).*

Let us consider the extra- and intralingual peculiarities of some phraseological units.

“**Crucified boy**” is a phraseological combination that has become a symbol of the absurdity of Russian propaganda. In 2014, Russia’s TV Channel One spread false information that the boy had been crucified by the Ukrainian military. The word combination “*crucified boy*” has become fixed in the information space with the meaning “absurd, untrue information”. For example: “*Every time a conditional “crucified boy” is invented, there is nothing new for Russian propaganda*” (segodnya.ua, December 1, 2019).

“**Into radioactive ash**” – a phrase that became popular after Russian journalist D. Kiselev had threatened the United States with nuclear weapons on the day of the so-called “referendum” in Crimea: “*Russia is the only country that capable of turning the United States into radioactive ash* (TV Channel Russia 1”, March 16, 2014). The phrase “*radioactive ash*” quickly became a meme and began to be used with several meanings: 1) unfounded threats to a stronger opponent, 2) Kremlin propaganda, 3) journalist D. Kyselov, 4) physical destruction, 5) ironic, humorous threat. For example: “**Radioactive ash**” penetrated the brains of Russians (kontrakty.ua, November 7, 2014).

“**Drink the blood of Russian babies**”, “**eat Russian-speaking children**” – phraseological combinations, which in the Ukrainian information space demonstrate the absurdity of accusations of Russian propaganda that the Ukrainian military allegedly harms Russian-speaking

children. For example: “17 small residents of Starobilsk district proved that Ukrainian soldiers **“do not eat Russian-speaking children”** and are ready to protect them” (armyinform.com.ua, December 26, 2019).

“**How are the khokhols**” is a phraseological combination that denotes the desire of the Russian media to focus on events in Ukraine, without noticing the problematic topics in their own country. For example, the title of the article “**How are the khokhols: Social networks troll Russians for indifference to the situation in Russia**” (tsn.ua, April 2004, 2015).

“**Picture for the Russian media (Russian TV)**” is a phrase with the meaning “provocative measures taken to show Ukraine in a negative light”. This phrase gained popularity with the beginning of hostilities in Donbass, when journalists noticed a tendency for Russian media to appear at the sites of serious shelling either before or immediately after the shelling: “Residents point out that on the eve of all provocations with shelling of residential areas Russian journalists promptly appear in the activity zone and **create a picture for the Russian TV**” (ukrinform.ua, June 19, 2014). The Ukrainian authorities often resort to this phraseological unit, adverting to participants of any possible provocative protests: “Zelenskyi called on participants of action on October 14 **“not to create a picture for Russian media”**” (zaxid.net, October 13, 2019).

“**You all lie**” (Ukr. *vyvsibreshete*, Russ. *vy'fsyovryoti*) – the phrase first appeared in the Russian segment of the Internet and indicated the reaction of Russian hooray-patriots to the true historical or political facts. Since the beginning of the armed aggression in 2014, Ukrainians have been using this phrase to ironically denote the reaction of Russian citizens to the truthful news about Ukraine: “Well, of course, we remember. And there were no parades, #**Vy'fsyovryoti**” (account “White Bear”, twitter.com, November 21, 2015). However, over time, this phrase began to be used to denote a person’s reaction to any facts that reveal ordinary issues from another angle. Sometimes this phraseological unit is used literally as an appeal to the Russians (*Kyselovshchyna, vyfsibreshete!* (Ua.korrespondent.net, December 10, 2014). *If Russians trampled the dollars as they trample the American flag, it would be sincere. And so # vy'fsyovryoti*” (Patriotoff account, twitter.com, March 19, 2015).

3. Conclusions

Thus, as a result of the study, it became possible to structure the ASF “enemy” in the context of the Russian-Ukrainian armed conflict, in particular to study in detail the content of the ASG “**enemy media**”. The constituents of this group are lexemes used in the media and social networks to refer to Russian journalists, Russian information resources, and related concepts. Three microgroups within the group are: “*media*”, “*journalists*”, “*phenomena*”.

The constituents of ASmG “*media*” are divided into 5 rows. The first is formed by associations that indicate the Russian affiliation of information resources (*Russia-media, Putin-TV*), the second is grouped on the basis of lexemes that emphasize the propagandistic nature of the media (*weapon of information terror, information troops, information Spetsnaz*). The presence of the onymic component “Goebbels” in the structure of lexeme also indicates propagandistic activity; constituents with this component are united in the third ASR (*Goebbels-TV, Goebbels' fledglings*). The fourth ASR combines lexemes that express a negative expressive-emotional-evaluative connotation (*garbage, litter, drain tanks*). The fifth row groups lexemes to denote the activities of the media (*lie through one's teeth, distort reality*).

The components of ASmG “*journalists*” are lexemes that indicate the privilege of individual media workers (*generals of information troops, generals of propaganda*); their financial interest (*millionaires from TV, traitors*); evaluative signs (*odious, infamous, scandalous*).

ASmG “phenomena” unites constituents within two ASR: 1) terms formed from the names of famous journalists (*kyselovshchyna, skabeievshchyna*); 2) phraseological units that arose as a result of the spread of false or manipulative information by the Russian media (*crucified boy, into radioactive ash*).

The phenomenon of intersection of individual rows and groups within the ASF is also observed. In particular, lexemes and metaphorical combinations are often used in information discourse both to refer to individual journalists and to generalize the Russian media (*propagandists, Putin’s mouthpieces*).

Our next explorations will be devoted to further in-depth study of the ASF “enemy” in the context of the Russian-Ukrainian armed conflict.

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APULEIUS'S FABULA MILEZIA IN THE CONTEXT OF THE FRAME ANALYSIS

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Summary

The article analyzes Apuleius's novel "Metamorphoseon" (Latin *Metamorphoseon*) or "The Golden Donkey" (Latin *Asinus aureus*) in the context of the frame approach. Apuleius's novel is of great interest for research, as there, in the depths of a single linguistic picture of the author's worldview there are two hypostases of language – profane and mythopoetic, serving the basis for the representation of the sacred holistic concept of worldview. This study grounds the need for forming research strategies based on the construction of a genre frame and taking into account the genre characteristics of the ancient text. The purpose of this study is to analyze the text of the ancient Latin novel as a certain hierarchical structure. The latin text of the novel "The Golden Donkey" served as the research material. Based on the example of the text extract analysis, an attempt is made to reproduce the process of forming a genre frame. The process of interpreting the genre of the Roman novel can be represented as a process of forming a static genre frame and its transformation into a dynamic genre frame, where the static frame is presented at the level of rethinking the mystery traditions of ancient culture, and a dynamic frame is shown in the context of recursive art technique (*mise en abyme*), typical for the creative manner of Apuleius. Analysis of "The Golden Donkey" in the context of frame scenarios suggests that Apuleius, consciously sought to avoid genre certainty, which later served as a basis for the formation of new directions in European literature.

Keywords: Apuleius, "The Golden Donkey", ancient Latin novel, genre frame, Fabula Milesia, transformation.

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1. Introduction

Nowadays people are still trying to understand the philosophical concept of metempsychosis, get to know the sacred aspects of human existence, so the ancient text "The Golden Donkey", which recreates the idea of mystical transformations in a light casual manner, is attractive to both an average reader and a researcher. Remaining incredibly modern today, this amazing story conveys throughout thousands of years the content of ancient initiations and ancient mysteries, which, oddly enough, are becoming more relevant every year.

Apuleius's novel is of great interest for research, as there, in the depths of a single linguistic picture of the author's worldview there are two hypostases of language – profane and mythopoetic, serving the basis for the representation of the sacred holistic concept of worldview.

The topicality of this study is determined by the originality of the novel "The Golden Donkey", which on the one hand, can be interpreted as an adventure novel, and on the other hand, as

a novel-initiation, involving the interpretation of an array of philosophical issues. Fabula Milesia, as the ancient author himself called his stories, *Miletus stories* (*stories, fables, Gr. Μιλησιακά*) “*At ego tibi sermone isto Milesio varias fabulas conseram...*” (Apuleius, 2020) are small folk tales of cheerful, mostly erotic or spicy content, which originated in Miletus. G. Jensson defines a Miletus story as a subtype of the novel, written as a first-person narrative (Griffiths, 1975). The narrator describes his journey from memory, successfully weaving meetings with other characters and their stories into the outline of the text. The main difficulty in understanding Apuleius’s text is the increased metaphorical nature of his work, as the same character can denote different ideas, two characters can merge into one, and one or another phenomenon of the natural world or artifact can stand for another higher entity or be predicted as such.

Therefore, the analysis of the deep structures embedded in the texts of Apuleius, necessitates the expansion of the traditional study of the ancient novel genre. The transition to a new level of text analysis from the standpoint of heuristics and nonlinear approach to textual studies creates new opportunities for the study of the author’s text in the framework of cognitive linguistics through frames and scripts.

Despite the fact that today there is a sufficient number of works in which an attempt is made to give a theoretical justification for the frame, this concept has not yet found a clear interpretation in linguistics, so a holistic, systematic understanding of general directions of frame analysis is missing, which affects its quality (Sologub, 2009: 98). The purpose of this study is to analyze Apuleius’s Miletus stories as a certain hierarchical structure in the context of genre frame theory. The latin text of the novel “The Golden Donkey” served as the research material.

2. Theoretical foundations of genre frame research

The theoretical foundations of the frame study in linguistics is presented in the works by S. A. Zhabotynska, V. V. Honcharenko and E. A. Shynhareva, A. H. Baranova, N. S. Husareva, O. P. Sologuh, T. N. Korzh et al. According to A. H. Baranov’s definition, frames are the representation form of knowledge not only about the external objective world in its statics and dynamics, but also about language and ways of its use in acts of communication (Baranov, 1985). That is, the frame, on the one hand, contains knowledge about human activity, on the other hand, it is a tool for reproducing human speech activity. Two elements that are inextricably linked can be distinguish in the frame, namely the stereotypical situation, i.e. the image as a holistic nonverbal reflection of reality in the mind and the data that interpret it and act as a means of verbal expression of this image-stereotype (Gusarova, 2014: 15). Analysis of frame organization at the text level allows to fill the lacunes and establish the identity between different linguistic-cultural and linguistic-stylistic aspects of utterances in the studied text. Since the frame is a data structure for representing a stereotypical situation, so such a stereotypical situation will be the genre of the text, which is a relatively stable thematic, compositional and stylistic type of expression (Korzh, 2016: 56). In this paper the genre frame is considered as a mental representation of a genre form and type of visualization for stages of text interpretation and analysis (Korzh, 2016: 53-54). The formation of the genre frame takes place at the stage of linguistic and cultural analysis, which includes extralinguistic and linguistic information about the original. The selection of the genre frame allows not only to stereotype the perception of artistic texts samples, but also to use it as a support in the text study and the reconstruction of the mental-authorial worldview. In the process of lingual and cultural analysis of artwork, the knowledge that exists in the form of static frames is transformed into a dynamic frame under the influence of the original text.

Genre frame determines the nature of the object's speech activity, his language behavior within a certain communicative situation (*Sologub, 2009: 101*).

3. Genre affiliation of "Fabula Milesia"

Apuleius's novel "The Golden Donkey" has its own specific features and own peculiarities, inherent only to it. The most important thing in the novel is metamorphosis. The transformation can be of different nature. The main character, called Lucius, being interested in magic, wants to turn into a bird, however, an assistant in this difficult procedures makes a mistake, consequently, Lucius turns into a donkey. In the likeness of a donkey, Lucius suffers from humiliation and torment. At the end of the novel, it appears that Lucius punishment is due to the fact that the young man fell into the bondage of carnal pleasures.

Apuleius's "The Golden Donkey" is a text filled with stories that, although not directly related to the protagonist, are organically linked to the main idea of the work. However, according to other researchers, Apuleius's novel does not have a single idea, the author cares primarily about the impression created by each story individually, and not the whole book as a whole (*Finkelpearl, 1999: 234-244*). Therefore, the genre of the work remains uncertain.

The ambiguity of the Latin word *fabula, eaf*, (*Oxford Classical Dictionary, 2016*) used by Apuleius himself further complicates the understanding of the text genre. In the novel prologue he points out the connection of the work with Miletus stories, which are small narratives of cheerful, mostly erotic or spicy content, written by Aristide of Miletus. This connection is mentioned again in Book IV, which tells about *Milesiae conditor*, i.e. the "founder" of the genre of Miletus narrative. Another interesting detail is the Miletus origin of one of "The Golden Donkey" characters, called Telephron (*Graverini, 2007: 124*), which can be considered a genre marker of the work (*Apuleius, 2020: 2.21*).

The uncertainty of the nature of the "Miletus genre" among the researchers of "The Golden Donkey" raises many questions (*Burnell, 1997: 53*), since "high" and "low" (or "limited" and "wide, general") culture in Apuleius merge and flow one into another, as in the story of Cupid and Psyche, which the author presented for the general public as a bold, "low" humor, comedic Miletus story (*Robiano, 2000: 511-12*). However, despite the frivolous nature of the work, Miletus' stories, written by Apuleius, served as a background for the development of various types of transformations and allegories, the nature of which can be explored through the interpretation of key symbols, which, on the one hand, indicate a set of facts to be restored within a certain context for its adequate perception, on the other hand, preserve a genetic connection with the object of extralingual activity, which is based on the transfer of meaning for different degree of imagery.

4. Transformations and their multilevel implementation in the text of "The Golden Donkey"

Semiotic interpretation of reality goes through the entire artistic essence of the work, moving from local fragments to the general idea. Thus, the protagonist Lucius, transformed into a donkey due to Photida's mistake, in applying transformation magic, goes through various trials, trying to regain his human form. This is reminiscent of the Psyche's story, which also includes dangerous curiosity (*Shumate, 1999: 99*), punishment for it, performance of difficult tasks and redemption through the service to the deity.

Without resorting to the analysis of Cupid and Psyche's story (*Apuleius, 2020: 4*), we note that its leading idea, which is inextricably linked with the main motif of the novel, needs separate consideration, since the story of the winged god Cupid and ordinary, though beautiful,

but mortal earthly woman Psyche can be interpreted as a story about obtaining sacred knowledge, and the image of Psyche is revealed in several guises: she is the one who discovers divine secrets, and the soul which psychopomp Mercury escorts to the underground chambers, and the initiator experiencing symbolic death. The image of Psyche is fundamentally ambiguous and the analysis of image transformations will allow researchers to look differently at the mythopoeitic context of the Miletus stories of Apuleius.

On the other hand, research in the context of frame analysis allows interpretation of Psyche and Cupid's adventures as a venture and suggests that the author blames Psyche's actions on the girl herself (and that she also blames herself for what happened) (*Perry, 1926*) and the realities of everyday life (a woman persecutes a husband (Psyche persecutes Cupid), and the girl's family does her more harm than good (sisters conspire to become her husband's mistresses, and mother-in-law envies and mocks).

Supporting the then popular tradition of scandalous stories, Apuleius portrays female figures in an ironic manner. Even divine omniscience does not always help the Olympians, for example, an ordinary seagull fools Aphrodite, whispering to her the gossips about Psyche (*Apuleius, 2020: 5.28*).

In general, the behavior of neither the goddess nor the earthly woman is highly moral, for example, Aphrodite loses control over her behavior, screams, loses her temper towards Psyche (*Apuleius, 2020: 5, 122*), Psyche does not restrain herself, especially when it comes to revenge (similar the motif will later appear in Giambattista Basile's fairy tale "Cenerentola"). Thus, realizing what her sisters wanted, the heroine persuades them to jump off the sacrificial rock, lying that Cupid wants to have each of them for a new wife (*Apuleius, 2020: 5.26*).

The example of Cupid and Psyche's story shows that the realms of gods, people, animals and plants can not exist separately from each other, constantly intertwined and intersecting with each other.

The same statement is true for the main characters of the work. The first-person narrative "Metamorphosis" allows to achieve considerable flexibility in its characterization. Apuleius created interesting and lively characters who acted as the driving force of the plot. However, the basis of the plot line development was not the main characters' heroic deeds, but mistakes in decision-making and haste. The main character Lucius gets into troubles due to his own carelessness and extreme curiosity. Though, Lucius is obviously ashamed to admit such a trait of his, which he does not call "*curiositas*". We can assume that if the protagonist was honest with himself, the result of his metamorphosis would be different (*Joly, 1961*). Lucius goes through various trials, trying to regain his human form. His story is similar to the story of Psyche (*Shumate, 1999: 99*). Similar to Psyche's story, "*curiositas*" (curiosity) is his main motivation for all the main character's actions. In fact, the main plot line of the book, i.e. the accidental transformation of a man into a donkey, reinforces this idea. Throughout Apuleius' text, the boundaries between the worlds of humans and animals, humans and plants, animate and inanimate are gradually blurred. Using not only straightforward metamorphoses, but also small, seemingly invisible, linguistic means (especially in the lexical scope of the novel), he skilfully creates ambiguity, uncertainty between representatives of all categories. For example, when writing about trees, Apuleius uses the word "*brachiorum*" instead of "*ramorum*", which either uses one of the meanings of "*brachiorum*", or is a euphemism for "*ramorum*", i.e. compares the branches of trees with human hands. (*Apuleius 2020: 11.14*).

However, even when Lucius finally manages to regain his human likeness and ability to speak and return to his place in human society, the boundaries between the realms of man and nature still remain blurred (*Apuleius 2020: 11.14*).

Therefore, it is no coincidence that at the moment of transformation from Lucius-donkey into Lucius-man, a wreath of roses appears (*corona rosea; corona rosis amoenis intexta*). According to Kasyan's idea, "*corona rosea*" – the wreath of roses in Apuleius is an essential element of the compositional metaphor, the so-called compositional code of the novel, which unites the inserted stories (Kasyan, 2012).

5. Conclusions and suggestions

Apuleius's novel can be represented as a genre frame of a certain hierarchical structure, consisting of vertices and connections between them. The upper level of the frame displays basic information about the state of the object, which is always identical to the probable situation, and is described by a series of short stories, the central of which is a short story about Cupid and Psyche, a prologue, containing numerous hints about the nature of the future story, and an all-encompassing motif, which is represented by one or another phenomenon of the natural world, such as the roses that the hero dreams of eating, starting from the third chapter (Apuleius, 2020: 3. 25) and until the last one (Apuleius, 2020: 11. 6), when he, finally, sees "wreath of roses" (*roseam coronam*) during the sacred procession in the hands of the priest. The lower level is represented by slots that contain specific meanings, can be varied and supplemented with new information through the interpretation of key symbols (phytonyms and zoonyms). Analysis of the lower level slots will allow us to trace the connection between "Metamorphosis ..." and well-known fairy tales, such as "Town Musicians of Bremen" by the Brothers Grimm, "Beauty and the Beast" by Jeanne-Marie Leprince de Beaumont.

Given the above, the interpretation process of the Roman novel genre can be represented as a process of forming a static genre frame and its transformation into a dynamic genre frame at the stage of researching author's text-source, where the static frame is presented at the level of rethinking the foundations of the mysterious traditions of ancient culture, and the dynamic frame is realized as *varietas* in the context of recursive artistic technique (*mise en abyme*), characteristic of the creative style of Apuleius. Analysis of the work in the context of frame scenarios suggests that Apuleius, focused on artistic search, consciously sought to avoid genre certainty, which later served as a basis for the emergence of new directions in European literature. However, this hypothesis requires further research.

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THE URBAN PUBLIC SPACE IN THE WORKS BY E. PASHKOVSKY**Darya Matushkina**

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Summary

The article investigates the problem of analyzing the functioning of the urban public space in the prose works of the urban writer E. Pashkovsky. The author of the article focuses on various approaches to the interpretation of the concept of “public space”, including legal-economic, socio-spatial and political. The article also reveals the main functions that such a space performs in the writer’s prose works, including political, socialization and the function of a meeting place.

E. Pashkovsky in his works depicts the main topos is the city of Kiev, and in accordance with this, the author of the study singles out public and private space in it. The defining key aspect of the public space of the city of Kiev in the writer’s works is the image of such a space as a place for debate and a place for socialization. In accordance with the aforementioned aspects, Maidan Nezalezhnosti and Khreshchatyk become similar places in the texts of novels and essays. But modern cities are characterized by the absence of a clear distinction between private and public space due to the rapid commercialization processes. The public space plays a leading role in the functioning of the city. It combines physical and social dimensions. This combination makes the city integral.

Keywords: place, topos, urbanism, square, accessible, open, private.

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1. Introduction

Publicity is one of the key features of a modern city in the context of rapid urbanization. Public space surrounds us everywhere. Under the influence of various factors such as social, geographic, economic, etc. dimensions of such a space are transformed in everyday life. The public spaces have been the most popular places to express thoughts, conduct trade, and communicate on political topics ever since antiquity.

Modern public spaces are characterized by more complex functions. They enable citizens to represent themselves, their political views, and find their own social position in society. At the same time, the political elite is able to control the public through public spaces, using the services of the media, professional urbanists, planners, designers, etc. in order to reduce / avoid protest moods and mobilization of citizens.

Specialists from various fields such as economists, political scientists, lawyers, psychologists, and philologists are increasingly paying attention to the problem of the functioning of the urban public space. Many works of Ukrainian urban literature highlight the problems of the urban space and life in it.

Among the scholars studying the issues of public space, we single out the following: H. Arendt, A. Lefebvre, D. Mitchell, A. Pachenkov, R. Sennett and others. Ukrainian researchers A. Zlobina, L. Males, V. Sereda, M. Sobolevska, I. Tishchenko also refer to the study of such problems. However, not a single scientific article was devoted to the study of the functioning of the urban public space in the prose of the Ukrainian writer-urbanist E. Pashkovsky. Thus, our study of urban public space in his works becomes relevant.

Considering the above, the purpose of the article is to analyze the urban public space based on the prose works by E. Pashkovsky.

This goal assumes the implementation of the following tasks:

- theoretical definition of the concept of “public space”;
- analysis of the texts of works in order to highlight the features of the urban public space;
- disclosure of the functions of public space in the writer’s texts;
- representation of the interaction of public and private urban spaces in works;
- determination of prospects for further research in this direction.

The methodological basis of the work is the analysis, use of typological and hermeneutic methods.

2. Approaches to the interpretation of the concept of “public space”

There are many approaches to the interpretation of the term “public space” despite the fairly widespread use it in different industries. In itself, the public space is closely connected with the city, so we consider the approaches that are most relate to the topic of our research.

According to the European tradition of urban studies, the term “public space” is used to denote the concept of “public urban space”, which is usually considered in three key aspects:

- 1) as an open space for rest, recreation, health protection;
- 2) as a space for debate;
- 3) as an accessible, open space such as places accessible to everyone, or for various groups of people, based on the basis of social freedom of movement and anonymity (*Zhulkevskya, 2012:62*).

So, the first aspect will be of more interest to architects and designers, since it is they who consider the public space as such, which is virtually free from residential and other buildings.

The second approach is partly related to our research. In this context, the city’s public space is seen as an open space for debate. E. Pashkovsky, as an urbanist writer, also represents such public places in his works.

The third, last aspect of the list, which is indicated above, is fully implemented in the author’s prose. As open, accessible spaces for communication, such places serve as an indicator of social relations. It is social interaction, that is, social relations that develop in public space, that are one of the characteristics of an urban city.

Among modern interdisciplinary studies of the city, it is worth highlighting three main approaches to its definition: legal-economic, socio-spatial and political (*Neal, 2010*). Such approaches comprehensively reveal the essence of the public space and successfully complement each other.

The first approach emerged as a result of the practice of legal enforcement of civil rights and freedoms in the United States of America. In accordance with this, there is a legal definition of the publicity or privacy of a certain space.

The legal-economic approach and the political one are closely intertwined. From a legal point of view, the definition of public space affects the ability or inability to present oneself to

various social groups. The political approach primarily characterizes the public space as such, where there is a presentation and political struggle between citizens (for their rights) and those who are vested with power in a particular city space. This model is based on the concept of the "right to the city" by the French neo-Marxist philosopher A. Lefebvre (*Lefebvre, 1996: 171 – 179*).

American political scientist-theorist H. Arendt in the second chapter of her work "VITA ACTIVA, or about active life", which is called "Public space and private sphere" considered the origins of the value of public space. The main characteristics of the public space with H. Arendt are words (speech) and actions. This space for the researcher acts as an "arena" where there is an opportunity to observe, to be under the supervision of each other. (*Arendt, 2000*). "... an open, public space is provided specifically for individuality; it was the only place where everyone had to be able to show how he differs from mediocrity" (*Arendt, 2000*).

In fact, public space represents the life of a city together. Such space is becoming one of the main components of urban life. It is based on two aspects: physical and social. The first is real buildings, sites, transport stops, plants, etc., and the second, represented through the interaction of social groups (subjects).

3. Public space of the city of Kiev in works

"Public space" in the works by E. Pashkovsky is represented mainly by two aspects. In the essay "The land of Damocles" the writer presents the events of 2004 that took place on the Maidan Nezalezhnosti. The Orange Revolution, or, as the people used to say, "Maidan", then stirred up the Ukrainian people with a series of strikes, rallies and pickets. Here Maidan acts as a space for debate. "People who are now holding rallies to protect the language, if they supported the idea of lustration and purification of society in the 90's <...> not accepting the idea of purification – the idea of repentance and the creation of a new one – they lost the first, and the second, and the third. <...> And now they are crying! it's a cannibal of sobbing! <...> And now they are shouting, let's defend the language and freedom of speech! sleepyhead! <...> this cannibalism was established in 1991, and extended in 2004; will never wash off. No rallies, no walking from square to square, no noise in the void. Nothing will help" (*Pashkovsky, 2013*). E. Pashkovsky indirectly represents the public space through the depiction of the actions of power groups that take place at the destination. Thus, the public space of the city of Kiev is Independence Square, becomes the main stage of political and social events.

The readers see the Maidan and the main street of Kiev Khreshchatyk, which is inextricably linked with it, through human references, in the novel "The Daily Rod". There are two aspects of the definition of "public space" intertwined here. This space also becomes a place for debate, since the townspeople here "... were all idealists, wrote leaflets, prepared for barricades, wiped their last pants at opposition meetings, drank one coffee at three, put their necks under batons bent from a blow, like an arc odnokonky, nursed their patience, listened to the protesters, wore patriotic badges, drank for the last time in the Khreshchatyk basements, where the real, oblivious owners would later move, read newspapers that were still soiled with paint, retell the news, waited for paratroopers and sapper shovels, washed the squares with ascension, put signatures in telegrams, they let the granchak go around – and this is how democracy began ..." (*Pashkovsky, 1999*) and a free place for communication, since it was at such meetings that the progress of the socialization process for the then Kiev was clearly traced.

Khreshchatyk also becomes the embodiment of public space in the next novel "The Holiday". Here we can say that it is impossible to clearly distinguish in what aspect it is presented, since it is in this text that the street is both a place for rest and an open space for communication. The heroes

of the novel are full of optimism, in a good mood, as "... two streams of people with voices floated along Khreshchatyk, and the booming rumble boiled, drowning out the laughter, the cry of the musicians in embroidered shirts with crimson cuts; <...> Edik wanted to listen to songs on the other side of the square. <...> Anna waving her free hand over their heads <...> Andrey noticed her silky black head among other heads from a distance, heard her call among other people's voices ..." (*Pashkovsky, 1989*). This symbiosis shows that the city is developing, characteristic urbanization processes are taking place in it, it is full of different moods, which E. Pashkovsky successfully conveys.

The public space depicted in the novel "Autumn for the Angel" acquires an opposite mood. Even a good prosperous city always has another dark side. In this case, we see a representative of society who could not resist the harmful power of alcohol, or is even homeless. We can only guess about the reasons that led to this state. E. Pashkovsky deliberately attracts the attention of readers and cites as an example the moment of the meeting of the hero of the novel with a classmate, who "... on Poornoti Square, he rattles off about culture, memorized half of Stus's poem, grieves over the national, scolds always regular events, buttoned a gray jacket on the last button, hardened, hardened, jumps sideways to the audience of ten drunks and instantly boils with a horned chiefdom; vile and sweaty sadly beats in a fit of truth and revenge, then swallows hungry saliva, then curses the deceit of visible enemies, but in fact is busy with what was before: the destruction of his own soul; I am hurt by the invisible – what will happen to the human heart at the height of two threshed millennia, will we grow closer to one falling grain with the hope of a conscientious fruit? hardly" (*Pashkovsky, 2006*).

4. Functions of urban public space in prose

Let us consider the main functions of the concept of "public space" for a more accurate disclosure. Since ancient times, the main functions of such a space in a city have been: a meeting place, a marketplace, and a communication / traffic space (*Harvey, 1989*). Among others, we can name political, control, integration, differentiation between public and private. However, the key, in our opinion, is the socialization function. All of the above functions are fully embodied in the public space of the city of Kiev in the texts of the works by E. Pashkovsky. Maidan Nezalezhnosti and Khreshchatyk, as the main public spaces, perform several functions at once:

- 1) to a greater extent, townspeople meet there, discuss important issues (meeting place)
- 2) political rallies, actions, debates are held (political)
- 3) as the direct center of the city, where various events are held, the central square is a place for assessing the characteristics of social relationships, supporting communicative practices (socialization).

Thus, the "public space" plays a leading role in the functioning of the city, combining the physical and social dimensions. This combination makes the city integral.

5. Interaction of public and private spaces of the city

The definition of "public space" is based on the public / private opposition. It is generally accepted that the personal is something intimate, personal, individual. First of all, we pay attention to the form of ownership and limited access to such space.

Considering the connection between public and private spaces, it should be noted that both spheres of human life are closely related to everyday life, but reflect it in different ways. In a private space, a person is distracted from everyday life, becomes what he really is, feels natural, because nothing limits him. In public space, everything happens in front of each other, here people like to observe, evaluate, they have to play different social roles.

In the prose works by E. Pashkovsky, the interaction of public and private spaces is also presented. Private space in the texts is usually: a dorm room, a basement and a “house-emptiness” (the novel “The Abyss”), rooms in the apartments of Anna, Oleg, Lena and rooms in dormitories, the apartment of Sava’s friend (the novel “The Holiday”), a house and rooms (the novel “The Wolf Dawn”), an entrance, an apartment and rooms (the novel “Autumn for the Angel”), a house and a hotel room (a story “A Well for Roses”), but a purely public space is usually squares and the streets adjacent to them.

With the rapid processes of commercialization and privatization, the boundaries of public space are blurring. This process restricts access to this space; specific owners of cafes, various complexes and the like appear. A similar phenomenon is typical for modern cities, including Kiev.

6. Conclusions

Thus, the public space of the city in the prose works by E. Pashkovsky appears as an open, free and accessible place for various social groups, where communication processes, integration of the urban population take place, political debates, rallies and meetings take place. Public space as a litmus test conveys social moods and with its help it is possible to trace the development of certain cultural, historical and social events and phenomena.

We consider a more detailed study of the problem of privatization of urban public spaces in the works by E. Pashkovsky in recent years to be a promising research in this direction, since this topic has not yet been disclosed in modern urban articles.

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THEORETICAL PRINCIPLES OF STUDYING COMPLEX SENTENCE AT THE NOMINATIVE LEVEL

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Summary

The article is devoted to the analysis of theories and systematization of knowledge about a complex sentence at the nominative level. Studying of views, concepts and theories of the sentence confirms the complexity and multifaceted nature. It is highlighted, that a sentence is a complex linguistic sign in which two levels interact and intersect – nominative and communicative, but the main attention is drawn to the first one. The dialectic in the unity of form and content of a sentence is manifested in the duality of formal-grammatical aspect, which is considered as the superficial structure of the sentence and known by the linguists as “syntactics”, and semantic-syntactic aspect, which is the deep structure of the sentence or “semantics”. It is determined, that the nominative basis of a sentence is the source of the cognitive function of language, which acts as the matrix by means of which the sentence is transformed into a unit of speech, namely utterance.

Keywords: grammar, theory, taxis, coordination, subordination, clause.

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1. Introduction

In modern syntactic studies, the phenomenon of “sentence” is considered a linguistic and speech phenomenon of material-ideal order, which allows multi-vector interpretation. Awareness of this truth contributes to the focus on the study of the sentence as a complex linguistic sign, the ternary structure of which provides for the unity of its formal, semantic and communicative aspects. And this, in turn, allows to consider it as a unit of syntactic level, which correlates with a certain structural scheme-invariant, which sets many specific statements and is characterized by meaningful, communicative and intonational completeness (*Selivanova, 2010: 517*).

This interpretation fully reveals the whole complex nature of the sentence, which is determined not so much by the number of its components, as its inherent variety of possible relationships between content and form. In this regard, the question arises about the (aspect) study of the sentence in the trinity of form, content and function.

The fact that in accordance with its symbolic essence the sentence appears in the trinity of structural, semantic and functional aspects, today does not cause objections (N. N. Arvat, I. R. Vykhoanets etc.), as it corresponds to the established triad “sentence – predicative unit – statement”. The first two of them reflect its nominative structure – the formal and semantic side of the sign, and the second – the ways and means of use in speech.

Nominative level of the sentence is constituted by two equal aspects – formal-grammatical and cognitive-semantic (*Tesnière, 2000: 22*). The first is considered, moreover, the superficial structure of the sentence, which with the light hand of Charles Morris (*Morris, 2001*) came into scientific circulation under the name “syntactics”. The second level is at the same time its deep structure, or “semantics”.

2. Formal and grammatical aspect of a sentence

Interpretation of the formal-syntactic organization of a sentence is based on the understanding of the latter as a formal model (scheme, construction), as an elementary abstract pattern, as a minimal, typed configuration of the plan of expression. Modern linguistics holds the view that in his speech activity a person uses a certain abstract, general model of sentence structuring – “analog of the original”, which allows to produce an infinite number of specific statements.

The subject of syntactic research has long been limited to the formal and grammatical structure of the sentence, regardless of semantics and without taking into account its functions. Thus, syntactic studies did not go beyond purely linguistic categories, and the semantic component of the sentence did not go beyond clarifying the nature of syntactic relations and determining the specifics of secondary members.

According to T. V. Shmeleva (*Shmeleva, 1994: 6*), the central part of the meaning of the sentence is its dictum-modal organization, and O.O. Selivanova argues that this organization corresponds to two blocks – the objective semantic constant and the subjective variable (*Selivanova, 2010: 118, 391*). In this way, the structure of the dictum component of a sentence can be correlated with its predicate-argument framework, the components of which are the predicate, actants and sirconstants (adjuncts). The objective meaning of the sentence is most reflected in the concepts of sentence and valence, which, on the one hand, characterize the sentence as a sign of the situation, and on the other – act as a criterion for distinguishing between elementary and non-elementary sentences.

The nominative organization of a sentence is determined by the *valence* of the verb-predicate, its potential-connecting properties, based on the ability of the verb to open a certain number of positions, which must be filled with semantically predicted arguments. In general, valence is considered an interlevel category at the intersection of syntax, morphology and vocabulary.

Among the elements of the sentence, the quantitative composition and roles of which are determined by the nature of the predicate, there are obligatory and optional actants and free distributors. The first are valence-dependent members, because they are given by the semantic-grammatical specificity of the predicate. Electives can be eliminated without violating the grammar of the structure, while the absence of obligatory, on the contrary, leads to its grammaticality. Unlike valence-dependent syntaxes, free distributors are not quantitatively limited. They do not affect the subcategorization of the verb and are not included in the structural minimum of the sentence, but can be freely omitted or appear without violating its formal or semantic-syntactic structure.

Valence in modern linguistic theories often becomes the basis for formal-grammatical modeling of syntactic units. The sentence model is correlated with its structural scheme, which means an abstract pattern consisting of a minimum of components necessary to create a sentence and constructions of other sentences based on them (*Shvedova, 1982: 84-85*). The required minimum is correlated with the predicative center, often called the “*predicative unit*”, which in the English grammatical tradition is called a clause.

The predicative center is formed by the subject and the predicate. In addition to the main members, the structural components of the sentence core can be the so-called secondary members due to valence. The predicative basis is the core of the structural scheme, the carrier of grammatical, semantic and communicative meanings, while unpredictable by the valence members (additions, definitions, circumstances) appear as optional or free distributors.

Reconstructing the sentence pattern on which the linguistic personality is oriented, constructing phrases of a certain type, it is necessary to get rid of all random and variable, to keep

only essential signs of this sample (structural scheme, formula, model, pattern, invariant). You can simulate both simple and complex sentences. A model is “an artificial or mental system artificially created by a linguist, which reproduces or imitates by its behavior (usually in a simplified form) the behavior of some other (“real”) device (original), with linguistic purposes” (Yartseva, 2000: 304). The model of a syntactic object is its record with the help of predetermined symbols, which fix those features (parameters) of the original that are considered theoretically significant.

The structure of the model reflects the understanding of the structure of the syntactic object in the parameters of its simplicity or complexity. A simple sentence differs from a complex one by its monopredictability. A simple sentence is one that includes a finite verb and other structurally obligatory clauses that fill open positions.

Crucial for the production of a sentence belongs to the syntactic connections, because the structural scheme “is constituted on the basis of nominative units – words and their analogues – and provides for the connection of these units with each other” (Prykhod'ko, 2002: 8). With the help of these means the reality of being is transmitted, as well as cognitively typed relations of the real world, which are perceived and verbalized by people. “Syntactic connection is necessary to express an opinion. Without it, we would not be able to convey any coherent content. Our speech would be a simple sequence of isolated images and ideas. It is the syntactic connection that makes a sentence a living organism, it is in it that its life force is contained. To construct a sentence means to breathe life into an amorphous mass of words, establishing a set of syntactic connections between them” (Ten'yer, 1988: 23; Tesnière, 2000: 519).

Based on this, scientists present the formal-grammatical structure of the sentence based on the distinction between major and minor members, the combinatorics of which gives an invariant scheme – the subject-predicate-object structure S – V – O (Buniyatova, 2003: 86). Minor members can be both mandatory and free distributors. The use of both allows us to talk about functional-semantic positions - members of the sentence, the combinatorial capabilities of which give grounds to distinguish between different structural types of sentences – one- and two-syllable, common and uncommon, complete and incomplete, simple and complex. Fig. 1 shows a system of formal-grammatical types of sentences – simple (monotaxis) and complex (polytaxis). It is clear that in this system the object of the given study is in the plane of a complex sentence.

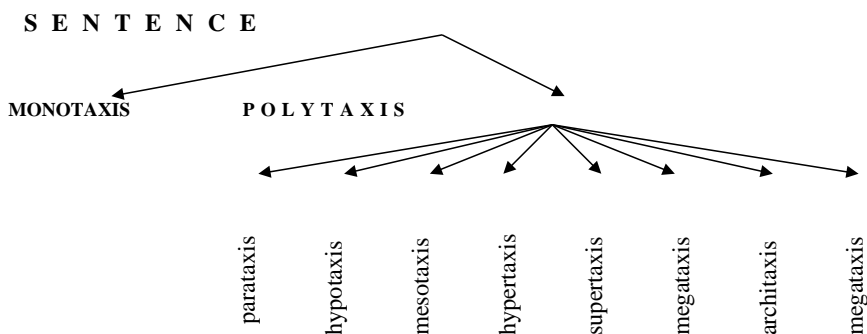


Fig. 1. System representation of a simple and complex sentence

A complex sentence (polytaxis: binomial, trine, polynomial) is traditionally understood as a combination of several simple ones, which is achieved by certain syntactic means and is

characterized by semantic, constructive and intonational integrity. In Grammar-80 it is understood as "a holistic syntactic unit, which is a grammatical combination of sentences and functions as a message about two or more events and the relationship between them" (*Shvedova, 1982: 461*).

The need to distinguish between a sentence as a communicative unit and as a predicative part of a whole complex forces individual authors to abandon the term "sentence" in relation to its components. So, V. V. Vinogradov stated that "although parts of a complex sentence are homogeneous in structure with simple ones, but as a whole they do not have the semantic and intonational completeness characteristic of the sentence category, and therefore do not form separate sentences" (*Vinogradov, 1960: 99*).

Accordingly, a complex sentence is often understood as a unit of a special level of language – the level of a complex sentence. Like units of other levels (morphemes, tokens), it has a symbolic nature, represents the unity of the signifier and the signified. However, these aspects are much more complex than morphemes and tokens. The actual grammatical meaning of a complex sentence is the relationship it establishes between two clauses.

The invariant of a complex sentence is first of all an indicator of the relation, connection between its variables. According to its significance in the structure of a complex sentence, the marker of connection – synthetic (connective) or asyndetic (unconnected) can be compared only with the predicate of a simple sentence and qualified as a constructive top of a complex sentence. Most complex sentences can be represented by models, the constructive top of which is one or another indicator of communication. It is clear that the complete model of a complex sentence is not reduced to a conjunction: it can, and sometimes should reflect the positions of the components between which this connection is established.

If the predicative connection between its main members is decisive for monotaxis, then the relations of coherence and subordination dominate in the structure of polytaxis. Conjunctive and subordinate clauses apply to almost all formal-grammatical types of complex synthetic and a small part of asyndetic sentences. Syndetic means are relatives – conjunctions and conjunction words that combine parts of para- and hypotaxis.

The basis of subordinate (hierarchical) relations is the perception and reflection of man "the idea of subordination of some phenomena to others, establishing the primacy of one of them and the secondary of another, i.e. different types of semantic dependence of language units in the space-time continuum" (*Prykhod'ko, 2002: 8*). In this regard, the role of the main and subordinate components in the establishment and expression of predicativeness is unequal. The organizer of the predicative center is the main part of the hypotaxis, and the subordinate clause only serves it.

Subordinate conjunction involves a one-way direction of dependence. It opposes the syllabic as an indicator of the absence of any dependence and grammatical subordination. The essence of coherent (coordinative) relations reflects the awareness of the connections between the phenomena of the real world as equal and independent (*Shvedova, 1982: 615*). Software connected by a coherent connection are formally equal to each other.

Given these features of the formal organization of the sentence, parataxis is a complex polypredicative formation consisting of formally autonomous parts (conjuncts), the predicative centers of which are connected by conjunctive relatives (connectors). Hypotaxis also has a polypredicative organization, but is formed by a combination of hierarchically dependent parts (subunits), one of which is the main (subordinating) and the other – the dependent (subordinated). Ukrainian grammarians have not developed a hyperonymic term for the concepts of "conjunct" and "subjunct", so the term "clause" can be quite acceptable for bringing both under a common pronoun – that predicative unit, which they, in fact, are. A clause is "any group whose

vertex is a verb, and in the absence of a full verb – a conjunction or a grammatical element that plays the role of a conjunction. The term “clause” corresponds exactly to the English clause; the same concept ... also called an elementary sentence or predication" (*Testelefs, 2001: 256*). Being convenient and compact, the term “clause” has recently become actively used in Ukrainian grammar studios.

A complex sentence is open to various variable transformations. This openness is based on the hierarchy of its structure, in which one unit is subordinate to another (subordination) or, conversely, is part of the subordinate system of a higher order (superordination). This can be illustrated as a superordinate scale "parataxis / hypotaxis → mesotaxis → hypertaxis → supertaxis → megataxis" (predicative units increase from left to right) or a subordinate scale "megataxis ← supertaxis ← hypertaxis ← mesotaxis ← hypotaxis / parataxis" (decreasing from right to left).

Extrapolating the method of A. M. Prikhodko (*Prykhod'ko, 2008: 219-220*) to clarify the hierarchical organization of a complex sentence, O.A. Limarenko considers it a kind of sinusoidal circuit, in which each neighboring pair forms its own autonomous subsystem on the principle of “matrix – constituent” (*Lymarenko, 2010: 145*). However, the complicating possibilities of monotaxis are not limited to this, because the sinusoidal series can be extended both retrospectively (collotaxis, parentaxis) and prospectively (macro-, ultra-, archi-, megataxis), as, for example, suggests G.M. Hashimov (*Khashimov, 1991: 33*).

At the nominative level, sentence constructions are a structural-grammatical form of representation of fragments of objective reality. It is no coincidence that the English syntactic tradition distinguishes between sentence-sentence and sentence-clause, where the former appears as an independent communicative unit, and the latter – as a predicative unit that is part of the sentence, but does not correspond to it. The sentence model does not express a specific individual meaning, not a specific idea, but its specific type, which is the basis of syntactic semantics.

3. Semantic-syntactic aspect of a complex sentence

This aspect reflects the second member of the triad “sentence - predicative unit – statement”, in which the focus is shifted to the predicate beginning of the sentence and becomes a projection of its components and relationships on the predicate-argument framework. Such a projection is directly related to semasiology – the reference aspect of the meaning of software. The corresponding section of semasiology is called semantic syntax.

Axiomatic in this regard is the postulate that sentences are complex signs - the names of situations. The situation is understood as a denotation of a syntactic unit, as its extralingual referent, as a lexical reflection of some "piece" of reality, cut out and processed by thought (*Susov, 2006: 9*). In the same broad sense, they speak of events, facts, states of affairs as areas of objective reality, described in a separate statement.

The inventory of denotative situations is usually described in the categories of semantic structure, which is “an abstract linguistic meaning of a sentence, a way of representing reality in thinking” (*Vykhovanets, 1993: 116*), which is formed by the interaction of grammatical and lexical meanings (*Shvedova, 1982: 124*). In other words, the semantic structure of a sentence is its abstract model, built of semantic units connected by predicate-argument relations, which reflect the objective-semantic beginnings of the sentence.

The study of the objective-semantic content of a sentence is connected with the distinction of three levels of its semantic representation – denotative, proper-semantic and logical-semantic.

Representatives of the denotative concept (for example, I. R. Vykhovanets) start from the idea of the relationship of the sentence with the situation. This relationship is studied in two

perspectives: a) how the sentence names / outlines the situation, b) how the functions of the members of the sentence reproduce the roles performed by the objects they denote in the displayed situation. This gives reason to consider the sentence a complex sign – the name of the situation.

The study of the content of the sentence in this perspective is based on the structure of thought and the logic of predicates. Proponents of the linguistic-syntactic approach pay attention to the actual language material, study the interaction of grammatical and lexical semantics in two directions – from content to form (onomasiological) and from form to content (semasiological). In the first case it is a question of a variety of the forms expressing a certain value, in the second - about a variety of the values expressed by a certain form. This is based on various logical operations, according to which N. D. Arutyunova distinguishes such classes of logical-syntactic relations as existence, nomination, identification and characterization (*Arutyunova, 2005: 2-5*).

The quantitative composition of denotative situations is not fully determined. It is reduced to invariant types that are directly related to the proper semantic structure of the sentence, which means organized on a predicative basis semantic complex, which is the result of the interaction of semantic components and reflects the relationship of typed elements of reality. Usually constitutive here is a sentence – a sentence at the preverbal level with irrelevant communicative characteristics, a model of the extralingual situation, the objective meaning of the sentence, “the result of abstraction from a variety of periphrastic forms” (*Vendler, 1986: 273*). In this way, it appears as a “sentence devoid of grammatical originality of formal organization” (*Vykhovanets, 1993: 121*), as a “stable semantic core with an amodal essence” (*Pankrats, 1992: 10*).

Representing one extralingual situation, the sentence models its internal logical structure in the form of a combination of predicate and non-predicate (argument). As a predicate sign can be a word of any part of speech that expresses a sign, and non-predicate – a word that denotes a substance. In this case, the sentence in its most generalized form can be written as $PROP = P + An$ (where P is a predicate, A is an argument, and $n \geq 1$) (*Prykhod'ko, 2002: 43*). For example, the situation “*The dog is barking*” with a monovalent predicate can be depicted as a sentence $P + A_1$; the situation described by the sentence “*Max is reading the book*” with a divalent predicate - as $P + A_1 + A_2$; and the situation “*The child gives the father a book*” with a triple “give” – as $P + A_1 + A_2 + A_3$. Such arguments are considered nuclear, non-peripheral.

The idea that the predicate is the central and organizing link of the proposition has become almost axiomatic in linguistics. At first glance, the predicate has a special functional status, determining the number and quality of arguments, their semantic load, as well as the nature of syntactic relations between them. However, when generating an idea, things (non-predicate signs) are primary, not signs and attitudes (predicate signs), which are secondary. Therefore, perhaps, we can say the opposite: it is not the predicate that influences the formation of the sentence structure, but the quality and quantity of arguments determine the choice of predicate. But the dialectic of their relationship is somewhat more complex.

Along with the denotative and proper-semantic concepts of “content syntax”, the *logical-semantic concept*, or *pragmasemantic*, has recently begun to assert itself. Speaking about the pragmasemantic specificity of the sentence, scholars believe that pragmatics and semantics should not be rigidly opposed to each other, but should be considered as a certain “functional unity”, in which the first acts as “practical semantics”, and the second provides her with data on the semantic structure of the world (*Nikitin, 1996: 722*). In other words, pragmatics cannot use what the language system does not offer, and the semantics of what does not happen in speech practice.

For a framework study of the plan of the content of a simple and especially complex sentence, the conceptual apparatus of semantics and pragmatics can be combined insofar as they will help to explain the specifics of the use of a particular sentence in speech. Therefore,

pragmatics is understood here not in terms of the theoretical foundations of semantics, but as one that absorbs the semantic component of the language system. Merging into pragmasemantics, both of them must work together to explain what meanings can be embedded in the sign of the “determinative sentence” and how the speaker uses them in his speech activity.

In general, the logical-semantic (pragmasemantic) concept, forming a symbiosis of what Charles Morris separately called “semantics” (the relation of a sign to reality) and “pragmatics” (the relation of a sign to its user), is transitional and at the same time a very important link between the nominative and communicative levels of representation of simple and complex sentences.

4. Conclusion

In addition to its nominative representation, which serves as the basis of the cognitive function of language and is manifested in the unity of formal-grammatical and semantic-syntactic aspects, the sentence is a phenomenon of functional order, because it realizes another no less important form of language - communicative. The nominative basis of a sentence is the constructive basis of its semantics, and together they act as the matrix by which the sentence as a linguistic unit with its structure and predicative is transformed into a unit of speech – utterance.

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**PECULIARITIES OF THE GENDER CULTURE OF UKRAINE:
VERIFICATION OF THE SOCIO-SYSTEMOLOGICAL APPROACH
(ACCORDING TO THE RESULTS OF THE AUTHOR'S EMPIRICAL RESEARCH)**

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Summary

The aim of the article is the cultural and socio-systemological interpretation of the results of empirical research of gender culture in Ukraine. Generalization of the empirical data obtained by the author made it possible to formulate the following conclusions. The ideologies of matriarchal racism and sexism value the inferiority of men's life and health, property rights, freedom of self-actualization, opportunities for raising children, and so on. At the micro level of socio-institutional relations (matriarchal family) due to these areas of value consciousness there is a recursion of gender ideology in the form of gender morality, which reflects the neofunctionalist (cultural and socio-systemic) interpretation of the mechanisms of autopoiesis of the cultural system.

The matrimonial nuclear family in the conditions of Ukrainian gender culture acquires a dyadic form, ie, the classical triad scheme of relations in the family (father-mother-child) is replaced by a dyadic due to the scenario of peripherization-displacement of the man outside the family space and positioning him as a sub of service activities to ensure consumer projects of mother and child.

In gender morality, the recursion of matriarchal racism and sexism takes the form of matriarchal familiarism. In the gender consciousness, matriarchal familiarism means the implicit recognition of a woman and a child as a self-sufficient dyad, in which the man is not so much a self-sufficient subject as an instrument of financial, property, labor and other instrumental resources.

Keywords: gender culture, gender culture of Ukraine, cultural and socio-systemic model, feminolatr, double gender standards, homophobia, heterophobia, gender features of value hierarchies.

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1. Introduction

In Ukrainian society, the phenomena of gender inequality are widespread, which in everyday life are disguised as their opposite, that is, gender equality and the corresponding ideology of apparent egalitarianism. Both men and women are guided by double gender standards and scenarios, which is reflected in the destructive social behaviors of both sexes. These standards and scenarios are partly enshrined in current Ukrainian legislation (legal norms), partly represented in moral norms (norms of social morality).

The problem of empirical research is the contradiction between the scientific assessments of Ukrainian gender culture as patriarchal (biarhatic) and its actual matriarchal-sexist

content. This contradiction results in a distorted assessment of the state of gender relations and needs to be resolved by enlightening the relevant empirical manifestations of genicocratic gender racism, matriarchal sexism and androcidal orientation of gender behavior scenarios, the implementation of which creates preconditions for reducing the quality of life and population (Svyatnenko, 2018: 195 – 202).

The aim of the article is the cultural and socio-systemological interpretation of the results of empirical research of gender culture in Ukraine.

An analysis of recent research and publications in which the scientific problem was initiated presented both in the publications of the author and Romanenko Yu.V., whose research is devoted to the problems of cultural and social systemology and is focused on clarifying the axiospheric, social-stratification and social-institutional determinants of the gender culture of Ukraine (Svyatnenko, 2018: 52–61; Svyatnenko, 2019: 85–94; Svyatnenko, 2019: 65–73; Svyatnenko, 2019: 35–44; *Etnycheskaia ydentychnost*, 2016: 140–220; Svyatnenko, 2018: 195–202; Svyatnenko, 2019: 102–109).

2. On matriarchal racism, sexism, genocide and feminolatrny

Matriarchal racism, sexism, genocide and feminolatrny are part of the everyday social ideas of both men and women. At the level of gender perceptions of both female and male respondents, stereotypes of matriarchal racism, sexism, feminolatrny, sacralization of femininity, and the priority of genicocracy over masculinocracy prevail.

To the indicative question about the consent / disagreement of respondents with the attribution to women of creative functions in the universe, life-preserving potentials in the family, generative, spiritual and competence advantages of women over men, the arithmetic majority of those who agree with the attribution of these functions and features was , 2 and 69.4% of men and women, respectively) and a minority of dissenting respondents (23.8 and 18.6% of men and women) (Svyatnenko, 2018: 52–61).

3. Maternal-matrix and matriarchal-racist stereotypes

Maternal-matrix and matriarchal-racist stereotypes about the primacy, superiority, and superiority of women over masculinity are shared by the majority of both men and women. About half of men (48.2%) and almost 80% of women (78.8%) share the view on the correctness of maternal and matriarchal-racist judgments about the need for women to reproduce, their superiority over men in spiritual and moral terms, which allows to verify hypothesis about the predominance among the female subgroup of the sample, compared with the male subgroup of the sample, the number of supporters of stereotypes of matriarchal racism, sexism, feminolatrny, the sacralization of femininity, the priority of genicocracy over masculinocracy.

Significantly higher competence of women, compared to men, in mental problems recognized 58.2 and 79.0% of men and women, respectively, the spiritual superiority of women over men – 44.6 and 61.2% of men and women, respectively, which verified the hypothesis of perfectionist moral ideas about a woman as the Creator-creator of the world, guardian, as well as the identification of her image with the implementation of educational, psycho- and socio-therapeutic roles (educator, psychotherapist-healer, mentor, mentor, tutor, etc.). It was determined that 15.8% of women and 23.6% of men are supporters of masculinity in gender relations, while the number of supporters of gynecocracy among both men and women are significantly higher (35.4% and 53.2%, respectively) (Svyatnenko, 2018: 52–61).

A theoretical generalization is formulated, according to which a larger number of female respondents more realistically, in comparison with male respondents, evaluate the gynecocracy present in the models of relations. It was found and stated that male respondents are more likely not to recognize the existing gender inequality and gender privileges in the relationship, as indicated by the discrepancy between female and male subgroups by almost 15% in assessing the actual scenario of gender hierarchy.

An empirical pattern of non-acceptance by the arithmetic majority of men in Ukraine of patriarchal dominance as a model of family life has been established and stated. In support of this, the empirical study found that victimization and egalitarian gender models are chosen by 35.4% and 41% of male respondents, with a significant minority of men who choose the scenario of patriarchal dominance (23.6%). Despite the presence of 41% of male respondents as supporters of the egalitarian model of gender relations, it is emphasized that it is declarative and fictitious due to the circumstances of socio-moral stereotypes and legal restrictions.

4. Double gender standards

Theoretically generalized provisions on double standards in the assessment of psychosexual deviations by men and women by men and women in the presence of aggressive attitude to these deviations in their demonstration by men by men and women and natural / ignorant attitude in the demonstration of the same deviations by women by men and women. In support of this theoretical position, it is empirically established and proven that in assessing the homoerotic behavior of young women in public, respondents of both sexes (men and women) show almost the same number of ignorance reactions (70 and 73%, respectively). The differences between men and women in the application of conditional moral sanctions are insignificant: 31.4% for young men by respondents of both sexes and 29.7% for young women by respondents of both sexes (*Svyatnenko, 2019: 85–94*).

Additionally, the theoretical generalization on double gender standards for estimating the deviations of men and women is empirically verified by the statement of quantitative advantages in the use of expressive forms of moral and ethical repression among respondents of both sexes on young men. For young women, the tactics of loud indignation and reading the notation on the inadmissibility of homoerotic behavior would be implemented by 10.2% of respondents of both sexes, while for men it would be done by 33.2% of respondents.

This allowed us to verify the hypothesis that in the assessment of deviant erotic and sexual behavior in men and women there are two gender standards: intolerant / repressive standards in assessing erotic and sexual behavior of men and tolerant / ignorant (analogical) deviant behavior of women. A theoretical generalization is made regarding the demonstration by respondents of both articles of double standards in the application of additional measures of public pressure on young men in comparison with young women.

This generalization is empirically verified by the data of the virtual situation on the manifestations of homoerotic behavior of young women in a public place, in which only 7.6% of respondents of both sexes showed willingness to pay attention to other participants in the public situation (for example, other public transport passengers). while for young men, the number of potentially ready to read notation with elements of emotional outrage, and to include public pressure, increases 10 times (up to 71.4%).

In reviewing the moral and ethical grounds chosen by respondents to justify certain manifestations of verbal and physical aggression against homoerotic behavior of young men and women, it was determined that 30% of respondents of both sexes believe that homoerotic

behavior of both sexes is quite normal and admissible, 70% of respondents of all ages consider such behavior unacceptable, due to residual stereotypes of Soviet sexual morality, which implies only a hidden realization of sexuality and legitimizes the meticulous attitude to the manifestations of erotic behavior in public places by young people (*Svyatnenko, 2018: 52–61*).

On the other hand, the explanation of the fact of negative assessment of erotic and sexual behavior can be explained by the existing in traditional Ukrainian culture attitudes to shyness, secrecy / latency, generating dissatisfaction with the older generation of youth in the context of sexuality and eroticism (*Svyatnenko, 2018: 52–61*).

At the same time, the evaluation of Soviet quasi-Puritanism - the ideology and morality of the ephemeral "liberation" of the Soviet man from sexual fantasies, desires, inclinations, etc. in the experience of youth and the older generation and its combination with the ideology and morals of matriarchal racism and sexism.

An additional theoretical position is formulated, according to which the ideology and morality of matriarchal racism and sexism substantiates and assumes higher repressive and restrictive tendencies of women (compared to men) to regulate the physical behavior of men, structuring their physical and physical environment and imposing appropriate regimes on them. needs than similar tendencies on the part of men towards women.

This theoretical position is confirmed by empirical research, according to which 20% of men and 22% of women consider it necessary to criminalize the assumption of homoerotic behavior of men in relation to each other, while the criminalization of such behavior for women approves only 2% of male respondents and 1% of women (*Svyatnenko, 2018: 52–61*).

5. Asymmetry of gender-based violence and restriction of horizontal communication of men after marriage

Provisions have been formulated for men to tolerate physical violence against women against themselves and double standards for assessing the need to continue premarital friendly (friendly) communication between men and women.

To empirically verify this provision, the attitude of respondents of both sexes to the assessment of possible physical violence of men against women and women to men was characterized and the hypothesis was verified that men will treat women's physical violence more tolerantly and will be more restrained in assessing women's violence against themselves. women. It was stated that women are expected to assess male aggression as immoral in a higher percentage of cases than vice versa. It was stated that the vast majority of men (64%) are in the position of ethical tolerance of female violence, or justify physical aggression by women, citing its natural weakness.

On the other hand, only 10% of male respondents consider a woman's restraint on male aggression to be morally normalized, although 20% of male respondents still suggest physical violence. An empirical study verified the hypothesis that men's horizontal communications after marriage are more likely to be transformed in the direction of their full / partial blocking and limitation in space and time. This is confirmed by the fact that only 14% of female respondents consider it normal for men to maintain previous relationships with friends after marriage.

It is emphasized that more than half of female respondents (61%) consider it necessary to terminate relations between male friends, limit their time or "allow" men to communicate only in the presence of women ("family communication" format). It was stated that only 25% of male respondents consider it necessary to terminate or limit premarital friendships between female friends. On the other hand, among male respondents the number of those who exceed the

number of supporters of the invariability of friendly relations between women after marriage is 35%, which is 20% more than the number of supporters of male friendship after marriage among the female part of the sample (Svyatnenko, 2019: 85-94).

6. Gender tolerance / intolerance

A theoretical position on gender tolerance / intolerance towards minority gender groups (gays, bisexuals, lesbians, prostitutes) has been formulated, which follows from multiple standards for assessing the socio-gender status of the respective minority community. The hierarchy of the respective communities reflects their place in the socio-gender stratification and attribution of the highest status to nominal heterosexuality, slightly lower to prostitutes, and the lowest status to lesbians, bisexuals, and gays.

This provision is formulated on the basis of the definition of comparative tolerance / intolerance. The highest rates of intolerance were found for gays, lesbians and bisexuals (52 and 54%, 54 and 58% and 74 and 51%, respectively, among men and women in the sample), the lowest - for prostitutes (21 and 35%, respectively). Emphasis is placed on the more intolerant attitude of female respondents to prostitutes compared to male respondents, which is explained by the predominance of domestic and shadow prostitution in Ukraine over legal.

7. Homophobia / heterophobia

Based on the assessed indicators of heterophobia and attitudes towards same-sex communication on the part of men and women in the form of male and female friendship, demands for merger / separation of family members with each other, a theoretical position on gender identity inversion and double standards for friendly (friendly) relations as normative (relations between women) and deviant (relations between men). The stated position is confirmed by the fact that only 18% of male respondents show a heterophobic attitude towards female friendship.

The vast majority of male respondents (53%) perceive the parallel communication of wives / girlfriends with their ex-girlfriends as normal and normal. On the other hand, only 7% of female respondents believe that the situation of men's communication with friends (male friends) is quite acceptable and should not be interfered with in any way. The reactions of 69% of female respondents, according to the study, are heterophobic, with 38% of women believing that male friendships have a homosexual connotation, and 21% willing to resort to indirect or direct pressure to block or interrupt such communications.

The formulated provision is supplemented by the statement that double standards of evaluation of friendly (friendly) relations between women as normative and relations between men as deviant block the processes of gender differentiation and segregation of men as a community (Svyatnenko, 2019: 85-94).

8. Features of financial and property distribution in the matriarchal gender scenario

Peculiarities of financial and property distribution as a part of matriarchal gender scenario are determined. It is determined that the majority of women and men (69%) are inclined to the position of budget management by women on the basis of their higher (male) financial competence and better understanding of financial costs. It is noteworthy that only 32% of men and 26% of women consider the egalitarian (equal) scenario to be the most acceptable option for a financial management strategy.

Based on this, a theoretical position is formulated, according to which the vast majority of respondents of both sexes are supporters of matriarchal racism and sexism in the organization of household finances, based on the a priori attribution of higher competence to women in finances and property compared to men. The theoretical position is supplemented by the statement that this attitude legitimizes the further exploitation of the husband by the matriarchal family, represented by the dyadic system of relations “child-mother” with the peripheralization of the father as a participant in family relations (*Svyatnenko, 2019: 65–73*).

9. Genicocratic gender stereotypes

Based on the high level of influence of genicocracy (women’s power) identified in the empirical study, a list of gender stereotypes was formed among respondents, which is represented in the form of gender stereotypes of everyday consciousness: regarding peacekeeping and peace-loving women; moral superiority of women over men, de facto “gender equality” in Ukraine (in its absence); on the expert role of women in meeting the vital needs of men (clothing, nutrition, sex, etc.); on domestic and organizational helplessness of men in comparison with women; on women’s secret knowledge of men (defined as a stereotype of “a priori wisdom” of women; on women’s altruism (as opposed to male selfishness); on women’s helplessness, insecurity and masculinity. From the results of the survey it is clear that from 63 to 85% Respondents of both sexes share the above stereotypes, which are derived from genicocratic and maternolatric social morality (*Svyatnenko, 2018: 52–61*).

10. Gender features of value hierarchies of men and women

The peculiarities of the value hierarchy of men and women are determined. It is stated that the male hierarchy of values is shifted to the vital-biological, professional-labor and career blocks, and the values of social prestige. It is emphasized that in women the second and third positions in the value hierarchy are occupied by dignitophilic values (freedom and creative self-actualization) and values associated with the accumulation of intellectual capital. It is noted that family values and values related to motherhood and childhood (well-being of women and children) are slightly higher for men than for women (rank deviation between male and female parts of the sample is 1.0 and 1.2, respectively) (*Svyatnenko, 2019: 65–73*).

It is determined that women, in comparison with men, define the value rank of career and professional activity as the highest (rank deviation between male and female parts of the sample is 0.9, respectively), which indicates the career orientation of women, the predominance of vectors in their sample. creative self-actualization and freedom and tendencies to increase intellectual capital in comparison with men (*Svyatnenko, 2019: 35-44*).

11. The ideal gender self

Based on the analysis of gender features, it was determined that the image of the ideal gender "I" in men in autostereotype is dominated by volegalmic and emotional-communicative traits and physical attractiveness, which, in fact, brings male identity closer to the feminized-feminine pole. Among them, 34% – courage, 12% – the ability to make friends, 10% – calmness and restraint, and 9% – restraint of aggression. It was stated that 2/3 of these qualities on the rating scale correspond to the feminized autostereotype of men. It is stated that in the heterostereotype of women in the assessment of men 22% is

femininity, 16% – warmth and cordiality, 15% (2 * 15) – flexibility, the ability to adapt to circumstances and a clear position.

It is emphasized that empathetic, adaptive and ego-autonomous features of gender identity in women by men are in demand. The autostereotype of women is dominated by love for children (18%), the ability to empathize (16%), tenderness (13%), devotion (11%) and the ability to help (10%). It is summarized that the image of the ideal gender ego of women in their self-perception is mainly child-centered and empathetic. It is emphasized that with the predominance of child-centeredness in the number of choices in comparison with other gender qualities, there are grounds to conclude that the empathy, tenderness and devotion of women are redirected from men to children.

At the same time, respondents in the heterostereotype of men identify as significant traits calmness and restraint (18%), limited use of abusive language (15%), love for children, tendency to lead and courage (3 * 12%), which illustrates the gender profile desirable for the female part of the sample features that also correspond to the image of a feminized man with volegalmic qualities and pronounced child-centeredness. It is emphasized that in the gender profile of men in the heterostereotype of women, the leadership qualities and courage of men occupy, compared to calmness / restraint and verbal limitations on obscene vocabulary, the last two places.

12. Conclusions

The ideologies of matriarchal racism and sexism value the inferiority of men's life and health, property rights, freedom of self-actualization, opportunities for raising children, and so on. At the micro level of socio-institutional relations (matriarchal family) due to these areas of value consciousness there is a recursion of gender ideology in the form of gender morality, which reflects the neofunctionalist (cultural and socio-systemic) interpretation of the mechanisms of autopoiesis of the cultural system.

The matrimonial nuclear family in the conditions of Ukrainian gender culture acquires a dyadic form, ie, the classical triad scheme of relations in the family (father-mother-child) is replaced by a dyadic due to the scenario of peripherization-displacement of the man outside the family space and positioning him as a sub of service activities to ensure consumer projects of mother and child.

In gender morality, the recursion of matriarchal racism and sexism takes the form of matriarchal familiarism. In the gender consciousness, matriarchal familiarism means the implicit recognition of a woman and a child as a self-sufficient dyad, in which the man is not so much a self-sufficient subject as an instrument of financial, property, labor and other instrumental resources.

The ideology and morality of matriarchal racism, sexism, feminolatry, the sacralization of femininity, the priority of genicocracy over masculinism is based on social ideas about the superiority of femininity and femininity as a gender group and a constituent component of social morality. This group of ideas corresponds to the implicit notions of the inferiority of masculinity and masculine origin, which creates the basis for matriarchal gender dominance and legitimization of women's gender privileges over masculinity through the matriarchal state.

Women's gender privileges over masculinity are objectively expressed: a) in social morality – at the level of unconscious attribution to women of a priori knowledge (life wisdom), spirituality, decency compared to men, social altruism, special competence in family relations, social communication, pedagogy, etc .; b) in the field of legal relations - in the form of gender-disparity regulations in certain areas of law and jurisprudence, which are indicative of women's gender privileges (these are regulations and practices in the field of family, social, criminal and criminal procedure, penitentiary, etc.); c) in attributing to women "regulatory

competence" (at the level of moral stereotypes) in the field of biopolitics, in particular: on male corporeality in the segments of sexuality, structuring food behavior, organization of sanitary spaces, choice of clothing, etc.

Consolidation of these gender privileges is done by passification and objectification of men and justification (at the level of stereotypes of social morality) of the inevitability of female patronage over men. This enshrines the right of women to disciplinary penetration of women and the body-psyche of men, which should be considered as the primary form of gender micro-government in Ukrainian gender culture. Such gender micro-government allows women to apply the mechanisms of moral coercion of men in the premarital period and legal coercion - in the period after marriage. The latent implementation of women's patronage over men involves the spread of the mythology of women's self-sufficiency and men's lack of self-sufficiency, which becomes a factor of moral pressure on men to encourage them to marry.

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EVALUATIVE LANGUAGE IN BRITISH TOURIST DISCOURSE

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Summary

The aim of the article is to highlight pragmatic role of evaluative vocabulary in British travel articles. For this purpose, such notions as tourist discourse, evaluative language, pragmatic meaning are defined, main features of tourist discourse are described, pragmatic meaning of evaluative language in travel articles is identified. The research was conducted based on travel articles from the Official Tourism Website of Great Britain www.visitbritain.com. To carry out the research the following methods were used: descriptive, deductive methods as well as elements of functional, discourse, and pragmatic analysis.

Tourist discourse combines elements of several discourses, i.e. advertising, popular science and some specific ones. An essential feature of travel articles is the use of positive strategy, aimed at formation of positive attitude of potential tourists towards the tourist object. Such evaluative language means as evaluative attributive word combinations, evaluative adjectives, superlative adjectives, evaluative adverbs, connotatively marked nouns and verbs are used in British tourist articles to fulfill the pragmatic purpose, i.e. to positively impact the potential tourist.

Keywords: evaluative vocabulary, pragmatic meaning, travel articles, positive strategy, evaluation, linguistic means.

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1. Introduction

Globalization processes have significantly influenced the development of tourism. Undoubtedly, it can be argued that English is the language of international tourism, thus, the English language investigation in tourist discourse is relevant in the framework of linguistics.

Nowadays scientists increasingly shift their focus to the peculiarities of tourist English. They explore its stylistic features, lexical and grammatical peculiarities as well as its social and cultural dimensions. The evaluative language in tourist discourse is also of interest for researchers. But the novelty of this investigation is due to the functional and pragmatic role of evaluative language in tourist discourse.

The purpose of the research is to define the role of evaluative language in British tourist discourse within the framework of its functional and pragmatic functions.

The purpose of the research constitutes accomplishment of the following objectives: to define the main notions of the research, i.e. of evaluative language and tourist discourse, to characterize the phenomenon of tourist discourse, to consider the evaluative language in terms of its role in organizing the whole text of a travel article, and to identify pragmatic meaning of evaluative language in tourist discourse.

Language data used in the research includes travel articles from the Official Tourism Website of Great Britain www.visitbritain.com.

Research methods used for implementation of the tasks set out for the research include general scientific methods, i.e. descriptive and deductive methods as well as linguistic methods, i.e. elements of functional, discourse, and pragmatic analysis.

2. Theoretical Framework of Tourist Discourse

Tourism includes direct interaction between cultures, with special focus on communication and sharing between local and international cultures. Generally speaking, tourist discourse has the same objectives as the advertising discourse: to capture attention, to maintain interest, to create desire, and finally to get action. In order to fulfill these functions, specific advertising techniques are used to shape consumer behavior (*Teodorescu, 2014: 367*). Tourist texts are expected to play a persuasive role in order to attract tourists (*Younesi, 2018: 40*). Tourist discourse is the text implemented in institutional situations of communication in the subject area of tourism. Tourist discourse is a special subspecies of advertising discourse (*Ivanova, 2017: 105*).

According to L. M. Goncharova, speech impact in travel advertising is carried out in such a way as to convince a potential client of high quality, uniqueness, safety of the service provided. In addition, by advertising a travel product, the advertiser affects the consciousness, intelligence of the consumer, attracting his/her background knowledge, awakening the desire to comprehend new things, stimulating interest and arousing curiosity (*Goncharova, 2011: 202-203*).

Based on the information mentioned above, it is obvious that tourist discourse contains many features of advertising discourse. But, on the other hand, it also has features of popular science discourse. According to the researchers, popular science discourse comprises a set of texts relevant to one area of communication, taking into account extralinguistic factors, addressing-targeting interaction, communicative attitude (*Bezsonova, 2016: 107*); popular science discourse in modern conditions is united by a thematic community and by the purpose of communication, i.e. the desire to influence society, prepare it for adequate social interaction and the solution of interdisciplinary global problems. In other words, popular science discourse becomes the central unit of speech activity, the main characteristics of which are the conscious active participation of communicants in a socially significant action that has an initially dialogical nature; this action is due to extralinguistic factors, caused by the whole set of circumstances in which the life of the communicants proceeds, including their personal experience, the norms of society and the dominants of culture (*Egorova, 2009: 44*). So, it is possible to state that tourist discourse combines the features of advertising and popular science discourse.

Tourist discourse is a complex discursive formation. Its communicative space includes interdependence, interaction of tourism, advertising tourism, scientific, business, didactic, legal (legislative) subspecies of tourist discourse. Within each subspecies of tourist discourse you can find inclusions of historical, art history, journalistic, culinary and other discourses. In this case, we are talking about hybridization of tourist discourse (*Kosickaya, 2014: 192*).

As an independent type of discourse, tourist discourse is distinguished on the basis of a special thematic focus (travel and recreation), orientation towards a strictly defined addressee (tourist), uniqueness of the goal (inform the addressee about a trip), as well as due to the existence of institutions (tour operators, international organizations), special tourism ethics, well-developed and extensive tourism terminology. Tourist discourse is a special mass information and status-oriented institutional discourse (*Kosickaya, 2014: 192*).

According to N.V.Filatova, tourist discourse is characterized by the following parameters:

1) participants: seller (tour operator) – client; tour guide – excursionist; compiler of the text – the recipient of the text;

- 2) place: office, tourist bus, museum, city street, virtual space, text space;
- 3) goals: making a profit – receiving excursion and tourist services;
- 4) key concept: travel;
- 5) strategies: the positive strategy;
- 6) material: a large set of topics, including regional and historical information, tour organization, hotel business, transport, security, food, etc.;
- 7) varieties and genres: depending on the channel transmission of information there are oral and written varieties of tourist discourse; the written variety includes printed texts and computer-mediated communication, oral variety is divided into direct and indirect (*Filatova, 2012: 78*).

If we consider tourist discourse strategies, the most defining for our research is the positive strategy proposed by L. M. Goncharova. The researcher states that while reading tourist magazines, the potential client is immersed in the world of long-distance travel dreams, luxury hotels, fabulous life in exotic countries. Only in this area of professional speech communication, we will never meet anything evil, vulgar, scary or repulsive. Here the reader finds only fascinating information about different cities and countries, mesmerizing promises and offers of travel agencies. Such a positive strategy is obvious and justified, because no one wants to pay a lot of money for their own stress. Speaking of advertising in the tourism sector, it is important to remember that the use of verbal means is aimed at making the addressee feel a positive attitude (*Goncharova, 2011: 203*).

So, tourist discourse mainly combines features of advertising and popular science discourses, but it also comprises the elements of special for each communicative act type of discourse, e.g. culinary, historical, journalistic etc. Tourist discourse has its own varieties with their own discourse strategies.

3. Evaluative Language

According to Cambridge Dictionary, evaluation is the process of judging or calculating the quality, importance, amount, or value of something (*Cambridge Dictionary*). Merriam-Webster Dictionary also gives the definition of evaluation as determination of the value, nature, character, or quality of something or someone (*Merriam-Webster Dictionary*).

Evaluative language can be described as a positive or negative language which judges something's worth. It involves language for expressing feelings and thoughts, evaluating aspects of people like their behavior, and assessing the nature of objects like literary works.

Evaluation may be defined as semantic-stylistic category, which, based on the opposition of partial values of negative, positive or neutral assessment, conveys the attitude of the speaker to the named subject, phenomenon, concept. In terms of content, the assessment can be neutral, positive and negative, and in terms of expression it can be explicit and implicit. Explicit units transmit the assessment directly, and implicit ones need more complex and deeper indirect process of perception (*Kots, 2016: 79*).

Evaluation may be regarded as a component of pragmatic meaning of the word, expressing the attitude of the subject of evaluation to the object of extra-linguistic reality by correlating its individual signs with a system of values adopted in a given language community. Evaluation highlights a certain feature of an object, event, fact, phenomenon, it is an anthropocentric phenomenon and helps a person to orient in historical time and space (*Lyzlov, 2009: 7*).

Evaluation as a linguistic category is based in its semantics on axiological constant, formally expressed by different languages means - morphological, lexical and syntactic, generalized invariant value of approval / disapproval of actions, processes, phenomena, facts etc. (*Chmel, 2016*).

The concept of evaluation is inextricably linked with the expression of emotional human attitude to the object of expression. Giving an assessment, the speaker expresses his positive or negative attitude on any grounds. In structure of the meaning of the word evaluation is associated primarily with emotional component of connotation, which includes both rational and emotional evaluation. Much of the evaluative vocabulary is potentially connected with emotional component. That is, everything that surrounds a person causes him an evaluative reaction. At the syntactic level, there are connotations that reflect the relationship between language units and existing non-linguistic object, phenomenon and user. Connotative information is a product of speech process and arises as a result of activation of the expressive potential of expressive-syntactic constructions. It increases the impact on the person and causes him/her emotional and evaluative attitude to a particular object, event or condition (*Chmel, 2016*).

4. Pragmatic Meaning of Evaluative Language in Tourist Travel Articles

As it was mentioned above, there are different varieties of tourist discourse which can be related to its genres. Researchers distinguish three subtypes of tourist discourse, each of which has a specific lexical composition, genre and stylistic features, specific communication strategies and tactics: professional (serves the business process in the tourism industry), academic (operates in the training of tourism professionals, as well as scientific analysis of practical activities in this sector of the economy) and public (aimed mainly at disseminating information about the tourism industry and attracting customers) (*Tarnaeva, 2013*).

N.V. Filatova speaks about the following genres of tourist discourse: excursion (including communication between the excursionist and the guide), dialogue with the seller of the service (dialogue between the representative of the travel agency and the client in the office or outside the office), dialogue with the representative of the receiving party (between the client / accompanying group and the hotel employee / driver of the tour bus), dialogue between the tour operator and the contractor (booking hotels, air tickets, etc.), on the periphery of the genre field – speech interaction in special circumstances (negotiations with the consulate) (oral type of direct communication); video guide - geographic overview documentary, audio guide (oral type of mediated communication); guidebook, tourist brochure, catalog, article, brochure, leaflet (written variety in the form of printed texts); virtual tour, tourist office website, customer email to tourist office, tourism employee email (computer-mediated writing variety) (*Filatova, 2012: 79*).

In our research we relate travel articles to the public subtype of tourist discourse. The aim of public tourist discourse is to form a potential tourist's positive attitude to the proposed tourist product and further implementation of this product, so this subtype of tourist discourse uses mainly manipulative strategies that involve influencing the recipient to encourage post-communicative actions. desirable for the other side of communication (*Tarnaeva, 2013*).

Pragmatics as a science studies linguistic units in their use, in attitude towards those who use them. Pragmatic meaning is the meaning that a word acquires in a speech situation (*Labzina, 2012: 131*). Any evaluative vocabulary is a pragmatic oriented vocabulary, because it characterizes the speaker's attitude, his assessment and is connected with his personality, his subjective values and preferences (*Bohieva, 2017*). One can distinguish between positive, negative and neutral evaluative statements (*Boboshko, 2012*).

Having conducted the research, it is possible to state that evaluative language in British travel articles includes the following linguistic means: evaluative adjectives, superlative adjectives, evaluative adverbs, connotatively marked nouns and verbs, as well as evaluative attributive word combinations.

The most evident elements of the evaluative language used in British travel articles are evaluative adjectives. While analyzing the article *Dream-worthy walks along the England Coast Path* (VisitBritain, 2020), such evaluative adjectives have been found: *striking, quaint, tranquil, incredible, spectacular, breathtaking, delicious, imposing, beautiful, picturesque, outstanding, exciting, picture-perfect, delectable, stunning, exceptional, instagrammable* etc. Let's take a look at their usage in more detail.

The first sentence of the article contains several evaluative adjectives: *From striking cliffs rising out of the sea to sandy coves and quaint fishing villages, England's coastline offers a tranquil escape if you're dreaming of the great outdoors.* We read further: *Passing some of England's most tranquil spots, you will be able to take in breathtaking scenery en route, explore historic castles, tuck into delicious fish and chips and find fossils in ancient cliffs – these are just some of the top things along England's Coast Path that helped England take second spot in the Lonely Planet's Best in Travel 2020.* So, the first two paragraphs of the article are written in such a way to create a positive atmosphere and positive perception by the readers.

The positive communicative strategy mentioned above is also obvious due to the usage of superlative adjectives, e.g. *England's most tranquil spots*, and evaluative adverbs, e.g. *Day-dreamers can imagine taking in the breathtaking views from the imposing walls of Bamburgh Castle that stand proudly overlooking this Area of Outstanding Natural Beauty.*

The evaluative language is also expressed by the use of connotatively marked nouns, e.g. *abundance* (*A designated stretch of historic coastline, Durham's wild cliffs and sweeping dunes are home to an abundance of wildflowers, insects and other wildlife*), *magnificence* (*A designated Area of Outstanding Natural Beauty for over 50 years, the Norfolk Coast contains everything from the sweeping sand dunes and salt marshes of Holkham National Nature Reserve to the magnificence of Holkham Hall stately home,*) and connotatively marked verbs, e.g. *to teem* (*With its imposing castles and offshore islands that are teeming with wildlife, the Northumberland coast offers beauty and history in equal measure*), *to savour* (*Foodies can savour the prospect of sampling delectable cuisine from top chefs in Whitstable, while animal fans can look forward to spotting wild birds around Romney Marsh and the bird reserve at Dungeness*), *to dream*, *to spark* (*If you're a fan of Britain's rich ancient history and folklore you can dream of uncovering the area's connection to the legend of King Arthur and a coastline that has sparked the imagination for centuries*).

Noticeable is the usage of evaluative attributive word combinations: *striking cliffs, sandy coves, quaint fishing villages, a tranquil escape, great outdoors, incredible beauty spots, spectacular places, breathtaking scenery, historic castles, delicious fish and chips, ancient cliffs, imposing castles, breathtaking views, imposing walls, wild cliffs, sweeping dunes*. Such attributive word combinations arouse readers' positive feelings, implementing positive strategy.

5. Conclusions

So, tourist discourse is hybrid formation which includes elements of some other discourses with its own genres and communicative strategies. Characteristic of travel articles is the use of positive strategy, which is aimed at creation of potential tourists' positive attitude to the tourist object. The whole structure of travel articles as well as their linguistic means serve the purpose of getting a positive message across to potential tourists.

The use of evaluative language is typical of travel articles, it is pragmatic oriented, and the evaluation is always positive. Evaluative linguistic means used in British tourist articles include evaluative attributive word combinations, evaluative adjectives, superlative adjectives, evaluative adverbs, connotatively marked nouns and verbs. Comparison of evaluative language in other genres of tourist discourse is of interest for further research.

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MORPHEME *land-* NESTING ANALYSIS ON THE BASIS OF EDUCATIONAL TEXTS

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Summary

The relevance of the article is to describe the practical experience of future land manager's linguistic investigations concerning morpheme *land-* nesting analysis during studying process at the Faculty of Land Management within the National University of Life and Environmental Sciences of Ukraine. The aim is either to distinguish the most common adequate word combinations to be used for own future land manager's professional conversation on the basis of morpheme *land-* the most frequent in use for future land manager r to determine the basic stages of linguistic work on English lessons. The result of the studies is the conclusion that the morpheme *land-* must be analyzed separately because of its wide derivations including a list of derivative compounds to have become nesting themselves.

Morpheme *land-* includes either 35 basic varieties (*land, leased land, degraded land, sold land, purchased land, arable land, dry land, bad land, fertile land, land measuring, land natural resources, land cost definition, forest plants land, water fund land, land reconnoitre observation, land purpose, land quality, land administration, land recultivation, land cadastre, land domain, land estimation, land easement, land tax, land evaluation, land law, land melioration, land relief / terrain, land measurements, land redistribution, land surface, land of natural reserve and other nature conservation purposes, land of residential and public buildings, land of sanitary purpose*). Besides, morpheme *land-* includes 74 additional varieties being included into 13 derivative compounds (*land plan, land manager, land management, land code, land parcel, land plant, land use, land property, land samples, land probing, land crops, land owner*) which have become nesting items themselves because of the regular usage for land management texts in such representation. The most nesting morpheme morpheme *land-* derivative compounds are *land management, land plot, land parcel and land crops* to be used together with 35 morpheme *land-* basic varieties for the future dialogue concluding on the basis of the shortened list of professional phrases. The majority of morpheme *land-* nesting varieties belongs either to noun-noun two components word combination or to attribute- noun two components word combinations. The majority of morpheme *land-* derivative compounds belong either to attribute- noun three -four component word combinations or to noun-noun three-four component word combinations. The main stages of linguistic must predict three previous stages like the stage of the land manager's adapted foreign texts reading and analysis concerning searching *land-* morpheme representatives, the stage of the detailed description of the nesting phenomenon and making descriptive notes and the stage of making mathematic calculations, table columns context coding and adequate statistic linguistic tables concluding. The prospect of research is to observe a range of concrete real life communicative situations on the basis of the previously distinguished common adequate morpheme *land-* word combinations.

Keywords: land, linguistic studies, noun-noun word combinations, attribute-noun word combinations, multistructural word combinations, morpheme, basic varieties, derivative compounds, future land manager's conversation, varieties analysis, class texts.

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1. Introduction

Nowadays it's important to develop soft professional skills of future engineers exemplifying their linguistic studies while studying foreign language at the concrete Ukrainian educational establishment. These linguistic studies must be primarily dealt with the search of common morpheme for adaptation to accept foreign terms by nesting method (*Yakushko, 2020*).

It is in need to distinguish lexical structure and frequency usage features of English terminological compounds with such morphemes vocabulary which is related to the most actual technical professions in the area of agriculture like specialist in agricultural automation or universal land manager (*Yakushko, 2018*).

The purpose of the article is to describe the practical experience of future land manager's linguistic investigations concerning morpheme *land-* nesting analysis during studying process at the Faculty of Land Management within the National University of Life and Environmental Sciences of Ukraine in Kyiv during the second semester of 2019/2020 curriculum period. The aim is to distinguish the most common adequate word combinations to be used for own future land manager's professional conversation on the basis of morpheme *land-* as the most frequent in use for future land manager (*Yakushko, 2020*). Besides, it's important to regard it either as free or a bound type of morpheme (*Independent learning platform, 2020*).

The main methods of the conducted research were the students' linguistic analysis of the educational texts concerning searching *land-* morpheme representatives, making descriptive notes, making mathematic calculations, table columns context coding and adequate statistic linguistic tables concluding.

2. The stage of the land manager's adapted foreign texts reading and analysis concerning searching *land-* morpheme varieties representatives

On this stage the students have work with the seven adapted educational texts from the adequate textbook concerning the topics on geodesy, cadastre, GIS, mapping, soil studying etc. (*Yakushko, 2020*) exemplifying following item of text being related to the land management in general:

Land Management is a universal specialty dealing engineering, economy, chemistry, agriculture, geography automation etc. A land manager deals with land law, land use, geodesy, land cadastre, land administration, land measurements like land parcel boundaries, land planning environmental economics for all land parcels and land plots. Landowners and land users need him as land manager, surveyor or land planner for land management or land planning works, land-use planning surveying works taking into account ecological network state. In general, land management is the branch of agriculture dealing with land reforms as well as cadastre and distribution of land natural resources. Planning crop rotation is one of the main tasks for both agronomists and land managers.

A land manager can not do without Math calculations too. He deals with arithmetic operations for some uneven or homogeneous points measurements. A land manager may use calibrated tube or ruler to multiply length and width while measuring square area of land parcel with accuracy. Besides, he can divide, subtract or add the value of height, depth or length numbers while geodetic objects inventory. A land manager must be able to calculate increasing ratio values of land taxes for every leased land parcel area without any measurement error.

Professional training at our Land Management Faculty being guided by Taras O. Yevsiukov within the National University of Life and Environmental Sciences of Ukraine is provided by 5 following special departments: a) Management of Land Resources; b) Land Cadastre; c) Land

Use Planning; d) Geodesy and Cartography; e) Geoinformatics and Aerospace Research of the Earth. Their activity is devoted to land relations, land management, land planning and development projects and the state of land cadastre, planning environmental protection, monitoring and governmental control of rational land use, protection of land etc. Thus, the future land managers study on 5 following programs: a) land management and cadastre; b) land conservation; c) evaluation of land and real estate; d) geodesic-cartographic technologies in land management; e) GIS in land management.

All subjects studied at the University are very important. Land-survey studies land estimation; land law and geology deal with the structure of the land. The experts in geodesy and cartography will carry out aerial shootings of the earth and make maps. Geoinformation system will help to make the programs for drawing up of maps and estimations. Our students have practice in subdivisions of the State Committee for Land Resources of Ukraine, the Central and regional research and project institutes of Land Management, State Land Cadastre Centre, Institute of Agricultural Surveys, etc. The faculty cooperates with land management foreign institutions like Italy, USA, Germany etc. too.

Even this one adapted educational text gave variants background for further analyzing because of such thirty three morpheme *land-* varieties as *land manager, land law, land use, land cadastre, land administration, land measurements, land parcel boundaries, land planning environmental economics, land parcels, land plots, landowners, land user, land planner, land management, land planning works, land-use planning surveying works, land reforms, land natural resources, land taxes, land parcel area, Land Management Faculty, Management of Land Resources, Land Use Planning; land relations, land management, land planning and development projects, state of land cadastre, protection of land, land conservation; evaluation of land land-survey studies, land estimation; the State Committee for Land Resources of Ukraine, State Land Cadastre Centre, etc.*

3. The stage the detailed description of the nesting phenomenon and making descriptive notes

On this stage the students have investigated that morpheme *land-* is mainly nested in more than one hundred varieties exemplifying thirty five basic varieties and seventy four additional varieties.

Morpheme *land-* is mainly represented in following thirty five basic varieties: nine attribute-noun two components word combination (*leased land, degraded land, sold land, purchased land, arable land, dry land, bad land, fertile land, land measuring*), one attribute-noun three components word combinations (*land natural resources*), two noun-noun three components word combinations (*land cost definition, forest plants land, water fund land, land reconnaissance observation*), sixteen two components noun-noun word combinations (*land purpose, land quality, land administration, land recultivation, land cadastre, land domain, land estimation, land easement, land tax, land evaluation, land law, land melioration, land relief/terrain, land measurements, land redistribution, land surface*), three multistructural word combinations with *of* (*land of natural reserve and other nature conservation purposes, land of residential and public buildings, land of sanitary purpose*).

Morpheme *land-* is mainly represented in following thirteen additional derivative varieties:

a) *land plan-* as derivative compound in three varieties to become nesting itself: two noun-noun two components word combinations (*land planner, land planning*) and one noun-noun three component word combination (*land planning object*);

b) *land manager-* as derivative compound in four varieties to become nesting itself: one nesting item (*land manager*), two noun-noun three components word combinations (*land*

manager's experience, land manager's studying) and one noun- attribute four component word combinations (*land manager's practical skills*);

c) *land management*- as derivative compound in seven varieties to become nesting itself: one nesting item (*land management*), six three components word combinations (*Land Management Faculty, land management documentation, land management works, land management science, land management departments, land management chairs*);

d) *land code*- as derivative compound in three varieties to become nesting itself: one nesting item (*land code*), two noun-noun three components word combinations (*land code article, Ukraine's Land Code (LCU)*);

e) *land plot*- as derivative compound in nine varieties to become nesting itself: one nesting item (*land plot*), five noun-noun three components word combinations (*land plot evaluation, land plot map, land plot cost, land plot painuing, land plot boundary*), one three components word combination with *of* (*positioning of land plot*), three attribute-noun two components word combinations (*own land plot, state land plot, neighbouring land plot*).

f) *land parcel*- as derivative compound in seven varieties to become nesting itself: one nesting item (*land parcel*), five noun-noun three components word combinations (*parcel evaluation, land parcel map, land parcel cost, land parcel painuing, land parcel boundary*), one three components word combination with *of* (*positioning of land parcel*), three attribute-noun two components word combinations (*own land parcel, state land parcel, neighbouring land parcel*).

g) *land plant*- as derivative compound in four varieties to become nesting itself: one nesting item (*land plant*), two three components noun-noun word combinations (*land plants cover, land plants protection*), one four components word combinations (*land plants crop rotation*).

h) *land use*- as derivative compound in five varieties to become nesting itself: one nesting item (*land use*), one two components word combination (*land user*), two three components word combinations (*land use relations, farm use land*), one four components word combination (*recreational resort use lands*);

i) *land property*- as derivative compound in three varieties to become nesting itself: one nesting item (*land property*), two three components noun-noun word combinations (*land real property, land property ownership*);

g) *land samples*-as derivative compound in three varieties to become nesting itself: one nesting item (*land samples*), two three components word combinations (*land samples analysis, land samples/ definition*);

k) *land probing*-as derivative compound in three varieties to become nesting itself: one nesting item (*land probing*), two three components word combinations (*land probing analysis, land probing definition*);

l) *land crops*- as derivative compound in three varieties to become nesting itself: one nesting item (*land crops*), five three components word combinations (*land crops cover, land crops rotation, land crops growth, land crops planning, land crops inventory*).

m) *land owner*- as derivative compound in three varieties to become nesting itself: one nesting item (*land owner*), one two components word combination (*land ownership*).

4. The stage of making mathematic calculations, table columns context coding and adequate statistic linguistic tables concluding

On this stage the research results were visually represented in two tables after the following coding of their both context columns:

- A– the title of morpheme;
- B– the total number of varieties;
- C– the number of nesting items;

- D– the number of separate noun in one word;
 E– the number of separate attribute in one word;
 F– the number of multistructural word combinations with *of*;
 G– the number of noun-noun two components word combination;
 I– the number of attribute- noun two components word combinations;
 J– the number of attribute- noun three –four component word combinations
 K– the number of noun- noun three-four component word combinations.

Table 1. Morpheme *land-* nesting analysis result in basic varieties

A	B	C	D	E	F	G	I	J	K
<i>land, leased land, degraded land, sold land, purchased land, arable land, dry land, bad lad, fertile land, land measuring, land natural resources, land cost definition forest plants land, water fund land, land reconnoitre observation, land purpose, land quality, land administration, land recultivation, land cadastre, land domain, land estimation, land easement, land tax, land evaluation, land law, land melioration, land relief / terrain), land measurements, land redistribution, land surface), land of natural reserve and other nature conservation purposes, land of residential and public buildings, land of sanitary purpose.</i>	35	1	1	0	3	17	9	1	4

Table 2. Morpheme *land-* nesting analysis result in derivative compounds

A	B	C	D	E	F	G	I	J	K
<i>land plan</i>	4	1	2	0	0	0	0	0	1
<i>land manager</i>	4	1	0	0	0	0	0	1	2
<i>land management</i>	7	1	0	0	0	0	0	6	0
<i>land code</i>	3	1	0	0	0	0	0	2	0
<i>land plot</i>	13	1	0	0	1	0	3	5	3
<i>land parcel</i>	13	1	0	0	1	0	3	5	3
<i>land plant</i>	4	1	0	0	0	0	0	0	3
<i>land use</i>	6	1	0	0	0	1	0	1	3
<i>land property</i>	3	1	0	0	0	0	0	1	1
<i>land samples</i>	4	1	0	0	0	0	0	1	2
<i>land probing</i>	4	1	0	0	0	0	0	1	2
<i>land crops</i>	6	1	0	0	0	0	0	1	5
<i>land owner</i>	3	1	0	0	0	2	0	0	0
Total amount	74	13	2	0	2	3	6	24	25

5. Conclusions

The conclusions may be represented in a eight points list sample:

1. Morpheme *land-* must be always analyzed separately from other adequate land management texts morphemes because of its wide derivations including a list of derivative compounds to have become nesting themselves.

2. Morpheme *land-* includes 35 basic nesting representatives (*land, leased land, degraded land, sold land, purchased land, arable land, dry land, bad land, fertile land, land measuring, land natural resources, land cost definition, forest plants land, water fund land, land reconnoitre observation, land purpose, land quality, land administration, land recultivation, land cadastre, land domain, land estimation, land easement, land tax, land evaluation, land law, land melioration, land relief / terrain, land measurements, land redistribution, land surface, land of natural reserve and other nature conservation purposes, land of residential and public buildings, land of sanitary purpose*).

3. Morpheme *land-* includes 74 additional varieties being included into 13 derivative compounds (*land plan, land manager, land management, land code, land parcel, land plant, land use, land property, land samples, land probing, land crops, land owner*) which have become nesting items themselves because of the regular usage for land management texts in such representation.

4. The most nesting morpheme *land-* derivative compounds are *land management, land plot, land parcel and land crops* to be used together with 35 morpheme *land-* basic varieties for the future dialogue concluding on the basis of the shortened list of professional phrases.

5. The majority of morpheme *land-* nesting varieties belongs either to noun-noun two components word combination or to attribute- noun two components word combinations.

6. The majority of morpheme *land-* derivative compounds belong either to attribute-noun three -four component word combinations or to noun-noun three-four component word combinations.

7. The main stages of linguistic must predict three previous stages like the stage of the land manager's adapted foreign texts reading and linguistic analysis concerning searching *land-* morpheme representatives, the stage of the detailed description of the nesting phenomenon and making descriptive notes and the stage of making mathematic calculations, table columns context coding and adequate statistic linguistic tables concluding.

8. The prospect of research is to observe a range of concrete real life communicative situations on the basis of the previously distinguished common adequate morpheme *land-* word combinations.

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PROGRAMS OF HOLIDAY GOVERNMENT CONCERTS – THE MUSICAL DOCTRINE OF THE USSR IN CULTURE (30S – 50S OF THE XX CENTURY)

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Summary

In the second half of the 30s in the USSR the everyday life of the Kremlin courtyard took its shape, the tastes of which were reflected in the programs of government concerts, which were full of opera arias, duets, ballet acts and all kinds of folklore.

In totalitarian states the tastes of the leader largely determine the state's cultural policy. The ruling elite decides which areas of art are needed by the people and which are not. The musical doctrine of Soviet power was based on the musical tastes of the leader. This doctrine bore the mask of "socialist realism in music". But it was precisely the "mask", under which music gave pleasure to Stalin.

The article provides a comparative analysis of the programs of government concerts in the Kremlin and the program repertoire of the State Academic Opera and Ballet Theater after T.G. Shevchenko in Kiev.

Based on the recollections of participants in government concerts in the Kremlin, a subtle connoisseur of music Y. Elagin and an outstanding Soviet ballerina M. Plisetskaya, the author recreates the atmosphere of Soviet official receptions, many of which were an important event not only in the political but also in the cultural life of Soviet society.

Keywords: power, politics, culture, musical doctrine, Soviet art.

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1. Introduction

The novelty of the research lies in the fact that a comparative analysis of the programs of Soviet government concerts and the repertoire of the State Academic Opera and Ballet Theater after T.G. Shevchenko in Kiev was produced not only to study the cultural, but also the political component of the life of Soviet society.

The relevance of the work lies in the study of the problem of interaction between power and society, the formation of cultural policy in a totalitarian state.

The purpose of the study is to study the principle of building the Soviet doctrine in the field of cultural development on the basis of the analysis of concert programs of Soviet government receptions,

2. Classification of government concerts. Participants and guests

By the mid-30s three types of government concerts were defined:

- a big gala concert at the Bolshoi Theater. These concerts have ended government sessions, congresses, conventions;
- concerts in the Grand Kremlin Palace, which were given during New Year's celebrations, receptions, banquets, etc.;
- "intimate" concerts for some members of the Politburo, usually held in their private apartments in the Kremlin.

According to the rules of the People's Commissariat of Internal Affairs, performers who had relatives abroad could not be allowed to participate in concerts or performances in the presence of members of the Politburo.

This rule led to the fact that the leader could not listen to brilliant musicians, for example, the cellist of the Bolshoi Theater Svyatoslav Knushevitsky. Instead of him the solo was played by another, inferior in skill to Knushevitsky, but who had no relatives abroad.

Artists who were allowed to perform at government concerts were issued special passes the day before the performance, on which the performer's name was typed. The text ended with the surname of the head of the security, for example: "State Security Commissioner of III rank Dachin. Concert participants were required to comply with the following rules:

- do not walk along the theater corridors for no particular reason;
- visit only the nearest restroom or buffet;
- arrive at the concert no later than an hour before its start.

Considering that the concerts began at about 8 pm and ended after 12 am, the artists who performed at the end of the program had to come by 7 pm and be behind the scenes for more than 5 hours.

Security at concerts in the Grand Kremlin Palace was stricter than in the Bolshoi Theater.

By the mid-1930s it had become a tradition to invite pilots, scientists, engineers, and prominent figures of art to the receptions, who gave a special glitter to such receptions. "Court" guests were rarely invited with their wives (or husbands). An exception was made if the husband or wife were equally famous, for example, Ivan Moskvina and Alla Tarasova.

Members of the Politburo also attended receptions "in a bachelor position," that is, without wives.

At receptions in the Grand Kremlin Palace Stalin often approached actors and actresses and talked with them. At the beginning of 1941 one of these conversations caused a heated discussion in the artistic circles of Moscow. In the midst of the evening, after 12 o'clock at night, Stalin approached the mezzo-soprano of the Bolshoi Theater, Davydova, a spectacular woman dressed in a silver strongly low-cut dress with jewelry around her neck and arms, with a stole made of black and brown foxes.

"The great leader, dressed in his unchanging modest khaki jacket and boots, for a while silently looked at the young woman, smoking his pipe. Then he took the pipe out of his mouth.

– Why do you dress so magnificently? What is all this for? – He asked, pointing with the pipe at Davydova's pearl necklace and bracelets. – Doesn't your dress seem tasteless to you? You need to be humble. You need to think less about dresses and work more on yourself, on your voice. Take an example from her ... – he pointed to his favorite passing by – the soprano of the Bolshoi Theater Natalia Shpiller. Shpiller was a real beauty – the perfect embodiment of the image of Anna Karenina – tall, stately, with regular facial features, full of the peculiar charm inherent in beautiful Russian women. For all the aristocracy of her manners, she dressed with deliberate modesty, always wore closed dresses in dark colors, did not wear jewelry and almost did not use cosmetics.

– She doesn't think about her toilets as much as you do, but thinks about her art... – Stalin continued. – And what great successes she made. How well she began to sing...

Both ladies stood in silence and listened to the leader. What could they say in response? It was said that Davydova could hardly restrain herself so as not to burst into tears. And there was a reason to do it...", – recalled Y.B. Elagin (*Elagin, 2020*).

Natalya Shpiller, wife of cellist Svyatoslav Knushevitsky, often took part in the so-called "intimate evenings" at the apartments of Politburo members in the Kremlin, which were not customary to talk about. About her "debut" she said that at 4 o'clock in the morning she was brought into a room in one of the Kremlin apartments, where several members of the Politburo were.

“Some of them were so drunk that they could no longer move or talk. Others were quite tipsy, but full of cheerfulness and energy. It was they who summoned Shpiller specifically so that she would sing to them several Russian folk songs. According to her, all the not quite drunk leaders were exceptionally nice and kind to her. She did not mention Stalin. It was already light when they brought her home...” (*Elagin, 2020*).

In his memoirs, a subtle connoisseur of music, violinist Y.B. Elagin calls the concerts at the Bolshoi Theater a grandiose "musical and ballet vinaigrette", which was attended by at least 400-500 artists and musicians (*Elagin, 2020*).

The concert began with a performance by the Bolshoi Theater orchestra or the State Academic Symphony Orchestra of an overture or excerpt from an opera by Russian composers, most often Glinka and Rimsky-Korsakov. On especially solemn occasions the orchestra together with the choir performed one of the "songs about Stalin."

The orchestras performed only at government concerts at the Bolshoi Theater. They were not invited to the Kremlin.

Concerts in the Grand Kremlin Palace began in most cases with a performance by David Oistrakh or Emil Gilels. The main numbers of the concerts consisted of performances by famous Soviet collectives – the Song and Dance Ensemble of the Red Army, the Pyatnitsky Russian Folk Song Choir and the Dance Ensemble of the Peoples of the USSR under the direction of Igor Moiseyev.

By the end of the 30s the Red Army Ensemble, which numbered more than 200 people, became the leader's main favorite. “And when these two hundred healthy fellows in full military uniform went on stage, they gave the impression of an impressive military unit, with the only difference that instead of rifles and machine guns in their hands they had balalaikas and accordions” (*Elagin, 2020*).

Concerts in the Kremlin were not complete without the participation of artists from the Bolshoi Theater. Singers performed arias from Russian and foreign operas, folk songs and songs of Soviet composers. Ballet performers danced character dances more often than classical ones. From the end of 1938, circus acts – jugglers and acrobats – began to be included in the programs.

3. Great Kremlin receptions

By type the great Kremlin receptions can be classified as follows:

– receptions of representatives of the Red Army and the Navy. In the period from 1935 to 1949 almost every year (with the exception of the period 1942–1945), receptions were given in the Kremlin for the participants of the May Day military parade and graduates of military academies;

– receptions of workers of science and art: participants of the decades of arts of the union republics; higher education workers; participants of the jubilee session of the USSR Academy of Sciences;

– receptions in honor of Soviet pilots.

In the first place in terms of the number of receptions per year are receptions for representatives of the Army and Navy (17 receptions), then – receptions for scientists and cultural workers (15 receptions) and receptions of “pilots”

(6 receptions) (*Nevezhin, 2019:433-435*). Members of the Diplomatic Corps were not expected to be present at these receptions. Foreign diplomats were the main participants in receptions at Spiridonovka-17 and at diplomatic receptions in the Kremlin, which were arranged in 1939 and in 1941 by V.M. Molotov and organized by J.V. Stalin (1941 – 1952).

Number of Kremlin receptions by year: 1935 – 3; 1936 – 5; 1937 – 7; 1938 – 8; 1939 – 8; 1940 – 7; 1941 – 3; 1945 – 3; 1947 – 1; 1948 – 1; 1949 – 1 (*Nevezhin, 2019: 436*).

In 1948, on July 22 – a reception for the participants of the All-Union parade of athletes, and in 1949, on December 22, – a reception on the occasion of Stalin's 70th anniversary.

Thus, in 1948 and 1949 the tradition of annual receptions (except for the period 1942 – 1945) for participants in the May Day military parade on the Red Square in Moscow was broken.

It should be noted that at these receptions political symbolism was brought to perfection, in terms of political propaganda and agitation.

So, on the cover of the concert program on May 2, 1938 for the participants of the military parade on the Red Square there was a color image of Stalin, the Kremlin towers, a red star, silhouettes of flying combat aircraft and moving tanks (*Nevezhin, 2019:392*). No less symbolic is the cover of the concert program on May 5, 1939, on which the Red Banner, Hammer and Sickles are painted in multi-colored paints, combat aircraft and a Red Army soldier in full gear are depicted against the background of the Red Square (*Nevezhin, 2019: 395*).

On this day (May 5, 1939) for the participants of the military parade in the Kremlin, a concert was given, consisting of three parts.

The first number of the program is "Song about Stalin" by A. I. Khachaturian, then "Cosack soul about Stalin" by M. Stavitsky; "Song of Voroshilov" by A. V. Alexandrov; "Song of the Party" by A. V. Alexandrov; "Song of the military commissar" by A. V. Alexandrov; "Don't touch us" by Y. S. Milyutin; "Rifle" (unnamed author); "Tachanka" (unnamed author); "Youth" by I. O. Dunaevsky; "Zakuvala ta syva zozulya" by P. I. Nishchinsky. Ditties and the Red Army dance performed by one of the main favorites of the Kremlin techniques – the Red Banner Ensemble under the direction of A.V. Alexandrov completed the first part of the concert.

The 2nd part began with the performance of E.G. Gilels "Hungarian Dance" by I. Brahms and "Hunt" by N. Paganini, F. Liszt.

In the second part, arias from operas and romances by A. G. Rubinstein "Night", R. Leoncavallo "Dawn", J. Massenet (Werther's aria from the opera "Werther"), W. A. Mozart (Leporello's aria from the opera "Don Juan") were sung.

After "Song of the Flea" M. P. Mussorgsky's guests saw the so-called "Partner acrobatics" and heard the "Farewell Komsomol" by brothers Dm. Y. and D. Y. Pokrass.

In the same part G. Verdi sounded (Violetta's aria from the opera "Traviata"), M. I. Glinka (Susanin's aria from the opera "Ivan Susanin"), L. van Beethoven "Drinking Song".

In the 3rd part by the Ensemble A.V. Aleksandrov, the choir from the opera by P.I. Tchaikovsky "Cherevichki", "Caucasus Mountains" by A. V. Aleksandrov, "Oryolik" (arranged by Abramov), "Bandura" (arranged by G. M. Davidovsky), "Suliko" (arranged by Y. M. Yatsinevich), "I traveled all over the universe", "Kalinka, Malinka", "Russian dance" were performed (*Nevezhin, 2019:395–397*).

Thus, the first part of the concert is the political program of the authorities, the second and third are musical doctrine built on the tastes of the leader.

4. New Year's concert in the Kremlin

The invitation of the artist to the New Year's concert in the Kremlin meant that his work was personally noted by Stalin. On the eve of the concert, employees of state cultural institutions met with the artists and explained to them the rules of conduct in the Kremlin, in particular: to keep themselves restrained, not to be familiar, to pay attention to all the details of the costume, right down to the socks.

A few hours before the concert, after a thorough check of passports, the guards accompanied the artists to the Grand Kremlin Palace, where they were met by a state security officer who escorted the concert participants to the “artistic” room with tables and chairs and a city phone.

At a certain time, all the artists that evening gathered in one large hall. Among the concert participants (and there were several hundred of them) – Alexandrov’s Red Army Ensemble, the State Folk Dance Ensemble under the direction of I. Moiseyev, soloists of the Bolshoi Theater. There were no chairs in the hall, but there were a large number of employees of the People’s Commissariat of Internal Affairs, who stood at all doors and walked between the artists.

The concert took place in the St. George Hall of the Kremlin Palace on a special stage, in front of which there were tables for members of the Politburo. The leaders sat with their backs to the stage and facing the audience, without ladies, strictly in rank.

Stalin was in the middle, Molotov to his right, Voroshilov to his left. Numerous waiters, young men with excellent military bearing, dressed in tuxedos, served guests at large tables located in the hall.

Participant of the New Year’s concert in the Kremlin Y.B. Elagin recalled: “When we (the musicians of the jazz orchestra – author’s note) enter the stage, Stalin and his neighbors turn to us and applaud. Stalin is wearing a khaki jacket, without orders <...>.

We start to play. From the entire hall only members of the Politburo are listening to us. They stop eating and turn in our direction. The rest of the audience continues to eat <...>. Plates clatter, glasses clink” (*Elagin, 2020*). That evening the orchestra performed a virtuoso piece for jazz “Jewish Rhapsody” by Knushevitsky. After the end of the number Stalin applauded, but when the soloist of the group Nina Donskaya began to sing, the leaders turned away and began to eat.

N. Donskaya imitated famous foreign jazz singers in the manner of singing. Stalin did not like the real jazz style and European look of the singer. The consequences of such an attitude appeared the very next day – Nina Donskaya had to say goodbye to her career forever.

After the performance the artists were escorted to the hall, where tables with appetizers were set for them – caviar, hams, salads, fish, fresh vegetables and herbs, as well as decanters with vodka, red and white wines and Armenian cognac.

The artists were served by the officers of the People’s Commissariat of Internal Affairs in uniform, who in this case did not change into tuxedos. “This was probably the only possible case when the all-powerful Bolshevik police served ordinary Soviet citizens”. (*Elagin, 2020*).

5. Celebrating the 70th anniversary of J. V. Stalin

In the postwar years, receptions for diplomatic representatives were arranged, as a rule, on behalf of the Minister of Foreign Affairs V. M. Molotov, who in particular gave a reception for members of the Diplomatic Corps, foreign delegations and the Soviet public on December 21, 1949 in connection with the 70th anniversary of J. V. Stalin.

Stalin’s 70th birthday was declared a national holiday in the USSR.

The heads of embassies and missions of foreign states in Moscow were invited to a ceremonial meeting at the Bolshoi Theater, where on the night of December 21 – 22, 1949, a concert consisting of five sections was held.

I. Musical works of Russian classics.

1. Glinka – Overture to the opera “Ruslan and Lyudmila”.
2. Glinka – Dancing from the opera “Ruslan and Lyudmila”.
3. Glinka – Overture to the opera “Ivan Susanin”.
4. Glinka – Dancing from the opera “Ivan Susanin”.

- a) Polonaise.
- b) Waltz.
- c) Mazurka.
- d) Krakowiak.
5. Glazunov – Concert waltz.
6. Mussorgsky – Polonaise from the opera “Boris Godunov”.
7. Rimsky-Korsakov – Overture to the opera “The Tsar’s Bride”.
8. Tchaikovsky – Waltz from the opera “Eugene Onegin”.
9. Tchaikovsky – Polonaise from the opera “Eugene Onegin”.
10. Tchaikovsky – Slavic march.
11. Tchaikovsky – Suite from the ballet “Nutcracker”.
- II. Musical works of Soviet composers.
 1. Alexandrov – Cantata about Stalin.
 2. Dunaevsky – Song of the Motherland.
 3. Dunaevsky – Concert waltz.
 4. Dunaevsky – Russian rhapsody.
 5. Dunaevsky – Waltz from the soundtrack to the film “My Love”.
 6. Dunaevsky – Overture to the operetta “Free Wind”.
 7. Musical arrangement by Listov – “Suliko” (Georgian folk song).
 8. Milyutin – Dance from the operetta “Maiden hurly-burly”.
 9. Moshkov – Waltz “Spring Serenade”.
 10. Rakov – Concert waltz.
- III. Musical works of Western European composers.
 1. Smetana – Melodies from the opera “The Bartered Bride”.
 2. Chopin – Polonaise (opus 40).
 3. Gounod – Dances from the ballet “Walpurgis Night”.
 4. I. Strauss – Waltz “On the bank of the blue Danube”.
 5. I. Strauss – Waltz “Tales from the Vienna Woods”.
- IV. Western dances written by Soviet composers.
- V. Ballroom dancing¹.

Thus, the concert program, made up of works by Russian and Western European composers, testifies that Stalin gave special preference (based on the number of works) to the works of Tchaikovsky, Glinka, Dunaevsky. Folk music is represented by the composition "Suliko", arranged by Listov. It should be noted that in the concert program we do not see works by composers of the Union republics.

The jubilee concert took place in the Kremlin on December 22.

On the eve of the concert – many hours of rehearsals of the participants in the Great Hall of the Conservatory. M.M. Plisetskaya recalled: “Each number is played a hundred times. They rehearse bows, exit, leaving, curtsy <...>. Kozlovsky with Mikhailov sing a duet many times, a folk song. Voices are about to be ripped off. In full force, they will not let you shirk. Vera Davydova <...> repeats and repeats his velvet aria. They have changed a lot of arias, they are trying to pick up the very best ... Valeria Barsova, the famous coloratura of that time <...> chilly wrapped in an Orenburg shawl. The voice is tired, wheezing” (*Plisetskaya, 2020*).

Plisetskaya was to perform the jumping variation from “Don Quixote”. But the organizers decided that the hero of the day would not have time to “examine” the young talent,

¹ The works performed in the fourth and fifth parts are not indicated in the concert program.

to admire the jumping technique. An offer was received – the pianist should play Laurencia's jumping variation, and Plisetskaya should "jump" twice "Don Quixote".

The selection committee was interested in all the details of the performance – headdress, hairstyle, costume.

So, Plisetskaya was recommended to wear a red ballerina tutu: "It's a red day, great for mankind. Clearly, I agree. Offer to dance even in a camouflage robe, I will obey. There is no way back. They will laugh and trample you" (*Plisetskaya, 2020*).

These words of the great ballerina contain the main incentive, the main goal of participating in government concerts; the artist was given the opportunity to take place in his profession, that is, to be in demand.

For his favorites, Stalin did not spare government awards. Y. B. Elagin recalled that once two dancers from the ensemble of Igor Moiseyev, after performing the dance "Moscow region lyrics", which Stalin liked unusually, received orders. The accompanist was also awarded.

"Aleksandrov, the leader of the choir ensemble of the Red Army, had all orders and all honorary titles that exist in the Soviet Union, including the rank of an army quartermaster of the first rank" (corresponds to the rank of army general) (*Elagin, 2020*).

6. Repertoire policy at the Kiev Opera and Ballet Theater after T.G. Shevchenko

As an example of the influence of the tastes of the Kremlin leaders on the repertoire of the Academic musical theaters of the country, we investigated the opera and ballet repertoire of the State Academic Opera and Ballet Theater of the Ukrainian SSR after T. G. Shevchenko. Analysis of programs for 14 seasons, from 1936 to 1950, showed that the composers whose works were almost constantly present in the theater's repertoire were: P. I. Tchaikovsky ("Swan Lake" (1936-1937; 1945-1946), "Mazepa", "The Sleeping Beauty" (1937-1938), "The Queen of Spades" (1939-1940; 1944-1945), "Eugene Onegin" (1942 -1943, Irkutsk; 1945-1946), "The Queen of Spades" (1944-1945)); N. A. Rimsky-Korsakov ("The Night before Christmas" (1940-194; 1944-1945), "Scheherazade" (1942-1943, Irkutsk), "The Tsar's Bride" (1947-1948), "The Tale of Tsar Saltan" (1948-1949)).

Ukrainian classical music was represented by the work of Lysenko ("Taras Bulba" (1936-1937; 1938-1939; 1944-1945; 1946-1947), "Natalka Poltavka" (1941-1942, Ufa; 1944-1945; 1948-1949)). "Zaporozhets beyond the Danube" by Gulak-Artemovskiy was staged in the seasons 1941-1942, Ufa; 1942-1943, Irkutsk; 1944-1945.

The most popular Western European composer was G. Verdi ("Rigoletto" (1936-1937; 1947-1948), "Othello" (1940-1941; 1944-1945), "Aida" (1940-1941; 1949-1950)).

Operas by Puccini ("Tosca" (1940-1941; 1945-1946), "Cio-Cio-San" (1947-1948)) were staged three times during this period. "The Barber of Seville" by G. Rossini sounded in the seasons 1942-1943 and 1944-1945. "Pagliacci" by Leoncavallo – in the 1937-1938 season. "Straussiana" by I. Strauss – in 1942-1943 and 1945-1946.

Comparative analysis of the programs of government concerts in Moscow and the repertoire of the State Academic Opera and Ballet Theater after T. G. Shevchenko showed that the Kremlin leaders and the leadership of the theater give preference to the music of P. I. Tchaikovsky and M. I. Glinka.

As for the music of N. A. Rimsky-Korsakov, A. P. Borodin, N. Lysenko, Gulak-Artemovskiy, G. Verdi, G. Rossini, there is a relative independence (musically) of Kiev from Moscow. Thus, at the Kremlin concerts G. Verdi sounded in 1938, 1939 and 1941, while on the stage of the opera house his works did not leave the posters for five seasons. Figaro's aria

and Rosina's aria from "The Barber of Seville" were performed at almost every government concert, while "The Barber of Seville" was performed on the theater stage in the 1942-1943 seasons (Irkutsk) and 1944-1945 (Kiev).

In the 1941-1942 season two operas were staged in Ufa, one of them was Lysenko's "Natalka Poltavka", the other "Zaporozhets beyond the Danube" by Gulak-Artemovsky. Lysenko was one of the most performed composers in Kiev, at the same time we were unable to find his works, as well as the works of Gulak-Artemovsky, in the programs of the Kremlin concerts.

Moscow and Kiev were united not by what was being performed, but rather by what was forbidden to be performed.

7. Musical doctrine of the Kremlin

As Y. Elagin notes in his memoirs, in the USSR by 1930 "the liberal and tolerant atmosphere of the New Economic Policy times, which lasted throughout the country from 1922 to 1928, did not disappear" (*Elagin, 2020*).

Operas by Alban, Berg, Krshenek, Schrecker and Kurt Weil, plays by O'Neill, Ben-Hent, Oscar Wilde, Maeterlinck were staged in theaters. In Moscow one could see everything – from Aristophanes to Shakespeare, from Racine to Gozzi and Goldoni, from Merimee and Balzac to Ibsen and Strynberg. String quartets played Hindemith and Casella. Joseph Sigeti, Arthur Rubinstein, André Segovia delighted the audience on the stage of the best halls in Moscow and Leningrad. Jazz began its march across the country.

In Berlin in 1923 "Princess Turandot" was shown, in Paris in 1928 this performance won the first prize at the international theater festival.

The turning point in the history of the cultural life of the USSR took place on April 23, 1932, on the day of the publication of a government decree on the elimination of proletarian groups in art and literature. The government decided that art is an important means of agitation and propaganda, therefore all creative forces should serve the state. The process of totalization of art began. Power controlled not only the form, but also the content. In the fall of 1934, M. Gorky announced at the 1st Congress of Soviet Writers about a new style in art and literature – "socialist realism", "dictatorship over creativity" began (*Elagin, 2020*).

To pursue the policy of the party and the government, the All-Union Committee for Arts was created in 1935 under the Council of People's Commissars of the USSR (AUCA) – a kind of ministry of arts, the main purpose of which was to supervise and manage all types of arts.

In totalitarian states nothing happens without political reasons.

On December 1, 1934, the secretary of the Central Committee of the CPSU(b) Sergei Mironovich Kirov was killed in Leningrad. Ideological aggression began in all areas of culture and art. In September 1936, the chief of the People's Commissariat of Internal Affairs Yagoda was arrested, after the appointment of Yezhov as the head of the People's Commissariat of Internal Affairs, "Yezhovism" began – a wave of merciless terror.

In November 1936 Borodin's opera "The Bogatyr" was staged at the Chamber Theater. Poet D. Bedny showed the heroes of the epic – Ilya Muromets, Dobrynya Nikitich, Alyosha Popovich in a caricature. Molotov left the hall without waiting for the end of the performance. The opera was banned, and the Chamber Theater, together with Tairov, was accused of lack of "political tact in portraying the past of our people". (*Elagin, 2020*).

D. Bedny was expelled from the Union of Soviet Writers, deprived of housing, his books were withdrawn from libraries. This is one of the first cases of political education of art workers.

In January and February 1936, the newspaper Pravda published two articles by Zhdanov against Shostakovich's music – “Muddle Instead of Music” (about the opera “Lady Macbeth of the Mtsensk District”) and “Ballet Falsehood” (about the ballet “The Bright Brook”).

Music became the object of violent aggression. The consequence of the publications was a discussion about formalism “as about the most harmful anti-popular phenomenon in Soviet art” (Elagin, 2020). In the theater of Vakhtangov, the hairdresser Vanya Baranov “trashed, exposed and smashed to smithereens” Shostakovich.

At the end of 1936, the Second Art Theater, the former First Studio of the Art Theater, was liquidated. The theater was closed after the artists, who had lived all their lives in Moscow, refused to move to a permanent job in Ukraine, Kiev.

On December 17, 1937, “Pravda” published the article “Alien Theater”, in which V.E. Meyerhold and his theater, which was a kind of “university” for the “left” directors of all revolutionary theaters in the world, were criticized very much.

Since 1936, after articles against Shostakovich appeared, works by contemporary composers – Hindemith, Stravinsky, Bartok, Koselli, Schoenberg and others – were excluded from concert programs.

With the coming to power of Hitler, the music of R. Strauss and all contemporary German composers was banned since 1933.

It should be noted that before the ban, Wagner's operas were included in the programs of the Kiev Opera and Ballet Theater in the 1926-1927 season – “Meistersingers”, in the 1932-1933 season – “Lohengrin” (Stefanovich, 1960:197, 200).

At the end of 1939, a pro-German musical policy begins, the reason for this phenomenon is the Molotov-Ribbentrop Pact.

Symphony orchestras began to perform R. Strauss. A lot of Muscovites attended concert halls, wanting to listen to yesterday's forbidden “fascist”, “Hitlerite” music (Elagin, 2020).

It is very bold and unfair to reproach the Kremlin leaders and Stalin personally for being indifferent to art.

At the beginning of the 30s J.V. Stalin often visited three theaters in Moscow with his associates: the Bolshoi, Maly and Khudozhestvenny. These theaters were equipped with special government boxes with armored walls, with separate exits to the street and with direct dial telephones. These boxes were placed in a benoir, next to the stage, on the left side (if you look at the stage from the audience).

Stalin, sitting in such a box, was invisible from the audience.

Stalin did not go to other theaters during the thirties (in the spring of 1938, the Vakhtangov Theater was ordered to arrange a government box).

Human life is priceless. It is difficult, from a moral point of view, to talk about in which Soviet structures more or less people were repressed.

But, at the same time, losses in the army and the People's Commissariat for Foreign Affairs are incomparable with losses in art.

In the Bolshoi Theater, the singer Mikhailova, the wife of Budyonny, was shot. Tukhachevsky's wife, Natalia Sats, a talented director and head of the Central Children's Theater, was sent to a concentration camp. The wife of the Deputy Chief of the Air Force of the Red Army Malinovsky, actress Zoya Smirnova, was arrested at the Chamber Theater. One of the most beautiful Soviet actresses, Valentina Vagrina, was arrested at the Vakhtangov Theater. A few days after Meyerhold's arrest, his wife Zinaida Reich was brutally murdered in her apartment (17 stab wounds).

They tried not to destroy those artists who, with their creative works, pleased the leader.

The authorities gave preference to artists: M. D. Mikhailov, V. A. Davydova, P. M. Nortsov, I. S. Kozlovsky, V. V. Barsova, S. Y. Lemeshev, M. O. Reisen, N. D. Shpiller.

8. Conclusions

In the second half of the 30s in the USSR the everyday life of the Kremlin courtyard took its shape, the tastes of which were reflected in the programs of government concerts, which were full of opera arias, duets, ballet acts and all kinds of folklore.

An analysis of the concert programs of government receptions in the Kremlin in the period from 1937 to 1941 shows that Russian classical music was mostly represented by the works of P. I. Tchaikovsky, M. I. Glinka, A. S. Dargomyzhsky, M. P. Mussorgsky, N. A. Rimsky-Korsakov, A. P. Borodin, A. A. Alyabyev, A. G. Rubinstein.

Of the works of Western European composers, preference was given to the works of G. Rossini (at the concert on August 23, 1937, three works of the composer were performed in the first part – “Tarantella” performed by S. Y. Lemeshev, Figaro’s aria from the opera “The Barber of Seville” performed by P. M. Nortsov, Rosina’s aria from the opera “The Barber of Seville” performed by V. V. Barsova), I. Strauss, M. Gounod, L. van Beethoven, F. Chopin, F. Liszt, G. Verdi, L. Delibes, I. Brahms, R. Leoncavallo.

As for folk music, Ukrainian and Russian folk songs were performed at almost all concerts. The folk art of Georgia was presented during this period only once by the song “Suliko”, which was performed at the concert on May 5, 1939.

The first concerts in the late twenties and early thirties at the Bolshoi Theater were composed of the best vocal, musical and ballet acts, but gradually they began to exclude from the program works that the leader did not like, and the acts that caused his approval were included in almost all programs.

In totalitarian states, the state policy in the field of culture depends on the tastes of the leader. The ruling elite decides which areas of art are needed by the people and which are not. Thus, the government itself contributes to the formation of the so-called social duplicity in society, that is, the division of social life into two parts – official (ceremonial) and unofficial.

As a member of the Soviet labor collective, a man “stigmatized” bourgeois culture at work, and in the evening in the kitchen he listened to music, read books, watched movies banned in the USSR. This duplicity flourished in the capitals of the Union republics and in large industrial centers. The rural population was more faced with the problem of survival, the terrible famine that engulfed many regions of the country, forced people to fight for life, and not for the opportunity to watch, read and listen to what they want, and not the leader.

The musical doctrine of Soviet power was based on the musical tastes of the leader. This doctrine bore the mask of “socialist realism in music.” But it was precisely the “mask” under which the music that gave Stalin pleasure, the works that acted on the leader “like a dentist’s drill or a musical gas chamber” (in the words of Zhdanov) were excluded from the repertoire.

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CONTENT OF FORMATION OF OCCUPATIONAL SAFETY CULTURE OF FUTURE OCCUPATIONAL SAFETY AND HEALTH ENGINEERS

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Summary

The article is devoted to the problem of the formation of the culture of occupational safety among future occupational safety and health engineers. The importance of the selection of the content by taking into account the structural components of the occupational safety culture and the types of professional activities of an occupational safety engineer has been determined. The paper substantiates the content of formation of the safety culture of professional activity that includes: labor protection, organizational and managerial, legal, ergonomic, health-preserving and communicative components. It was established that the labor protection component should be implemented through a complex of professionally oriented academic disciplines in the field of labor protection; organizational and managerial component should be actualized through the content of the “Occupational Safety Management” academic course; legal component should be implemented through the course of “Legislative and Regulatory Concepts of Safety”, ergonomic component should be realized through “Workplace Ergonomics” and “Occupational Safety Psychology” courses; health-preserving component should be revealed through “Medical and Biological Basics of Safety”; communicative component should be implemented through “Business Communications” and “Pedagogy of Safety” academic disciplines. The article uses theoretical and empirical research methods i.e. the analysis of pedagogical literature and dissertation researches on the problem of structuring the content of education and the safety culture formation, the analysis of curricula and basic educational programs in order to select disciplines aimed at the formation of the safety culture, the survey of labor protection specialists and the analysis of regulatory legal acts to identify the types of professional activities of an occupational safety engineer. It is concluded that it is necessary to develop a special course of “Occupational Safety Culture” for the Master’s educational qualification level.

Keywords: vocational training, content structuring, occupational safety culture, health culture, labor culture, general culture.

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1. Introduction

An important stage in the professional training of specialists of any area is designing the content of education which, according to most scientists, is defined as a system of knowledge, skills, professional experience, professional and personal qualities, the mastering of which contributes to the intellectual, social, comprehensive, spiritual development of individual. The analysis of scientific and pedagogical literature showed that the theoretical foundations of

the content of education were laid by Yu. Babansky, A. Belyaeva, N. Bryukhanova, S. Goncharenko, V. Kraevsky, E. Kovalenko, V. Lednev, I. Lerner, M. Skatkin, V. Radkevich, N. Nichkalo, A. Khutorsky. In addition, numerous studies on the formation and development of safety culture, life safety culture, personal safety culture among preschoolers, schoolchildren, students (V. Akimov, E. Ayubov, T. Belykh, V. Berezutsky, Y. Vorobiev, V. Gafner, I. Golubeva, L. Gorina, V. Devisilov, S. Dembitskaya, V. Demyanchuk, S. Degtyarev, A. Dronov, R. Durnev, V. Evteev, M. Zorina, T. Zyryanova, I. Iovenko, A. Kazmina, P. Kaigorodov, S. Kosynkina, V. Kuznetsov, N. Kulalaeva, V. Mashin, A. Mikhailov, L. Mossoulina, V. Moshkin, I. Nemkova, T. Petukhova, Yu. Repin, U. Sagaidak, V. Sapronov, A. Snegirev, T. Suvorova, N. Tverdokhlebov, O. Tretyakov) demonstrate the multidimensionality and diversity of approaches. Nevertheless, issues related to the selection and structuring of the content of formation of the safety culture among future specialists responsible for occupational safety and health at work and who are the main managers for the development of the safety culture among personnel require a deeper and more detailed study. In view of the above provisions, the purpose of the article is to substantiate and design the content of formation of the occupational safety culture (OSC) of future engineers for labor protection.

2. Requirements for structuring content

In the process of designing content, it was important to define the requirements for its structuring. So, in the course of the dissertation research, we proceeded from the structural components of the safety culture of professional activity that we had identified. On the basis of a theoretical analysis of scientific, pedagogical, psychological literature, and the results of the questionnaire survey of experts, we have established that the culture of professional activity safety of an occupational safety and health engineer is an integral quality of a specialist's personality, expressed by a combination of professional knowledge, skills, professional and personal qualities in the prevention of accidents at work and occupational diseases; including general culture, culture of labor protection, culture of health, culture of labor; manifested by a motivational-value attitude towards personal safety and the safety of the whole team, a careful attitude towards health and life; characterized by a high degree of responsibility, self-organization and self-development. The foregoing emphasizes the need to select a set of knowledge, skills and abilities aimed at the formation of general culture, the culture of labor protection, the culture of health, the culture of labor. In addition, an important condition for designing the content is its consistency with the functional responsibilities of the occupational safety and health engineer. Analysis of the Standard Regulations on the Labor Protection Service (2004), the results of a questionnaire and a survey of specialists in the field of labor protection of various enterprises allowed us to establish that the main activities of an occupational safety engineer are:

- organizational and managerial (designing and implementing of an occupational safety management system);
- standard-setting (development of regulatory support for the occupational safety management system);
- information and analytical (collecting, processing, analyzing and transferring the information on labor protection issues);
- preventive (ensuring the reduction of levels of occupational risks at the enterprise, taking into account working conditions, precaution and prevention of workplace injuries);
- monitoring (ensuring control over compliance with labor protection requirements and the state of working conditions at the workplace). Thus, taking into account the established requirements for the selection and structuring of the content, basing on the theoretical aspects

of the study, we came to the conclusion that the content of the formation of the OSC of future occupational safety engineers is an interconnected system represented by the following components: labor protection, organizational and managerial, legal, ergonomic, health-preserving, communicative. Let's consider the content of each component in more detail.

3. Content components of the occupational safety culture

The pivot of the formation of the culture of labor protection as an integral element of the OSC is the *labor protection component*. The results of the analysis of the curricula of the Bachelor's degree course in specialty 263 "Civil Security" made it possible to establish that the labor protection component is implemented through the content of professionally oriented disciplines such as "Occupational Hygiene and Industrial Sanitation", "Electrical Safety", "Fire Safety" (or "Theory of Combustion"), "Attestation of Workplaces" (or "Examination of Working Conditions"), "Investigation and Analysis of Accidents" (or "Prevention of Industrial Injuries"), "Control and Supervision in the Field of Safety" (or "Safety Monitoring"), "Occupational Risk Management", "Safety of Technological Processes", "Ventilation and Air Conditioning", "Document Management in the Field of Labor Protection". Consider the structuring of the above disciplines. Thus, the courses such as "Occupational Health and Industrial Sanitation", "Electrical Safety", "Fire Safety", "Safety of Technological Processes" provide for the presentation of systemic knowledge about the safe operation of electrical installations and methods of protection against electric shock; on the safe operation of buildings, constructions, industrial equipment from the standpoint of fire prevention and methods of fire protection system; the impact of harmful factors of the working environment on the human body and measures and means aimed at preventing their influence; hazards of the production process and equipment, and the requirements for the safe operation of equipment, tools and fixtures. The course of "Occupational Risk Management" broadens the horizons of students regarding methods and procedures for assessing the hazards and occupational risks of employees, providing benefits and compensation for work in harmful and hazardous working conditions. In addition, the course under consideration covers the requirements of regulatory and technical documentation for the operation of buildings, structures and production equipment. Please note that in the process of studying the above-mentioned disciplines, the following abilities must be formed: to identify various sources of danger in the production environment, work area; to determine hazard levels; to evaluate and analyze the nature of the interaction of the human body with hazards; to choose and apply the best methods and means of protection against hazards and occupational risks. The next discipline, "Investigation and Record of Accidents" lays down the skills to investigate accidents at work, in educational institutions, domestic accidents and occupational diseases. The main topics in the course of studying are methods of analyzing industrial injuries, the procedure for organizing the investigation of accidents, occupational diseases, industrial accidents, the procedure for investigating accidents that occurred during the educational process; the procedure for investigating accidents of a non-production nature; investigation materials; social protection of employees in case of industrial accidents and occupational diseases; the procedure for organizing medical examinations of employees of certain categories; the procedure for determining the degree of professional working capacity as a result of an industrial accident and occupational disease; organization of rehabilitation of the victim as a result of an industrial accident and occupational disease; statistical reporting on the state of industrial injuries. The discipline of "Safety Monitoring" or "Control and Supervision in the Field of Safety" is aimed at the formation of knowledge regarding the types, levels and methods of monitoring the

state of labor conditions and safety; systems of state supervision and control over compliance with labor protection requirements; bodies of public control over labor protection; types of liability for violation of labor protection requirements; documentary support of control activities. Within the framework of the discipline of “Document Management in the Field of Labor Protection”, the logistic channels for maintaining regulatory, administrative, reporting, statistical documentation on labor protection issues, as well as the procedure for information support in the field of labor protection that provides the receipt of external messages and the exchange of information between levels and functional structures of the organization.

One of the main types of professional activities of an occupational safety engineer is organizational and managerial that includes planning, development, implementation, maintenance, improvement, monitoring of the occupational safety management system at enterprises and organizations. We see the key condition for the formation of the culture of occupational safety as a structural component of the OCS in updating the content of education through the introduction of a special course such as “Occupational Safety Management” which is the basis for structuring the *organizational and managerial component* of the content of the formation of the OCS. The purpose of studying the discipline in question is the formation of students’ knowledge and skills on the creation, functioning and improvement of the occupational safety management system at the enterprise, in institutions and organizations. When structuring the content of the special course, we took into account a systematic approach to building an occupational safety management system proposed by the International Labor Organization. The material of the special course is systematized into the following modules: the first module is “Occupational Safety Management as Quality Management of Occupational Safety”; the second module is “Psychological Aspects of Occupational Safety and Health Management”. The first module reveals the theoretical and methodological foundations for the development, implementation and application of an occupational safety management system at an enterprise in the engineering industry, in organizations and institutions of the social sphere; the issues of informational and legal support of labor safety are considered. Students acquire knowledge about the types of planning and work forecasting on labor protection; labor safety control system; analysis and assessment of the state of labor protection. The second module is aimed at mastering the students’ knowledge of the socio-psychological aspects of management. This module provides for the study of the following issues: the essence and tasks of psychological support for labor safety; psychological causes of industrial injuries; staff motivation; promotion of labor protection issues; safety culture.

An important type of professional activity of an occupational safety engineer is standard-setting which involves the development of draft local acts of an enterprise, organization, ensuring the creation and functioning of an occupational safety management system; review and revision of local acts of the enterprise on the ground of changes in labor protection legislation; support of the process of adoption and approval of regulatory legal acts with labor protection management bodies and public control over labor protection; development of employees’ knowledge and skills in the field of safe implementation of professional activities. In view of the listed functions of the professional activity of an occupational safety engineer, it is important that in the process of structuring the content of the OCS we consider the *standard-setting component* that will be implemented through the content of the discipline of “Legislative and Legal Foundations of Safety” that purposes at forming legal knowledge and practical skills in applying legislative and regulatory requirements in the field of labor protection, which are the basis for creating safe and comfortable working conditions, and developing measures to protect people from negative factors of the working environment. The course involves the study

of international principles of security; the main directions of state policy in the field of labor protection, international safety standards (conventions, protocols, and recommendations of the International Labor Organization); labor safety standards systems. The discipline of “Legislative and Regulatory Basis of Safety” is aimed at covering the following topics: legislative acts in the field of labor protection, duties and responsibilities of employees and officials to comply with legal requirements; specifics of labor regulation of individual professional groups, organization of the safety and labor protection management system, social partnership between employers and employees in the field of labor safety and protection, labor protection regulations, state regulation in the field of labor protection, legal framework and basic methods of regulation in the field of labor protection and production safety. As part of the study of this discipline, the questions of labor legislation are raised, the preparation of an employment and collective agreement, the implementation of internal labor regulations, documentation of the occupational safety and health.

Most of a person’s life-sustaining activity is associated with the workplace where conveniences and comfortable conditions must be provided for effective labor productivity, as well as requisites to good health. In the “man-machine-environment” system, workers are influenced by harmful and dangerous factors of the working environment, the ergonomics of the workplace, the psychological and functional state of a person, and the psychological climate in the team. In view of this, the role of the labor culture as a combination of ergonomic and psychological knowledge and skills for the safe organization of the workplace and work space is increasing. Adhering to the above provisions, when structuring the content of the formation of OSC, we provided for the *ergonomic component* presented through the content of the academic disciplines such as “Workplace Ergonomics” and “Psychology of Occupational Safety”. The discipline “Workplace Ergonomics” is aimed at developing students’ holistic understanding of the ergonomic features of the work process, methods and ways of creating comfortable and safe working conditions while organizing the workplace and work space. The course examines the methods and technical means of ergonomics, the historical prerequisites for the emergence and development of disciplines on human factor integration. In addition, the discipline reveals the basic information about anthropometry, identifies the functions of interaction between man and machine, displays the principles of ergonomic support for the development of man-machine systems. When studying the course, the most important questions from the standpoint of ergonomic knowledge and skills are topics containing the concepts of “visibility zone”, “motor space”, “reach zone”, “easy reach zone”, “standing or sitting workplace”, “working posture”. It should be added that the course lays the foundations for developing the skills and abilities of applying the rules of anthropometric data accounting when calculating the ergonomic parameters of workplaces, methods for assessing the convenience and discomfort of a working posture, the vector-coordinate method for assessing a workplace. At the same time, discipline contributes to the development of skills in creating engineering projects that provide for the analysis of working conditions of various professions or a production facility and, on its basis, the development of a system of measures to optimize workplaces, work space, as well as improve labor safety. The interconnecting link in the ergonomics of the workplace is the academic course of “Occupational Safety Psychology” which studies the psychological aspects of human labor activity, the psychological causes of accidents arising in the labor process, psychological methods and means of improving occupational safety. The program of the discipline provides students with the knowledge about the causes and consequences of industrial injuries, problems of interaction between man and technology, psychological factors of labor efficiency and labor safety, mental regulations of labor activity. The course provides an opportunity to

introduce students in more detail to the psychological foundations of labor activity and the behavior of a worker in the labor process, the psychological aspects of improving performance and organizing the workplace. In the course of the presentation of the course, it is important to pay attention to the concept forming terms of “working capacity”, “monotony of work”, “phases of fatigue”, “professional stress” which constitute the basis of the course. In addition, within the framework of mastering the course, questions related to the study of the functional state of a person in work and human behavior in extreme situations are raised. It is important to note that the course lays down organizational, managerial, psychological and communication skills regarding the application of the principles of psychological management of a work collective, the methods and style of occupational safety management in an organization, the principles of managerial communication, psychological principles of intragroup interaction and creating psychological climate in a team; the theory of labor motivation management.

Article 1 of the Law of Ukraine “On Labor Protection” (1992) defines that labor protection is a system of legal, socio-economic, organizational and technical, sanitary-hygienic and therapeutic-prophylactic measures and means aimed at preserving life, health and working capacity a person in the process of labor activity. In addition, Article 6 of the Law of Ukraine “Fundamentals of the Legislation of Ukraine on Health Care” (1992) establishes that every citizen of Ukraine has the right to health protection that provides for: a standard of living, including food, clothing, housing, medical care and social services and provision which are necessary to maintain human health, a safe environment for life and health, sanitary and epidemic welfare of the territory and settlement where a person lives; safe and healthy working conditions, education, life and rest. Taking into account the requirements of the legislation regarding health protection, as well as aiming to form the health culture as a structural component of OSC, we consider it necessary to include the *health-preserving component* in the content of OSC formation which provides for the mastery by students of biomedical knowledge about methods and means of preventing general and occupational diseases, ways to promote health, expressed by a careful attitude and a conscious desire to preserve their own health. In the process of analyzing the curriculum, we came to the conclusion that it is advisable to implement the special course of “Medical and Biological Basics of Safety”, the purpose of which is to update students’ ideas in the field of interaction of the human body with environmental factors, on the medical and biological consequences of exposure to harmful and dangerous factors of human environment, about its sanitary and hygienic regulation. Based on the definition of the concept of “health” as a state of complete physical, psychological and social well-being of a person, we have found that the construction of the discipline “Medical and Biological Basics of Safety” must be carried out in the following logical sequence: the main indicators of human health, the concept of human health (somatic, psychological, moral health); the basics of health legislation; rights and obligations of citizens in the field of health protection; basics of health organization; ensuring healthy and safe living conditions; factors (psycho-emotional tension, stress, environmental factors, food quality) that affect human health; the impact of harmful substances and physical factors on human health; the impact of alcohol and drugs on human health; organization of human labor when working with a personal computer; the impact of electromagnetic fields, noise and vibration on human health; physiological parameters that determine the comfortable state of a person; heat exchange between a person and the environment; basics of hygienic regulation; human interaction with the environment; organizational medical and preventive measures to preserve human health; first aid in various life situations.

In accordance with the Model Regulations on the Procedure for Conducting Training and Testing of Knowledge on Occupational Safety (2005), the Model Regulations on Labor Protection Service (2004), the occupational safety engineer conducts induction on labor protection,

coordinates the initial, repeated, unscheduled and targeted trainings, organizes advanced training and knowledge testing on labor protection issues, provides methodological assistance to heads of structural units in the development of training programs and instructions for labor protection, controls the conduct of labor safety briefings and internships in accordance with regulatory requirements. The foregoing emphasizes the need for an occupational safety engineer to master a pedagogical culture including the ability to structure and select educational material, to choose rational methods, forms, means and technologies for teaching occupational safety issues; to develop monitoring and measuring materials for labor protection. In addition, in the process of fulfilling the job duties, an occupational safety engineer is in constant interaction with the employer, employees, heads of structural divisions of the enterprise, state service of supervision and control over occupational safety, medical organizations where employees undergo medical examinations, and training centers where officials of a company faces undergo professional development in labor protection. This determines the importance of developing communication skills among occupational safety engineers, manifested by the presence of oratorical abilities and charisma in order to convince and motivate employees to comply with labor protection requirements, to increase the interest of workers in improving working conditions, and to involve them in solving problems related to labor safety. The above provisions stipulate the importance of designing the *communicative component* in the content of the formation of the OSC which is realized through the selection and structuring of the disciplines such as “Business Communications” and “Pedagogy of Safety”. Thus, the purpose of studying the course of “Business Communications” is to acquire theoretical knowledge and the necessary practical skills in business communications including personal communication culture and the ability to communicate with the team to achieve productive activities, create the favorable moral atmosphere, and the ability to negotiate with partners. The course program acquaints students with the main stages of the development of communication theory, the methodology of studying the communicative space of communication theory in the system of sociological knowledge, the structure of the communication process, models of mass communication, communication channels and types of communication. In addition, the course lays down the skills of leading oral business communications, the psychological characteristics of public speaking, the peculiarities of the implementation of written business communications, communication management methods. The purpose of studying the following course of the communicative component such as “Pedagogy of Safety” is to assist in the formation of a graduate’s readiness to master multifunctional professional competence in the field of teaching labor protection and technosphere safety. The course reveals the theory of teaching labor protection and technosphere safety; methods and means of teaching labor protection and technosphere safety; forms of organization of training on labor protection and technosphere safety; methods of analysis and assessment of the educational activities of students. The discipline under consideration teaches students to understand the problems associated with the procedure for organizing training and testing knowledge on labor protection, the procedure for developing training programs on labor protection and various types of instructions on labor protection, methods of popularizing labor protection issues. A key place in structuring the content of this course is devoted to modern information technologies in the process of teaching labor protection issues, types of software products in the field of labor protection, video instructions on labor protection, studying the automated workplace of an occupational safety and health engineer.

4. Conclusions

Thus, a clear scientific substantiation of the content and its design should ensure the effectiveness and efficiency of the formation of the occupational safety culture among future occupational safety and health engineers. The proposed structuring of the content of formation of culture of occupational safety among future occupational safety and health engineers was carried out for the Bachelor's educational qualification level. The next step of our research is the development of the content of the formation of the culture of occupational safety among future occupational safety engineers for the Master's educational qualification level that will be implemented through the introduction of a special course "Occupational Safety Culture". In turn, this will contribute to the implementation of such didactic principles as the continuity and integrity of training at all stages of the professional training of occupational safety and health engineers. In the future, our research requires consideration of methods, forms and means of forming the culture of occupational safety of professional activity in future occupational safety and health engineers based on the content designed.

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DEVELOPMENT OF THE EDUCATIONAL EXPERTS' PROFESSIONAL COMPETENCE IN CONDUCTING INSTITUTIONAL AUDIT IN EDUCATIONAL INSTITUTIONS

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Summary

The article considers the professional competence of educational experts in conducting the institutional audit of educational institutions is an integral multi-level professionally significant characteristic of the personality and activities of a specialist, based on effective professional experience; reflecting the systemic level of functioning of methodological, methodological and research knowledge, skills, experience, motivation, abilities and readiness for creative self-realization in expert activity, presupposes an optimal combination of methods of professional scientific-pedagogical and pedagogical activity. The development of professional competence is the development of a creative individuality, susceptibility to the pedagogical innovations, the ability to adapt to changes in the pedagogical environment.

A structural and functional model has been developed that enables identification of interrelated components: goals, objectives, pedagogical conditions, principles, functions, stages, forms and methods of work, criteria, indicators and levels of development of educational experts professional competence in conducting institutional audit in educational institutions. The following theoretical research methods were used to solve certain problems: systematic analysis, comparison, systematization, classification and generalization of scientific and methodological literature on the problem of development of competence; method of systematic analysis of philosophical, psychological-pedagogical, sociological literature for theoretical generalization of leading scientific approaches to the development of educators' competence; interpretation of key provisions of the study.

Keywords: competence approach, professional competence, educational process, pedagogical model, levels, criteria, indicators.

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1. Introduction

Changes taking place in the modern education system are determined by the need for increased teachers' professional development and professionalism, their professional competence. The competence-based education model arises from education modernization aimed at preparing the individual for life, identity formation, as well as general preparation for the fulfillment of the whole range of social functions. As a result, there is a shift in the assessment of educational outcomes from the concepts of "education", "good breeding", "preparedness" to the ideas of "competence" and "competency". Professional and pedagogical competence covers the field of knowledge and methods of forming a set of skills and determines the dependence of the development of this competence on the quality of professional activity.

The urgency of this problem is caused by: the changes in the legal aspect of national education, updating the legal and regulatory framework of Ukraine; objective requirements for

the development of a system for ensuring the quality of education in educational institutions; society's requirements for educational experts capable of self-development and self-education in the innovative professional environment; the need to ensure a high level of pedagogical interaction between educational experts and participants in the educational process; the need for a systematic approach to the problem of developing professional competence in the field of education; the need for practice in methodological support of the process of implementing a competence-based approach in the professional training of educational experts; activation of the role of professional competence, relevant in the context of modernization of modern pedagogical education.

The purpose of this study is to develop approaches for determining the specifics and content of the professional competence of educational experts in conducting institutional audit in educational institutions, the scientific and research task is to substantiate the concept of developing the educational experts' professional competence in conducting institutional audit in educational institutions.

The methodological basis of the research is developed based on taking into account the provisions of functional-activity, axiological, universal, personality-activity approaches.

2. The essence and specific aspects of the educational experts' professional competence

The realization of systemic educational reforms is envisaged by the changes that have occurred in the legal aspect of national education, updating the regulatory and legislative framework of Ukraine: the Laws of Ukraine "On Education", "On Secondary Education" and others. The dominant feature of these changes is human-oriented education, that is, education for a person, and its core is the developmental, cultural-creative content of teaching and educating a responsible, competent person. It is noted that education is a State priority, which ensures the innovative, socio and economic and cultural development of society.

According to Ukrainian legislation, the institutional audit, the purpose of which is to assess the quality of education and the quality of educational activities of an educational institution, involves experts – teachers who have passed certification and / or have the highest qualification category, Heads (deputy heads) of educational institutions that have passed the institutional audit, as well as other specialists with higher professional education and / or professional qualifications of a teacher, practical work experience in an educational institution for at least 5 years and have undergone appropriate training.

Thus, the need to develop the educational experts' professional competence in conducting institutional audit in educational institutions is due to new trends in the information society associated with the accumulation of scientific knowledge and the need to find effective mechanisms for its transfer and use.

Under conditions of modernization of education, the transition from theory to practice requires competent thinking from a modern specialist. A competent specialist is characterized by knowledge in his subject area, personal and humanistic orientation, possession of modern pedagogical technologies, the ability to integrate with experience, creativity in the professional sphere, the presence of a reflective culture.

Competence covers not only cognitive and operational-technological components, but also motivational, ethical, social, and behavioral ones including learning outcomes, a system of value orientations. Thus, competences are formed not only during training but also under the influence of family, friends, work, politics, religion, etc. (*Hluzman, 2009*).

A necessary component of an individual's professionalism is professional competence. Modern professional competence approaches and its interpretations are quite different.

The definitions of professional competence as «in-depth knowledge», «the state of adequate task performance», «the ability to fulfill a task in a timely manner» are prevailing. In order to gain professionalism, it is required to have appropriate abilities, desires and personality traits, a willingness to constantly learn and improve one's skills (*Sharmahd, 2018*).

Since the teaching profession is simultaneously transforming and managing, the concept of a teacher's professional competence expresses the unity of his theoretical and practical readiness to carry out teaching activities and characterizes his professionalism. In this regard, professional competence is determined by the level of manifestation of professional readiness for the implementation of professional activity (*Edwards, 2006*).

The professional competence of an educational expert is the ability to solve professional problems, tasks in the context of professional activity; the stock of knowledge and skills, which determines the effectiveness and efficiency of labor, a combination of personal and professional qualities. It is determined by a motivated desire for continuous education and self-improvement, a creative and responsible attitude to work. The competence of a specialist – teacher is manifested in his knowledge, awareness, authority in the pedagogical field.

According to the definition of the “professional competence” concept, it is proposed to assess the level of the educational experts professional competence in conducting institutional audit in educational institutions using three criteria: possession of modern pedagogical technologies and their application in professional activities; readiness to solve professional subject problems; the ability to control their activities in accordance with the accepted rules and regulations.

So, the professional competence of educational experts in conducting the institutional audit of educational institutions is an integral multi-level professionally significant characteristic of the personality and activities of a specialist, based on effective professional experience; reflecting the systemic level of functioning of methodological, methodological and research knowledge, skills, experience, motivation, abilities and readiness for creative self-realization in expert activity, presupposes an optimal combination of methods of professional scientific-pedagogical and pedagogical activity.

The development of professional competence is the development of a creative individuality, susceptibility to the pedagogical innovations, the ability to adapt to changes in the pedagogical environment.

New requirements for the teacher education quality imply the need for changes in the organization, content, technology and scale of educational experts training for the institutional audit of educational institutions.

3. The concept of development of educational experts' professional competence

A structural and functional model has been developed that enables identification of inter-related components: goals, objectives, pedagogical conditions, principles, functions, stages, forms and methods of work, criteria, indicators and levels of development of educational experts professional competence in conducting institutional audit in educational institutions.

The key idea of the concept is to apply a systemic, competence-based and environmental approaches to the development and implementation of the model and methodology for the development of professional competence, taking into account previous preparedness and predicting the possibilities of further professional individual growth (*Aleksieienko-Lemovska, 2020*).

The concept is based on a methodological, theoretical and methodological level.

The methodological guidelines are the principles of taking into account individual and collective forms of expert activity, anticipatory response, productivity, coverage, problemat-icity and professional expediency.

So, the choice of the personality self-development principle is due to the need for constant independent work related to the study of the essence and content of professional competence. In order to activate the expert activity of educational experts, it is necessary to form cognitive motives; involve in various types of independent work on the study of teaching materials; equip educational experts with innovative methods and forms of organizing expert activities in educational institutions.

The principle of combining individual and collective forms of work. According to the number of participants, the following forms of work can be distinguished: personal (single person or with the participation of two partners who are in different institutions, organizations, regions, countries); paired (between pairs of participants); group (between groups of participants). The modern interpretation deepens this principle associated with personal and individual orientation, relying on the individuality of each person, up to the definition of individual learning paths with the right to choose the level and methods of mastering the programs, with the wider use of computer programs, but with the inclusion of each in collective forms of work.

The principle of productivity is due to the essence of expert activity and its focus on the mandatory result receipt – product creation. The principle of productivity emphasizes the pragmatism of the activity, the obligatory orientation towards obtaining a result that has applied significance. In other words, towards the “product design” of the design process results.

The step-by-step principle is determined by the essence of expert activity, since each issue of organizing expert activity involves the passage of certain stages. The principle of step-by-step specifies the idea, which is expressed in the definition of stages and resources, means and methods of achieving the result, in the creation of a specific program of action. And each subsequent action is based on the results of the previous one.

The basis of the principle of the problematic nature of the content and process of education is made up of three important interrelated components: the problem – the educational content unit; problem task – the educational process unit; problem situation – the unit of relations between a problem and problem tasks as units of content and educational process.

The principle of professional expediency is one of the basic principles in the development of the educational experts’ professional competence. The implementation of this principle presupposes a wide variety of content and forms of the educational process. Pedagogical practice is the effective criterion for the truth of scientific knowledge, the provisions that are developed by theory and partially verified by experiment. Practice is also becoming a source of new fundamental problems in education. Theory, therefore, provides a basis for correct practical solutions, but global problems, tasks that arise in educational practice, give rise to new questions that require fundamental research.

The methodological level ensures the implementation of a complex of psychological and pedagogical conditions: the presence of a value attitude towards expert activity based on the integration of a personal position and general cultural, psychological, pedagogical, methodological and methodic knowledge, updating the individual experience of the educational expert; inclusion of the expert in active creative interaction in educational systems on the basis of "subject-subjective" relations; implementation of differentiated holistic support of the activity of the educational expert, which has an analytical nature and involves the development of professional skills and abilities necessary for the independent implementation of expert activities (self-organization, self-regulation) integration of the educational environment of the educational institution, the State Service of Education Quality of Ukraine and its territorial bodies, higher educational institutions, institutions of postgraduate pedagogical education and other stakeholders; methodological support for the organization of expert activities and systemic monitoring of the state of development

of the educational experts professional competence; motivation for constant professional and methodological self-development and self-improvement, reflection of pedagogical actions at various stages of activity (introspection, self-assessment).

The theoretical level determines the theoretical aspects of the problem of the educational experts professional competence development, determines the structure of the educational experts professional competence, including the following components: personal, cognitive, activity.

We correlate the personal component of the educational experts professional competence with the skills associated with the psychological aspect of personality development: communicative, perceptual, reflexive.

The cognitive component is based on the skills that ensure the theoretical training of educational experts: analytical and synthetic (the ability to analyze programmatic and methodological documents, identify methodological problems and determine the ways to solve them, the ability to classify, systematize methodological knowledge); prognostic (the ability to predict the effectiveness of the selected means, forms, methods and techniques, the ability to apply professional knowledge, abilities, skills in new conditions); constructive and design (the ability to structure and build the educational process, select the content and forms of classes, select methods, methods and techniques, the ability to plan expert activities).

The activity component includes the accumulated professional knowledge and skills, the ability to update them at the right time and use them in the process of realizing their own professional functions. It also assumes the mastery of research and creative skills by the educational expert.

The methodological level provides for the creation of methodological support for the professional activities of educational experts, criteria (motivational, cognitive, methodological and operational), indicators and levels of development of professional competence, monitoring of its effectiveness; is based on modern scientific approaches, general pedagogical and methodological principles, takes into account the specifics of training and retraining of educational experts for the specified type of activity.

The tasks for the developing of the educational experts professional competence must be resolved in the process of professional training and retraining, enriching the level of the educational experts professional competence, improving the methodological tools for organizing training and creating educational and methodological support that would maximally take into account the peculiarities of the educational environment.

The development of the educational experts professional competence is a process that continues throughout the entire professional and pedagogical activity, therefore, it is not possible to determine the time frame of the professional competence formation stages (as, for example, in a higher education institution). At the same time, we distinguish three levels of development of the educational experts professional competence: basic (the development occurs at the existing level of professional competence in the individual mode of methodological support); productive (the educational expert is an active participant in the education quality assurance system); creative (the development process takes place independently on the basis of self-realization, is of a research and creative nature); at the same time, the process of developing professional competence is viewed as a multi-level one.

The main concept provisions determine that the development of the educational experts professional competence will be effective if a multi-level organization of study is provided: at the strategic level - training of educational experts, study of practical experience presented in the media and periodicals; at the tactical level - changes in approaches to the organization of expert activities, methodological training of educational experts; at the operational level – direct

organization of training of educational experts, updating methods and techniques of professional training; updating the content of training modules; the use of diagnostic systems for the purpose of monitoring the quality of the organization of expert activities in modern educational institutions.

One of the key concepts of the structural-functional model is the function. We single out the following functions the educational experts' professional competence: gnostic, prognostic, organizational, communicative and reflexive.

The criteria of a professional orientation are the emotional and cognitive attitude to professional activity; activity of experts in preparation for professional activity; cognitive and active attitude to the formation of professional independence. Levels of development of the educational experts' professional competence: admissible, productive, creative.

4. Conclusions

The analysis of the current stage of the professional pedagogical education development allows us to assert that the improvement of the training system and retraining of educational experts in conducting institutional audits in educational institutions should be considered not only from the point of view of mastering the theory and teaching methods, mastering pedagogical concepts, but also from the point of view of high level of their readiness and ability to solve non-traditional pedagogical problems in various situations of the educational process, determining the need for systematic purposeful work to develop the professional competence of educational experts, that is, to introduce a pedagogical model of its formation.

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SUMO COACHES TRAINING

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Summary

The aim of this paper is to study the peculiarities of training sumo coaches. The article discusses the features of training sumo coaches, analyzes the regulatory documents regulating the training, certification and advanced training of coaches, studies the state of staffing in sumo and its dynamics over the past 5 years in Ukraine. It was found that despite the fact that the number of sumo coaches increased by 30%, there remains a shortage of staffing in this sport, since the number of sumo athletes increases annually and there are an average of 20 athletes per coach, while the recommended number of athletes should be from 14 to 6 people, depending on the stage of long-term training of athletes. Therefore, there is an objective need for training sumo coaches in specialized institutions of higher education. The training of sumo coaches is carried out in the framework of educational programs for the training of coaches in martial arts. 75% of the interviewed applicants for higher education – future coaches in martial arts are satisfied with their chosen profession, which indicates their responsible attitude to the choice of profession and the high quality of education in the institution of higher education where they study.

Keywords: athlete, martial arts, Department, institution of higher education, educational program.

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1. Introduction

Every year, sumo is becoming an increasingly popular sport in many countries of the world, the number of athletes is growing, as well as people who want to participate in this sport, respectively, the demand for qualified personnel who are able to provide the training process and competitive activities in sumo is growing. So, the issue of training sumo coaches becomes relevant, unfortunately, it is not sufficiently covered in modern scientific and methodological literature. Konokh A. (2019), Kuznetsova I. (2019) studied some features of the training of coach-instructors from oriental martial arts and their readiness for professional activity in children and youth sports schools, the formation of the professional readiness of future coaches in martial arts using training devices was considered by Zadorozhna O., Briskin Y., Pitin M. (2020), Pavlyuk E. (2013) described the concept of training future trainers-teachers in higher educational institutions, while none of the researchers singled out the peculiarities of training sumo trainers, which determined the choice of the topic our research.

The aim of this paper is to study the peculiarities of training sumo coaches.

Methods and materials of research. In the course of the study, an analysis of literary sources and documents was used, due to which the degree of study of the problem

in dissertations, scientific articles and publications of modern scientists was determined, based on the analysis of statistical reports in the form 2-fk, the level of staffing in sumo and the change in these indicators over the last 5 years, analysis of regulatory and educational documents, in particular, the standard of higher education in Ukraine: the first (bachelor's) level of higher education, field of knowledge 01 Education / Pedagogy, specialty 017 – physical culture and sports and educational and professional programs made it possible to find out the direction, structure and content of the process of preparing a future coach. A survey (questionnaire survey) of future trainers made it possible to determine the level of satisfaction with the chosen profession. Thanks to a systematic analysis, an idea of the training of future sumo coaches was formed, the state and prospects for further improving this process were determined.

2. Coaches in professional sumo

In modern sumo there are two areas: professional and amateur. Professional sumo (ozumo) exists only in Japan. The governing body of professional sumo is the Japan Sumo Association (JSA). Amateur sumo is developing in all other countries, for which the International Sumo Federation (ISF) was established in Tokyo (*Bairamov, R. & Bondar, A., 2019*). The rules of amateur and professional sumo coincide, in general. However, in professional sumo there are no weight categories, wrestlers are not divided into categories. Women have been taking part in amateur sumo since 2001, but not in professional sumo, in which women are strictly forbidden to perform and engage in wrestling (*Sports Committee of Ukraine, 2020*). In professional sumo, coaches (oyakata) must obtain a personal license to coach, each with its own name and long history. The number of licenses is historically limited (105 of them), more or less prestigious. The main conditions for obtaining a coaching license are Japanese citizenship and high athletic achievements of the wrestler. The license gives the right to train athletes in a sumo school (“room”), and eventually lead it (*Ivanov O., 2004*)

3. Coaches in amateur sumo

In amateur sumo, athletes are trained by coaches who have a license that is easier to obtain than in professional sumo. A coach is a specialist in some kind of sport who conducts educational and training work aimed at educating and improving the skills of athletes, developing their functional capabilities (*Mishchenko, R. F. & Mishchenko, M. M., 2015*). In Ukraine, the right to conduct physical culture, health and sports activities is provided to specialists who have special education and an appropriate educational and qualification level, the state provides training, retraining and advanced training of personnel in the field of physical culture and sports (*The Verkhovna Rada of Ukraine, 1994*).

Coaches pass compulsory certification in the manner determined by the central executive authority that ensures the formation of state policy in the field of physical culture and sports (*The Verkhovna Rada of Ukraine, 1994*). Coaches (coach-instructor) who work in physical culture and sports institutions and have passed certification are assigned the following qualification categories for the sport:

- highest category;
- first category;
- second category (*The Verkhovna Rada of Ukraine, 2014*).

The general requirements for the certification of coaches (coach-instructor) of physical culture and sports institutions to determine their qualification level for the assignment of qualification categories are:

– higher education in the specialty "Physical culture and sports" and an educational degree "bachelor" or "master";

– fulfillment of effective indicators of the work of trainers (coach-instructor), which are taken into account when assigning qualification categories, in accordance with the Procedure for attestation of trainers (coach-instructor) (*The Verkhovna Rada of Ukraine, 2014*).

In non-Olympic sports, including sumo, qualification categories are assigned to coaches (coach-instructor) for the effective indicators of athletes provided for by the Procedure for the certification of coaches (coach-instructor), shown in the program numbers, provided that athletes participate in them at least from 10 countries at international sports competitions or 10 regions at all-Ukrainian sports competitions (*The Verkhovna Rada of Ukraine, 2014*).

4. Dynamics of sumo development in Ukraine

Sumo is a popular non-Olympic sport that is developing in 82 countries of the world, including Ukraine (*Bairamov, R. & Bondar, A., 2019*). The number of Ukrainian sumo athletes is growing every year and today it is 1239 people, classes with them are conducted by 61 coaches, 30 of whom are full-time coaches, 32 have a special higher education (*Ministry of Youth and Sports of Ukraine, 2020*). The statistics given in Table 1 show that in the period from 2015 to 2019, the number of sumo athletes increased by 191 people, and coaches by 22 people, of which full-time coaches – by 12 people, the number of coaches with special higher education – by 6 people. Accordingly, the number of sumo athletes increased by 15%, coaches – by 30%, full-time coaches – by 40%, coaches with special higher education – by 19%.

Table 1

Number of athletes and sumo coaches in Ukraine from 2015 to 2019

Year	Number of people practicing sumo	Number of physical culture and sports workers who conduct classes:	of them full-time coaches	of them with special higher education
2015	1048	43	18	26
2016	1099	42	19	31
2017	1029	47	19	31
2018	1156	57	26	35
2019	1239	61	30	32

Analysis of the data in Table 1 showed that, as of 2015, there were on average 24 athletes per coach, and in 2019 – 20 athletes. Despite the increase in the number of coaches within 5 years by 30%, there remains a shortage of staffing for sumo, because according to the “Norms of filling the groups of departments in non-Olympic sports of complex children and youth sports schools, children and youth sports schools” (*Ministry of Youth and Sports of Ukraine, 2017*), it is recommended to complete a group of initial training of no more than 14 children, basic training – 10, specialized training – 6, preparation for higher sportsmanship – 4 athletes. In sports and recreation camps during the vacation period, under the guidance of one coach-instructor, 15-20 athletes can study in daytime sports and recreation camps and 10 athletes – in round-the-clock (*The Cabinet of Ministers of Ukraine, 2019*). Therefore, there is an objective need for training sumo coaches.

5. Features of training sumo coaches

Since sumo is an ancient type of oriental martial arts, during the training of coaches, one should take into account the peculiarities of their future activities (*Kuznetsova I., 2019*), because a trainer in martial arts:

1. must adhere to the appropriate philosophical principles in the training process and in life; to be a role model for young athletes.
2. must have a system of medico-biological, psychophysiological, psychological and pedagogical knowledge in order for students to achieve high sports results and to maintain physical health.
3. must have a detailed understanding of the factors that determine the effectiveness of an athlete's competitive activity, of the relationship between the structure of competitive activity and the structure of readiness.
4. must effectively carry out the process of managing the training process.
5. must control the occurrence, take into account the peculiarities of the course, if necessary – carry out the correction of the psychological states of the athlete.
6. must assess the current and operational milestones of the young athlete.
7. must, in the process of monitoring sports success, evaluate and take into account:
 - a) the effectiveness of the athlete's competitive activity;
 - b) the level of development of physical qualities, technical and tactical skills, mental and integral readiness;
 - c) the capabilities of individual functional systems of the body of a young athlete, ensuring the effectiveness of competitive activity;
 - d) the body's reaction to the proposed training loads, the peculiarities of the process of fatigue and recovery.
8. must ensure the purposeful development of specialized mental processes in a young athlete, which will allow him to realize his physical and technical-tactical capabilities and achieve high sports results.

In the course of the study, it was found that the training of coaches and judges in sumo is carried out within the educational programs for the training of coaches in martial arts at the Kharkov State Academy of Physical Culture at the Department of Martial Arts. The educational process is conducted in accordance with the standard of higher education in Ukraine: the first (bachelor's) level of higher education, field of knowledge 01 Education / Pedagogy, specialty 017 – physical culture and sports. The training of coaches in martial arts provides for a theoretical and practical course and contains mandatory and optional components. During their studies, applicants for higher education acquire integral, general and professional competencies. As part of the educational program at the Department of Martial Arts, students study such disciplines as “Theory of methodology in sports (martial arts)”; “Theory of a systematic approach in the professional activity of a coach”; “Modern technologies for training wrestlers”; “Training of judges (by type of sport)” (*Department of Martial Arts, 2019*).

A survey of students of the Department of Martial Arts showed that the vast majority (75%) of future coaches in martial arts are satisfied with the chosen profession, it is characterized by their attitude to school, relationships with teachers and students, working conditions, attitude to students, attitude to leadership. 60% of applicants for education chose the future profession of a martial arts coach because they like their sport and want to develop it in the future, 20% went into this profession because their parents are also athletes or coaches, 15% – because they are active athletes and see the prospect of further employment in this particular profession, 5% – because they want to train children. Interestingly, 8% of those surveyed are already training athletes.

6. Conclusions

The study showed that today there is a shortage of staffing in sumo, due to the fact that the number of people who practice sumo increases annually, respectively, the demand for sumo coaches is growing and there is an objective need for their training. Today in Ukraine there is experience in training sumo coaches as part of the educational program for training coaches in martial arts, while a survey of future coaches showed that 75% of them are satisfied with their chosen profession, which indicates their responsible attitude to the choice of profession and high quality education at the institution of higher education where they study. Further solution of the problem of staffing sumo, in our opinion, will be facilitated by the training of sumo trainers in other regions of our country and the creation of the necessary organizational and managerial conditions for this in higher education institutions, the study of these prospects can become the subject of further scientific research.

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EFFECTIVE CONDITIONS OF CHILDREN'S ADAPTATION TO THE EDUCATIONAL CONDITIONS IN PRIMARY SCHOOL

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Summary

The article deals with the actual topic of adaptation of six-year-old children to the conditions of school education. The essence of the concepts "adaptation", "social adaptation", "psychological adaptation", "adaptation to school" is determined. A theoretical analysis of the topic under study is presented. The factors of disadaptation of children to school are revealed. Indicators of the child's socio-psychological adaptation to school (the formation of adequate behavior, establishing contacts with classmates and teachers, mastering the skills of educational activities) are formulated. The conditions for the successful adaptation of children to school life have been identified. The directions and principles of the activity of the teaching staff of the elementary school for the adaptation of six-year-old children to the conditions of school education are considered. The stages of psychological and pedagogical support of adaptation of first-graders to school are described. It is substantiated that the continuity of the methods of work of the institution of preschool education and primary school is a necessary condition for the adaptation of children to school. One of the effective forms of ensuring continuity and creating psychological comfort for a child's stay in an educational institution is educational complexes.

It has been proven that readiness for school is one of the conditions for the successful adaptation of children to school. A model of a psychological portrait of an adapted first-grader is presented, taking into account the pedagogical, intellectual, motivational, emotional-volitional, communicative readiness.

Keywords: six-year-old children, successful adaptation, readiness for school, adapted child, psychological and pedagogical support of a first grader.

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1. Introduction

Going to school makes a big great change in a child's life. The period of adaptation to primary school is very difficult for first graders. They master a new social role of a pupil, a new type of activity – educational, the social environment changes – classmates, teachers, school as a social group appear, their way of life changes.

One of the conditions for successful adaptation to school life is children's readiness for school. The research of many psychologists and teachers (K. Abulkhanova-Slavskaya, B. Almazov, G. Ball, L. Vygotsky, N. Gutkina, I. Dubrovina, T. Dorozhevets, S. Kozlov, M. Maksimova, A. Petrovsky, J. Piaget, S. Stepanov, L. Phillips, T. Shibutani, G. Zuckerman and others) deals with this problem. The authors provide not only an analysis of the necessary knowledge, skills and abilities of a child during the transition from kindergarten to school, but also discuss about ways of differentiated approach in preparing children for school, methods for determining readiness, ways to correct negative results and, in this regard, recommendations for working with children and parents.

The successful solution of the problems of the development of the child's personality, the increase in the effectiveness of education is largely determined by how correctly the level of children's readiness for schooling is taken into account.

A child who enters school must be mature in physiological and social terms, attain a certain level of mental and emotional-volitional development. Taking into account the increasing psychological and pedagogical literacy of teachers and parents, more and more attention is paid to the development of the child's personality, his moral and psychological well-being, preparation for school education and adaptation to primary school.

Currently, the problem of adaptation of children to school is very relevant due to the fact that many first-graders are six-year-old. The year that separates a six-year-old child from a seven-year-old is very important for his physical, functional (psychophysiological) and mental development.

2. Presentation of the main research material

Age of six years is a period when intensive morphological and functional rearrangements of organs and systems occur, and school workload can negatively affect the psychophysiological state of the child and create difficulties in adapting to learning in primary school conditions.

A child who enters an educational institution does not become a schoolboy immediately. During the period of adaptation at school, which takes from one month to one year, the previous experience of the child's relationship with those around him, the usual stereotypes of his behavior are transformed in accordance with the new conditions (*Grigorovich L., Migushkin A., 2000*).

Adaptation can be considered as a special phase in the formation of a person, on which the nature of his further personal development largely depends. Adaptation – accommodation of children to the conditions and requirements of the new environment. Its result is adaptation as a personal quality, which is an indicator of the child's vital competence, his ability to orientate himself and influence others.

Social adaptation is an integrative indicator of a person's state, that reflects his ability to perform certain biosocial functions: adequate perception of the surrounding reality and his own organism; an adequate system of relations and communication with others; ability to work, study, organization of leisure and recreation; the ability to self-service and mutual service in the family and team, variability (adaptability) of behavior in accordance with role expectations.

Psychological adaptation – the adaptation of a child as a person to existence at school in accordance with his own requirements and personal needs, motives and interests. It is carried out by mastering the norms and values of the school team.

Adaptation to school is the restructuring of the cognitive, motivational, emotional and volitional spheres of the child during the transition to systematic organized schooling. Children with sufficient communication experience, with developed speech, formed cognitive motives and skills of volitional regulation of behavior, easily adapt to school conditions.

The model of school adaptation includes academic adaptation, social adaptation, and personal adaptation.

The main indicators of a child's social and psychological adaptation to school are the formation of adequate behavior, establishing contacts with classmates and a teacher, mastering the skills of educational activities.

Factors that can cause maladjustment include: partial retardation and impairment in physical development; delay and specificity of mental, personal development; signals of distress, which indicate a delay in the adaptation period (physiological problems; disturbances in habitual forms of behavior, mood; unwillingness to go to school; neurosis; fears; persistent deviations in personal development); violation of discipline, irresponsibility; unfavorable family environment.

School is the second most important (after the family) institution of socialization of the child. The development of the personality of a primary school student is influenced not only by family values, rules and foundations, but also, to a large extent, by the content of social norms and traditions. School requirements are recognized as mandatory and important not only by the children themselves, but also by their parents, who expect a full compliance with the model from the first grader.

An important aspect of the adaptation of a first grader is taking on a new social role – the role of a pupil. The effectiveness of adaptation largely depends on how adequately the child perceives himself and his relationship with other people. It is necessary to take into account the individual characteristics of the child (*Rimashevskaya L., 2007*).

The signs of successful adaptation are the child's satisfaction with the learning process; the degree of assimilation of the program; the degree of independence in performing educational tasks; satisfaction with interpersonal relationships with classmates and teacher.

The condition for the successful adaptation of six-year-old children to school is their readiness for schooling. It is considered as a complex characteristic of a child, which reveals the levels of development of psychological qualities, which are the most important prerequisites for normal inclusion in a new social environment and for the formation of educational activity.

The types of readiness include pedagogical, personal, moral, intellectual, motivational, communicative, emotional-volitional, physical, speech, socio-psychological readiness. There are three aspects of school maturity: intellectual, emotional, social.

The main tasks of psychological and pedagogical preparation of six-year-old children for school are: dynamic development of mental processes (perception, memory, thinking, imagination), improvement of basic types of activity; teaching children the methods of "processing" the material of cognition: assignment of objects, phenomena based on similarities, differences; development of mental operations: analysis, synthesis, comparison, abstraction, concretization, generalization, classification, independent judgments, etc.; teaching children the methods of examination for the purpose of rational cognition of the surrounding reality; the formation of cognitive abilities: accuracy and fragmentation of perception, the ability to easily grasp the distinctive features of objects, the ability to understand difficult situations, highlight the main thing in them, to plan own actions; the formation of the prerequisites for educational activity and its characteristic features: the ability to listen and hear adults, work under their directions; the ability to separate his own actions from those of other children; the formation of relations between a child and others in order to satisfy his need for personal communication and common activities with adults.

A theoretical analysis of the problem of adaptation of six-year-old children to school conditions has shown the need for a formative experiment to study the effective adaptation conditions for first-graders and to develop a methodology for the successful adaptation of children to school.

Let us consider the directions of activity of the teaching staff of the school at the initial stage of teaching first-graders, children of six-year-old.

An adapted child is a child adapted to the full development of his personal, physical, intellectual and other potentials in the given pedagogical environment (*Shirokova G. (Ed.), 1998*).

The task of psychological and pedagogical support during this period is to create pedagogical and socio-psychological conditions that allow the child to function and develop successfully in the educational environment.

The system of psychological and pedagogical support for the adaptation of first graders to school included the following stages: organizing the work of the «School of the Future First Grader» with preschoolers; diagnostics of the readiness of preschoolers for schooling; individual consultations and meetings with parents of future first graders; accompanying first graders at the stage of primary adaptation to school; monitoring the results of adaptation of primary schoolchildren.

The organization of work of the “School of the Future First Grader” was carried out in the following directions: acquaintance of children with the school and its territory (excursion); meeting with teachers; development of fine and gross motor skills (special classes and exercises); physical education; development of intellectual abilities; preservation of the emotional well-being and mental health of children.

The child’s adaptation to school will be all the more successful the more actively his family is involved in education. Therefore, it was planned to work with the parents of future first-graders in order to increase the psychological and pedagogical competence in those directions that are most relevant from the point of view of the period of development experienced by children. These are thematic parenting workshops “Preparing for school in the game”, “Is my child ready to go to school?”, “Portrait of a future first grader”. Meetings are held in the form of “family councils”, consultations, dialogues, relying on the existing experience of parents.

Without exaggeration, we can call the period of adaptation of children at school the most difficult for parents and the most responsible for children. We have developed recommendations for parents on the successful adaptation of children to primary school.

Psychological and pedagogical work with schoolchildren with increased and high levels of anxiety was carried out during the second half of the 1st grade.

Purpose: to identify and eliminate those moments in the educational process, in the style of pedagogical communication with children, which can provoke various school difficulties.

A group psycho-corrective work was organized with schoolchildren who have difficulties in learning, behavior and communication with teachers and peers. When monitoring mental health, the most significant signs influencing behavior deviation were followed: aggressiveness; self-rating; anxiety.

Educating and consulting teachers on teaching and communicating with individual pupils, was organized taking into account their individual characteristics.

It is necessary to determine the type of temperament to which the child belongs: choleric, sanguine, phlegmatic, melancholic.

Choleric. In appearance, this is an energetic and active child, but he can be hyperactive. The main feature is that the process of excitation prevails over the process of inhibition. It is difficult for such a child to calm down if he “got out” during the game or to switch from vigorous activity to class. It is difficult for such children to restrain emotional impulses, they cannot keep still. Parents of such children should follow such recommendations:

- to find a school where there is a teacher who practices game methods at the initial stage of learning, this will greatly facilitate the adaptation to the school;
- to work intensively with the child to accustoming him to the regulation of time and actions to train him.

Sanguine. An active child, with high efficiency, does not get tired during games or classes, easily switches from one to another, is not inclined to get depressed. As to possible adaptation problems, they are the same as in children – choleric.

Phlegmatic person. Slow reactions prevail in this type of temperament. They manifest themselves in the tempo of speech, in the manner of movement, in poor and flowing gestures. But this is a strong type of temperament, he has a high working capacity. He does not immediately get involved in any business. But, having started work, he will study assiduously, attentively and thoughtfully. Such a child will calmly endure thirty – forty minutes. But he may have difficulties: if the lesson is going at a fast pace, then the phlegmatic child will not always perceive the proposed material. Accordingly, he will lag behind in understanding and assimilating the material, slowly respond to the teacher's questions. In the case of a phlegmatic child, it is recommended to select exercises that are based on long-term work alone, and on interaction, it is better to arrange a competition with parents, according to the scheme "Who will answer faster", "Who will decide better". With the help of such activities, parents make it easier for him to adapt to the pace of school.

Melancholic. The weakness of the nervous system is manifested in low efficiency, rapid fatigability, high sensitivity. As a result, the melancholic is very vulnerable in communication and in interaction with the outside world. Due to his weakness, the melancholic can hardly withstand any stress - not only long-term and intense mental, emotional and mental stress, but also conflicts that he experiences especially strong and acute. Discipline problems usually do not arise with this type of temperament.

Individual, group counseling and education of parents was carried out based on the results of tracking the adaptation of first graders.

The activity of the teaching staff of the school in this direction was based on the principles (*Karabakva O., 2004*): psychological comfort (creation of a special subject-developing environment that provides emotionally comfortable conditions for the educational process); activities (the possibility of independent discovery, performing actions aimed at studying objects and phenomena; the development of fine motor skills of the hand); creativity (the opportunity to gain experience of one's own creative activity); continuity (preschool propaedeutic base); visibility (in accordance with the age-related psychophysical characteristics of children).

The main goal of this activity is to create a general favorable background for the development of children: physical, intellectual, emotional. In accordance with this goal and the principles stated earlier, the activities of the teaching staff in organizing a favorable adaptive environment were aimed at: maximizing the physical activity of children at school; the creation of a developing object environment at school, which is, in fact, a continuation of the one that children are accustomed to in kindergarten and which is distinguished by brightness, colorfulness, clarity, the inclusion of play and fairy-tale motives in it; wide use of play techniques in educational and upbringing work, the creation of emotionally significant situations and conditions for independent practical activity; changing the style of interaction between adults and children from authoritarian to the style of trusting cooperation; introduction into the pedagogical process of various types of children's creative activity; the use of diverse forms of education; ensuring the relationship of educational activities with life; creation of a sparing regime of educational activities.

In addition, in working with first-graders, the teaching staff paid great attention to the valedological direction in order for children to go through the adaptation period without damage to their health, without losing interest in learning, without losing faith in themselves and in their strengths.

An important condition for the mental and physical health of schoolchildren was a mark-free system in grades 1–2. It is mark-free but, not rating-free. Establishing a good, trusting relationship between teacher and children was of particular importance.

The teacher can and shall, according to R. Burns, provide the child a way to assimilate the formal knowledge taught in school, which would not harm his self-appraisal. And in relation to a child with negative self-image, the teacher's goal is to transform these ideas, using the

possibilities of subject learning and various situations that arise in school, to install in the child a sense of his own worth, competence and significance.

V. Zinchenko developed a methodology for enhancing the intersubjective interactions of pupils on the basis of their inclusion in communicative situations, which reflects the logic of the gradual formation of social activity. This methodology is based on: the formation of social trust of first-graders to each other; development of social emotions in first graders; the formation of the ability to defend their own position in the process of communication; development of communication skills of pupils.

To overcome the alienation between children, we also advised teachers to use games that help raise the child's rating in the eyes of their peers and establish emotional contact between them.

In carrying out these games, it is necessary to entrust the "isolated" children with the role of the leader in the game, praise the child in front of the whole group, and note how well he coped with the role of the leader.

The development of emotional and communication skills in children was facilitated by their acquaintance with various emotional experiences; learning to recognize emotions; training in arbitrary expression of various emotional states; games for the development of communication skills.

For the successful adaptation of first graders, senior preschoolers and primary school pupils, we proposed a series of fairy tales, which consisted of five "Forest Tales". The children were looking forward to the proposed fairy tales about the heroes from the «Forest School», talking about the actions of the heroes, understanding their reasons, learning to forgive and love.

Thus, the thoughtful, cohesive, purposeful activity of the teaching staff at the initial stage of teaching children of six years of age in the first grade contributed to their successful adaptation to the conditions of schooling.

We believe that the continuity of the methods of work of the institution of preschool education and primary school is a necessary condition for the adaptation of children to school.

The importance of adhering to the principle of consistency in the education system is beyond doubt. In educational activities, this principle is implemented through the consistency and systematic placement of educational material, in education as in a process that combines organically related stages: preschool education, education in primary school, basic and high school.

"Primary school should very accurately and fully consider the achievements of preschool age, not only in terms of content and methodology, but also in terms of the formation of individual abilities of children, their volitional sphere", says O. Savchenko.

One of the effective and efficient forms of ensuring continuity in the educational activities of preschool and primary school institutions, creation the psychological comfort of a child's stay in an educational institution are educational complexes, which have a number of advantages.

An important role in the adaptation of a child to school play the continuity of the methods of work and pedagogical communication between the kindergarten teacher and primary school teachers who work with children of six years of age. The fact is that one of the frequent reasons for the difficulties in adapting six-year-old children to school is a sharp change in the style of communication between a teacher and children. Even with a positive attitude towards children, the teacher often uses more rigid, authoritarian forms of pedagogical influence than those to which preschoolers are accustomed. These forms of pedagogical influence are often perceived by the child as an expression of personal hostility, which leads to passivity, suppresses initiative, independence, gives rise to self-doubt (especially in timid, shy children).

Improving work with children of six years of age presupposed a revision of the forms of influence by teachers so that they did not contrast with the communication style of the kindergarten teacher. For this it was necessary:

1. Conducting meetings, seminars, conferences, teachers' councils for the exchange of experience of kindergarten teachers and school teachers working with first graders.

2. A visit by teachers of a kindergarten school, supervision over the organization and management of various types of activities of children (play, educational, labor, artistic, household) and, accordingly, a visit by kindergarten teachers of a school with subsequent analysis, discussion, exchange of experience.

Socio-psychological characteristics for each child and the group as a whole, compiled by the educator of the senior group and passed on to them by the primary school teachers, is another important way to deepen this continuity.

3. Establishing a connection between kindergarten and school can also go along the line of developing contacts between kindergarten pupils and school students (patronage of the kindergarten, joint educational activities).

We offered a program of classes in a preschool education institution aimed at preparing children for successful school education (psychological readiness).

Thus, within the framework of continuity for the successful organization of work with children of senior preschool age to prepare them for primary school, it is necessary to take into account the following recommendations: the formation of psychological readiness for school involves a combination of play, productive, educational and other types of activity; to achieve efficiency in teaching six-year-old children, it is necessary to form a positive, emotional attitude to knowledge; to ensure the relationship of the content of classes with the daily life of children, their independent activities (play, art, etc.); create a developing subject environment, both in kindergarten and primary school; use play methods more widely in elementary school, create emotionally significant situations, conditions for independent practical activity, when children can, on the basis of their knowledge, show initiative, creativity, fantasy; recognize the child's right to proactive statements and reasoned defense of their proposals; the leading should be a dialogical form of communication between an adult and children, which contributes to the development of the child's activity, initiative, self-rating and self-esteem.

Let's give an example of a psychological portrait of an ideal first grader.

1. Pedagogical readiness: reading skills; counting skills; writing skills; drawing skills; sound culture of speech (pure broadcasting); the ability to fully answer a question; large vocabulary; general awareness.

2. Intellectual readiness: differentiation of perception as the basis of thinking; systematic perception (observation); developed imagination; the ability to navigate in space and time; developed scientific and imaginative thinking (the ability to highlight those that are significant in the phenomena of the surrounding natural environment, the ability to compare and see their similarity and difference); developed fine motor skills (use of a pencil, pen, scissors, drawing skills); good memory; developed regulatory function of language (the ability to follow verbal instructions); intellectual activity (the ability to turn an educational task into an independent goal of activity); prerequisites for abstract-logical thinking (the ability to understand symbols and, when formulating a question, independently reason, find the causes of phenomena, draw simple conclusions).

3. Motivational readiness: expressiveness of cognitive interests; an attempt to assimilate the role of the pupil (the desire to go to school), acceptance of the system of requirements put by the school and the teacher.

4. Emotional-volitional readiness: the ability to manage one's own behavior; preservation of efficiency during one lesson and school day; emotional resilience (regulation of emotions); voluntary regulation of attention (concentration, resilience, switching); the ability to

restrain his own your impulses (for example, not to interrupt others during a conversation); the ability to continue the action, making volitional efforts to this.

5. Communicative readiness: desire to communicate with adults and children; the ability to establish contacts with the teacher; maintaining a sense of distance; ability for personal contact with adults; the ability to establish contact with peers; the ability to enter the children's team and find his own place in it; the ability to do work together; ability to maintain equal relationships with classmates.

3. Results of the research

As a result of the experimental work, the number of children with a high level of adaptation increased (from 32% to 39%). There were almost no changes in the control group. In this group, the number of children with a low level of adaptation decreased by 1% (from 37% to 36%), the average indicator increased by 1% from (33% to 34%). Such a slight change is explained by the fact that experimental purposeful work was not carried out in the control group.

We managed to achieve that in the experimental group the number of children with a low level of adaptation decreased by 16% (from 41% to 25%), the number of children with an average level of adaptation increased by 9% (from 27% to 36%), by 7% the indicator of a high level of adaptation increased (from 32% to 39%).

4. Conclusions

The conducted research does not claim to be a complete consideration of all aspects of adaptation of six-year-old children to school conditions. The importance of the problem dictates the need to search for other pedagogical conditions that have a beneficial effect on adaptation.

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FORMATION METHODOLOGICAL COMPONENT OF PROFESSIONAL COMPETENCE OF STUDENTS SPECIALTY “SECONDARY EDUCATION” (MATHEMATICS AND PHYSICS) BY DIGITAL TOOLS

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Summary

The article considers the formation of professional competence of students majoring in secondary education (mathematics and physics). Attention is paid to the methodological component of professional competence and the expediency of its formation by pedagogical and methodological orientation of the courses taught for future teachers is substantiated. The method of formation of methodical competence with the use of modern digital teaching aids in the pedagogical process is described. It is proved that integrated use of digital tools in the pedagogical process pursues two goals, motivation and strengthening of cognitive processes of students involved in the learning process, their active participation, awareness of the learning process, building their own trajectory and the second goal, which is important for students majoring in secondary education (physics and mathematics) – the formation of ideas about the organization of the modern educational process. The classification of digital teaching aids into visualization tools, memory tools, comprehension tools, communication tools, and assessment tools is carried out, their didactic value in the pedagogical process is described. Digital tools for the formation of methodological competence were selected on the basis of analysis of their impact on cognitive processes involved in all stages of the learning process. The integral process of using digital applications in the pedagogical process at all stages of the learning process is designed to ensure the formation of methodological competence of future teachers by their own example of the organisation of educational process.

Keywords: methodical competence, digital applications, design of pedagogical process, future teachers of physics and mathematics, specialty secondary education.

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1. Introduction

We live in a time of rapid scientific and technological progress and an avalanche of information that affects all areas of our lives and education. Approaches to teaching and education are changing, others today are learning outcomes, and our children are children of the digital age, for whom gadgets are a habit and a necessity. Ensuring a quality and modern educational

process in physics and mathematics at the level of modern requirements depends primarily on the degree of universal training of teachers, an important component of which is professional competence. The formation of higher education students' ability to solve specialized problems in the organization of the educational process in physics and mathematics, due to the laws and features of modern theory and methods of teaching physics and mathematics should occur not only through the study of fundamental and professional disciplines, but also using the example of a teacher on the organization of the pedagogical process.

In accordance with the general developmental function of the teacher's task is not only to transfer to the student a modern scientific and theoretical way of thinking, but also to teach how to transfer and form such a way of thinking in students (*Zabolotnyi, 2013*).

The purpose of the article is to design the process of formation the the methodological component of professional competence of future teachers of mathematics and physics using of digital technologies.

2. Methodical component of professional competence of a teacher

Analysis of psychological and pedagogical literature on the formation of professional competence of future teachers of physics and mathematicians engaged in a number of scientists who interpreted professional competence as a complex property of the individual to perform their professional duties: "practical and psychological personality traits based on knowledge, skills, abilities, individual qualities, values, internal motivation, effectively and efficiently perform certain professional activities" (*Zabolotnyi, 2009*); "A set of pedagogical abilities and capabilities, the presence of a motivated focus on the educational process, the system of necessary knowledge, skills, abilities and experience" (*Rakov, 2005*); "The ability to productively solve educational problems that arise during the training of a qualified specialist, the formation of the personality of another person" (*Zeer, 2003*).

Analyzing the interpretation and the structure of the concept, we conclude that in most researchers the professional competence of future teachers is considered as a set of subject and pedagogical components and in the structure of professional competence of the teacher must be present (A. Markova, A. Khutorsky, A. Novikov) subject-methodological component, which is manifested through (A. Iron) experience in the implementation of well-known traditional and creative methods of activity; experience of educational and cognitive activity, fixed in the form of its results – knowledge of teaching methods; experience of emotional and value relations, which is formed during pedagogical practice. We are impressed by the opinion and approach to the formation of methodological competence V. Zabolotnyi, who defines "methodological competence – as knowledge in the field of didactics, methods of teaching the discipline, the ability to logically construct the learning process for a specific didactic situation taking into account psychological mechanisms", and notes (*Zabolotnyi, 2013*) that for teachers of higher education there is a task of formation of methodical competence by own example of the organization of pedagogical process, or as N. Kuzmyna notes "means of creation of special pedagogical orientation" of courses which contribute to formation of professional competence as a whole (*Kuzmyna, 1990*).

Thus, an important component of the professional competence of the future teacher is the methodological component, which is formed both by means of «pedagogical» courses of educational and professional program, and the way of monitoring the activities of the teacher in the classroom.

3. Digital tools as a learning tool

In the age of the digital age, which has changed communication, cooperation, training, understanding of professional and methodological competence is somewhat expanded, as it involves knowledge of the didactic potential of digital tools and experience in the use of digital tools in the pedagogical process.

Research on the use of modern information and communication technologies in teaching physics and mathematics has recently focused on the use of digital tools for laboratory work, research (O. Pinchuk), as a means of formative assessment (N. Mozre), as a means of illustrating educational material (Yu. Melnyk, V. Sipi, etc.). Yu. Myroshnichenko proved the pedagogical expediency of introducing information and communication technologies in the learning process, taking into account the psychological and pedagogical provisions of educational activities. He notes that the introduction of modern digital technologies increases the motivation of educational activities, forms a stable cognitive interest in the subject, provides individualization of the learning process, which contributes to better and more conscious assimilation of educational material, gives educational and cognitive activities research, creative character. education of interest in science, the development of cognitive independence and improving the quality of knowledge on the subject (*Myroshnichenko, 2011*).

Today, according to statistics, 4 billion people on the planet use a mobile phone, the future requires citizenship, which is fluent in science, technology, engineering and mathematics (*O'Donnell, 2019*). We have the opportunity to use a variety of digital applications for learning. According to the results of surveys on the use of modern mobile devices in the pedagogical process, it is indicative that: more than 70% of parents consider the effective use of technology vital for the future of their child; students argue that online learning helps better in systematic learning and control; educators note that the use of digital devices increases students' curiosity, motivation and confidence (*Morse, 2018*). Among the advantages of using digital tools in the educational process, which are most heard in the works of researchers are: accessibility (applications are easily installed on students' mobile devices); effectiveness (quick feedback in assessment, simultaneous coverage of all students in the survey, visually rich learning environment); multitasking (ability to change activities using digital tools); individualization of learning rates, etc. (*Miroshnichenko, 2011*).

4. Design of digital methodological competence

According to the results of our research of educational programs and observations of the bulk process, the skill of using digital tools in the educational process of secondary education (mathematics and physics) takes place only in separate (computer) courses of the educational program. problem solving, construction of three-dimensional geometric figures, etc.), while for a teacher of physics and mathematics is important not only the use of digital tools to form components of subject competence of the student, but also to form the competence of learning, for pedagogical support students' mastery of educational material, self-organization, self-control, assessment process and gaining experience working with them in the study of the discipline.

That is, for a modern teacher of physics and mathematics "digital component", or information technology (*Zabolotnyi, 2009*) in his methodological competence is a necessity. For its formation it is important for the teacher to introduce digital tools at different stages of the

pedagogical process. Today, the traditional set of tools (pen, pencil, paper, compass, notebook, laboratory supplies, models, etc.) to support educational activities in physics and mathematics is supplemented by modern tools: text and graphic editors, messaging systems, virtual laboratories, digital meters, digital applications, etc. (*STEAM Education, 2018*). There are also many digital applications that help to better master the educational material, ie to conduct educational activities in the pedagogical process.

To be effective in the pedagogical process, the use of digital tools must be planned. We selected applications based on the establishment of their ability to influence cognitive processes (*perception, attention, thinking, imagination, memory*), which are involved in each of the stages of the internal process of learning: *perception – understanding and understanding – generalization – consolidation – application to practice* and based on the characteristics of modern children: *communication, fragmentary thinking, understanding the language of visual objects, a willingness to cooperate, the desire for quick results, connoisseurs of technology, connoisseurs of honesty and open in social networks*. The process of designing the use of digital tools also contributes to the formation of methodological competence of the future teacher.

For an effective pedagogical design process, the use of digital tools should include:

1. Professional understanding of the development of the pedagogical plan, modeling the distribution and inclusion of resources (identification of tools appropriate to the stages of learning, gaining experience with them, overcoming and avoiding difficulties that arise in the process of their use);
2. Registration of the productive program of activity (vision of the teacher of all educational process, the organization and realization);
3. Adjustment of the methodological system based on the results of critical reflection.

Among all digital tools (*O'Donell, 2019*) we will allocate:

- **visualization tools** – for creative and effective separation of the main from the whole context, for better memorization and understanding of abstract images;
- **memorization tools** – for training memory, perception of new information;
- **tools of understanding** – for establishment of logical communications;
- **communication tools** – for the organization of group work, self-study, group projects;
- **assessment tools** – to establish the level of progress in the study of educational material, identify gaps and eliminate them.

Among the **visualization applications** we will highlight Word Clouds, with which you can present a lot of information on a small part of the workspace, highlight key points, the basis of the thesis, the basic concepts of the topic, highlighting the key points of any discussion with the help of tags.

Memorization tools include memory training tools and knowledge maps, which also help to translate information from short-term memory to long-term memory, establishing logical connections between the particles of the topic, the material being studied. Creating mind maps helps you capture, record, remember, combine, and display information visually. Timeline is a tool with which, using various multimedia and timing, you can illustrate the plan and history of the studied issue with all the moments or remember the topic.

The tools of understanding are best suited to mind maps, which Tony Buzan considers “a multifaceted training device that develops every mental muscle of the mind” (*Buzan, 2018*).

Among the **assessment tools** we will highlight those (Plickers, Poll Everywhere, eKahoot), which give quick feedback and help to find gaps in learning, to correct them.

Table 1 provides a brief design of the use of digital tools in the pedagogical process of training future teachers.

Table 1

Designing the use of digital tools in the learning process

Stage of the learning process	Cognitive processes	Tools	Examples of digital applications	Purpose of use
Perception	Attention Perception	Visualization tools	<u>TAGUL</u> <u>TAGXEDO</u> <u>WORDLE</u> <u>GOOGLE CHARTS</u>	Select the main,
Comprehension and understanding	Memory Thinking	Memorization tools Comprehension tools	<u>QUIZLET</u> <u>MINDMEISTER</u> <u>COGGLE</u> <u>WISEMAPPING</u> <u>MIND42</u> <u>FREEMIND</u> <u>SPIDERSCRIBE</u> <u>MINDMEISER</u>	Translating perceived information from short-term and long-term memory, establishing logical connections, creating short visual summaries from a large amount of material.
Generalizations	Memory Thinking	Memorization tools Comprehension tools	<u>TIMELINE JS</u> <u>TIKI-TOKI</u> <u>MIND42</u> <u>FREEMIND</u>	Creating reference notes, summarizing the topic, recording the basic formulas of the topic.
Consolidation	Memory Thinking	Assessment tools	<u>KAHOOT</u> <u>TIMELINE JS</u> <u>PLICKERS</u> <u>MIND42</u>	Recalling basic concepts, identifying gaps, consolidation of acquired knowledge.
Application in practice	Memory Thinking Imagination	Tools communication	<u>BLOGS</u> <u>SOCIAL NETWORKS</u> <u>TIMELINE JS</u>	Development of joint projects, practical application

5. Conclusions and suggestions

An important characteristic of the future teacher in addition to subject professional knowledge is his methodological competence, which today is somewhat modernized through the active entry of digital resources into all parts of the educational process. The process of formation of the methodical component of professional competence can take place both on special courses, and also on an example of conducting pedagogical process by the teacher. We considered the design of the formation of methodological competence of the teacher by means of planned and conscious use of digital resources in the process of teaching and learning. Integrated use of digital tools in the pedagogical process pursues two goals, motivation and strengthening of cognitive processes of students involved in the learning process, their active participation, awareness of the learning process, building their own trajectory and the second goal, which is important for students majoring in secondary education (physics and mathematics) – the formation of ideas about the organization of the modern educational process. Among the digital resources, we have chosen those that have an impact on the cognitive processes involved in the stages of the internal process of learning.

The prospect of further research is to create a methodological description of the use of digital tools at different stages of the learning process.

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EDUCATIONAL CONCEPTS OF INTERNATIONALISM AND MULTICULTURALISM: HISTORICAL AND PEDAGOGICAL ASPECT

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Summary

The article is devoted to highlighting the origins of the idea of multiculturalism in the Ukrainian educational environment. The author states the relevance of the problem of multiculturalism for the Ukrainian education system, defines the range of the most discussed scientific problems and states the limited scope of work where the problem of multiculturalism was considered from a historical and pedagogical perspective. In paper the author states the presence of this educational trend in the middle of the twentieth century, which has created certain preconditions for the modern implementation of the concept of multicultural education. The article considers educational internationalism as a dual concept, which, on the one hand, promoted fraternity, commonwealth and mutual respect, and on the other hand, irreconcilability towards representatives of other (non-socialist) political views. Therefore, the author is convinced that it is impossible to identify the ideas of internationalism and multiculturalism in education. International education laid the foundations for the creation of a certain social community on the territory of the USSR, however, both external and internal problems associated with the existence of various nations/ethnic groups were solved exclusively on a class (and therefore irreconcilable) basis. On the other hand, the educational concept of multiculturalism deprives the educational discourse of any enmity, opposition of some groups to others, struggle with each other, instead of promoting the ideas of social tolerance, civic values, mutual respect and cooperation. Recognizing the presence of cultural diversity, multicultural education is based on the recognition of the equality of representatives of different cultures, their importance for the sustainable development of the modern world.

Keywords: internationalism, international education, historical and pedagogical discourse, multicultural education, multicultural upbringing.

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Introduction

Modern education must answer the main question of today - whether a young person is ready to live in an open world, marked by objective processes of globalization, integration and migration (labour, cultural, educational). The difficult task can be solved by taking into account the educational community of national and ethnic diversity of members of society, whose coexistence should be based on the principles of equality and mutual respect, which is possible with the widespread introduction of multicultural education in educational discourse.

The origins of this idea in world space are attributed to the post-war period (mid-20th century). It was when, thanks to historical events on a global scale, there was a significant expansion of national interaction, an increase in migration processes, a change in the ethnic composition of a number of states, which caused the need for cultural dialogue and cooperation between representatives of different nations and ethnic groups. Therefore, the issue

was actualized, first of all, among foreign scientists, including James A. Banks, P. Batelaan, V. Nike, R. Hanvey and others.

It is an indisputable fact that the idea of multiculturalism has entered the sphere of scientific (in particular pedagogical) discourse relatively recently. Scientists (S. Berezhna, V. Melnyk, I. Omelyanchuk, S. Shandruk, etc.) associate its actualization in the world dimension since the 1980s as a problem of intercultural communication with the development of globalization processes, the development of mass democracy and culture, information explosion of the end of the XX century (influence of mass media, new telecommunication technologies), etc.

In pedagogical discourse, the problem of multicultural education has become the subject of study of the following scientists: R. Agadulin, E. Ananyan, R. Antoniuk, F. Asanova, I. Biletska, I. Bakhov, I. Gaganova, V. Bolgarin, L. Goncharenko, L. Golik, D. Popova, M. Rud, A. Shcherbakova and others. The above list of scientists who deal with the problems of multiculturalism in their works is far from complete. From time to time, new scientific works appear on this issue, which convincingly proves its relevance.

The authors of these publications refer to the experience of Western European countries, as well as those authors who have devoted their scientific research to the study of multicultural education in a particular country. There are significantly fewer works that would reveal the theoretical aspects of the problem, and there are almost no works of the historical and pedagogical direction. However, we are convinced that the latest trends in the development of education (such as multiculturalism) should be developed taking into account the historical and pedagogical experience of a particular country, a particular education system. Only under such conditions can we have the continuity of pedagogical thought and can count on a positive result of the latest educational movements.

Therefore, the aim of the study is to identify the historical and pedagogical preconditions for the emergence of the idea of multiculturalism in domestic education. Such preconditions include the prevailing concept of international education in the middle of the twentieth century in the countries of the socialist camp (to which Ukraine belonged at that time).

Historical and retrospective analysis of the facts and pedagogical views of contemporary educators, their modern interpretation using a hermeneutic approach, became the methodological basis of our study.

1. Concretization of the concept of “multiculturalism” in the domestic pedagogical discourse

In defining the key concept of “multiculturalism” in education, first of all, we note that domestic pedagogical thought proceeds by generalizing foreign experience, on the basis of which it offers «its own» definitions of multiculturalism and, in particular, multicultural education. So, G. Rozlutskaya argues that «in multicultural education they understand education aimed at preserving, developing and interacting with the entire diversity of cultural values, norms, patterns and forms of activity that exist in a given society, at transferring this heritage to the younger generation, fostering tolerance and live in a multicultural society» (*Rozlutska, 2007: 183*). This is just one of the definitions available in domestic pedagogy, however, in our opinion, it clearly illustrates the desire of domestic researchers to combine an approach aimed at preserving traditional values with a desire to implement new values. In our opinion, there are certain internal contradictions that hinder the perception of the versatility of the idea of multiculturalism, and therefore hinder the actual integration of this idea into educational practice. Although at the same time it is worth noting that despite the lack of a stable,

unambiguous understanding of the concept of “multiculturalism” (in particular in education), there are many examples describing the experience of practical work in this direction.

So, I. Bakhov, Ch. Vei, A. Kovalchuk, T. Charkina indicate that «the terms “polyculturalism”, “multiculturalism”, “manyculturalism” are variants of the same term, during the formation of which the first part of the word “poly-”, “multi-”, “many-” means the presence of a plural: in this case – cultures» (*Charkina, 2017: 139*). According to scientists, the difference in terminological designation lies in the first part of the word, different in origin (Greek, Latin, Ukrainian) (*Vei, 2018: 30*). Researchers see the main difference between polyculturalism and multiculturalism in the fact that the former «supports the idea of communication, exchange, interaction and mutual influence», while the latter «aims at segregation, the creation of the concept of “friends” and “strangers”» (*Charkina, 2017: 139*). In addition, scientists note “territorial” preferences in the use of these terms, when they assert the predominant use of the concept of “multiculturalism” by American scientists, and instead of “the term “polyculturalism” was historically used in Europe (*Charkina, 2017: 140*).

In this paper we rely on the conceptual approach of I. Bakhov who, comparing the principle of polyethnicity and polyculturalism, makes an important conclusion for our work that “the main idea of the principle of polyculturalism is to recognize the importance of differences (social, political, religious, linguistic, physical, gender, age, professional) between members of an ethnically homogeneous group” (*Bakhov, 2017: 44*). Other Russian scientists hold actually similar positions. Actually, such a vision of multicultural education was proposed by E. Kuchmenko when she noted that “multicultural education, in its general understanding, is an education for which the key concepts are culture as a universal phenomenon; it is a means to help the individual in overcoming the path from the assimilation of ethnic, national culture to the awareness of the common interests of peoples in their striving for peace, harmony, progress through cultural development” (*Kuchmenko, 2017: 240*).

So, in the modern sense, multicultural education should be based on the principles of common values, striving for peaceful coexistence, interethnic and interethnic harmony and cultural development. These principles, in our opinion, were actualized in the concept of international education of Soviet Ukraine in the middle of the XX century.

2. Internationalism as an educational concept

The origins of this idea date back to the second half of the twentieth century, which is associated with the Marxist theory of nations. From these positions, we turn to the assessment of a particular process by modern researchers. In particular, M. Borisova points out that the original idea was that of K. Marx and F. Engels that “the proletariat has no homeland”, and therefore the workers' movement must unite all workers through class solidarity. In the USSR, this idea was developed by the works of V. Lenin and J. Stalin in the concept of the opposition of “proletarian internationalism” and “bourgeois nationalism”. According to them, “the realization of equality of all “nations” and languages should have ensured the development of “democratic and socialist elements” of “national cultures”, which in the future should have formed an “international culture”” (*Borysova 2016: 8*). Therefore, under these conditions, proletarian internationalism had the right to maintain the world solidarity of the workers.

We also consider it important that the concept of “proletarian” internationalism gave way to the concept of “socialist” internationalism after the “unification” of the countries of the socialist camp (1955, Warsaw Pact). This term, as scientists point out, began to denote the ideology of cooperation between countries “took the path of socialist transformations and the effective implementation of the advantages of socialism” (*Nahorna, 2005: 522*).

From the standpoint of our research, we consider it necessary to emphasize the pedagogical aspect of the phenomenon under consideration, which was significantly generalized and theoretically substantiated in V. Slastionin's thesis paper "Work of the Komsomol on the patriotic and international education of workers" (*Moscow, 1955*). The scientist considers internationalism a companion of patriotism and asserts an effective force in the patriotic (and therefore international) education of the Komsomol. He argued: "Soviet patriotism is inseparable from proletarian internationalism. The organic combination of socialist patriotism with internationalism is the fundamental position of Marxism-Leninism, the ideological basis of fraternal cooperation and friendship of socialist nations, international solidarity of all working people of countries. A true Soviet patriot is a consistent socialist internationalist. Therefore, patriotic education is inextricably linked with international education" (*Slastionin, 1955*). Therefore, in the quoted passage there is an obvious combination of patriotism (Soviet with internationalism) and a gradual transition from proletarian internationalism to socialist internationalism.

The impetus for activating the idea of internationalism in the educational space is considered the adoption of the third Program of the CPSU (1961), where, according to J. Brolysh, was emphasized the task of the need to develop proletarian internationalism and socialist patriotism and the development of problems of communist education – developing the problems of communist education, which became a "turning point in the study of international education" (*Brolysh, 1983*). Therefore, the researcher attributes the beginning of the theoretical comprehension of internationalism from the standpoint of its educational impact precisely in the 60s. XX century.

Internationalism, which was understood as "a scientifically grounded ideology of the common interests of the working class of all countries and nations, a sense of solidarity of the working people of all countries, the brotherhood of working people; a certain type of relationship between the national laws of the working class, fraternal socialist countries is manifested in unity, coordination of actions, mutual assistance in struggle and labour" (*Anhelov, Luchkovskiy, 1968: 1*), was to become the unifying ideology, first of all, of the countries of the socialist camp. Therefore, the class principle was the leading one in internationalism.

The main principles of internationalism also included: solidarity, unity of workers around the world, subordination of national interests to international interests, equality and sovereignty of nations and states, fraternal cooperation, unity of will and action, social progress, etc. (*Khromov, 1977: 30*). So, this ideology was key in the formation of the Soviet people through systematic ideological work, particularly among young students. It was in this interpretation that the then pedagogical press covered the idea of international education.

3. Tasks and forms of international education

The teachers of that time convincingly argued that the task of "improving the international education of young people" (*Surnin, 1972: 45*), which the USSR leadership set for them (in particular, in the decisions of the XXIV Congress of the CPSU) should be fulfilled, especially in the conditions of "unabated ideological war". Socialist internationalism was opposed to the propaganda of the imperialist countries and nationalism.

Therefore, the tasks of international education were:

- «fostering feelings of love for a socialist homeland, common for all Soviet peoples – the Union of Soviet Socialist Republics;
- education of young people in the revolutionary, military and labour traditions of the Soviet people, in the spirit of friendship and brotherhood of the peoples of our country, intransigence to national and racial hostility;

– the formation of the communist consciousness of young men and women, readiness to stand up at any moment to defend the independence of their multinational Motherland and countries of the socialist community;

– education of youth in the spirit of fraternal solidarity with the working people of the socialist countries, with all peoples, in the spirit of proletarian internationalism, intransigence towards the enemies of communism, the cause of peace and freedom» (*Surnin, 1972: 45*).

In the conditions of a clear definition of the leading tasks of international education, the main attention of the then teachers was focused on the search for effective forms of its implementation. These forms included: the work of international friendship clubs (IFC), correspondence, conversations, disputes, lectures, reports, holidays, festivals, excursions (full-time/correspondent), thematic evenings, the release of wall newspapers, etc. We can state that practically all forms of educational work with student youth that were currently possible were involved in international education.

The school became a powerful means of international education through works of art and the content of disciplines that were to show the achievements of the socialist homeland and the countries of the socialist commonwealth; in high school they had to learn to apply the acquired knowledge “in the practice of communist construction”. The Minister of Culture of the Ukrainian SSR S. Bezklubenko (1977-1983 yy.) stated the effectiveness of such forms of international education as anniversaries of prominent artists, festivals, world, days, weeks, and decades of literature and art of the union republics (*Bezklubenko, 1977; Bezklubenko, 1980*). Young people were brought up as “patriots-internationalists”. Proletarian internationalism was proclaimed “an important condition for the further development of socialism” (G. Bozhuk, V. Surnin), so considerable attention was paid to the education of student youth in the spirit of internationalism.

Rectorates and heads of departments of higher education institutions were instructed to enter into cooperation agreements with “fraternal universities”. Both students and teachers were involved in the practice of communication. In particular, lectures were introduced by foreign teachers (from fraternal countries) in Ukrainian universities. For example, we learn from magazine publications that members of the delegation of the Lviv Polytechnic Institute had the opportunity to read lectures at the Rzeszow Engineering School (Poland) on the topic: “Higher school in the USSR for 50 years of Soviet power.” However, at the Lviv University, professors V. Perek (Rzeszow), Shumchak (Warsaw), Urbanchyk (Krakow), Leskiv (Lublin) and others gave lectures (*Bozhuk, Surnin, 1975*). In addition to mutual lectures, other forms of academic mobility were introduced. In particular, students had the opportunity to practice in the fraternal republics, and foreign students came to Ukraine. This practice training was common in Lviv and Uzhhorod state universities. Such connections were considered “an effective means of educating young people to respect fraternal peoples, a means of ideological hardening” (*Bozhuk, Surnin, 1975: 155*), and thus an effective means of international education of student youth.

4. Internationalism and multiculturalism: the possibility of conceptual inheritance

Therefore, we consider it necessary to highlight a number of aspects that indicate a certain similarity (but not identity) of the concepts of educational internationalism. In particular, the publications of the Soviet period spoke about the unified personality of the “Soviet man”, determined the presence of a multinational community that existed on the declared principles of “friendship, brotherhood”; this internationalism had, of course, a militant character, since it provoked a struggle against the “enemies of communism”. So international friendship was recognized only between the peoples of the USSR and the peoples of the socialist countries.

Ethnic originality (“nationalist prejudices”, “perverted expression of national feelings”) was practically identified with “bourgeois nationalism”, and therefore was hostile to Soviet education. The key role in international education was assigned to the school, where various forms of education should be used (Lenin's lessons, Lenin's readings; clubs and rooms of international friendship; correspondence with the youth of fraternal republics and socialist countries) (*Surnin, 1972: 47*).

At the same time, it was noted that the USSR is inhabited by many peoples (“the Soviet people unites in a single organism socio-ethnic communities of more than 100 nations and nationalities”)(*Tyshchenko, 1978: 16*), which require their attention from the state. The unity of all Soviet people was affirmed, but “this is not means the withering away of socialist nations and nationalities. On the contrary, now, figuratively speaking, in the sky of socialism, all nations – both large and small – shine like stars of the first magnitude (*Tyshchenko, 1978: 16*). Therefore, on the one hand, the community (Soviet people) was affirmed, on the other hand, national diversity was stated. This was the problem that they tried to solve by establishing internationalism (first proletarian, then – socialist).

We draw attention to the fact that internationalism (proletarian/socialist) concerned not only external communication with the abroad (socialist), but also with the internal establishment of ties between different republics within the country. However, its warlike nature did not change during the Soviet era and was used against both external and internal “enemies”. At the same time, those who tried to declare about what national characteristics of the peoples of the USSR were considered internal enemies. In this regard, L. Nahorna makes a fair remark that “the ideologeme of “socialist internationalism” was widely used by the Soviet leadership and as a tool for levelling the national characteristics of the citizens of the USSR, curbing the national elites in the republics. It was the foundation of the myths imposed on the citizens of the USSR about “the Soviet people as a new historical community of people” and about the “national pride of the Soviet man” (*Nahorna, 2005: 522*).

On the one hand, international education is aimed at forming a new person (devoid of national prejudices), on the other, the unshakable unity of Soviet patriotism with socialist internationalism was proclaimed. At the same time, they did not reject “love for their native land, native language, for the culture of their people” and argued that “international feelings were formed on national ground” (*Baranovych, 1975: 12*). We consider the following definition indicative in this direction: “Socialist internationalism as the highest stage in the development of proletarian internationalism is manifested in the love of workers for their homeland, the countries of the socialist community, in the international solidarity of the working class, all working people in the struggle for the victory of the socialist revolution” (*Baranovych, 1975: 12*). Therefore, the academic community paid great attention to the issue of friendship of the peoples of the USSR, Soviet patriotism and the “development” of the national culture of the republics.

In the articles of this period, we see the increasing role of the Soviet government in the development of the languages of the Soviet republics, their cultural revival. We consider the following statement to be indicative: “Fifty years have passed in conditions when any national culture was able to develop freely and unrestrainedly, unique in its socialist content with all the cultures of the fraternal Soviet peoples, unique in form, bringing its diversity to the multicolour of the whole Soviet culture” (*Poltoratskyi, 1967: 1*). So, the development of a culture “national in form and socialist in content” allegedly took place. The reality was different. However, international education required the recognition of the above formula. The cultural press of the time continued insisting, that “the Communist Party in its resolutions instilled in the people the concept of multinational culture, internationalism, friendship and

interaction of peoples, taught to develop its progressive elements in each national culture” (Poltoratskyi, 1967: 2).

Under such conditions, we can state a significant difference between the educational ideas of internationalism and multiculturalism, since the latter notes the recognition of the diversity, uniqueness and value of all ethnic groups and nations, completely rejecting any form of enmity and affirming the key principles of mutual respect and tolerance.

Conclusions

The above suggests that the understanding of the idea of multiculturalism in a variety of interpretations and the search for its origins in the pedagogical theory of the late twentieth century makes it necessary to turn to the concept of international education, which in its essence touched on issues related to our study of education/upbringing of youth in a multinational Soviet state and was formulated as an idea of “proletarian (later - socialist) internationalism”.

Fully sharing the position of modern scientists about the current disappearance of the concept of “international education” and its replacement by “polycultural education”, “polyethnic education”, “education of interethnic relations” (Liakh, 2012: 237), we consider it necessary to emphasize the impossibility of avoiding the issue of class intransigence of proletarian (socialist) internationalism. This also makes it impossible (internationalism) to fully explicate it on a modern pedagogical thesaurus. In addition, this feature, in our opinion, is key for the concept of internationalism, since it had an ideological direction.

So, we consider imitation of the principle of internationalism by modern education inadmissible, given its class (irreconcilable) character. So, international education, indeed, laid the foundations for the creation of a certain social community on the territory of the USSR, however, both external and internal problems associated with the existence of various nations/ethnic groups were solved exclusively on a class (and therefore irreconcilable) basis. On the other hand, the educational concept of multiculturalism deprives the educational discourse of any enmity, opposition of some groups to others, struggle with each other, instead of promoting the ideas of social tolerance, civic values, mutual respect and cooperation. Recognizing the presence of cultural diversity, multicultural education is based on the recognition of the equality of representatives of different cultures, their importance for the sustainable development of the modern world.

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SELF-EDUCATION AS A MEANS OF LEADERSHIP QUALITIES FORMATION IN FUTURE OFFICERS-COMMANDERS OF THE NATIONAL GUARD OF UKRAINE

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Summary

The problem of leadership, formation and development of leadership qualities has long been the focus of the scientific community. But it has become especially important in recent decades. And this is no accident. The global changes taking place in the world have significantly increased the demand for leaders –people who are able to unite, lead and successfully solve the tasks.

This fully applies to officers-commanders of the National Guard of Ukraine. In modern conditions, there is a clear need for the formation of leadership qualities in future graduates of military educational institutions, on whose shoulders immediately after graduation lies a great responsibility for the management of units.

At the same time, the analysis of responses of the military leadership of the state shows that a significant number of young officers do not have established leadership qualities. Many of them get lost in difficult situations. They lack the ability to quickly adapt to the new environment, responsibility, independence, initiative, physical endurance, flexibility in establishing relationships with subordinates, professional skills, competencies and organizational skills that underlie the authority of the commander.

The result is a situation where there are a large number of managers, but there is a lack of leaders. This is especially detrimental in changing situations of service and combat activities, where the only chance for success is often a manifestation of the commander’s leadership qualities.

During training, it is still difficult for a future officer to understand which of his qualities will be decisive and which should be developed. Therefore, during training it is advisable to form a stable motivation for continuous self-development, which will allow you to constantly grow professionally and personally.

The purpose of the article is to theoretically substantiate the process of self-education as a means of forming leadership qualities of a young officer.

Keywords: motivation, self-education, self-upbringing, self-obligation, self-organization, self-training, self-control.

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1. Introduction

The realities of today require a new look at the process of training future servicemen of the National Guard of Ukraine, their capabilities and abilities, including in terms of personal development. Education traditionally includes learning, upbringing and personal development. Accordingly, self-education consists of self-learning, self-upbringing and self-development. The formation of leadership qualities of the officer-commander will be successful if the cadets want to develop their own personality, is the need for self-education. With an active and purposeful approach to self-education, the individual is able to achieve significant development of

the qualities he needs. This determines the significant role of self-education in the formation of leadership qualities of the future officer-commander of the National Guard of Ukraine.

2. Literature reviews and theoretical framework

Analysis of the scientific literature proves that the concept of “self-education” has been thoroughly studied by various branches of science, so L. Vishnevskaya (*Vishnevskaya, 2009*), based on psychological and pedagogical research, notes that the definition of “self-education” consists of the following elements: cognitive essence; close connection with self-upbringing of the individual; personal development based on systematic and purposeful activities related to social conditions.

The pedagogical dictionary defines self-education (*Bim-Bad, 2003: 252*) as purposeful cognitive activity, which is managed by the individual; acquisition of systematic knowledge in any field. At the heart of self-education is a harmonious combination of interest in learning and independent study of the material.

Psychological Dictionary (*Mesheryakov, 2004: 429*) gives the following interpretation: self-education – education that is obtained independently, outside the walls of any educational institution, without the help of the educational process; informal individual form of educational activity.

That is, self-education is self-organized by the subject of learning that meets his needs for knowledge and personal growth.

According to N. Bankovskaya (*Bankovskaya, 2010*), self-learning is defined as a process of independent education without the direct participation of the teacher, and self-education as a way to acquire knowledge, skills, skills on the initiative of the student on the subject of knowledge, scope and source of knowledge, as well as the choice of forms of satisfaction of cognitive interests and needs.

The main condition for the intensification of independent activity, continuity and efficiency of the process of self-education is a person’s motivation – the formation of the necessary leadership qualities for the future officer in order to successfully perform the tasks set before him.

Realizing the need to form the qualities of a leader and assessing their own preparedness in this aspect (stage of motivation), the cadet aims to achieve the desired ideal. It analyzes its capabilities, the external environment, and predicts possible options for achieving the goal. Then the future officer makes a decision and only then proceeds to the planning stage. The planning stage involves drawing up a personal self-education plan. In our opinion, the self-education plan should contain the following points:

- goals of self-education;
- tasks of self-education;
- thematic blocks of self-education;
- terms of work on thematic blocks of self-education;
- main issues of thematic blocks of self-education;
- forms, methods and means of self-education;
- expected result;
- assessment of the actual result;
- reflection.

Means of self-education of cadets can be: educational, scientific, fiction, monographs, memoirs, attending trainings, audio and video materials, Internet resources, social media. The main form of self-education is the study of literature and other sources, methods of self-education are independent work on information sources, independent exercises and practical tasks, communication with teachers, staff, senior commanders. The cadet must master the methods and

techniques of working with different sources of information, which will quickly find the necessary information from different sources, analyze, synthesize, use the information in practice.

According to E. Gluhova (*Gluhova, 2010*) and A. Lopuha (*Lopuha, Strabykin, 2015*) the educational environment of a military educational institution should be aimed at the development of motivational and goal-setting components of cognitive activity, as well as learning ways of independent cognition, the formation of skills to solve creative problems. Under such conditions, the future officer develops the ability to set goals, the dominance of active cognitive interest, which will achieve a high level of self-education and form leadership qualities.

Given the above, the process of self-education of the cadet should be divided into the following stages:

- 1) recognition of the need and formulation of the purpose of self-education;
- 2) action plan to achieve the goal of self-education;
- 3) assessment of achievements and making adjustments (if necessary).

Thus, self-education is one of the components of the formation of leadership qualities of the future officer-commander of the National Guard of Ukraine. In addition, self-education, as part of the process of forming leadership qualities of the cadet, determines and is closely related to self-upbringing.

3. The connection between self-education and self-upbringing

Researcher A. Manukyan (*Manukyan, 2007*) understands the self-upbringing of servicemen as organized, active, purposeful activity on the systematic formation and development of positive and elimination of negative personality traits in accordance with the requirements of military service.

Self-upbringing is preceded by an analysis of their own abilities and capabilities. Effective self-upbringing is possible under the condition of adequate self-assessment, which corresponds to the real capabilities of the cadet. A number of factors and conditions contribute to the formation of leadership qualities of the officer-commander of the National Guard of Ukraine through self-upbringing, namely:

factors:

- self-upbringing determines the development of professional self-awareness of the officer;
- self-upbringing is due to a set of stable motives, characterized by values, interests that correspond to the personality of the officer;
- self-upbringing of the individual is an indicator of the desire of the future officer to self-realization and development of the necessary qualities, as well as the formation of professional competencies;
- mastering the techniques and methods of self-upbringing contributes to an adequate assessment of their capabilities and difficulties that stand in the way of achieving this goal.

conditions:

- actualization of the need for self-upbringing;
- development of the ability to self-knowledge of one's own personality in the professional field and interpersonal interaction;
- learning approaches to setting goals for self-upbringing, program design, choice of methods and means of self-upbringing.

At the initial stage of the process of self-upbringing, the future officer-commander needs to determine his abilities and capabilities for the formation of leadership qualities, as well as the existing level of development of the necessary qualities. That is, there is a stage of self-knowledge.

Self-knowledge is carried out in three areas:

1) self-awareness in the role of officer-commander of the National Guard of Ukraine; awareness of the system of requirements for a military service officer, to form an idea of the prospects of military service;

2) determining the existing qualities of a leader through self-observation and self-analysis;

3) assessment of readiness for the development of the necessary qualities of a leader in order to create their own project of self-organization of activities for the development of leadership qualities.

Necessary conditions for objective self-assessment are a critical attitude to oneself, the ability to adequately respond to the comments of colleagues, senior commanders and superiors.

Based on self-knowledge, the future officer-commander decides on the need for self-upbringing and moves to the stage of planning self-upbringing, is creating a model of work on yourself.

Self-education planning includes a number of interrelated tasks, namely: finding out the purpose and basic principles of self-education. The content of self-education and ideals to which it is necessary to aspire are defined. At the same time, the ideal should not be a generalized type of personality and qualities, but specific officers of the past and present, who have demonstrated the real presence of leadership qualities.

On the basis of the defined purposes and tasks the program of self-upbringing which develops on a certain life stage and further (if necessary) is specified and corrected is developed. The self-education program is individual and designed to organize work on yourself and should contain the following components:

- areas of work on the formation of leadership qualities;
- means and methods of implementation of certain work;
- deadlines for tasks.

Preparatory work carried out at the stage of self-knowledge and planning, creates the necessary basis for successful work in the subsequent stages of self-education.

The system of work on development of positive qualities of the person and elimination of negative, connected with an effective technique of self-education acts as practical actions concerning realization of the program of self-upbringing.

Under the methods of self-upbringing A. Manukyan (*Manukyan, 2007*) understands a set of techniques of homogeneous pedagogical influence of man on himself in order to develop the necessary personal qualities, and considers the techniques as a private influence of man on himself, which represents in each case a single act.

Despite the individuality of the system of methods and techniques of self-upbringing, we can distinguish general methods:

self-belief – the future officer recognizes the need to form the qualities of a leader and eliminate the shortcomings that arise at this stage. There is a kind of resolution of contradictions between personal views, opinions, feelings and demands of the service, opinions and views of an authoritative person, team, public opinion. Thoughts and views determined by self-belief give the cadet confidence, moral and psychological stability.

self-obligation – is the desire of the future officer to engage in self-upbringing in the chosen direction, thereby forming an inner readiness for active and purposeful work. The mechanism of implementation of this method is that, taking on the obligation to engage in self-upbringing, cadets, thereby, mobilize their forces, develop an inner readiness for active and purposeful work on themselves;

self-organization – is to organize their behavior and activities in accordance with the rules of conduct, provided the ability to manage themselves, to achieve their goals. The cadet's ability to manage himself, to achieve goals is an important condition for self-organization;

autotraining – a method based on emotional and volitional training, the meaning of which is to develop the ability to influence psychoregulators processes. To do this, with the help of self-suggestion of special verbal formulas, a person introduces into long-term memory (at the subconscious level) a certain model of ideas, which further affects human behavior. The tools of purposeful self-influence are special exercises of self-suggestion in the form of verbal formulas. In the process of such training, the future officer is able to create a model of ideas, feelings, emotions, states, introduce it into his psyche by focusing or repeating it many times;

self-control – summarizing the results of self-upbringing. Its essence is that the cadets, analyzing the process of self-education, identify deviations of the implemented program of self-education from the planned and make appropriate adjustments to the plan of work on themselves.

The implementation of methods of self-education is carried out through the use of pedagogically homogeneous techniques: self-suggestion, self-criticism, self-promotion, self-coercion, self-remembrance, self-report.

All stages of the process of self-upbringing undergo a stage of self-control and self-correction (if necessary).

Self-control – the most important activity of the individual, aimed at self-management and self-improvement of their work. It organically includes analysis, evaluation and self-monitoring of the course and results of self-upbringing, correction and elimination of shortcomings in the planning and organization of the process of self-education. The main condition for the effectiveness of the method of self-control is an objective and comprehensive self-demand.

In order to self-control the future officer must keep a diary of self-education, the value of which is to record life events and analysis of activities, motives for actions to determine their importance in the formation of leadership qualities.

Thus, the analysis of the process of self-upbringing gives grounds to draw a conclusion about the complexity and versatility of the individual's work on himself in order to form the leadership qualities of the officer-commander of the National Guard of Ukraine. The effectiveness of this work is to master the principles of self-upbringing planning, methods and techniques of self-upbringing and self-control.

4. Conclusion

As a result, we note that self-education is a complex and multifaceted pedagogical process with its inherent internal contradictions. Experiencing significant difficulties in self-education at different stages, without mastering an effective method of self-education, you can lose motivation for self-education. Therefore, the process of self-education of future officers should be periodically monitored. Self-education must be constantly managed by providing pedagogical guidance. At the same time, self-education is a means of self-upbringing, as it contributes to the development of purposefulness, persistence in achieving goals, internal organization and diligence. The content, organization and methods of self-education of the future officer-commander for training in a military educational institution is determined by the ability to work with various sources of information. The greatest effectiveness of self-education is achieved when the cadet deeply and self-critically assesses the initial level of their knowledge, skills and abilities, clearly defines the program of their improvement, takes into account the assessment of their activities by management and cadet staff. The solution of this problem is greatly facilitated by the introduction into the daily practice of self-upbringing and self-education of future officers-commanders of the scientific bases developed by pedagogical science. The cadet must independently be active in improving their personality, strive to become a competent professional.

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THE RESEARCH WORK OF FUTURE COMPUTER SCIENCE TEACHERS IN UKRAINE

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Summary

Due to the conducted scientific literature analysis in the article, the main stages (preparatory-target, procedural-substantive, experimental-effective) of the organization of scientific-activity of future teachers of computer science in Ukraine are covered. The need to use information and communication technologies (ICT) in the organization of research work of future teachers of computer science is emphasized. The article defines the concept of “research work of higher education seekers”. The analysis of the available information and communication technologies allowed to single out the following types of means for the organization of research work of future teachers of computer science: means of search, storage and placement of scientific materials; ICT tools for collaboration; ICT tools for verification of materials of performed scientific works; means of checking software code for plagiarism; ICT tools to support experimental research; ICT tools to create demonstration material. It is noted that the main characteristics of ICT for the organization of research work: individualization of scientific work; search engine optimization; convenient means for cooperation, etc. The article identifies areas for further research on this topic.

Keywords: research work, students of higher education, future teachers of computer science, information and communication technology, organization of research work of the future teachers of computer science.

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1. Introduction

The current stage of the world community development places new increasing demands on the level of training of specialists in any field, the use of information and computer technology in professional activities. Ukraine is undergoing significant economic and social reforms, which significantly affect the formation of new requirements for future professionals in the field of education. Appropriate training requirements are undergoing changes, one of which is the requirement to develop a creative and enterprising specialist who will have organizational skills and ability to direct activities (own and / or led group) to improve the process by implementing new advances in science and technology. Fulfillment of this requirement requires wide involvement of applicants for higher education in scientific activities, their direct inclusion in the research work of the institution of higher education.

According to the Law of Ukraine “On Higher Education”, scientific activity in higher education institutions (HEI) is an integral part of the educational process and is carried out in order to integrate it into the higher education system and is mandatory for HEI. (*Law of Ukraine “On Higher Education”, 2018*).

In previous works, the author of the article considered information and communication technologies as one of the means of implementing research activities of students (*Minhalova, 2018*), principles of using flexible Scrum project management in research work of

students (Minhalova, 2018), organization of student research activities in classes on the subject "Fundamentals of Scientific Research" (Minhalova, 2018) and use Google to support and support student research (Minhalova, 2019).

2. Participants and Stages of Organization of Research

According to the Law of Ukraine "On Higher Education" the main purpose of scientific activity is to acquire new scientific knowledge by conducting research and development and directing them to create and implement new competitive technologies, types of equipment, materials, etc. to ensure innovative development of society, training of innovative specialists. (Law of Ukraine "On Higher Education", 2018).

The Law of Ukraine "On Higher Education" defines the main tasks of scientific activity of higher education institutions:

- 1) to obtain competitive scientific and scientific-applied results;
- 2) to apply new scientific, scientific and technical knowledge during the training of specialists who have already obtained higher education;
- 3) to form modern scientific personnel potential capable to ensure the development and implementation of innovative scientific developments (Law of Ukraine "On Higher Education", 2018).

Research work of higher education students is an independent creative activity that requires targeted self-organization for students to learn in the learning process at different stages of the research and innovative cycle, including basic and applied research to solve the problems. Participants in the organization of research work of higher education institutions include:

- representatives of the administration of HEI;
- teaching staff of HEI;
- applicants for higher education.

The analysis of the scientific and pedagogical literature provided an opportunity to identify the following stages of the organization of research work of applicants for higher education:

– the first stage – *preparatory-target* – is aimed at acquaintance with sequence and interrelation of constituent elements of research work in higher education institutions, encouragement of students of HEI to research work, expansion of their scientific outlook, motivation of students in involvement in scientific activity, creation of favorable conditions of search development, cognitive and research interest of future professionals, the formation of their needs for scientific research and professional development throughout the life;

– the second stage – *procedural-substantive* involves students mastering the basic methods of research work through individual consultations, lectures; preparation for research work by writing essays, scientific reports; conducting debates, dialogues, interviews; inclusion of students in cognitive research activities in seminars and practical classes; choice of topic (course, bachelor's, master's thesis) and its formulation, comprehension and selection of actual scientific material on the selected problem, compilation of bibliography, analysis of scientific material, experiment (experiment), processing, analysis and generalization of work results, formulation of conclusions, registration of the manuscript of work according to the current requirements; participation in the work of scientific circles, problem groups, other forms of research work of higher education seekers;

– the third stage – *experimental-effective* - is to gain experience in writing the text of the report and illustrative material, preparation and adjustment of models, models, devices, etc. to demonstrate their own scientific work in the form of public speaking, testing results at

conferences, forums, symposia; participation in competitions, contests, grants; participation in educational, production or research projects.

3. Information and Communication Technologies (ICT) in the Organization of Research Work of Future Teachers of Computer Science

The professional training of future computer science teachers should be implemented as a comprehensive pedagogical process that takes into account the use of ICT for higher education and improving its quality, as a decisive factor in shaping the level of readiness of specialists to solve professional and scientific problems. (*Kharkivska, 2012*).

Scientists note that the use of specialized educational software resources provide the opportunity to: computer visualization of the necessary material; remote feedback between participants of scientific work; storage and transmission of large amounts of data; quick access of higher education applicants to abstract data banks; automate the processes of information retrieval activities; to process the results of the educational experiment with the possibility of reproducing it in whole or in part (*Vinnyk, Osypova, Tarasich, Savenko, 2014*).

The analysis, which was given above indicates the urgency of solving the problem of deepening the links between education, science and industry, namely: the expanding cooperation between educational and research institutions; the improving the ways of interaction between the corporate customer and higher education institutions; the deepening of the relationship between science and society by participating in solving problems of social and economic nature: improving the process of training and organization of scientific research.

The analysis of the available information and communication technologies which it is expedient to use at the organization of research work of the future teachers of computer science has allowed to allocate such types of means:

A. Means of search, storage and placement of scientific materials – Means of search, storage and placement of scientific materials system of search of scientific resources and materials in electronic networks; services for placing materials of various formats in free access on the Internet and those that serve to preserve the necessary for the research work of the future teacher of computer science electronic pages, etc.:

- *search engines* (for example, Google, Yandex, Bing);
- *institutional repositories and electronic libraries* (for example, arXiv.org, Google Scholar, Research Gate, Sci-Hub, Social Science Research Network, Digital Bibliography & Library Project, Public Library of Science, Scopus);
- *social bookmarks* (for example, Delicious, Bibsonomy, Zeto);
- *multimedia information dissemination systems* (for example, YouTube, iTunes, Scribd, Flickr, SlideShare).

B. ICT tools for collaboration – systems of cooperation of young researchers for editing and content creation, organization of joint work of applicants for higher education and research supervisors, with the help of which future computer science teachers can perform group projects and abstracts, prepare joint reports, work with the teacher on term papers and dissertations, communication tools subjects of research work by means of e-mail, videoconferences, discussions, chat, announcements, online repositories of materials of research work by means of which teachers and future teachers of computer science download files with the corresponding content of various format (text, graphic, audio, video, etc.), services to provide the possibility of joint simultaneous access to documents of different formats and work with them, etc., which take place on the Internet, online lectures, distance learning courses, video conferencing, online presentations organized via the web -technologies:

- *virtual interactive whiteboard* (for example, Glogster, Dabbleboard, Wikiwall, Scribblar, Padlet)
- *webinars, online seminars, video conferences* (for example, OpenMeetings, BigBlueButton, Adobe Connect Pro Meeting, EDU Conference, TeamViewer, Twitter, BigBlueButton, Mirapolis Virtual Room);
- *collective editing and discussion of scientific research online* (for example, Web 3.0, Skype, Windows Live);
- *creation of virtual scientific communities* (Facebook, Twitter, LinkedIn, MySpace; Second Life).

C. ICT tools for checking the materials of scientific work – future computer science teachers can use ICT tools to check spelling and compliance with the requirements of the scientific style of the text of scientific work, translation of the necessary information into any language:

- *online translation of foreign scientific texts* (for example, Promt, Google Translator);
- *check the text for uniqueness* (for example, Advego Plagiatus, Etxt Antiplagiat);
- *services for checking texts in the Ukrainian language* (for example, Online Corrector, LanguageTool, Advego, Poetica, Test-the-Text, Draft, HamingwayApp, Readability).

D. Tools for checking software code for plagiarism:

- *code plagiarism detectors* (for example, MOSS, JPlag, SIM, Sherlock (BOSS), PMD(CMD), CodeMatch);

E. ICT tools to support experimental research – support the conducting of experimental scientific activities (collection, aggregation, processing of data and information) of future teachers of computer science by means of ICT, search and processing of statistical information for scientific research; tools to support project work, future computer science teachers can use them to display a list of tasks for the project (course and diploma works, conferences, competitions, etc.), schedule of joint meetings of problem groups and consultations with the head of scientific work:

- *means of supporting scientific activity* (for example, Google Suite for Education, Open Science Framework, QuizForce, WordForce, GoogleDocs, Spreadsheets, Gliffy (diagrams), GoogleWave, SharePoint, SPSS; GitHub).

F. ICT tools for creating demonstration material – general-purpose tools that can be used to create both dynamic and static demo material, web integration and bricolage systems that allow you to format and mix different formats of information and data, and process web pages with any level of HTML:

- *web integration and bricolage systems* (for example, Del.icio.us, SkypeMe, PingMe services, Yahoo Pipes);
- *tools for creating mental maps* (for example, Freemind, Coggle, Mindomo, MindMeister, XMind, Iporpama WiseMapping);
- *means of creating dynamic and static demonstration material* (for example, Prezi.com, ZohoShow, SlideShare, Vcasmo, Camtasia, Snagit, Office Sway, EdPuzzle, Googleslides; Canva, Piktochart, Snagit, Spark for Education, Easel.ly, Infogram).

The characteristics of ICT, which should be used in the organization of research work of future teachers of computer science, namely: the individualization of scientific work; the search engine optimization; the creation of the own electronic course by the scientific adviser; rapid distribution of the necessary material; the independent evaluation of scientific work of future computer science teachers; the variety of means of communication of subjects of research work; the convenient means for cooperation, etc.

4. Conclusions

The introduction of information and communication technologies in the research work of higher education institutions of Ukraine contributes to increasing level of their competitiveness in the international market of educational services. Participation in the creation of a motivational and information environment for research work of future teachers of computer science forms not only professional qualities, but also immerses the student in the subject area of research. Thus, higher education students form and increase the level of their own competence in the use of ICT for the organization of research work. Prospects for the study are the search for ways to increase students' interest in research and identify the theoretical and methodological foundations of the integration of ICT in research activities of students HEI. Scientific research should be continued in such areas as training of computer science teachers and teachers of computer science disciplines with the use of ICT in the organization of research, as well as improving curricula and work programs of the discipline "Information and communication technologies in research" in training masters.

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THE CONCEPT OF SOCIO-PEDAGOGICAL COMPETENCE OF FUTURE SOCIAL TEACHERS IN THE SYSTEM OF PROFESSIONAL TRAINING FOR WORK WITH RURAL YOUTH

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Summary

The article justifies the concept of socio-pedagogical competence of a future social teacher in the context of his training for work with rural youth. The notions “pedagogic concept” and “competence” are defined. The author analyses and specifies the key tasks of the formation of the pedagogic competence of a specialist. European and Ukrainian documents relating to the general requirements for a personality and professional competence of a future specialist are examined. The research also generalizes and systemizes the achievements of scientists in the area of professional training of social teachers, including in the context of the case study of the interrelation of competences and expertise, elaboration of requirements for competence and their assessment.

The article’s goal is determined. The author highlights the fundamental principles which are a basis for the development of a professional competence of social teachers. It is outlined the key education competences through the primary targets of general education, a structured presentation of social experience and personal experience as well as core types of activity which allow mastering social experience, acquiring life and practical skills in the modern society.

The research defines the basic concepts which are a framework for the development of a professional competence of future social teachers.

The general professional requirements for a personality and professional competence of a specialist – a social teacher – are marked according to the national education standards. The qualification characteristics of the profession “social teacher” are described.

It is mentioned a statutory ground for the implementation of a competency-based approach and studied an educational and professional program in the specialty 231 Social work, subject area 23 Social work, which contributes to the training of future specialists in the National University of Life and Environmental Sciences of Ukraine.

Keywords: educational process, higher education institution, social experience, self-improvement, competence, knowledge, skills.

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1. Introduction

Despite the current challenges, the issue of professional training of socio-pedagogical staff is of the most immediate interest in the context of higher professional education as it plays a key role – the provision of labour market of Ukraine with highly-skilled specialists.

The educational processes are open for the global social shifts, which are driven by scientific and technical progress, a rapid IT development, computerization and democratization of the entire social life of our state. Under the conditions resulting from the sweeping social and economic changes, the process of professional training comes into sharp focus as a factor of

the social development through the professional development of every individual by virtue of a competency-based approach in terms of the whole educational paradigm.

The achievements of scientists dealing with the professional training of social teachers are generalized and systematized. In essence, the issue of professional training of future social teachers has been reflected in the scientific guidelines of the theory of social pedagogy (I. Zvierieva, M. Halahuzova, A. Kapska, L. Koval, A. Mudryk, A. Ryzhanov); social and pedagogical work with children and young people (O. Bezpalko, H. Laktionova, Yu. Polishchuk, V. Teslenko). The research papers of Ukrainian scientists cover the issue of professional training of a future social teacher (R. Vainola, L. Mishchuk, V. Polishchuk, S. Kharchenko, N. Tverezovska, L. Viktorova et al.); A. Aleksiiuk, V. Bezpalko, R. Vainola, V. Haluzynskiy, M. Yevtukh, L. Zavatska, Zvierieva, Ziaziun, A., Kapska, O., Karpenko, L. Mishchuk, N. Nychkalo, T. Semyhina, I. Trubavina have considered general-theoretical training and content of the professional education; A. Boiko, S. Honcharenko, I. Ivanova et al. have dealt with the research of professional skills. A competency-based approach under the framework of training of specialists in the higher education institutions has been studied by V. Bolotov, A. Ovcharuk, O. Pometun, S. Kubitskiy, M. Mykhailichenko O. Savchenko, S. Trubachova et al. J. Raven, A. Khutorskoi, N. Bibik, L. Vashchenko, I. Iermakov, O. Lokshyna, O. Ovcharuk, L. Parashchenko, O. Pometun, O. Savchenko have analyzed the interrelation of competences and expertise, elaboration of the requirements for competence and their assessment (*Shevtsiv Z. M., 2017*). O. Arnautov, V. Bocharova, Yu. Vasyilkova, M. Halahuzova, R. Ovcharova et al. have described the basic requirements for the professional competence of a social teacher.

The purpose of the research is to substantiate the concept of socio-pedagogical competence of future social teachers in the system of professional training for work with rural youth.

2. The statement of the basic material

Pedagogical concept is a system of views of a particular pedagogical phenomenon, process, way of thinking, interpretation of some pedagogical phenomena, experience; the basic idea of pedagogical theory (*Honcharenko S.U., 1997*). Every pedagogical concept aims to bring up an active, creative individual, who can master modern information and communication technologies, take part in the independent search, make own discoveries, render decisions independently and take responsibility for an outcome.

Analysis of modern pedagogical concepts has confirmed they are grounded on the problem-based learning, which involves focusing on a student, taking into account his rights and various needs; forming of skills and abilities of mental activity; developing of multiliteracy and communicative competence for an active realization in a polycultural environment; students' gaining experience in carrying out research activity when investigating urgent social problems; dynamic participation of all subjects of the educational process in the process of negotiation; activation of interrelation between a school and the external environment etc. (*Kuzmenko O. M., 2015*).

Competence (from Latin "competentia") means the set of issues a person well-informed about, has knowledge and experience (*Khutorskoi A.V., 2003*). An employee's competence is the level of his qualification, which permits solving the tasks set effectively (*Busel V.T., 2002*).

The research analyses and specifies the key tasks of the development of pedagogical competence of a specialist: to ensure the mastering of technologies of self-organization and self-actualization; to lay the groundwork for the evolvement of the professional culture of a specialist; to promote the formation of core competences; to organize professional mobility; to raise social activity through the prism of personal qualities and social skills of an individual

(Bereka V. Ye. et al, 2018). The list of core education competences is established following the primary targets of general education, a structured presentation of social experience and personality experience as well as principal activities, which make it possible to master a social experience, to acquire life and practical skills in the modern society. Taking into account the above points, the core education competences are as follows: axiological competence; culture-universal competence; cognitive competence; information competence; communicative competence; social-labour competence, competence of personal self-development (Khutorskoi A. V., 2003).

Among the studied concepts “expertise” and “competence”, the author gives prominence to the definition of competences as a standard of actions, knowledge, skills, creative work, emotional and axiological activity; the definition of competence as the level of the competences’ achievement by an individual; and, at the same time, it seems expedient to be limited by one term – “competence” – amidst the principal indicators of qualification of a future specialist (Nikolaiev O.M., 2012).

Professional competence of a future social teacher for work with rural youth in the system of professional training is specified according to the state education standards, which involve general requirements for an individual and professional competence of a specialist. Qualification characteristics of posts provide for a specific list of official duties for a social teacher taking into account his rights, responsibilities and competences.

OECD (Organisation for Economic Cooperation and Development) defined nine core skills determining an individual’s competence: the ability to interact in heterogeneous groups; the ability to use modern technology interactively; the ability to use modern information technologies and to communicate; the ability to solve problems; the ability to listen to other person and to take his standpoint into consideration; the ability to use variable information sources; the ability to find a common language; the ability to combine and to be oriented in diverse information content; the ability to console oneself in moments of uncertainty; the ability to organize and assess own activity (Chernii L.V., 2008).

The National Strategy of Education Development in Ukraine for 2012 – 2021 states “education is a strategic resource of socio-economic, cultural and spiritual development of the society, improvement of the public welfare, guarantee of the national interests, strengthening of the international standing and image of our state, creation of conditions for every individual” (Natsionalna stratehiia rozvytku osvity v Ukraini, 2013).

The development of professional competence of social teachers is based on several fundamentals. First, it is a lifelong learning process. Second, it is the development of the skill to observe, analyse the effects and influence of different methods, means; the ability not only to adapt own knowledge to individual needs of beneficiaries but also to correlate own experience with the experience of colleagues. Third, in the context of the study of the issue of development of professional competence, social teachers can be divided into three groups: social teachers who are loath and can’t critically evaluate their practice and thus, don’t assume the role of others in this task; specialists who can and wish analyzing their practice and introducing modifications relying on the findings (Pidhotovka pedahohiv do zastosuvannia innovatsiinykh metodiv navchannia, 2007).

According to the Order of the MES dated 01.06.13 № 665 “On Approval of Qualification Characteristics of Professions (Posts) of Teaching and Academic Staff of the Education Institutions”, a social teacher shall know the following: the Constitution of Ukraine, the Law of Ukraine “On Education”, social security legislation of Ukraine; statutes and regulations on training and education of children with disabilities; labour legislation. A social teacher has specific tasks and obligations, namely: to study, generalize and implement new teaching and educational methods; to keep records relating to children who need a social rehabilitation: their

personal files, correspondence with executive authorities, subjects of preventive-educational and therapeutic rehabilitation, parents (and authorized persons as well); to draw up programs of educational and rehabilitation work; to be a mediator between education institutions, family, staffs, the public and to organize their cooperation; to pool efforts for laying a groundwork for a holistic development of children and teenagers within the social environment; to maintain social work on the establishment of communication between children, young people and grown-ups of the community according to place of residence; to contribute to the participation of children and young people in scientific, technical, sports, artistic endeavours, socially beneficial activities; to assist in overcoming inter-personal, family conflicts, to provide necessary consulting psychological-pedagogical aid for children's and youth non-governmental organizations, social risk groups, children and minors who require help; to disseminate the guidelines meeting the principles of universal human morality, justice, humanism, kindness, hard work and other virtues; to promote respect to parents, a woman, cultural-national, spiritual, historical values of Ukraine, taking good care of the environment; to prepare children and minors for a social life following the principles of sympathetic understanding, peace, consent, respect; to abide pedagogical ethics, to upgrade the professional level, teaching skills; to improve professional and qualification level. (*Nakaz MON № 665, 2013*).

The model of professional competence of a social teacher involving professional knowledge, professional skills and abilities, professional personal qualities, professional image and job description, which fixes the general requirements for a specialist's qualification at the level of his theoretical and practical experience, fully conveys the desired result upon the completion of professional training of future social teachers for work with rural youth in a higher education institution.

Sorbonne Joint Declaration and Bologna Declaration conceptualized theoretical frameworks of the implementation of a competency-based approach as a key pillar of the new education paradigm and indicator of the creation of a unified European space. In Ukraine, the National Doctrine on the Development of Education, the Order of the Ministry of Education and Science, Youth and Sports of Ukraine "On the Approval of Action Plan on Quality Assurance of Higher Education in Ukraine and Integration into European and World Educational Community" as well as other programs and arrangements form a regulatory framework for the implementation of a competency-based approach. A competency-based approach is conditioned by – the switch of the world community to an information-oriented society where the priority is not only the accumulation of knowledge, skills and abilities of future specialists but the mastery of skills of data retrieval, the ability to self-education during the training and professional activity; – the need to be competitive which requires of the system of higher education the provision of future specialists with the common opportunities for the integration into different communities, dynamic actions, self-improvement (*Veretenko T. H., 2012*).

The National University of Life and Environmental Sciences of Ukraine trains specialists for socio-pedagogical activity. The focus of the training is to get knowledge of social and pedagogical work, other human and social sciences to the full extent; the personal, professional, social development of students. The training is based on the general scientific foundations, ongoing experience of the practical social and pedagogical work, teaching in a HEI and focused on the relevant specializations which make a professional activity within their scope possible. The primary approaches, methods and technologies which are used while learning are as follows: the person-oriented, competency-based, systems approaches, student-centered learning, problem-based learning, hands-on learning, self-education. The study style is active (*Tverezovska N.T et al., 2019*).

The National University of Life and Environmental Sciences of Ukraine trains future specialists according to all qualification requirements.

Within the framework of the research, the author has studied the current status of the development of professional competence of future social teachers among Master students of the National University of Life and Environmental Sciences of Ukraine via interrogating and questionnaire survey. There are the following findings: the value-motivational criterion shows that the structure of professional motivation of social teachers, which is characterized by an internal motivation to form professional competence, confirms a conscious choice of the profession. According to the cognitive-information criterion, the development level of professional competences is sufficient for social teachers, who have the relevant professional education and practical experience gained during the work experience internship during the period of university study.

The predictive and reflective criterion of the level of professional competence of social teachers confirms the focus on the enhancement of professional competence.

The outcome of social and communicative criterion demonstrates the ability of future social teachers in the system of professional training for work with rural youth to establish a sincere, emotional, unbiased communication with colleagues and clients in order to provide social and pedagogical assistance.

The research has justified a high level of the integral criterion of professional competence of future social teachers of the National University of Life and Environmental Sciences of Ukraine.

The educational and scientific program in specialty 231 Social work, subject area 23 Social work, specifies the following professional competences: integral competence – the ability to solve challenging professional and practical tasks in the area of social work or during the process of training, which involves using particular theories and methods of social work and has a complex nature and ambiguity of conditions. General competences are as follows: the ability to think abstractly, analyze and synthesize; the ability to apply knowledge in practical situations; the ability to plan and manage time; knowledge and understanding of the subject area and professional activity as well; the ability to communicate in the state language both verbally and in writing; IT skills; the ability to learn and master modern knowledge; the ability to search, process and analyze various information; the ability to identify, put and solve problems; the ability to make grounded decisions; the teamwork ability; communication skills; the ability to motivate people and move towards a common goal; determinacy and persistence on the tasks and duties taken; the ability to act socially and consciously. The specialty includes the following professional competences: the ability to evaluate socio-psychological phenomena associated with the state's social development; the ability to analyze the legal and regulatory framework for social work and social security; the ability to analyze psychological attributes, status and processes of formation, development and socialization of the individual, the development of social group and community; the ability to avert possible social risks, difficult living conditions, prevent and solve social conflicts; the ability to understand the organization and functioning of the system of social protection and social services; the ability to consider a social problem using methods and forms of social and pedagogical work in the context of a particular situation; the ability to assess problems, needs, features and resources of clients; the ability to develop ways to overcome social problems and find effective ways for their solution; the ability to provide assistance and support to clients, taking into account their individual needs, age differences, gender, ethnic and other characteristics; the ability to initiate social changes aimed at raising social well-being; the ability to elaborate and implement social projects and programs; the ability to apply management methods to organize own professional activities and control the actions of social workers, volunteers and other staff; the ability to interact with clients, representatives of various professional groups and communities; the ability to adhere to ethical principles and standards of social work; the ability to identify and attract the resources of an

individual, social group and community to fulfill the tasks of professional activity; the ability to generate new ideas and creativity in the professional area; the ability to evaluate the results and quality of professional work in the field of social work; the ability to promote the welfare and social protection of individuals, social assistance and support to those in difficult straits (Tverezovska N.T. et al., 2019).

3. Conclusions

The concept of socio-pedagogical competence of future social teachers in the system of professional training for work with rural youth is based on the self-perception of a future specialist as an individual and a high-qualified professional. The issue of competence in the context of students' training has recently become relevant due to the introduction of the educational competency-based approach in theory and practice. Moreover, the competence of a future specialist along with the guidelines of academic disciplines turn into the constituent components of the state educational programs.

A high level of expertise of students – future specialists – is a pillar of their successful adaptation to the living conditions of a dynamic society and ensures the perspectivity for the realization of socio-professional potential.

The directions for future research will include a detailed substantiation of the components of the professional expertise of future social teachers in the system of professional training for work with rural youth and development of technology for its formation.

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EDUCATION IN THE HUMANITIES IN MARITIME EDUCATIONAL INSTITUTIONS OF UKRAINE (1973–1983)

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Summary

This paper presents the education in humanities in maritime educational institutions of Ukraine (1973–1983). Maritime transport, the state of education, teaching of the humanities in maritime educational establishments during this period are investigated. The article deals with the analysis of the proportion of the humanities in the total hours of the curriculum and with the subjects which were studied at every year of education in maritime educational institutions of Ukraine during 1973–1983. It appears that small amounts of hours were allocated to the humanities in the curriculum. Among the humanities can be distinguished the study of foreign language, history, literature, social sciences, social geography, etc. Much attention was paid to general special and profiling subjects and also to ideological disciplines, such as the history of the CPSU, Marxist-Leninist philosophy, scientific communism, and atheism. But in general the Soviet fleet developed as well as methods of labor organization and industry management.

Keywords: specialty, curriculum, subject, semester, exam, credit.

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1. Introduction

The humanities – areas of research, the subject of which is a human as a social (cultural, moral, spiritual) being and everything that is created by him. The teaching of the humanities has an important influence and importance in the process of training specialists in various fields, because education in the humanities forms a person on whose activities depends on the development of society and the country on the whole.

Nevertheless, little attention has been paid to the development of education in the humanities in maritime educational establishments. When analysing curriculums, more attention was paid to special disciplines that form the professional side of the individual. Therefore, the aim of the article is to analyze the teaching of humanities in maritime educational institutions during 1973–1983. To do this, it is necessary to determine hours (as one of the important factor that has influence on the content of education) which are given to the humanities in maritime educational institutions and to investigate the proportion of the humanities in the total hours of the curriculum.

Research approaches: induction, comparison, generalization, analysis and synthesis, mathematical statistical methods. The article is divided into such parts: maritime transport during 1973–1983; the state of education during 1973–1983; teaching of the humanities in maritime educational establishments during 1973–1983.

2. Maritime transport during 1973-1983

In the 1970s–1980s hundreds of specialized vessels (container ships, oil bulkers, railway ferries, ships for the transport of heavy cargo) joined the transport fleet, specialized coastal

complexes were built, which made possible significantly improve the technology of transportation and transshipment of cargo. New methods of labor organization and industry management with the help of automated systems have been greatly developed. The Soviet fleet became an equal partner of many ship-owning companies in the world and was admitted to a number of international organizations. All this was reflected in the educational sphere (1).

3. The state of education during 1973-1983

In 1973 the law “Approval of the Basics of the Legislation of the USSR and the Soviet Republics about Public Education” was adopted, recognizing as invalid the Law of the USSR “Strengthening of relations between school and life and the further development of the public education system in the USSR”, December 24th, 1958 and it was assigned to the Supreme Soviets of the Union Republics to bring into compliance the legislation of the Union Republics with the Basics of the legislation of the USSR and the Union Republics on public education (Lukov, 2005: 218).

Resolutions “On Further Improving of the Management of Secondary Special Educational Institutions and Improving the Quality of Training of Specialists with Secondary Special Education”, August 22nd, 1974 and “Basics of Legislation of the USSR and Union Republics about Public Education” (1973) defined the legal framework for education. According to this, secondary special educational institutions had to specialize on a sectoral basis, taking into account the necessary cooperation in training of the specialists. The Council for Secondary Special Education and the State Inspection Department were established under the Ministry of Higher and Secondary Education of the USSR (Liashkevych, 2018: 120). But the rate of lag of the Soviet higher school from the progressive world achievements in scientific and technical, informational, economic and managerial spheres intensified (Lukov, 2005: 218).

4. Teaching of the humanities in maritime educational establishments during 1973–1983

Education in the humanities is a cycle of sciences and disciplines that study a person, his personality, culture and society, as well as a person in the field of his spiritual, mental, moral, cultural and social activities.

According to subject features, three groups of sciences can be distinguished: 1) natural sciences (physics, astronomy, geology, physical geography, chemistry, biology, botany); 2) natural sciences and humanities (psychology, ethology, medicine, ecology, economic geography); 3) humanities: classical - literary and art history, grammar, history; modern and recent – economics and political economy, law, sociology, social psychology, anthropology, ethnology (including ethnography and folklore) and national science, political science, religion.

To analyze the teaching of the education in the humanities during 1973–1983, we analyzed the curriculums of 1973–1983 of the Kherson branch of the Nikolayev Admiral S. Makarov Shipbuilding Institute in three specialties: “Ship Power Plants” (0525), “Shipbuilding and Ship Repair” (0514), “Technology and equipment of welding production” (0504) and curriculums of 1972–1973, 1982–1983 of the Maritime College of the Kherson State Maritime Academy, which in those years was called Kherson Lieutenant Schmidt Naval Training School, specialty №1612 “Maritime Navigation”.

Let’s give consideration to the curriculums of 1972–1973, 1982–1983 of the Maritime College of the Kherson State Maritime Academy, specialty № 1612 “Maritime Navigation” (*Curriculum of the specialty “Navigation”*: 1972, 1982).

Table 1

**Education in the humanities of the Maritime College
of the Kherson State Maritime Academy (1972-1973, 1982-1983)**

Education year	Specialty	Year of education	Total number of hours	Hours which are given to the humanities	The proportion of the humanities in the total hours of the curriculum, %
1972-1973	1612	I	-	-	-
		II	1188	192	16,16
		III	686	72	10,5
		IV	768	218	28,39
		V	218	59	27,06
1982-1983	1612	I	1170	264	22,56
		II	996	348	34,94
		III	945	152	16,08
		IV	665	314	47,22

During the analysis we saw that in the curriculum of the Maritime College of the Kherson State Maritime Academy the subjects are divided into three cycles: general education cycle, general technical cycle, special cycle, which included general and profile subjects and electives. We were interested in the subjects of the humanities, the number of hours which are given to the humanities and proportion of this number in the total number of hours of the curriculum.

In the 1972–1973 academic year was such proportion of the humanities in the total hours of the curriculum: 16,16% in the second year, 10,5% in the third year, 28,39% in the fourth year, and 27,06% in the fifth year.

In the curriculum of 1972–1973 in the second year, the humanities included: political economy – 90 hours or 7,56% of the total number of hours with the exam in the IV semester; English – 102 hours or 8,59% with the credit in the third semester. 66 hours were given to English as elective. In the third year: English – 72 hours or 10,5% with the credit in the VII semester. Electives included 18 hours of English and 36 hours of the discipline of socio-political work on the vessels of the Ministry of the Navy. In the fourth year: English – 76 hours or 9,9%, maritime law – 56 hours or 7,29%, economics, organization and planning of maritime transport – 86 hours; or 11,2%. Elective included 22 hours of English. In the 5th year: English – 45 hours or 20,64% with the exam in the IX semester; economics, organization and planning of maritime transport – 14 hours or 6,42%. As an elective, 7 hours were given to English.

In the 1982–1983 academic year, 22,56% were given for humanities in the first year, 34,94% in the second year, 16,08% in the third year, and 47,22% in the fourth year.

In the curriculum of 1982-1983 in the first year the humanities included: history – 96 hours, which was 8,21% of the total number of hours; literature – 108 hours with a rate of 9,23% with the exam in the second semester; English – 60 hours with a rate of 5,13%. Electives were 30 hours of English and 60 hours of Russian. In the second year: history – 96 hours or 9,64% with an exam in the IV semester; literature – 84 hours or 8,43% with the exam in the IV semester; English language – 108 hours or 10,84% with the exam in the third semester; economic and social geography of the world – 60 hours or 6,02%. Electives were 30 hours of Russian and 30 hours of the discipline of socio-political work in the vessels of the Ministry of the Navy. In the third year: social sciences – 71 hours or 7,51% with the state exam in the VI semester; English – 81 hours or 8,57%. Electives were 27 hours of English and 27 hours

of the basics of Marxist-Leninist ethics and aesthetics. In the 4th year: English – 95 hours or 14,29% with an exam in the VIII semester; Soviet law – 38 hours or 5,71%; economy, organization and planning of maritime transport – 141 hours or 21,2%. Electives were 19 hours of English and 11 hours of Marxist-Leninist ethics and aesthetics.

Next, let's give consideration to the curriculums of 1973–1983 of the Kherson branch of the Nikolayev Shipbuilding Institute named after Admiral S. Makarov in three specialties: “Ship power plants” (0525), “Shipbuilding and ship repair” (0514), “Technology and equipment of welding production” (0504) (*Curriculum of the Kherson branch of the Nikolaev Admiral S.O. Makarov Shipbuilding Institute: 1973–74, 1974–75, 1975–76, 1976–77, 1977–78, 1978–79, 1979–80, 1980–81, 1983–84*). During the examination the curriculums, we decided to select 3 periods inside this time range (1973–1983), as follows 1973–1974, 1978–1979, 1983–1984.

In the 1973–1974 academic year, 28,13% of total number of hours was given for humanities in the first year, 25,7% in the second year, 18,75% in the third year, and 10,18% in the fourth year in the specialties 0514, 0525 and 10,22 % in the specialty 0504, in the 5th year there was no time for the study of humanities, in the 6th year – 21,08% in the specialty 0514, 20,83% in the specialty 0504, 8,56% in the specialty 0525.

In the curriculum of 1973–1974 in the first year, the humanities included: history of the CPSU – 80 hours, which was 15,63% of the total number of hours with exams in the I and the II semesters; foreign language - 64 hours with a rate of 12,5% with credits in the I and the II semesters. In the second year: Marxist-Leninist philosophy – 70 hours or 12,5% with exams in the III and the IV semesters; foreign language – 70 hours or 12,5% with exams in the III and the IV semesters. In the third year: political economy – 105 hours or 18,75% with exams in the V and the VI semesters. In the 4th year: scientific communism – 57 hours or 10,18% in the specialty 0514, 0525 and 57 hours or 10,22% in the specialty 0504 with the exam in the VII semester and the credit in the VIII semester. In the 5th year, there were not hours for the study the humanities. In the VI course: economics of the shipbuilding industry – 38 hours or 11,45% with the exam in the XI semester; basics of labor legislation – 32 hours or 9,64% with the credit in the XII semester in the specialty 0514; economics of the shipbuilding industry – 28 hours or 11,3% with the exam in the XI semester; basics of labor legislation – 32 hours or 9,52% with the credit in the XII semester in the specialty 0504; basics of labor legislation – 32 hours or 8,56% with the credit in the XII semester in the specialty 0504.

In the 1978–1979 academic year, 22,08% of total number of hours was given for humanities in the first year, 22,06% during the second year, 9,85% in the third year, and 13,26% in the fourth year in the specialty 0514 and 12,87% in specialties 0504, 0525, in the fifth year – 15,44% in specialty 0514, 15,75% in specialty 0504, 15,11% in specialty 0525, in the sixth year – 2,88% in specialty 0514, 2,7 % in specialty 0504, 2,41% in specialty 0525.

In the curriculum of 1978–1979 in the first year, the humanities included: history of the CPSU – 46 hours, which was 9,58% of the total number of hours with the credit in the I semester and the exam in the II semester; foreign language - 60 hours with a rate of 12,5% with credits in the I and the II semesters. In the second year: history of the CPSU – 36 hours or 6,62% with the exam in the III semester; Marxist-Leninist philosophy – 16 hours or 2,94% with the credit in the IV semester; foreign language – 68 hours or 12,5% with the credit in the III semester and the exam in the IV semester. In the third year: philosophy and scientific atheism – 54 hours or 9,85% with exams in the V and the VI semesters.

Table 2

**Education in the humanities of the Kherson branch
of the Nikolayev Admiral S. Makarov Shipbuilding Institute (1973–1983)**

Educational year	Specialty	Year of education	Total number of hours	Hours which are given to the humanities	The proportion of the humanities in the total hours of the curriculum, %
1973-1974	0514 0504 0525	I	512	144	28,13
		II	560	140	25
		III	560	105	18,75
		IV	560	57	10,18
			558	57	10,22
		V	560	57	10,18
			541	0	0
			560	0	0
		VI	589	0	0
			332	70	21,08
			336	70	20,83
				374	32
1978-1979	0514 0504 0525	I	480	106	22,08
		II	544	120	22,06
		III	548	54	9,85
		IV	528	70	13,26
			544	70	12,87%
			544	70	12,87
		V	544	84	15,44
			546	86	15,75
			556	84	15,11
		VI	278	35	12,59
			296	35	11,82
			332	35	10,54
1983-1984	0514 0504 0525	I	512	112	21,88
			546	120	21,98
		II	546	120	21,98
			544	120	22,06
		III	544	50	9,19
		IV	544	70	12,87
			544	116	21,32
		V	544	100	18,38
			544	100	18,38
		VI	256	8	2,88
256	8		2,7		
256	8		2,41		

In the 4th year: political economy – 70 hours or 13,26% in the specialty 0514, 70 hours or 12,87% in the specialty 0504, 70 hours or 12,87% in the specialty 0525 with the exam in the VII semester and the credit in the VIII semester. In the 5th year: scientific communism – 52 hours

or 9,56% in the specialty 0514, 54 hours or 9,89% in the specialty 0504, 52 hours or 9,35% with the credit in the IX and the X semesters; economics of the shipbuilding industry – 32 hours or 5,88% in the specialty 0514, 5,86% in the specialty 0504, 5,76% in the specialty 0525 with the exam in the X semester. In the 6th year: review lectures on scientific communism – 8 hours or 2,88% in the specialty 0514, 2,7% in the specialty 0504, 2,41% in the specialty 0525 with the state exam in the XII semester.

In the 1983–1984 academic year, 21,88% of total number of hours was given for humanities in the first year, 21,98% in the second year, 9,19% in the third year, 12,87% in the fourth year, and 21% in the fifth year, 32% in the specialty 0514, 18,38% in the specialty 0504, 0525, in the sixth year 12,5% in the specialty 0514, 0504, 18,75% in the specialty 0525.

In the curriculum of 1983–1984 in the first year, the humanities included: history of the CPSU – 48 hours, which was 9,38% of the total number of hours with the exam in the II semester; foreign language - 64 hours with a rate of 12,5% with credits in the I and the II semesters. In the second year: history of the CPSU – 36 hours or 6,59% in specialties 0514, 0504 and 36 hours or 6,62% in specialty 0525 with the exam in the III semester; Marxist-Leninist philosophy – 16 hours or 2,93% in specialties 0514, 0504 and 16 hours or 2,94% in specialty 0525; foreign language – 68 hours or 12,45% in specialties 0514, 0504 and 68 hours or 12,5% in specialty 0525 with the credit in the III semester and the exam in the IV semester.

In the third year: Marxist-Leninist philosophy - 50 hours or 9,19% with exams in the V and the VI semesters. In the fourth year: political economy – 70 hours or 12,87% with the exam in the VII semester and the credit in the VIII semester. In the 5th year: scientific communism – 32 hours or 5,88% with the credit in the X semester; economics of the industry – 32 hours or 5,88% with the exam in the X semester; political economy – 36 hours or 6,62% with the exam in the IX semester; Soviet law – 16 hours or 2,94% with the credit in the X semester in specialty 0514 and the same indicators in specialties 0514 and 0504, but without the discipline of Soviet law. In the 6th year: scientific communism – 32 hours or 12,5% with the credit in the IX semester and the state exam in the X semester in the specialty 0514, 0504, scientific communism – 32 hours or 12,5% with the credit in the IX semester and the state exam in X semester in specialty 0525; Soviet law – 16 hours or 6,25% with the credit in the IX semester.

5. Conclusions

Thus, the article analyzes the education in the humanities (1973–1983) in maritime educational institutions of Ukraine. The humanities included both classical (foreign language, history, philosophy, etc.) and modern (political economy, economics of the industry, law, etc.) subjects. After analyzing the hours which are given to the humanities in maritime educational institutions and examining proportion of the humanities in the total hours of the curriculum, we found that small amounts of hours were allocated to the humanities in the curriculum. During this period, the Soviet Navy was accepted into a number of international organizations, so hours for the study of foreign languages and maritime law were allocated. The fleet included specialized vessels, so in the curriculum a significant part of the hours were allocated to general special and profiling subjects. New methods of labor and industry organization were also used, so the discipline of economics of industry was studied. Of course, much attention was paid to ideological disciplines, such as the history of the CPSU, Marxist-Leninist philosophy, scientific communism, and atheism.

The prospects of further research are the study of trends of the development of the education in the humanities in maritime educational institutions at other historical stages and their comparison.

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CONFLICTOLOGICAL COMPETENCE OF FUTURE SPECIALIST AS THE DEVELOPMENT FACTOR OF SANOGENIC POTENTIAL

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Summary

The problem of future specialist conflictological competence formation as the development factor of sanogenic potential in the educational environment of a higher education institution is relevant and requires immediate theoretical solution. The article reveals the content of basic concepts such as “conflictological competence”, “conflictological competences” of future specialists, offers approaches to the conflictological competence development as a factor of the sanogenic potential development in the educational environment of higher education institutions.

In this study “conflictological competence” is understood as a necessary part of future specialists’ professional competence, which includes the art of individual work with personality, mastery of various “keys” of communication, special methods of organizing one’s psyche, means of emotional stress and anxiety reduction with the aim to ensure one’s own mental health potential. The formation of conflictological competence is based on the following main blocks: theoretical knowledge in the field of conflictology and psychology; mastery of technologies that prevent, manage, minimize destructive conflict forms; formation of sanogenic type of thinking, which includes reflexivity, creativity, and dynamism; possession of stress-resistance technologies in conflicts, absence of fear in conflicts; adherence to professional ethics in conflicts; a high level of personal culture, which ensures the level of future specialists’ psychological health.

Keywords: conflict, knowledge, personality communicativeness, verbal conflict situations, educational activities, prevention of professional burnout.

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1. Introduction

The modern stage of the Ukrainian society development is characterized by various conflicts in material, mental, industrial and interpersonal relations. Therefore, a significant role in the structure of future specialists’ professional competence is played by conflictological competence, which requires not only thorough conflictological knowledge but also a constructive solution of professional conflictological situations, conflict prevention and well-timed diagnosis.

Crisis phenomena in society lead to professional and social conflict situations cause the demonstration of destructive forms of behavior and distorted attitude towards the personality and the world around them. Therefore, the problem of conflict solution and the maintenance of individual sanogenic potential remain in the focus of scientific attention.

Recognition of conflict as an inevitable phenomenon of everyday life highlights the problem of specific norms and behavioral rules development in conflict situations, as well as the development of individual and personal qualities that contribute to the constructive solution of various problems and mental health maintenance.

The conflictological competence – the ability and willingness of specialists to interact effectively in conflict, focusing on mutually beneficial needs and interests of all parties to the conflict situation, as well as implementing collaborative strategy – has received considerable attention recently.

The search for new approaches to the future specialists' education should be aimed at the comprehensive development of the individual as the main subject of the modern pedagogical process. Therefore, the priority of higher education institutions is to educate the individual who masters the art of cognition, thinking and communication, organization of personal intellectual and physical work, interest in the creative application of professional knowledge, the art of living by the laws of morality, and the ability to self-realization and self-regulation in professional activity. The ability to build constructive relationships with others and effectively overcome conflict situations is an important indicator of human development.

The ways of behavior in conflict situations, which are characteristic for each individual, appear at all stages of human socialization, in the process of active mastery of socio-professional relations, integration into a broad system of interpersonal relationships. Conflictological competence presupposes the ability of future specialists to interact with others effectively, reach consensus, prevent, localize and solve problematic and conflict situations based on humanity, tolerance, responsibility, cooperation, which is the key to the maintenance of sanogenic potential and leads to prevention of professional burnout.

This study aims to present the results of numerous works on the development of future specialists' conflictological competence and improvement of their interpersonal interaction, which can contribute to a deeper understanding of psychological and pedagogical processes and phenomena, improvement of the psychological climate in the educational environment of higher education institutions and determining the impact of conflict competence on the development of their sanogenic potential and determination of conflictological competence influence on the development of their sanogenic potential.

To achieve this aim such following tasks were set:

1. To analyze the current state of future specialists' training to prevent and solve verbal conflict situations in professional activities.
2. To reveal the peculiarities of future specialists' conflictological competencies formation.
3. To determine the role of future specialists' conflictological competence in the development of their sanogenic potential.

The process of future specialists' conflictological competencies formation in the educational environment of a higher education institution is complex, longstanding but relevant because education is an important stage in the professional development of the individual.

These questions concern many scientists, but specific socio-pedagogical actions, organizational mechanisms for their formation remain unresolved.

Psychological knowledge of the rules and features of conflict-free communication and behavior helps not only to build constructive interpersonal relationships, but also to apply the ability to reconstruct the conflict, turn it into a tool of management and positively affect the development of sanogenic potential of the individual. This also will help maintain mental health and prevent professional burnout.

At the current stage, when the professional life of each person permanently becomes more complicated and the personal one brings constant problems, the role of conflictological competence has increased dramatically.

After all, the fate of a particular person, the whole team, and even society depends on the ability of a modern worker to use the achievements of conflictology in the professional activities, in order to prevent, regulate and constructively solve any conflict situations.

2. Training of future specialists to prevent and solve verbal conflict situations in professional activities

The strategic directions of the education organization in higher education institutions are to ensure the quality level of future specialists' education, competitive personnel, which is capable of continuous self-improvement and expansion of knowledge in accordance with the needs of modern society.

The generalization of scientists' opinions allows us to state that the peculiarity of the „professional training” concept is its focus on the profession by mastering a certain set of knowledge, skills, qualities and practical experience, which are necessary for the successful solution of professional tasks. In the context of this study, the significant meaning belongs to conflictological component of future specialists' professional training, more precisely, preparation for the prevention and solution of verbal conflict situations in professional activities.

Scientists agree that the main purpose of conflict management is to prevent destructive conflicts and promote the adequate solution of constructive ones aimed at maintaining the sanogenic potential of future specialists. The term “prevention” usually has several meanings: 1) not to allow, to avoid in advance something unpleasant, undesirable; 2) to eliminate threatening things in advance, to prevent the implementation of something; 3) to withdraw in advance, to eliminate, to prevent danger; 4) to please, to flatter, to seek support and patronage; 5) to get, buy, find someone or something. Based on this, „conflict prevention” is defined as an activity aimed at anticipating and preventing a conflict situation.

Nowadays, there is no clear distinction between the concepts of “conflict prevention”, “conflict avoidance”, and these concepts are often used as synonyms. Thus, the term “conflict prevention” is interpreted by scientists as: the organization of life of the subjects of social interaction, aimed at conflict prevention or minimization of its occurrence likelihood (*Maksudov, 2009*); recognition, elimination or attenuation of conflict factors in advance and thus limited possibilities of their occurrence or destructive development in the future (*Ishmuratov, 1996*); a type of management activity that consists in the early elimination or weakening of conflict factors and thus limited possibilities of their occurrence or destructive solution in the future. It is the organization of life of the subjects of social interaction, which eliminates or minimizes the likelihood of conflicts between them (*Ratnykov, 2001*).

According to these interpretations, effective prevention can avoid even the slightest negative consequences that may arise as a result of a conflict that has been solved constructively.

Regarding the phenomenon of “avoidance”, researchers define it as: the organization of interaction and human cooperation, which eliminates or minimizes the possibility of conflicts between them; the activities of the subjects of interaction (or one of them), as well as third parties (intermediaries) to eliminate the objective and subjective causes of the impending conflict (*Trus, Shubyna, 1999*); the activities of individuals to eliminate the objective or subjective causes of the impending conflict, the solution of conflicts with non-conflict means (*Romanova, 2014*); one of the specific manifestations of human ability to generalize available theoretical and empirical data and on this basis to anticipate, predict the future, thus extending the field of the known to the unknown (*Hryshyna, 2008*); the type of activity of the subject of management, aimed at conflict prevention (*Zinchyna, 2007*). Thus, conflict avoidance requires

the ability to manage the process of conflict solution until the conflict situation escalates into open confrontation.

Conflictological competence allows you to find patterns of conflict origin and development to eliminate it or contribute to its constructive solution; learn to critically analyze one's own capabilities and opportunities; master the technologies of conflict prevention, forecasting and constructive solution, which requires knowledge of ways for analyzing the situation (*Ishmuratov, 1996*). The leading role of conflict essential characteristics is played by knowledge, which is the basis for preventing the actions of conflicting persons, the formation of skills to manage the conflict and to act as a third party. Conflictological competence includes the ability to predict the future conflict situation, constructively change the conflict situation and use the conflict to achieve the goal, taking into account the interests of the other party.

The concept of conflictological competence implies, first of all, the ability of a specialist to understand and analyze, as well as to predict possible conflict situations, based on a system of relevant knowledge. At the same time, conflictological competence implies the presence of a significant practical component, i. e. skills and abilities to work in the field of conflict phenomena or situations, namely the applied usage of conflictological, psychological and pedagogical knowledge on conflict management strategies, which allows the specialist to solve the conflict situation in real life and professional activity, taking into account the interests of all parties involved and implementing a collaborative strategy.

Based on the abovementioned statements, we define the process of future specialists' training to prevent and solve verbal and conflict situations in professional activities as a kind of specific activity carried out at the global, local, individual levels within their competence, based on the principles of democracy, humanism, scientific validity, aimed at taking precautionary measures to predict and prevent the occurrence of conflict factors, conditions, causes and behavior in the professional sphere. Thus, the process of prevention and solution of verbal conflict situations in professional activities can be considered as cognitive (epistemological aspect) and transforming (praxeological aspect) activities that require the appropriate level of conflictological training, which presents the subject of our further reflection.

It can be stated that the process of future specialists' training to prevent and solve verbal conflict situations in professional activities is a cognitive-regulatory substructure of personality professionalism, a dynamic personal accomplishment, characterized by knowledge of the conflict, the possession of a wide range of behavioral conflict strategies, emotional self-direction and significant personal qualities. A specialist with a high level of training can go beyond the conflict situation, see the causes of the conflict, and take into account all aspects of the conflict situation while maintaining sanogenic potential.

In this study, the professional training of future specialists to prevent and solve verbal conflict situations is considered as a specific socio-cultural institution, through which the transmission of specialized social and cultural experience gained by society is carried out. New information technologies related to the formation and operation of electronic libraries, databases and knowledge, communication and telecommunications systems, the use of multimedia and geographic information systems have been emerging.

The analysis of psychological and pedagogical literature suggests that the future specialists' training to prevent and solve verbal conflict situations in professional activities involves: 1) the focus of the future specialists' personality on the successful implementation of anti-conflict activities, which in its essence is constructive, non-violent, creative, correct, tolerant and humane; 2) the theoretical readiness of the future specialist to carry out anti-conflict activity, which is based on a conscious assessment of psychological, pedagogical and conflict knowledge

system; 3) the presence of personally and professionally significant qualities: affection for the future professional activity, responsibility, endurance, balance, empathy, etc.; 4) practical mastery of a set of conflictological skills, which ensures successful practical anti-conflict activities of the future specialist; 5) the development of skills to diagnose one's own proneness to conflict based on analysis, self-analysis, self-assessment, reflection on one's own behavior, actions, communication, relationships with the surroundings and correction of one's own activities, as well as anticipation of conflict situation, its diagnosis, the definition of methods and ways to solve conflict and prevent it (*Ratnykov, 2001*).

Analyzing future specialists' training to prevent and solve verbal conflict situations in professional activities, we focus on personal qualities, including humanity, adherence to principles, objectivity, etc. In this context, in our opinion, the formation of conflictological competencies in future specialists is the issue of high priority.

3. Formation of future specialists' conflictological competencies

Education plays an important role in the moral, economic and social development of society, especially in the process of its informatization and globalization.

The most important values of modern civilization and information society based on knowledge are learning and human competencies.

The process of future specialists' conflictological competencies formation is complex, longstanding but relevant because studying in a higher education institution is an important stage in the professional development of the individual. These questions concern many scientists, but specific socio-pedagogical actions, organizational and managerial mechanisms for their formation remain unresolved.

A successful specialist must have high competence and master a variety of competencies. The competence (from the Latin *compete* – to seek, answer, approach) is the range of powers granted by law, statute or other act to a particular body or official; knowledge and experience in a particular field (*Slipushko, Yaremenko, 2006: 613*). Competence is a good knowledge of something; the range of powers of any organization, institution or person (*Trus, Shubyna, 1999: 874*).

Accordingly, the authors have identified the following components important for the future specialist:

- knowledge necessary for humanistic communication;
- skills and abilities necessary for the successful solution of conflict situations;
- personal qualities;
- general culture, necessary for the formation of a humanistic worldview, the definition of spiritual values, moral and ethical principles of the individual;
- motivation of professional activity.

In our opinion, for the formation of future specialists' conflictological competencies in conflict management, it is necessary, first of all, to ensure the development of value orientations of humanistic communication and communicative qualities of future specialists in solving professional tasks.

The development of value orientations in the learning process is determined, on the one hand, by personal characteristics, awareness of personal interests and values, and, on the other hand, by social factors. The general mechanism of the development of the value is based on the dialogical style of communication. Such a mechanism acts as a process of knowledge transfer and acceptance, which has a semantic load. Empathy, respect for the individual and constructive criticism are included in the value orientations of future specialists' humanistic communication.

Empathy is the comprehension of the emotional state of other people through involvement, penetration into their subjective world. Empathy is based on the ability to correctly imagine what is happening inside other people, what they experience and aspire, how they perceive and evaluate themselves and the world around them. The ability to look at people and perceive different events through their eyes is extremely important for understanding others.

Respect for the individual is an unconditional and invaluable acceptance of a communication partner. It is expressed by its recognition as the only value of the primary order, in relation to which the secondary values are determined.

Constructive criticism is manifested in the ability to independently defend one's own beliefs and find answers to objections; in the ability to analyze information, opinion for assessment and verification. The content of criticality includes not only "assessment", but also the ability of dialectical thinking: the ability to scientifically use scientific methods, principles and rules of logic (argumentation, proof, refutation).

Thus, the value orientations of humanistic conflict-free communication of future specialists are empathy, respect for the partner and constructive criticism.

The continuation of the conflict competence formation is entrusted to the higher school, because the practice shows that higher school graduates are not ready for conflict activity in a professional environment, which is expressed in insufficient development of professionally important qualities that provide guidance in a difficult situation during professional interaction, negative emotional states management, the importance of the conflict object assessment, the impact on the opponent, in order to prevent or solve the conflict. To eliminate such incompetence of students in conflict situations, it is necessary, first of all, to build the educational process so that there is no break between theory and practice. Therefore, during the educational process, great attention should be paid to conducting special psychological seminars, courses using various active forms of learning: business games, psychological workshops, trainings, etc. (*Romanova, 2014*). It is possible to promote the formation of qualified specialists in the field of conflict solution in the process of training sessions aimed at mastering the knowledge of conflicts, ways to prevent and solve them, as well as the formation of appropriate skills in the analysis of real conflict situations (*Antonov, 2005*).

4. The role of future specialists' conflictological competence in the development of their sanogenic potential

The concept of conflictological competence implies the ability of a specialist to understand and analyze, as well as predict possible conflict situations, based on a system of relevant knowledge. At the same time, conflictological competence implies the presence of a significant practical component, i. e. skills and abilities to work in the field of conflict phenomena or situations, namely the practical application of conflictological, psychological and pedagogical knowledge of behavioral strategies in conflict situations, which allows the specialist to solve the conflict situation in real life and professional activity, taking into account the interests of all parties involved and implementing a collaborative strategy.

The competence of the future specialist in solving conflicts is an important guarantee of effective and efficient work, especially if the specialist's work is related to direct communication with people.

The shortest way to maintain and strengthen professional health, the best psychological protection, in our opinion, is the mastery of the sanogenic type of thinking by future specialists. In order to be able to successfully adapt to new living conditions, solve conflicts harmoniously and

effectively, interact in a specific environment, the specialists need to acquire appropriate adaptive thinking and behavior, be able to maintain their health and be environmentally friendly for others.

Since the prospects of creating a safe world for health remain unattainable, the urgent task of psychology is to optimize the practical assistance of the individuals in the development of their sanogenic potential – the ability to create a meaningful basis for health-developing (sanogenic) life choices. The sanogenic potential of an individual is the psychological basis of human vitality – the ability to manage the health resources, the capability not just to survive, but to live a full, satisfying life, which is a condition for sanogenic type of thinking formation.

The sanogenic potential of a person is understood as the psychoenergetic potential of an individual, which was formed as a derivative of his inner world richness, the breadth of social and spiritual spaces, experience gaining, achievements of his own well-being. It directly affects mental and professional health, longevity, as well as the tools that help to support it (*Slipushko, Yaremenko, 2006: 867*). The sanogenic potential of an individual is a phenomenon of his full functioning, which is manifested in the ability of a person to solve life problems in such ways that develop his viability.

The most systematically and deeply the problem of sanogenic thinking was developed by Yurii Orlov, who believes that the main role of this type of thinking is to create conditions for achieving goals of self-improvement, harmony of traits, agreement with oneself and others, getting rid of bad habits, managing one's emotions and controlling one's needs (*Orlov, 2006*). Such a way of thinking reduces internal conflict and tension, prevents diseases and strengthens health. In contrast to pathogenic, sanogenic thinking contributes to the recovery of the psyche and the elimination of outdated images and complexes, removes difficulties in communication, gives success in activities and life and fills the body with healing potential.

The pathogenic thinking is the opposite in meaning to sanogenic. It contains such traits that contribute to mental stress, the formation of reactions and stereotypes of behavior that involves a person in conflict situations and results in deterioration of mental and physical health, which can lead even to professional burnout. Features of pathogenic thinking are: detachment from reality; lack of reflection, tendency to retain resentment, jealousy, shame and fear; tendency to live by memories, to be engaged in self-chastising; constant expectation of negative events, programming oneself for the negative; tendency to hide one's true face under a mask, inability and unwillingness to be oneself; inability to effectively use one's own intellectual abilities, etc.

Yurii Orlov identifies the following manifestations of pathogenic thinking: pathogenic psychological defense (aggression, fear), pathogenic nature of emotions (resentment, guilt, shame), the paradigm of forced control (revenge, threats) (*Orlov, 2006*). A specialist with a pathogenic type of thinking is of little use in the professional sphere because emotions take control over the actions.

Losing self-control, one can use such actions and techniques that reduce the effectiveness of professional activities and contribute to the emergence of nervous disorders. A specialist with a predominance of sanogenic type of thinking, on the contrary, is able to focus on the positive experience, free from anger, open to friendly relations with colleagues; he can forgive offenses and is able to live in harmony with others and himself.

A specialist with a sanogenic type of thinking has the following features: a fairly high level of general worldview and internal culture; ability to reflect on the background of deep inner harmony; high degree of focus and concentration on the objects of reflection; knowledge of the specific mental states nature, which allows him not to take offense at the offender, to cope with frustration in a situation of failure, to correctly understand the emotional reaction of a communication partner (guilt, shame, envy) and help him get rid of such states; ability to

stop thinking in time and shift his attention to positively colored images; absence of expecting unpleasant situations, failures in the future (*Orlov, 2006*).

Favorable conditions for the correction of the type of thinking are the training stage in a higher education institution. After all, this period coincides with the final stage of becoming a specialist. The integration of a specialist into professional activity amends his worldview and type of thinking.

The peculiarities of sanogenic potential self-regulation in difficult living conditions mean that the specialist should:

- learn to find time for self-development and notice every, even small step in one's own development. Feel the joy of each successful step and experience it. Both learning and self-learning are more successful if they bring joy.

- be able to perceive events philosophically, see different situations and himself in them in a broader perspective, from the side.

- be able to perceive events with irony, appreciate and develop a sense of humor. According to the research of the English psychotherapist Robert Holden, laughter has a multifaceted positive effect on the human psyche and body. It stimulates all the most important organs, like a therapeutic massage. One minute of laughter is equivalent to 45 minutes of stress-relieving exercise. Laughter lowers blood pressure, improves blood circulation, facilitates breathing, helps remove stress hormones from the body, and strengthens the immune system. It makes a person less susceptible to pain.

- keep the most valuable ability to feel pleasure even from today's small joy. One should not stay in past memories for long. When working for the future, one does not have to think about it all the time. There can be no future without the present. The ability to evaluate the pleasure of the present is invaluable.

- not lose optimism and positive perception of events. Strengthening our mental strength, we focus on something promising, on the ways of solving problems and overcoming difficulties. A positive attitude is also needed in interpersonal relationships. It is necessary to try to see merits in people and to pay more attention to them, instead of noticing the downsides each person has. The advice how to treat problems has come to us from the depths of the centuries. All problems are divided into two types: those that can be solved and those you can do nothing with them. The first ones should be solved without worrying about it. The others should not be solved at all, and that is why should not be worried about.

- not worry about troubles that have not occurred yet, because they may not occur at all.

The formation of such skills is the key to maintaining professional longevity for specialists and a precautionary measure of professional burnout.

Positive thinking, as a way of mental self-regulation, is characterized by the fact that a person consciously controls thoughts, emotions and does not succumb to negative thoughts and emotions. At the same time, a person believes in himself, believes in ultimate success and remains an optimist under any circumstances. As a rule, it is typical of a positive „self-concept” of personality and to some extent represents a habit.

Mastering positive thinking helps a person realize his potential and pave the path of life. It gives a person who persistently and passionately masters it:

- faith in one's own strength;
- achieving success in any business;
- successful overcoming of obstacles, failures and crises;
- more „calm” adaptation to changes in life;
- optimism, self-control, benevolence and life satisfaction;

- good relations with people;
- healthy lifestyle.

Moreover, positive thinking is invariant. It can be used by any person in any sphere of life.

An important place in the formation of optimistic personality traits is occupied by the system „Smart World” that was developed by Oleksandr Sviash. This system is a positive philosophy of life, according to which:

1. All people are born for joy and spiritual development.
2. All people have potentially unlimited opportunities to create their own life. But, in most cases, we use it unsatisfactory.
3. The situation in which we find ourselves is the best situation we managed to create for ourselves today. This is only the result of our efforts, so we need to start enjoying it now.
4. There is no one but us who creates problems for us. We are responsible for everything we have in our lives (other people are responsible for their own lives).
5. All people can change only their situation for the better at any time. To do this, we only need to realize how we created problems and change our attitude to this situation.
6. Our consciousness in the form of explicit and implicit thoughts and attitudes determines our actions, and our actions create the situation which we are dissatisfied with. So, we will change our actions and our reality by changing our thoughts.

The smart way helps those people who believe in themselves and make efforts to change their situation for the better and gives a real tool to manage their lives, happiness and success.

Taking into account the abovementioned point of view, it is possible to state that the period of professional training is favorable for the type of thinking correction. Because mastering the profession coincides with the final age stage of personality formation. An acquaintance of students with the basics of professional activity, their first steps in it make adjustments in the worldview of the future specialist, in his thinking, which will ensure a reliable moral and ethical functioning of the individual. Sanogenic thinking is one of the effective means of solving psycho-traumatic problems, which is based on conscious analysis and experience, conscious reflection of one's emotions and emotional (stressful) factors and a high degree of one's own responsibility for the results of one's activities.

5. Conclusions

Summarizing the abovementioned, it can be stated that the concept of conflictological competence implies the ability of a specialist to understand and analyze, as well as to predict possible conflict situations, based on a system of relevant knowledge. At the same time, conflictological competence implies the presence of a significant practical component, i. e. skills and abilities to work in the field of conflictological phenomena or situations, namely the practical application of conflictological, psychological and pedagogical knowledge of behavioral strategies in conflict situations. This allows the specialist to solve the conflict situation in real life and professional activity, taking into account the interests of all parties involved, implementing a collaborative strategy and saving the sanogenic potential. The competence of the future specialist in solving conflicts is an important guarantee of his effective and efficient activity, especially if his professional activity is connected with direct communication with people. The emphasis is placed on the importance of acquiring the ability to overcome conflicts and prevent their occurrence as a necessary quality of a specialist, whose activities are saturated with various conflict situations that arise in the process of communication. It is noted that conflictology studies do not receive enough attention in higher education institutions. It is emphasized that during

the future specialists' training, specific attention should be paid to the acquisition of knowledge and skills to identify the causes of conflicts. It is noted that conflict prevention is a set of measures aimed at delaying or preventing its occurrence and reducing the destructive impact of the conflict on various aspects of the social system aimed at preserving the sanogenic potential.

It is determined that the conflictological competence of future specialists is a structured system of knowledge about conflicts, the ability to manage them and the experience that determines the success of the regulation of activities and behavior. The preventive component is aimed at relieving tension in communication between specialists in the early stages and preventing the development of conflict interaction. Prevention represents the organization of life of the subjects of social interaction (team members), which eliminates or minimizes the likelihood of conflict occurrence. A specialist trained to prevent conflict should be observant and notice people who may be the cause and organizers of interpersonal conflicts, conflicts in the team and conflicts between teams.

In modern society, people are constantly exposed to various conflictogenic influences of the environment. Sanogenic thinking will help to develop control over emotions, work on thoughts that can destroy the mental and physical health of the individual.

The person with sanogenic thinking differs from pathogenic-thinking personality by the ability to be the first one, who quickly returns to a state of harmony in a potential conflict situation without entering into emotional stress. This ability is acquired through mastering the skills of emotion control.

The period of professional training is favorable for the type of thinking correction. Because mastering the profession coincides with the final age stage of personality formation. Sanogenic thinking is one of the effective means of solving psycho-traumatic problems, which is based on conscious analysis and experience, conscious reflection of one's emotions and emotional (stressful) factors and a high degree of one's own responsibility for the results of one's activities.

The managerial elite can cause dynamic and qualitative changes in the functioning of the Ukrainian society now and in the future. This is possible under the condition of constant correction of the Ukrainian education system to modern world tendencies. The real needs of the Ukrainian strategic development need, first of all, a significant improvement in the quality of professional training. As proven by many well-known scientists, conflictogenity of modern society in general and any professional activity in particular, indicates the need for the formation of conflictological competence of competitive professionals. The prospects of the study are seen in the analysis of conflictological knowledge and skills application in professional activities acquired in the process of learning, which will identify the ways to organize independent work to increase the conflictological competence of future specialists, maintain their psychological health and avoid professional burnout.

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UKRAINIAN SONG FOLKLORE IN THE CONTEXT OF CURRENT TRENDS IN THE DEVELOPMENT OF MUSICAL PEDAGOGY¹

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Summary

The article discusses the pedagogical potential of Ukrainian song folklore in the context of current trends in modern musical pedagogy. Song folklore is considered as the main identifier of the national musical tradition and reflects the non-musical factors of its specificity. These factors ensure the success of the study of Ukrainian music by representatives of other cultures and reflect the main ideas of the cross-cultural direction of music education, in the mainstream of which the interactions of the modern pedagogical experience of Ukraine and China are formed. Ukrainian song folklore as a semiotic system is considered as didactic material, which is aimed at the formation of the semiotic competence of a music teacher. The proposed method allows the student to form a conscious perception of a folk song as a “genocode” of national culture, which is expressed in the symbolic form of the musical language. Song folklore is also promising for the integrational direction of artistic pedagogy. It is based on the principle of using interdisciplinary connections of various types of arts in the educational process.

Keywords: cross-cultural didactics, professional competence, semiotic competence, Ukrainian song.

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1. Introduction

In the context of modern culture, which in the era of globalization develops under the sign of integration processes, the education system must be sensitive to the needs of society and master new principles of educating professionally competent specialists. Music pedagogy in this context is considered as that link in the education system, which is responsible for the preservation of the spiritual values of human culture and their relaying for each new generation. This function of art education ensures the continuity of traditions and the possibility of national and cultural identification of the art phenomenon, the need for which is so often emphasized by modern sociologists and art historians. Musical folklore, which is one of the main identifiers of national culture, today more than ever is an actual object for the system of musical education, since it has a powerful pedagogical potential. This relevance is greatly enhanced if we are talking about a cross-cultural vector of development of modern musical pedagogy, in the mainstream of which a system of interconnections of the modern pedagogical experience of Ukraine and China is being formed. The scientific novelty of this research is due to the theoretical substantiation of the pedagogical potential of Ukrainian song folklore in the process of forming the professional competence of future music teachers (in the context of the competence and integration directions of pedagogy). The purpose of the study is to determine those systemic and functional indicators of Ukrainian song folklore, which constitute the method of forming

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a correct understanding of the national musical tradition in the process of special education of future music teachers. The research tasks are conditioned by the set goal: to designate the pedagogical possibilities of studying Ukrainian song folklore in the context of current trends in modern pedagogy; on the basis of the semiotic properties of the Ukrainian song folklore, consider it in the context of the methodological principles of the formation of the semiotic competence of a musical teacher; to discuss the pedagogical possibilities of song folklore in the context of the integration direction of modern musical pedagogy. The research methodology consisted of a system-functional method (in defining song folklore as a form of spiritual culture and an object of pedagogical practice), a comparative method (in substantiating the methodological resources of Ukrainian folklore in the context of current trends in modern musical pedagogy), as well as a method of pedagogical observation.

2. Musical folklore in the context of cross-cultural didactics

In the era of globalization, significant transformations of traditional principles are taking place in the education system, which are associated with new human conditions in the modern world, a new type of personal identity and new types of social and cultural communication. The need of conformity of the methods of vocational education with the actual needs of our time generates new directions of pedagogy, which attempt to create the process of education of future specialists in a variety of professional fields that is adequate to the modern image of the world. One of these areas is cross-cultural didactics, which today is a special area of pedagogy. This direction can be considered as a priority for the cultural orientation of modern China on the development and accumulation of European and American cultural experience and it is an active intercultural dialogue. Musical pedagogy in this sense is directly related to the cross-cultural trend of modern education, since it is focused on educating a new generation of specialists – teachers, performers, historians and theorists, whose professional activities are related to globalized consciousness. The idea of “intersection of cultures”, which lies in a basement of cross-cultural pedagogy reflects the realities of modern civilization, which exists according to the laws of communicative interaction of cultural traditions. I. Bekh, an outstanding representative of modern pedagogy, identifies two main functions of cross-cultural dialogue: adopted-logical (adopting a certain way of thinking – cognitive, technological, artistic, spiritual and moral) and researching (orientation towards finding innovative solutions to urgent problems, here a developed dialogical dispute arises, a clash of ideas, approaches, methods of action) (Bekh, 2013: 81).

According to experts in the field of cross-cultural didactics, the most important goal is to overcome the problems related with the traditions of the education system, which was focused on the formation of monocultural consciousness as a factor of national identity. According to A. Dzhurinsky, the principle of extrapolation of the socio-cultural values of the dominant culture into the sphere of professional education, is fundamental for this system and its pedagogical methods and techniques (Dzhurinsky, 2015). Nowadays, this principle lends itself to rethinking and adaptation to new conditions for the development of personality and the formation of professionalism in an open world space. And in this context, the active dialogue between China and Ukraine, which has long practical realisation in the field of musical pedagogy, proves the success of mastering an “alien” musical tradition through intercultural humanitarian discourse. For representatives of Chinese musical culture, the result of the going beyond its national borders and the installation on the integration principle of educating professional musicians and teachers has expressed in a whole layer of dissertation research by Chinese specialists in the field of musicology and music pedagogy, successfully defended in Ukraine over the past decades.

The study of "alien" musical culture and the formation of an adequate professional understanding of it through musical folklore is quite natural: folk art has always been understood as the most representative phenomenon of national culture, as a concentrate of ideas about the world and about a person in the world, expressed in literary, poetic and musical form. And song folklore is even more indicative in this regard – the song is often called the “heart and soul” of the people, that genre-style form that can be considered as an “intonational image of the world” (*Chekan, 2010*).

The universalism of the folklore tradition provides great opportunities for a comprehensive study of musical culture, which incorporates various aspects of the existence of song folklore – its verbal and poetic component, musical language, types of performing practice, as well as conditions of functioning. L. Sbitneva states the actualization of musical folklore for modern pedagogy: “Folk musical creativity is increasingly being introduced into the school educational process as a unity of musical performing, author’s, listening, folk pedagogical, ritual and festive activities” (*Sbitneva, 2016: 197*). The ancient views and ideas of mankind about the world have enough character of universality for all times. Folk spiritual culture covers the whole system of views of this ethnos on nature and man. It is reflected in calendar and family rituals, games and entertainment, songs, fairy tales and much more. Therefore, musical folklore is a syncretic phenomenon: it is a complex of verbal-poetic, play (dramatic), musical and choreographic types of folk art. This understanding of folk musical creativity naturally fits into the holistic context of folk culture. Ukrainian song folklore personifies in its numerous samples the universal knowledge and ideas about the world and man immanent in its national culture. This determines its status as the spiritual heritage of Ukrainian culture, which, through specific means of expression (musical and poetic), fixes its ontological meanings and opens up the prospect of enriching the individual professional and human experience of a student and a teacher.

Considering Ukrainian song folklore as an object of musical pedagogy, it is necessary to take into account the main factors of the oral tradition, the product of which is folk music. These factors are as follows: 1) continuous connection of the present creative experience with the past; 2) variability arising from the creative impulses of an individual or group; 3) the selection of means of expression, which is carried out by the collective creative consciousness and determines the specific forms in which the song is passed on to the next generations (*Zemtsovsky, 1976: 887*). Among the numerous definitions of folklore, the concept of E. Alekseev, based on the principle of “bilingualism of culture”, stands out: the researcher notes the incorrectness of the opposition of the concepts “folk” and “professional”, therefore he operates with the opposition “verbal – written”. According to the scientist, the development of musical culture is “a parallel movement of two interacting, but finally not mixing streams, a kind of “confrontation”, or better – a dialogue of two significantly different types of musical thinking” (*Alekseev, 1988: 77*). The collectivity of musical consciousness in this case is due to the existence of a single system of values and rules for the national culture. As you know, most of the folklore song material is ritual genres that initially existed only in ensemble singing and the collective nature of the content of such songs reflects the thinking, worldview and psychology of the people. In folklore works, the person does not separate himself from the collective and, moreover, does not oppose himself to it.

The indicated signs of musical folklore allow representatives of Ukrainian musical pedagogy to assert that “The pedagogical expedience of using songs of Ukrainian folklore in the upbringing of schoolchildren” is justified by their artistic perfection, accessibility of images, clarity of melody. The pedagogical potential of song folklore lies primarily in intonational melodiousness, a certain lapidary melody and rhythmic structures, direct emotionality ... in the depiction of reality, that is the projection of the history of the life of the people, their thoughts, feelings ... Thanks to this, there is a moral and ethical formation, a connection

between generations (*Kablova, 2017: 130*). If we consider Ukrainian song folklore as a “tool” for studying Ukrainian musical culture and forming special knowledge of a musician-teacher (especially if he is a bearer of another national tradition), then it organically fits into the concept of multicultural musical education by D. Elliott, who identified six degrees acquaintance with world musical cultures (*Elliott, 1989*). The highest sixth degree (“dynamic multiculturalism”) is based on the principle of studying the music of any culture, taking into account the general socio-cultural context in which this music functions. According to the American music teacher, this principle provides the opportunity for music education as a humanistic upbringing and gives the individual a chance to appropriate the values of world culture and the opportunity to know himself deeper through understanding others (*Elliott, 1989*).

3. Folklore and semiotic competence of a music teacher

Ukrainian song folklore in its genre diversity has semantic properties that ensure its communicative function and the continuity of tradition. Being in essence a sign-symbolic system, the song genre through musical and artistic images broadcasts information about the system of spiritual values of national culture and a particular picture of the world. The semiotic aspect of musical folklore, which is directly related to the verbal textual basis of the song and its musical and intonational embodiment, is highly promising for the current trends in modern musical pedagogy. This is due to the fact that the study of folk art opens up wide opportunities for the formation of the semiotic competence of a future music teacher, which is necessary for him to be successful in his professional activity. It should be noted that one of the most developed areas of modern art pedagogy (professional competent) does not specifically highlight the problem of the semiotic competence of a future specialist. The competence direction, represented in Ukrainian pedagogy by the theoretical concepts of L. Masol, N. Miropolskaya, O. Onishchenko, A. Khutorsky and others, defines as its main setting the formation of a complex of ideas, skills and abilities that form the artistic competence of a student. It is about educating a “literate consumer” of artistic culture, capable for “independent artistic activity” (*Solomakha, 2009: 7*). In modern art pedagogy, varieties of competencies are divided for basic (leading, key, universal) and special (specific and subject-professional) (*Masol, 2006*). However, in the classification of these competencies, we do not find any semiotic competence, which is directly related to the process of mastering and studying musical art (*Masol, 2006: 44–45*). It is obvious to us that these competencies are implied in some of the points of this classification, although they are not indicated by special concepts. So, for example, a variety of personal competencies are special ones, among which there are the following: artistic thesaurus, mental aesthetic experience, artistic imaginative thinking, and artistic and creative abilities (*Masol, 2006: 45*). All these qualities of a person are formed in the cultural context of her life and her environment – the semiosphere. Communication of a person with the genre diversity of Ukrainian song folklore in the learning process will in any case be corrected by its individual semiotic experience, and the specificity of professional competence that is formed in the educating process will depend on it. Mental aesthetic experience is also formed in this context, and creative abilities which responsible for imaginative thinking are directly related to the symbolic nature of art. Also, in this pedagogical direction, a number of functional competencies are distinguished, among which two are especially relevant for us: subject knowledge and skills (musical, visual) and interdisciplinary – sectoral (artistic and aesthetic) and intersectoral (artistic and humanitarian) (*Masol, 2006: 45*). The semiotic aspect of these competencies is obvious, since, as already mentioned, they are all formed in the semantic space of musical culture. The point is that each

of the above competencies – special and functional – are interconnected with the semiotic side of musical pedagogy, for which folk song is an essential factor in the upbringing of a “literate consumer” of musical art and an adequate relay of its national and cultural meaning. Ukrainian song folklore contains many symbolic images and archetypes of national culture. The song in the everyday life of the Ukrainian people began to establish itself from ancient times: first as a component of pagan rituals, then as part of its history. Meanwhile, the character of song folklore changed: the ceremony disappeared, but the verbal text continued to exist independently of it. Under the new conditions, the song began to live a different life – folklore, performed without connection with the rite and practical purpose, became an artistic phenomenon.

The song as a folklore genre traditionally played a double role: it acted both as an independent aesthetic phenomenon and as a component of syncretic ritual action. Song folklore has social foundations and a specific aesthetics that reflects its applied functions. Ukrainian song folklore reproduces national and cultural ideas about time in a different dimension. So, in the figurative-symbolic system of Ukrainian songs, a specific understanding of time is reflected by lexemes of a non-temporal nature (such as a horse, a rooster, an apple, a candle), lexemes of astral-temporal semantics (day, night, sun, twilight, etc.), spatially temporal lexemes (tree, sea, field, meadow). This is due to the connection of song folklore with the worldview and worldview of a person, his picture of the world. In ritual texts, which are a verbal component of song folklore, images-symbols (bread, water, fire, house, sun, moon, circle) are close to signs with a relatively definite meaning (circle is the sun, goat is a symbol of fertility and harvest, young moon - the man, the sun - the woman, etc.). The system of figurative symbolism of ritual song folklore mainly reveals the cyclical perception of time, it has rather wide, but traditional meanings. This is due to the fact that their formation took place at the earliest stages of Slavic culture and is associated with mythological consciousness. So, youth is symbolized by spring as the time of awakening of nature, water is the unity of people. The archetypal meaning of viburnum has become a symbol of femininity, beauty, youth, and also a symbol of Ukraine. The figurative parallelism of the age of man and nature is widely represented both in family and household songs and in lyric songs (grass – girl, wheat – woman). We are primarily interested in the figure of the teacher, who in his work encounters the “difficulties of translating” the musical content and meaning into verbal-conceptual structures in order to tell the students “what the listened music means, what it is about”. The expediency of the teacher’s conscious attitude to his main “instrument” of communication with students, namely to verbal speech, is also obvious. The teacher must consciously and skillfully choose verbal means and other signs that are advisable to use in each specific educational situation. In one case, it will be a comparison with some object or phenomenon of reality, in the other – an emphasis on some qualitative feature of musical content, in the third – the use of images-concepts of a more objective order to explain the spiritual or philosophical content of a musical work, etc. One way or another, a music teacher needs a conscious possession of knowledge about the signs that musical art uses, and which he himself uses in the process of explaining musical works.

4. Folklore in the integrational direction of musical pedagogy

Song folklore is also promising for the integrational direction of artistic pedagogy. It is based on the principle of using interdisciplinary connections of various types of arts in the educational process and is widely represented in Ukraine (B. Yusov, P. Blonsky, O. Rudnitskaya, O. Shchokolokova, L. Masol, T. Tanko, O. Otich and others). In this direction, the teacher’s ability to correctly interpret and explain the expressive means of various arts is important,

and, accordingly, teach students to have their own interpretation. So, one of the principles of B. Yusov's "polyartic" education is the development of artistic perception among students (knowledge in the field of art, responsiveness to its language, aesthetic judgments about art), as well as the "skills of perceiving an artistic image" in an artwork (Yusov, 1984).

In this case, we are talking about the so-called "interdisciplinary connections" – a pedagogical idea, which today is embodied in the integration approach. Getting acquainted with a concrete example of Ukrainian song folklore, the student has the opportunity to get an idea of the wide information field of Ukrainian culture. This may include analogies with other types of art (painting, sculpture, literature), as well as philosophical and religious ideas of national culture, historical events and even the history of costume. So, for example, the study of Ukrainian song folklore of the late period (dumys, historical, Cossack, Chumak songs) has the immediate prospect of getting to know the events of national history and their reflection in literature and fine arts. This spectrum of perception of musical material creates a "multidimensional" idea of the Ukrainian song and makes it possible to develop the skill of recognizing the special attributes of national culture. If we talk about archaic Ukrainian song folklore (calendar and ritual songs), they open up wide opportunities for a comprehensive consideration of Slavic mythology, the peculiarities of the religious consciousness of the ancient Slavs, and the way of their daily life. Similar didactic opportunities are associated with social and family songs. The first group reflects the social life of the Ukrainian people (social problems associated with historical, economic and political processes). These songs reflect the life of not a one person, but a certain segment of the population, a social group (Cossacks, recruits, etc.). And family songs reflected the individual life of a person (family relationships, personal dramas and conflicts, etc.) (Lanovik, 2006: 322). This thematic area had a great influence on the development of the musical language of song folklore: specific types of emotions were formed in it, which found their artistic embodiment in a specific type of musical expression. In a lyric song, the content is revealed primarily by the melody, in contrast to ritual genres, where declamation plays the leading role. This determines the special flexibility of the melody of Ukrainian lyric songs, a special tonal colour, conveying the change of moods and emotions. For Ukrainian lyric songs, the key ratio is typical of the major-minor type, less often the keys of the same name are compared. Melodic expressiveness is often achieved through a sharpening of the IV step in minor key. As you can see, the musical expressiveness of Ukrainian folk song can be considered in the context of non-musical factors: such an intersubjective discourse has wide pedagogical possibilities. And this approach is especially relevant for the study of Ukrainian music by foreign students who come across in the learning process with a "alien" musical tradition and feel difficulties in its perception.

5. Conclusions

Summarizing our reasoning, we note that the appeal to the topic of this study reflects the urgent needs of modern music pedagogy related to the problem of intercultural interactions. We regard Ukrainian folk songs as an important identifier of the national musical tradition; it has the ability to directly influence the process of forming the professional qualities of a musician. Therefore, the study of Ukrainian song folklore proposed in the article in a national-cultural context (integration method) provides the semiotic competence of a music teacher. The main indicators of this competence include: the amount of ideas about the information-semiotic field of Ukrainian culture, personal artistic experience in this field, orientation in the variety of manifestations of Ukrainian musical culture, the ability to independently and constructively select

signs and symbols of Ukrainian folk art in the pedagogical process. The proposed method allows the student to form a conscious perception of a folk song as a “genocode” of various senses of national culture, which are expressed in the symbolic form of the musical language.

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METHODOLOGICAL PERSPECTIVE OF THE MODERN CHORAL REPERTOIRE

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Summary

The article discusses the methodological aspects of choral music of the XX–XXI centuries, which form the current direction of modern musical pedagogy due to their practical orientation. In the context of the general stylistic settings of the musical language of the 20th century, the specificity of the choral style of works written in sonoristic technique is considered. A number of choral techniques of choral sonoristics are highlighted: speech intonation, glissando, cluster, melodeclamation and noise effects. The main tasks and difficulties of a technical nature that arise in the process of mastering the choir scores of modern composers by the choirmaster and singers are determined. Special attention is paid to the problem of choral intonation (pitch) as the main factor providing a full-fledged artistic embodiment of the composer's intention. Attention is focused on the need for a special theoretical analysis of the choral score in order to identify the parameters that will adequately assess the logic of the formation of the performing interpretation and the principle of selection of choral techniques necessary for the embodiment of the composer's intention. The article proposes a number of methods aimed at overcoming these difficulties (analysis of the mobile and variable components of the choral score in order to determine their dramatic functions, work on the improvisational structures of the musical text and "motive intonation").

Keywords: choral style, choral intonation (pitch), choral singing technique, sonoristics.

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1. Introduction

Choral music by composers of the XX–XXI centuries occupies an important place in modern choral performance practice and requires a special musicological and performing research. Due to their stylistic features, choral works by K. Penderetsky, L. Nono, D. Ligeti, V. Rim, J. Tavener, K. Jenkins, Tan Dun, S. Gubaidulina, A. Schnittke, E. Denisov, N. Sidelnikov, famous Ukrainian authors L. Dychko, A. Gavrilets, A. Kozarenko, K. Tsepkoenko, V. Polevaya put forward new tasks and requirements for the performers. These requirements are related with the specificity of the musical language of modern choral music, which is fundamentally different from the traditional norms of classical European music. The appearance in the choral music of the XX century of works written in the technique of dodecaphony, aleatorics, sonoristics provided both a new level of development of choral art and new methods of vocal and choral technique. The communicative specificity of such musical opuses excludes melody as the main expressive element of the musical language, it is replaced by more complex phenomena such as a cluster, noise effects and various non-intonable structures.

The practical use of the new choral repertoire requires the theoretical development of its stylistic principles and special methods of working with it. Therefore, an appeal to the declared topic reflects the current needs of modern choral art and has practical value for performing practice. The relevance of the topic is also due to the low degree of popularity of the choral music of the XX–XXI centuries among Chinese musicians, who, nevertheless, are successfully integrated

into the world musical performance. The scientific novelty of this study is also due to its practical orientation: the main goal of the author of the article was to determine those methodological principles of the performing mastery of modern choral music, which open the way to achieving a full-fledged artistic result. View on the special methods of the choirmaster and choral singers working on scores that contain elements of dodecaphony, aleatorics or sonoristics makes it possible to successfully overcome the difficulties associated with intonation, diction, breathing, and the construction of a general drama of a musical work. The research methodology is based on the systematic method in determining the individual elements of the musical language and techniques of musical expression as components of the artistic integrity of a musical work; the method of style analysis is used when considering the style specifics of a musical work; the structural-functional method is involved in identifying the basic methodological techniques and principles of the work of the choir collective and the choirmaster over the performing difficulties of modern music. In the context of the stylistic individualism of the choral art of our time, the musical and pedagogical vector of the study of the choral repertoire seems to be promising, since it is aimed at solving urgent problems of the practical activity of professional musicians.

2. Intonation (pitch) as an object of performing practice

Choral compositions written in musical techniques of the 20th century, such as dodecaphony, sonoristics, aleatorics, micropolyphony, new tonality, modality, formulaic composition, etc., cause difficulties related with the technique of performance. The renewed musical language of modern choral scores is especially challenging for singers and choirmasters: the abundance of intonation manifestations of the new harmonic system found in it, new sound combinations, discordant chords, free chromatisms, many special properties and techniques of articulation, etc.

Modern choral writing includes in its expressive means the most complex vocal technique, complex textured layers, harmonical connections, metro-rhythmic, stroke, diction difficulties, etc. Indeed, the difficulties of performing the latest music are especially great in choral singing, there are noticeably more of them than among pianists and orchestral musicians. This is especially true for Chinese vocalists, because they are brought up in a musical tradition for which choral singing is not a priority. They have to master new techniques of musical expression and the technique of choral singing. In addition, modern choral scores require choral singers to be fluent in intonation (pitch), master complex intervals, and intellectually and emotionally comprehend a piece of music. The avant-garde direction of choral music of the last quarter of the 20th century is a phenomenon characterized by dissonant chords, free chromatism and free rhythm, sonoristic techniques. This trend includes not only dodecaphony and sonor music, but also works representing "new tonal" music, in which the ideas of the literature text are expressed by innovative musical means (choral opuses by A. Schoenberg, A. Webern, K. Penderetsky, L. Nono, D. Ligeti and others). All these facts raise new tasks and requirements in performing and teaching activities: specialists who are well aware of the aesthetic and theoretical foundations of modern choral art and who are proficient in performing practice are needed.

The best examples of choral music by outstanding composers of the XX–XXI centuries enrich the performing capabilities of choral groups, pose a number of complex professional tasks for choirmasters. The choirmaster must understand the artistic idea of the piece, have a high level of conducting technique, be able to solve the problems of breathing, diction and various sound effects. All this is possible on condition of complete mutual understanding with the choir and an adequate communication strategy. In the performance of contemporary music, a number of problematic areas of choral technique are put forward, among which intonation (pitch) is the main one.

The exceptional importance of intonation in musical performance is especially important due to the complexity of the musical thinking of composers of the XX century and today. For the modern choirmaster, the concept of the zonal nature of hearing, developed in the field of musical acoustics in the 1940s by N. Garbuzov, has a great importance (*Garbuzov, 1951*). Performers should use the zonal system, but at the same time be aware that the “zone” is not only a purely theoretical concept, an abstract expression of the pitch, but also a real idea of intonation. An example of the practical application of this knowledge can be the work on “*motive intonation*” as an integral part of choral intonation (pitch) (actively used in the practice of rehearsal work of the Kiev Lyatoshinsky chamber choir under the direction of V. Ikonnik). This method allows performing pieces that are complex in intonation by dividing complex melodic lines into simple, familiar to the ear motives.

Analyzing various aspects of choral intonation, A. Laschenko notes: “The main thing the choirmaster focuses on for the singers is the kinetic orientation of the melodic pattern, that is, the internal tuning of the singers to intonation of the fragment as a complex dominates here... So, on the basis of a preliminary analysis of the thematic material, he practices “isolating” the most characteristic intonations from the context and singing them with the whole choir, thereby creating the necessary dynamic mood for intoning “basics” of the entire structure of the musical stuff” (*Laschenko, 1989: 95*). This method cannot be universal, but it covers the main problems of the technology of the choirmaster, which is necessary for the performance of pieces by contemporary composers. Analyzing the techniques of choral expressiveness in the music of the XX century, the Ukrainian choral conductor E. Belyavsky speaks about the problem of mastering intonational difficulties associated with intonation of accords-chords (*Belyavsky, 1984: 18*). These include clusters and non-functional harmonic complexes, which are an attribute of the musical language of academic music of the XX century and the present.

So, when working on choral intonation, E. Belyavsky suggests dividing this process into several stages. The first stage – preparatory exercises on classical material, repetition and consolidation of “traditional norms of intonation”. At this phase, you need to achieve pure intonation of all types of major, minor and chromatic scales. The next phase is aimed at intoning folk modes and pentatonic scales. Then you can move on to singing tetrachords – this phase is aimed at practicing the free intonation of small intervals. And only then can one proceed to the exact intonation of the chromatic complexes. To practice the skill of intoning complex chord accordions, it is possible to recommend using simpler musical material of dissonant sound (for example, various choral voices sing a scale in the interval of a fourth, fifth, second in a parallel direction). The method of pitch layering is also applicable. These methods, according to E. Belyavsky, allow choral singers to “brea” functional-harmonic thinking, quickly “rebuild” and sing polytonal and dodecaphonic music (*Belyavsky, 1984: 17*).

Among the characteristic techniques of modern choral writing is the sequential layering of choral parts, in which, as a result of the progress of all voices, a chord harmony arises. In such cases, intonational inconveniences arise, which can be solved by singing all the singers of the melody that appears as a result of the consecutive layering of different voices. The study of the general melodic line by all members of the choir is very useful, because helps to imagine it progress as a whole and, in particular, the pitch ratio that arises between the initial sound of their parts and the previous sound of the other part. This contributes to the purity of pitch, the timely introduction of voices. Good results are obtained by the method of “mental performance” of the complete melodic line.

In modern scores, often the entire choir texture or one of its layers is a parallel sound of various harmonic complexes. The parallelism of perfect quarts, fifths, different dissonant intervals poses more difficult tasks for the performers than the same performance of thirds and sixths. Octave

parallelisms have become widespread; a variety of combinations of mainly dissimilar sounded voices are used. The evolution of polytonal harmony is also qualitatively new for choral music.

Modern choral writing includes in its expressive means the most complex vocal technique, complex textured layers, harmonic connections, metro-rhythmic, diction difficulties, etc. According to researchers of choral art, when singers realize the justification of all technical difficulties, their artistic function, then there is an interest in overcoming them in order to achieve a conscious artistic result.

Thus, modern choral art requires from singers a high vocal-ensemble performing technique: along with cantilena, there are expressive “instrumental” lines, with a smooth step line – a skip “broken” melody, along with musical intonation – replicas, declamations, dramatic shouts. The complication of the language of the modern choral style, the use of new ways in the field of harmony and rhythm helps choral singers to hone their artistic and technical skills, develop their hearing sensitivity and musical taste. This creates the basis for the creative and professional growth of performers, for the expansion of their musical and artistic worldview.

3. Performing tasks in sonoristic choral music

The main idea of the sonoristic technique is the phonic coloration, which explains the specificity of the choral style of the XX century composers, which is characterized by an innovative musical language (K. Penderecki, V. Lutoslavsky, A. Schnittke, S. Slonimsky, V. Tormis, R. Shchedrin, Tan Dun and etc.). The specificities of this language come from the archaic origins of choir singing – those special techniques that create the phonism of the choral texture (approximate pitch, glissando, intonation style that differs from academic singing, speech intonation, heterophonic texture). Accordingly, noise effects, glissandos, clusters and speech intonation play a leading role in the sonoristic technique of choral music. The heyday of choral sonoristics falls on the second half of the XX century. Saturating the choral texture with sonor techniques, the composers set themselves the goal of expanding the expressive capabilities of the human voice and searching for a new timbre of the choral sound.

Ts. Kogoutek defines sonoristics as “music of timbres”, which operates with “sound-timbre layers and lines” (*Kogoutek, 1976: 236*). In the musical theory of the twentieth century, there are also a number of terms that can be used to define the essence of sonoristics as a type of compositional technique: “static composition” (K. Stockhausen), “music of sonorities” (R. Fikker, R. Trimer), etc. Also, the phenomenon of sonoristics is often associated with such concepts as “phonism” and “music of noises”. In relation to choral music, sonorics is considered as a manifestation of the coloristic tendency in the development of the musical language of the XX century, therefore P. Levando, for example, talks about the coloristic techniques of the choral style and mentions singing bass octavists, singing with a closed mouth, singing to a vowel sound, singing to a repetitive syllable, a combination of syllables, “echo”, falsetto, etc., as well as glissando, cluster, melodeclamation and noise effects (shouting, whispering, clicking the tongue, sobbing, exhaling, etc.) (*Levando, 1984: 23*). In speech intonation, we distinguish two main types: sonoric speech intonation, organized by means of meter, rhythm and approximate pitch; melodic sonorous speech intonation, which is intermediate between speech and music.

Speech intonation gives composers the opportunity to enrich the texture of a piece in a rather unusual way of expressiveness in music, often to emphasize the figurative meaning of a verbal text. Noise effects used by composers in choral music make it possible to convey to the listener the picture of what is happening in the music more vividly and realistically. Noise effects, due to their pictoriality, are able to more accurately convey the mood, atmosphere of a place or action, implied by the composer. With the advent of noise effects in choral music, new possibilities have emerged for using sounds of indefinite pitch, ensuring the originality of the choral sound.

Regarding such a sonoristic technique as glissando, it should be noted that its function is very often associated with the enhancement of the expression of emotional and psychological conditions. Cluster is a technique that creates the effect of combining different voices. By itself, this technique is incredibly rich in timbre, because it combines several different timbres of each performer, which conveys a wide range of sound as a whole. Often, composers in the sonoristic technique use a cluster to create the effect of surprise in music, thereby diluting the overall texture of the sound. Quite often in choral music the cluster performs the function of either the background support of the solo part, or the function of a special psychological coloring.

When learning choral works in which the sonoristic technique is used, there is a certain specificity of the performing work of both choral singers and the choirmaster. First of all, this concerns the diversity of the conductor's gesture: the choirmaster is forced to move away from all the usual gestures in order to adequately "translate" the graphics of the choral score into the sound of the choir. The choirmaster is also forced to carry out a detailed study of the piece with the chorus, down to the explanation of the smallest details of the choral score. Thus, the choirmaster's attention is initially paid to the analysis of the methodological and theoretical foundations of modern composition and their further interpretation.

Many sonoristic choral techniques (glissando, chanting, shouting, whispering) use performing improvisation. The historical progress of choral art shows that the following factors can be identified that determine the essence of choral improvisation:

- the interaction of music and poetry, which determined the synthetic principle of choral music. Poetic intonation, a word in a musical piece acts as a full partner of music. The word and the sounds that make up it should be emotional and psychological coloured. Therefore, vocal and choral improvisation presupposes mastery of both musical improvisation and verbal, poetic, intonational in a general sense;

- the main "instrument" of choral art is the human voice. Accordingly, for vocal-choral improvisation, it is necessary to master vocal-choral performing skills (a sense of scale, metro-rhythmic stability, intonation freedom, mastery of singing breathing, mastery of the timbre palette, developed vocal and zone hearing, developed voice range, ensemble skills, etc.);

- plasticity and facial expressions of the musician: performance of vocal and choral music is impossible without the participation of facial expressions, hand and body movements in this process. A vocalist-performer is an actor who owns the entire palette of figurative reincarnation, in which his entire body participates. This forms the stage appearance of vocal and choral performing arts.

S. Maltsev, exploring the permissible zone of the performer's creative freedom in modern notation, distinguishes graphic signs that reflect the composer's objective ideas about the sound of the piece (pitch, rhythm) and signs reflecting the composer's subjective ideas about the sound of the piece: (intonation as a psychological coloring of musical stuff, timbre, breathing, phrasing, strokes, agogics, etc.) (*Maltsev, 1991: 88*). In the musical notation of modern scores, the author differentiates between invariant and variable ways of fixing musical text. The choirmaster must also take this moment into account when mastering contemporary choral music.

When working with a choral score, it is advisable for a performer to analyze it in order to identify parameters that will adequately assess the logic of the formation of a performing interpretation and the principle of selection of choral techniques which are necessary for the embodiment of the composer's intention. These parameters are: mobility of form, mobility of pitch material, mobility of rhythmic pattern; features of graphic fixation of musical text; vocal and the verbal component of the expression; concrete pitch and approximate; pure intonation and intonation with the sound of breathing; specific techniques of aleatoric or sonoristic technique;

the presence of author's instructions regarding the use of performing improvisation in the piece; the presence of author's remarks that carry a dramatic and semantic load.

The noted parameters of the choral texture are usually revealed at the intersection of aleatorics and sonoristics in their full or partial appearance in musical material. In modern choral music, the performer is given great freedom in interpreting the text, manifesting his individual understanding of the composer's intention. This affects not only the artistic integrity of the piece, but also the details that make up the whole musical opus.

4. Conclusions

Since the second half of the XX century, the style of choral music has been noticeably renewed: sonoristic and aleatoric techniques of composition are actively penetrating the choral opuses of major composers. Such works are included in the repertoire of most modern choirs. New techniques for creating an original choral sound developed in organic interaction with traditional forms of choral technique. Considering this interaction, arises an illusory idea about the simplicity of sonoristic and aleatoric techniques in comparison with the choral style of classical composers. However, as practice shows, an adequate performance of these techniques in the artistic sense can only be done by a choral group of very high qualifications. The performing of such music by a choir whose members do not have a high level of performing skills can distort and impoverish the composer's intention. Work on intonation, diction, breathing, etc. in the context of the general artistic idea of the choral score, constitutes the basic basis for the communicative interaction of the choirmaster and choral singers. When mastering the choral style of composers of the XX century and nowadays, this basis undergoes significant transformations, because it involves a variation from the traditional norms of choirmaster's and singing technique. The special techniques of choral sonoristics considered in the article (glissando, cluster, speech intonation and noise effects), as well as the general specificity of the musical language of the XX century (atonality, polytonality, polyrhythm, dissonance) pose a number of tasks for the choir associated with overcoming the difficulties of choral intonation and choral ensemble. In this regard, we have identified a number of methods aimed at overcoming these difficulties (analysis of the mobile and variable components of the choral score in order to determine their dramatic functions, work on the improvisational structures of the musical text and "motive intonation"). The methodology of the choir collective's work with the pieces of contemporary composers, proposed in this article, has the prospect of further research with the aim of comprehensively developing the methodological aspects of the performing of contemporary music.

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ACTIVITY OF A HIGHER SCHOOL TEACHER ON FORMING SOFT SKILLS FOR STUDENTS OF HUMANITARIAN AND NATURAL SPECIALTIES: FUNCTIONS AND REQUIREMENTS

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Summary

Based on studied materials the author concludes that modern national pedagogical science is taking the first step towards building conceptual foundations for the formation of soft skills by primary school children as part of the concept of “New Ukrainian School”. The issue of soft skills formation in higher education institutions remains highly important.

The purpose of the article was to describe functions that the teacher performs in the process of forming soft skills.

In the course of study within the framework of each function, the author determined the following requirements to actions of teachers to form soft skills by students: *the educational: the organization of effective communication in various types of extracurricular work; *the didactic: the use of modern pedagogical technologies; *the research: defining principles, approaches and conditions that have a significant impact on the formation of soft skills; *the projective: modeling various types of activities for mastering soft skills; *the organizational and managerial: describing in detail ways of solving the assigned tasks by using specific pedagogical techniques and methods; *the predictive: determining the main areas of activity based on conditions, forms, components, and levels of forecasting; *the methodological: mastering the principles and methodological techniques of organizing and conducting trainings, round tables, workshops, speaking in classes during extracurricular work; *the facilitative: the organization of multilevel interaction in the “teacher-to-student” and “student-to-student” modes in accordance with the “attributive circle” of facilitation process.

Keywords: pedagogical technologies, education, didactics, research, projecting, organization and management, methodology, facilitation.

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1. Introduction

Higher education is one of the most important elements of human development. It gives the individual a certain level of qualification, the possibility of employment and demand in society. It plays a leading role in the functioning of social institutions. Correspondence of the content of higher education to the needs of modern society in the process of professional training is the basis for the development of human beings as a person and as a specialist. One of the urgent requirements of modern society is the formation of soft skills by future employees – skill spreading across different professions and subject, mastering of which allows you to establish relationships with others, to solve complex problems, to build a career, to learn throughout the life cycle, to train others, and to feel self-confident and self-sufficient.

The need for the formation of soft skills in the XXI century is noticed in the works of foreign scientists (*Pachauri, Yadav, 2014; Snape, 2017*), in the research of global organizations and institutions (*Human Development Report, 2019; Skill Shift Automation, 2018; Shvab, 2017*).

They indicate the importance of the practical use of these skills in the process of organizing a person's life, migration processes, overcoming poverty and establishing infrastructure.

In modern national pedagogical science, the first steps have been taken towards the construction of conceptual foundations for the formation of soft skills in children of primary school age, which include goal-setting, communication in a multicultural space based on knowledge of the native language and foreign languages, critical thinking, teamwork, etc. The Concept of "New Ukrainian School" is focused heavily on these issues (*Bibik, 2017*).

Unfortunately, the requirements for the activity of a higher school teacher in the formation of soft skills in the system of professional training are still beyond the area of attention of researchers: the modern source base is represented by studies dealing with the issues of general foundations of teacher's activity, his functional duties, and the competencies that he forms and improves in future specialists in the process of his own activity.

The purpose of the article is to describe functions that the teacher carries out, as well as the requirements that go along with his activity in the process of forming soft skills in higher education students of humanitarian and natural specialties when studying the humanitarian disciplines.

To achieve this goal we used methods of analysis of psychological and pedagogical sources as well as methods of synthesis of information necessary to describe specific functions of a teacher in the process of forming students' soft skills.

2. The educational function

In the context of changes caused by Industry 4.0, the formation of soft skills among students acquires a particular importance (*Shvab, 2017*). When students study humanitarian disciplines, this process requires that teachers follow certain requirements.

The requirements, in turn, are determined by the functions that pedagogues perform in the process of carrying out their activity. The actions of the teacher affect the quality of educational process and are determined by its goals and objectives; the model of training and organization of this process in a particular institution; availability of resources; the age and individual characteristics of students, etc. (*Zagvyazinskij, Atahanov, 2010: 59-64; Bordovskaya, Rean, 2011: 83*). In our research we focus on teachers' carrying out educational, didactic, research, projecting, organizational and managerial, prognostic, methodological, facilitative functions, as well as those requirements that are imposed on the teacher in the process of forming soft skills in students in the context of these functions.

The implementation of the educational function by the teacher is associated with the organization of his activities in the classroom (the educational influence of training) and extracurricular work. The organization of extracurricular activities of students is one of the most important issues facing higher education. Its multidimensional character is emphasized in the works of modern scientists (*Bobro, 2017; Breslavskaya, 2013; Dubaseniuk, 2005; Halatsyn, 2014; Humennykova, 2004; Koval, 2009; Ovcharenko, 2008; Petrychenko, 2010; Skrypnyk, 2012*). In the studies of these authors, extracurricular work acts as a factor and a condition that has a definite impact on the processes of adaptation of students to the educational process, improving quality of professional training and the formation of an active professional position, enhancing the educational process, formation of socially significant personality traits in students, and development of their creativity.

The analysis of the works of these authors allows us to state that the organization of extracurricular activities in higher education promotes: entry into the environment of cultural, intellectual, creative communication; creating conditions for the assimilation of material culture

and spiritual values by students; further formation of value orientations; the formation of social position and life ideals; development of social needs and interests; inclusion in the system of social relations; identification and manifestation of the individual's capabilities.

As part of the formation of Soft Skills in students, the teachers' conduct of educational functions will consist in creating the educational environment and determining a set of activities that should be carried out in the classroom and as extracurricular work. This process will be successful if the teacher determines goals, functions, tasks, forms and types of extracurricular activities; their essence, structure, content, the specifics of the formation of "soft skills" among students of humanitarian and natural specialties. An important role in this process is played by the organization of interaction in the "teacher-to-student" and "student-to-student" mode in various types of extracurricular work.

Among the requirements that are imposed on the activities of a teacher in the process of forming students' soft skills, we emphasize the following:

- determining the goals of extracurricular work: the formation of students' attitude to the environment and to themselves through their understanding the nature of this interaction, their own capabilities and individual characteristics; accumulation of personal experience thanks to which it is possible to resolve issues and overcome obstacles standing in the way of personal and professional growth of students; increasing the level of social competence the formation of which allows one to give an adequate assessment of the processes of interaction, to build conflict-free relations with others, prevent manifestations of misunderstanding; further development of abilities for positive self-change through self-education; improving the qualities that characterize students as a creative individual;

- directing activities to in order to increase the motivation of students for self-realization, mobilization of their efforts to complete the task;

- building a strategy of educational work on the following principles: respect for the student's personality; performing collective affairs; differentiated and individual approaches; reliance on positive individual qualities and actions of students; consistency of actions of all participants;

- the teacher conducting a wide range of role positions: as adviser, a mentor, a facilitator, a curator, a coach;

- using the following methods: setting a positive example; exercises aimed at strengthening the determination of students, the formation of positive habits, the accumulation of experience, rational behavior, independent making the right decisions; beliefs which allow you to translate conclusions into practical actions; encouragement thanks to the teacher stimulates positive emotions and creates a psychologically relaxed atmosphere;

- receiving and analyzing feedback on the implementation by the teacher of individual-specific and functional-role types of influence.

3. The didactic function

The didactic function is aimed at disclosing the teacher's abilities to consistently and logically present the material necessary for the development of students and to take into account the level of their training for its perception and performance of independent work (*Zagvyazinskij, Atahanov, 2010: 182*).

This function involves the choice of forms, principles and methods on the basis of which the process of communication with students will be built in a manner opening the room for receiving feedback, depending on a particular education model (*Bordovskaya, Rean, 2011: 69–71*): the

developing education, the purpose of which is to develop theoretical thinking of students; the traditional one which involves the formation of students' knowledge, skills and abilities as a basis for their further independent assimilation of information from various sources; the rationalistic according to which the individual assimilates cultural values and acquires the necessary knowledge for better adaptation in society; the phenomenological in which education is viewed from the standpoint of human-centrism, i.e., by means of taking into account his individual and psychological characteristics; non-institutional one the main postulates of which is the development of personality through the organization of educational activities outside of government institutions.

Based on the analysis of researchers' work (*Ibragimov, Ibragimova, Andrianova, 2011; Slastenin, Isaev, Mishenko, Shiyarov, 2000*) we identified the following requirements to the teacher's didactic function during the formation of soft skills in students:

- determination of the model of education and forms of activity with students, depending on the segment of the educational system (formal or informal);
- a clear understanding of the principles of organizing one's own activities (a combination of pedagogical management with the development of initiative and independence of students; consciousness and activity of students; respect for the student's personality combined with reasonable demands to students; reliance on the positive in a person, on the strengths of his personality; taking into account students' individual characteristics in the process of organizing their activities; coordination of actions of the teacher and students, a combination of direct and parallel pedagogical actions);
- the teacher's possession of a wide variety of teaching techniques (techniques for activating memory, imagination, perception, individual thinking operations; techniques for creating problem-and-search situations in the process of forming these skills; techniques for activating the experiences and feelings of students; techniques for self-learning, control and self-control; techniques for managing personal and collective relationships);
- the use of various types of teaching methods (traditional, active, interactive);
- the use of modern pedagogical technologies (problem learning, interactive learning, play activities, case learning, the development of critical thinking, creating situations of success). Their impact will be enhanced through the use of pedagogical guidance technology, which includes support and facilitative assistance.

4. Research function

The activity of the teacher in the implementation of his research function is based on the principles of scientific systemic search, deep and versatile study of the phenomenon under study in dynamics, objectivity and sequence of search actions (*Dubaseniuk, 2013: 20–21*). It provides:

- the application of research knowledge in the field of practical activities;
- building activities based on the use of methods of scientific and pedagogical research that are effective for specific situations;
- striving to develop skills in research activity;
- taking into account the difficulties faced by students during research activities;
- selection of effective ways to enhance research work;
- organization of students' independent work based on the fulfillment of individual and collective tasks.

Among the conditions for the success of research work, scientists emphasize correspondence of research tasks to the modern requirements of society; research support through methodological, organizational, and resource support; systemic nature of activity (*Dubaseniuk, 2013; Honcharenko, 2012*).

The essence of the requirements for the implementation of research functions by a teacher during the formation of soft skills is as follows:

- identification of contradictions, connections and patterns of the formation of "soft skills" in students of humanitarian and natural specialties;
- defining the principles and approaches on the basis of which his activities will be built in the process of forming these skills (personal, activity, systemic, axiological, praxeological, competence, etc.);
- clarifying the conditions that affect the process of formation and development of soft skills in students;
- analysis of scientific sources on the structure of soft skills, mechanisms and means of their development in various segments of education;
- in-depth study of relevant information in order to provide pedagogical guidance in the process of forming students' soft skills and building a strategy to master them;
- systemic actions of the teacher in the process of organizing students' independent work to improve their own skills;
- the choice of one or another mechanism of educational influence (direct / indirect) on students in the formation of their soft skills in various situations of interaction;
- determining the level of students' readiness to form these skills with the help of a specific pedagogical tool;
- classification of obtained facts in order to provide practical recommendations to other teachers regarding the process of forming soft skills in students.

5. The design function

The design function of a teacher is multifaceted like the entire activity of a teacher in higher education. According to N. Volkova (*Volkova, 2017: 190*), the design process can be viewed as a combination of the following technological units: the choice of strategy, content, form, methods of interaction with students, as well as the definition of means that ensure the joint activities of participants in the educational process; pedagogical communication as a means of building a certain strategy of behavior with students; analysis of targeted results and actual outcomes.

Summarizing views of researchers (*Demchenko, 2017; Volkova, 2017; Mednikova, 2017; Omarova, Alizhanova, Omarov, 2016*) depending on the content of this function, we came to the conclusion that the project requirements related to the formation of soft skills includes forecasting the development of soft skills based on a thorough analysis of sources for the specified problem and determining the resource base of the educational process in a particular institution of higher education; teachers and students modeling various types of activities for mastering soft skills aimed at gaining experience in the field of communication, team building, teaching and training others, displaying emotions and evaluative actions; planning how to manage these activities; creation of a specific model for the formation of these skills in accordance with the stages of the teacher's design activities; the choice of ways to bring this model into practice; and the assessment of its effectiveness.

We identified stages of the teacher's design activities based on the analysis of the work of M. Demchenko (*Demchenko, 2017: 210*). Their adaptation for the process of forming soft skills in students allows us to state that while forming soft skills we deal: 1) at the stage of conceptual design with the development of an ideal model of the development of these skills which includes certain components in the form of subsystems; 2) at the stage of functional projecting with planning the framework of the model; finding its functional possibilities and possibilities of interconnecting its constituent subsystems; 3) at the final stage of structural projecting with the fine tuning necessary to put the ideal model into reality.

6. Organizational and managerial function

The essence of the organizational and managerial activity of the teacher can be determined through the way respective functions are executed.

Scientists (*Rudevich, 2016: 89–90*) determine the content component of the managerial function through the acts of planning activities, its organization, motivation of participants, control and coordination of actions.

Some researchers (*Aleksandrova, 2012; Polovenko, 2015*) assess basic knowledge of teachers through their managerial actions related to the activities of students, their value orientations, and the ability to give a timely adequate response to students' requests.

Usually, teachers basic knowledge of student management result from processing, analyzing and structuring information from various sources. They are shaped by internal and external factors and should be used when the teacher makes the right decisions aimed at achieving the goals (*Zhuk, 2011: 26*) in the process of interaction with students taking into account ethical and psychological and pedagogical norms.

In addition to knowledge that makes the theoretical basis of teacher's activity in order to carry out the organizational and managerial function the teacher also needs developed skills, which are a reflection of his ability to work in a practical plane. These include (*Cherednichenko, Shapran, Kunytsia, 2011; Frolova, 2006; Rudevich, 2016; Sladkevych, Cherniavskiy, 2007*) creation of a positive emotional climate which makes students psychologically relaxed and increases his motivation to carry out a specific type of activity; regulating relations between participants in the process of achieving the goals; planning, allocation and reallocation of resources during the realization of goals; diagnosing the process of obtaining certain skills by students, controlling the implementation of assigned tasks.

The analysis of the content of the organizational and managerial functions allowed us to formulate the requirements to teachers' activity in the formation of soft skills in students of humanitarian and natural specialties:

those related to the planning process:

- * implementation of planning acts on the basis of available experience (own and students') in the formation of soft skills in classroom and during extracurricular activities, taking into account "gaps" and miscalculations in activities;

- * determining the purpose of interaction and setting out its details at certain stages of the process by providing students with guidance and specifying the timing of their implementation;

- * setting out in detail the ways to resolve issues through the use of particular pedagogical techniques, methods, and approaches (for example, in order to develop critical thinking of students as a component of soft skills we recommend to use such methods as "brainstorming", "Delphi", chamomile Bloom, Vienna charts, work in pairs, etc.);

- * paying attention to resources necessary to create soft skills (technical and informational ones, as well as determining mandatory and additional content, especially in the context of joint learning);

- * outlining a clear plan of action, determining the content of each component

- * prediction of possible results and consequences of activities;

those related to motivation:

- * clarification of motives of students' behavior and the degree of relevance of their skills (self-organization, communication, teamwork, leadership, career, etc.);

- * determination of ways and means of stimulating activity of students (for example, through the organization by students of disputes, trainings, round tables, where they play the role of organizers, moderators, trainers);

those related to execution of control:

- * focus on forms and means of control, filling them with relevant content (for example,

possible forms of control can be seminars conducted by students on a specified topic, publication of summaries or articles in scientific publications with or without the teacher's participation, project work, concert performances, organization of flash mobs and workshops, where students show and improve their soft skills);

those related to coordination of actions:

* ensuring effective interaction by means of coordination of actions and synchronization of work between the participants; defining methods and content of coordination work; redistribution of responsibilities, if necessary; implementation of corrective actions concerning changes in the plan of activities, or in the actions of the participants when they perform a specific task

7. Predictive function

The formation of person's ability to predict through as part of self-regulation is viewed by modern researchers as vital in the process of teaching students in educational institutions (Zeer, Stepanova, 2017).

A teacher should also have these abilities, for which reason scientists (Davkush, 2011: 235–236) focus on the directions of forecasting as a teacher's function in socio-pedagogical, methodological, experimental and personality-oriented dimensions and point to the emergence of special terminology. This set of terms was made up of the following phrases: "expectation of success", "expectation of academic performance", "anticipation of test scores", "anticipation of changes in self-esteem".

One of the conditions for forecasting is anticipation (Tolstosheina, 2002) as the ability to foresee and reflect ahead of time future events at the psychophysiological level.

Components of pedagogical forecasting are (Polak, 1971: 248–251) as follows: intuition on the background of a high level of personal development; fantasy as a product of human imagination; creativity, with the help of which the assigned tasks are resolved in an extraordinary way.

Forms of pedagogical forecasting include planning, goal-setting, projecting and programming. A feature of such a form as planning is logical thinking and practical experience of the individual (Encel, Marstrand, Page, 1975), the presence of which makes the forecasting process more substantiated. Goal-setting is viewed an integral part of forecasting; it is the basis for a wide range of human activities in the process of transforming a requirement into a specific action. Projecting and programming are viewed as forms that add the detail to goals and objectives (Willis, 1987).

Among the levels of predictive abilities of a person, the emphasis is made on personal and cognitive factors (Regush, 1997).

Analysis of the views of scientists (Davkush, 2011; Encel, Marstrand, Page, 1975; Regush, 1997; Tolstosheina, 2002; Willis, 1987) on this issue allows us to state that predictive requirements in the formation of soft skills include

- the teacher's definition of main directions of his activity by forming these skills in students based on the conditions, forms, components, and levels of forecasting;
- foreseeing the results of activity in accordance with the goals set, both in general and at each stage of work;
- expectation of several options for resolving the task taking into account the details of a particular situation;
- forecasting the results and consequences of their own professional actions.

8. Methodological function

The level of formation of soft skills among students is significantly influenced by the execution of the methodological function by the teacher.

Methodological work as an integral part of the teacher's scientific and pedagogical activity includes setting specific tasks (*Berdennikova, Medencev, Panov, 2006: 5; Kondrashova, Permiakov, Zelenkova, Lavreshyna, 2006: 234; Rapacevich, 2005: 307*); meaningful saturation (*Kondrashova, Permiakov, Zelenkova, Lavreshyna, 2006: 238*); system of principles as the basis of its organization (*Berdennikova, 2007; Kondrashova, Permiakov, Zelenkova, Lavreshyna, 2006: 237; Tamozhnyaya, 2010*); and certain functions (*Eroshina, 2000; Kondrashova, Permiakov, Zelenkova, Lavreshyna, 2006: 238*). Links between these elements are based on the acts of interaction between the teacher and students and the assessment of the results of their activities.

In terms of formation of Soft Skills in students, we emphasize the following components of content of the methodological work of a higher school teacher, namely:

- study of the work plans of the academic disciplines in order to obtain data on the possibilities of forming “soft skills”;
- developing a plan on this basis of extracurricular activities which will expand the boundaries of interaction between the teacher and students;
- developing a scientific and methodological complex whose materials will help students to go through the full cycle of the formation of these skills from setting a goal to reflecting on their own activities;
- mastering the principles and methodological techniques of organizing and conducting trainings, round tables, workshops, speaking clubs and other forms of organizing educational activities that contribute to the formation and development of students' soft skills in classroom and during extracurricular work;
- creating a bank of interesting methodological techniques and advice the use of which will provide significant assistance to both teachers and students in the process of developing and improving these skills;
- studying the experience of well-known specialists who are active users of modern soft skills techniques: effective communication, critical and creative thinking, emotional intelligence, leadership, team building, self-organization, etc.
- organization and conduct of activities by teachers (on their own / with the help of students) with the help of active learning methods which will allow students to play various roles that they will have to face in future professional activity to gain experience in building a career strategy;
- methodological support of students in the process of forming soft skills during various types of practice (introductory in secondary schools and as assistants in high schools).

9. Facilitative function

Modern researchers view the pedagogical facilitative function as:

1) a process focused on improving the efficiency and productivity of education as part of cooperation between students and the teacher on the basis of subject-to-subject relation (*Chabanenko, 2020: 656; Fil, 2013; Fil, 2017; Muhametzyanova, Hajrutdinov, 2017: 45*);

2) the method of interactive teaching in higher education aimed at stimulating the processes of self-education and self-development of students (*Plotnikova, Nizhelskoj, 2019; Rajs, 2014*). These processes become more effective if a psychologically favorable climate is created during the interaction of the teacher and the students.

Facilitation is usually carried out in group work (*Sokolova, 2013: 131*).

Some researchers propose to consider the definition of "facilitation" as a component of pedagogical management in various types of educational activities of students (*Muhametzyanova,*

Hajrutdinov, 2017: 48). Management acts are carried out by means of the teacher acting as a “neutral leader” or an “orchestra conductor” (*Sokolova, 2013: 131*). In the process of fulfilling these roles the teacher encourages participants to concentrate on joint goals and content of work that needs to be done; offers students possible ways of resolving the problem, supports the activity of group members in expressing their judgments during discussions without imposing their vision and supporting the position of all parties; guides students’ actions towards obtaining the desired result.

In general, the goal of facilitation in higher education is to develop the subjectivity of students through disclosure of their personality at all stages of the educational process by means of pedagogical support (*Borytko, 2005: 68*).

Some scientists present the algorithm of teacher’s actions as part of pedagogical support as an “attributive circle” of the facilitation process (*Muhametzyanova, Hajrutdinov, 2017: 48*). It includes a certain order as the teacher performs acts to provide support to students in the following areas: motivational; target; search (concerns the subject, methods and means of knowledge); activity; and the reflective.

Based on the analysis of the above-mentioned sources, we define the following main features of facilitative actions of the teacher in the formation of students’ soft skills:

- organization of multilevel interaction in the “teacher-to-student” and “student-to-student” mode in accordance with the “attributive circle” of the facilitation process;
- partnership style of interaction between the teacher and students;
- emphasis on the processes of self-improvement and self-development of personal and professional qualities by students in conditions of pedagogical support;
- functional and organizational unification of the actions of teachers and students through a clear action plan and observing its main provisions on the basis of diagnosing the problem that has arisen; availability of information on how to resolve it; consultations with the teacher in the process of making a unified decision; providing timely assistance, if necessary, in the implementation of goals;
- the use of facilitation methods in the process of conducting seminars with students, organizing conferences, analyzing problem situations, working on projects, generating new ideas by them during group communication;
- the manifestation (if necessary) of the teacher’s personal attitude to the acts of interaction in order to determine attitudes and motives of students, prevent conflict situations, correct actions and find ways to overcome difficulties.

10. Conclusions

All of the above allows us to make the following conclusions:

1. All functions performed by the teacher in daily activities are interrelated and interdependent.
2. Knowledge of the content of each of these functions (educational, didactic, research, design, organizational and managerial, prognostic, methodological, facilitative) determines the specifics of requirements to a higher school teacher in the process of forming students’ soft skills.
3. The general requirements to a teacher’s actions, regardless of the specifics of a particular function, are his readiness to overcome obstacles that stand in the way of forming students’ soft skills in typical and atypical situations; ability to adjust and flexibility in solving assigned tasks; balanced reaction when responding to the situation; partnership and a high level of interaction; the ability to provide timely assistance to students and support them in the process of forming their own image, correcting personal and professional growth; analysis of the results of their activities and the consequences to which these actions led.

We see prospects for further research in a detailed study of the pedagogical conditions that contribute to the development of soft skills in students in various educational segments.

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INNOVATION, WORK, SOCIETY

FACTORS OF CORRUPTION AND CORRUPT PRACTICES
WITHIN THE CONDITION OF THE TRANSITIONAL UKRAINIAN SOCIETY:
SOCIOLOGICAL ANALYSIS**Denys Chumachenko**

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Summary

The article describes the formation and realization of corrupt practices in the modern Ukrainian society (on the example of Zaporizhzhia Region). The validity of corruption in the transitional society is in legitimization and institutionalization of informal regulatory system, which generates corruption relations at macrolevel (State, social subsystems), mesolevel (organizations, institutions, enterprises) and at microlevel (corruption interaction of individual actors – petty corruption). The emergence and institutionalization of corrupt practices is carried out under the influence of many factors, the weight of which may vary depending on the civilizational and societal development of the country, political systems, cultural and mental peculiarities. Transitional societies, where transformation of social, economic and political systems at all levels, are characterized by integrated and system influence of different groups of factors (political and legal, organizational and managerial, social and economic, sociocultural and social and psychological factors), which form informal standards, regulations and rules of public, social relations and the appropriated social structure that supports their legitimization.

The main group of factors of corrupt practices have been defined based on legitimization and institutionalization of informal regulations and rules of social interaction in the transitive Ukrainian society: political and legal factors; organizational and managerial factors; social and economic factors; sociocultural and social and psychological factors.

Keywords: corruption, corrupt practices, transitional society, institutionalization of corrupt practices, factors of corruption and corrupt practices.

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1. Introduction

Within the conditions of weak and poor democratic traditions, imperfection of national legislation, inefficient activity of governmental institutions and insufficient level of political and legal culture of the modern transitional society, one of the most dangerous phenomena is corruption. The most problematic characteristic of this phenomenon of corruption was that it began to be perceived on a daily basis as social norm, although at the level of verbal expressions

the majority of the population declaratively supports the idea on the danger of this phenomenon. Therefore, a comprehensive study of the essence of corruption, the reasons that cause its emergence and its sustainable reproduction or functioning, forms of corruption and corrupt practices in the modern Ukrainian society is an important problem for social and humanitarian knowledge and implementation of State (governmental) policy to fight corruption in the Ukrainian society at all levels.

2. Analysis of recent research and publications

The complexity, significance and relevance of the study of corruption as a social phenomenon explains the increased interest from scholars and researchers to this problem. A number of social and humanitarian sciences study this problem: economics, sociology, politology, history, and legal science (law) and others. During the recent years there's a growing interest to comprehensive scientific understanding of corruption; a number of scientific publications has increased. The following scientists devoted their deep research to the study of this phenomenon: L.Arkusha, L.Bahrii-Shakhmatov, V.Borysov, Yu.Baulin, V.Baiduk, P.Heh, O.Hid, M.Honcharenko, O.Dul'skyi, A.Zakaliuk, V.Zelenetskyi, O.Kalman, V.Klymenko, M.Korniienko, M.Melnyk, N.Matiukhina, M.Mykhalchenko, Ye.Nevmerzhytskyi, S.Omelchenko, A.Redko, A.Safonenko, O.Svietlov, V.Sirenko, V.Tatsii, O.Tereshchuk, M.Khavroniuk, F.Shulzhenko, V.Chekhovych.

Foreign scholars paid considerable attention to comprehension of the content and essence of corruption, its sources and determinants – K.Abdiiev, H.Avrek, I.Averkiiev, S.Barsukova, M.Bartoshyn, A.Bystrova, A.Burov, B.Volzhenkin, D.Halytskyi, L.Habriel, L.Hevelynh, S.Huriiiev, R.Hrynberh, P.Dzhereli, O.Dudorov, P.Kabanov, H.Kaluhin, A.Kyrpychnikov, I.Kliamkin, V.Komisarova, V.Komrovskyi, S.Kordonskyi, N.Kuznietsova, S.Lipset, V.Lukomskyi, S.Mak-symov, O.Nikelin, M.Niukhina, O.Pachenkov, S.Perehudov, S.Pundel, L.Petter, S.Rymskyi, S.Rouz-Akkerman, O.Popov, H.Satarov, Dzh.Skott, I.Semenenko, A.Soloviov, L.Tymofieiev, A.Chuklinov, F.Shulzhenko. However, despite a large number of publications on corruption problems, it is necessary to emphasize insufficiency of a comprehensive analysis on the factors of corruption actions and corrupt practices in the context of the modern transitive Ukrainian society.

3. Formulation of the article objective

The purpose of the study is to determine factors of formation and realization of corrupt practices in the modern Ukrainian society (on the example of Zaporizhzhia Region).

4. The statement of basic material

Corruption as a social phenomenon in modern sociological science is associated mainly with disfunction of social processes in transitional or transitive societies, which can cover all areas of social space, resulting in a social phenomenon, according to O.Stehni (Stehnil, 2012: 9), «prevasive corruption». It is transitive societies (which includes Ukrainian society) where the dissemination of corruption reaches its highest level.

Corruption – is a multidimensional and multifaceted concept which includes many aspects of economic, legal, political nature, and that is why it should be considered in interdisciplinary context. Therefore it is necessary to mention that there are a large variety of approaches to corruption definition. Many researchers define this phenomenon as criminogenic, although there's the following point of view, that «corruption – is not that much of a legal concept, but social and moral» (Bolshoi tolkovyi: 91).

Scholars, studying the essence of corruption as a social phenomenon, determine several conceptual approaches to corruption definition (Kupriyanov: 2011). The first approach interpretes this social phenomenon in a broad sense as a direct use by an official his official position for personal enrichment. The second approach describes corruption as a certain type of social and economic relations. In this approach corrupt practices (bribery) is either a specific market of goods and services, where transactions between the actors are done from time to time and the laws of supply and demand are applied, or where corrupt relations are first built into the system of social order. According to the third approach corruption is considered within the framework of two strategies of behavior of social groups. The first strategy means the despoliation of the State by business, that is taking over actions by commercial structures to implement shadow control over civil servants. The second strategy involves the despoliation of the business entities by government entities (or government institutions), when civil servants or officials organize control over commercial companies for personal enrichment. The fourth approach is based on the definition of corruption as a system-related phenomenon. And for that matter, corrupt practice (ie bribery) is viewed as a defect of the entire system of social relations in general (public administration, economy, and social morality).

Professor N.Kuznetsova proposes to view corruption not only as a legal, but as a social, economic and moral phenomenon, which affects and harms normal functioning of moral and legal relations in the society and the State (*Kuznetsova, 1993: 32*). This approach is regarded to be the most successful and advantageous as corruption cannot be considered only in the legal aspect. Thus, ignoring other sides of corruption which characterize it as a social, political and economic phenomenon, it is impossible to define the nature of the origin of the term «corruption».

M.Melnyk gives similar definition: «Corruption – is a multifacet social and economic, political, legal and moral phenomenon, which consists of a set of illegal and unethical actions. Corruption – is not so much a legal problem as social and economic one. As a legal category, corruption – is a collective legal concept, which covers a set of interrelated delicts or offences against the law» (*Melnyk, 2004: 34*).

Sociological approach to the theoretical analysis of corruption involves the analysis of diversity of regulatory systems and social factors, which cause corruption behavior and this approach enables showing the differentiation of the assessment of this phenomenon by different subjects. In sociological interpretation corruption is acknowledged as a form of social relations, involves its analysis as a form of interaction between entities, which possess different amount of resources within various institutions as regulatory systems.

In our opinion, the essence of corruption in the transitional society is legitimization and institutionalization of informal regulatory system, which generates corruption relations at macrolevel (State, social subsystems), mesolevel (organizations, institutions, enterprises) and at microlevel (corruption interaction of individual actors – petty corruption). The emergence and institutionalization of corrupt practices is influenced by many factors, the impact of which can vary depending on civilizational and societal development of the country, political system, culture and mental peculiarities. In our opinion, transitional societies, where transformation of social, economic and political systems takes place at all levels, are characterized by the complex and system influence of various groups of factors, which form informal regulations and rules of social relations and appropriate social structure, which supports their legitimization.

Let's define the major groups of factors of corruption in the Ukrainian transitive society. Modern researchers and scholars define various factors of the emergence of corruption in the modern Ukrainian society. Thus, S.Serohin determines the following main reasons of dissemination of corruption in Ukraine (*Serohin, 2009: 136-137*): stratification, uneven development

of market economy; polarization of the society; contradiction between the rapidly changing conditions of market economy and the current legislation; contradiction between legislative and moral and ethical regulation of entrepreneurship; contradictions in political system, which are represented by government and business; the need for survival of the population in the difficult conditions of the market relations development; creating an artificial shortage of resources; procrastination in decision-making process. On this basis, the author proposed a system of reasons and factors of corruption dissemination in Ukraine during the period of social transformations, which includes: 1) political factors (closed political system, non-transparency of the managerial decision-making, extremely slow development of the political structure and and consciousness of society, first of all its public institutions, inconsistency in anticorruption policy); 2) economic factors (non-transparency of economic processes); 3) legal factors (insufficient legal base for effective fighting with corruption; lack on the regulatory level of integral system of measures of preventive influence on the causes and conditions, which contribute to corruption and corrupt practices); organizational and management factors; 5) social and psychological factors (unformed anti-corruption consciousness) (Serohin, 2009: 137).

V. Malinin pays attention to traditional approach to understanding and comprehension of the reasons or motives of corrupt behavior, which helps to determine, describe and explain the main reasons that cause corruption that affect its existence, realization, dissemination and transformation (modification or alteration). V. Malinin underlines the main causes, that determine corruption due to its content or spheres of social life, and divides them into the following: 1) legal; 2) organizational and managerial; 3) educational; 4) ideological; 5) social and economic; 6) social and psychological; 7) social and political and some other reasons and conditions or processes and phenomena, which cause (or determine) maleficence or criminality in these spheres of life of the society (Chasnaya kriminologiya, 2007:154-177).

L. Bilinska emphasises the following groups of factors and conditions of corruption development: 1) economic (unfavorable environment for activity of enterprises; lack of transparency of many economic processes); 2) legal (absence of the integral system of anti-corruption measures, uncertainty in responsibility for corrupt actions, formal nature of the current system of income declaration etc.); 3) organizational and managerial (lack of clear regulation of officials, the prevalence in the personnel policy cases of the vacancy filling through connections (favoritism, cronyism, nepotism) etc.); 4) social and psychological (underdevelopment of civic consciousness, self-serving state officials, professional and moral deformation of public servants etc.) (Bilinska, 2013: 140).

Therefore, it's possible to determine several main groups of factors of corrupt practices based on the legitimization and institutionalization of informal regulations and rules of social interaction in the transitive society: 1) political and legal factors; 2) organizational and managerial factors; 3) social and economic factors; 4) sociolultural and social and psychological factors.

Political and legal factors of corrupt practices could be divided into several independent but interrelated and interdependent groups. Each of these groups of factors separately is not able to lead to corruption, only their certain combination or consequent interaction lead to individual and mass corrupt behavior. According to V. Malinina (Chasnaya kriminologiya, 2007) the first group of factors includes insufficient legal regulation of state and public activity which contributes to formation of informal regulatory system for regulation of legal relations in society: 1) improper legal regulation of official powers of officials of public authorities and local government; 2) lack of clear division of competences between them; 3) duplication or overlap and combination of official duties of different public authorities. The second group of factors of existence, realization and dissemination of corrupt behavior includes vivid and obvious

disadvantageous features in the current domestic legislation, which regulates different spheres of life-sustaining activity. This group of factors consists of the following: 1) insufficient effectiveness of current criminal legislation on responsibility for certain types of corrupt behavior; 2) improper legal regulation of financing of election campaign to governmental authorities, which leads to electoral corruption; 3) lack of adequate legal framework to fight corruption, although anti-corruption legislation and anti-corruption program independently do not guarantee corruption reduction; 4) certain categories of officials possess the exemption or privilege from criminal prosecution; 5) the state of corruption is influenced by the imperfection of electoral legislation, which does not ensure the real dependence of the elected officials on their electorate etc.

Organizational and managerial factors play an important role in corruption development. These factors are tightly related to political and legal factors of corruption relations, such as – managerial which contribute to its existence, dissemination and transformation. Any managerial activity possesses disadvantageous features, but not all of them lead to corrupt behavior: 1) instability in State or Civil service; 2) lack of effective financial and other state, public or civil control over the officials activity; 3) inefficiency of State law enforcement agencies and watchdogs and courts; 4) weak and poor coordination of the activity of law enforcement agencies both within the State (at the national level), and between different Regions (at the interregional level); 5) lack of adequate forms of social control over the activities of public authorities by civil society institutions; 6) weakness of civil society institutions, including the underdevelopment of the party system, which reduces the level of real political competition and serves as an effective means of restriction of corruption. Besides, the mentioned factors spread political instability in society, which turns in increase of qualitative and quantitative indicators of corrupt behavior of society at a simple household level. In general, it is possible to determine the following reasons that cause corruption: criminalization of power relations (dependence of the government on private capital), low wages and social guarantees of civil servants, lack of public control over governmental authorities, imperfection of legislation, which regulates of power-capital relations. Combination of these and other causes lead to a significant dissemination of corruption.

Social and economic factors of corruption in the transitional society are associated with transition to market, competitive relations in the economic system. Poor social and economic conditions: low production level, low wages, low social benefits, unregulated entrepreneurial and business activity, imperfect taxation system, instability in banking and finance systems, lack of governmental economic policy, high unemployment rate, labour migration of the population etc are significant factors of corruption dissemination into all spheres of social life, creating informal corruption schemes in the economy of the country. But, as it was mentioned before, the leading factor of corruption in economic sphere, which leads to shadow economy, is merging business and authorities (governmental authorities) and lobbying at the state level for the corporate interests of large oligarchic financial and industrial groups. As S. Piasecka-Ustych mentions: «The shadow economy mainly depends on the general state of economy, living standards of the population and governmental restrictions. Negative consequences of the shadow economy are obvious. Going into «shadow» from the legal circulation of significant funds reduces efficiency of the credit and financial systems, freezes the situation with nonpayments or delay in payments, negatively affects and worsens investment climate, destroys social infrastructure of the society, creates and stimulates conditions for capital export abroad, promotes the organized crime. It contributes to economic, moral and political statutes of the society many things that can be considered as increasing threats to economic security of the country: high level of property differentiation of the population, deformation of the structure of the economy, increase in inequality of social and economic development, criminalization of the society

and all spheres of economic activity» (*Piasetska-Ustych, 2016: 35*). Therefore, the following peculiarities of relations of business and government are among the factors that form informal regulatory relations (corrupt practices) in Ukraine: 1) state policy is directly dictated by the private interests of those who are in power (or in the office) or of those who are close to those who are in power, able to influence the government; 2) additional and shadow income form the main and necessary part of income of governmental officials; 3) corrupt behavior became a standard in economic and political culture; 4) the executive power is actively using «shadow» forms of income mobilization and incentives.

Sociocultural and social and psychological factors of corrupt practices institutionalization in the transitional Ukrainian society. It is possible to define the following among these factors: 1) consequences of Soviet type of interaction in the system «power (nomenclature, government establishment, elite who controls politics, officials, leaders) – citizen»; 2) peculiarities of the traditional Ukrainian mentality, traditional system of values and standards; 3) crisis state of public consciousness – high level of anomy demoralization of the population (*Kuznetsova, 1993*); 4) emergence of new social groups – deformation of social structure of the society etc.

Thus, the influence of corruptogenic factors, or rather their interaction, in the conditions of transitive society, creates conditions for institutionalization of corruption at different levels of the society functioning and social interaction, which is reflected in emergence and domination of certain types and forms of corrupt practices and relations. Therefore, informal regulatory system in the form of corrupt transactions and exchange covers various spheres of public and social life.

To identify the reasons of corruption and corrupt practices in the modern Ukrainian society a sociological survey of the residents of Zaporizhzhia Region was carried out (n=500, November 2019). There were 500 respondents in the survey aged 18 and older – residents of Zaporizhzhia Region. The sample consisted of: 1) men –45%; women –55 %; 2) 18-40 years – 39%, 40-69 years – 48%, older than 70 – 13%. By education: 29% –higher education, 46% – secondary special, 25% – secondary education and lower.

The subjective perception of the frequency of respondents' encounters with corruption was measured with the help of the question «How often do you encounter any form of corruption?» (Fig. 1).

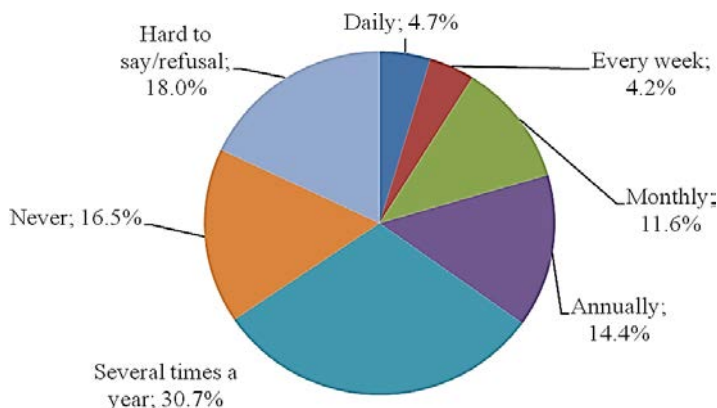


Fig. 1. The subjective perception of the frequency of encounters with corruption

It's possible to state that general corruption level of Ukraine remains very high. Almost 2/3 of the respondents (65.6%) answered that they encountered corruption during in the last 12 months, and a fifth part (20.5%) encounters corruption at least monthly. It's important to mention that among those who possess corruption experience 56.5% have experience of extortion bribes and 35.6% have experience of voluntary bribes.

Citizens' views on the reasons that cause corruption remain quite stable. It's hard to define one main factor which causes corruption in Ukraine, but it is rather the result of combined influence of a number of factors, the main ones are illustrated by Fig. 2.

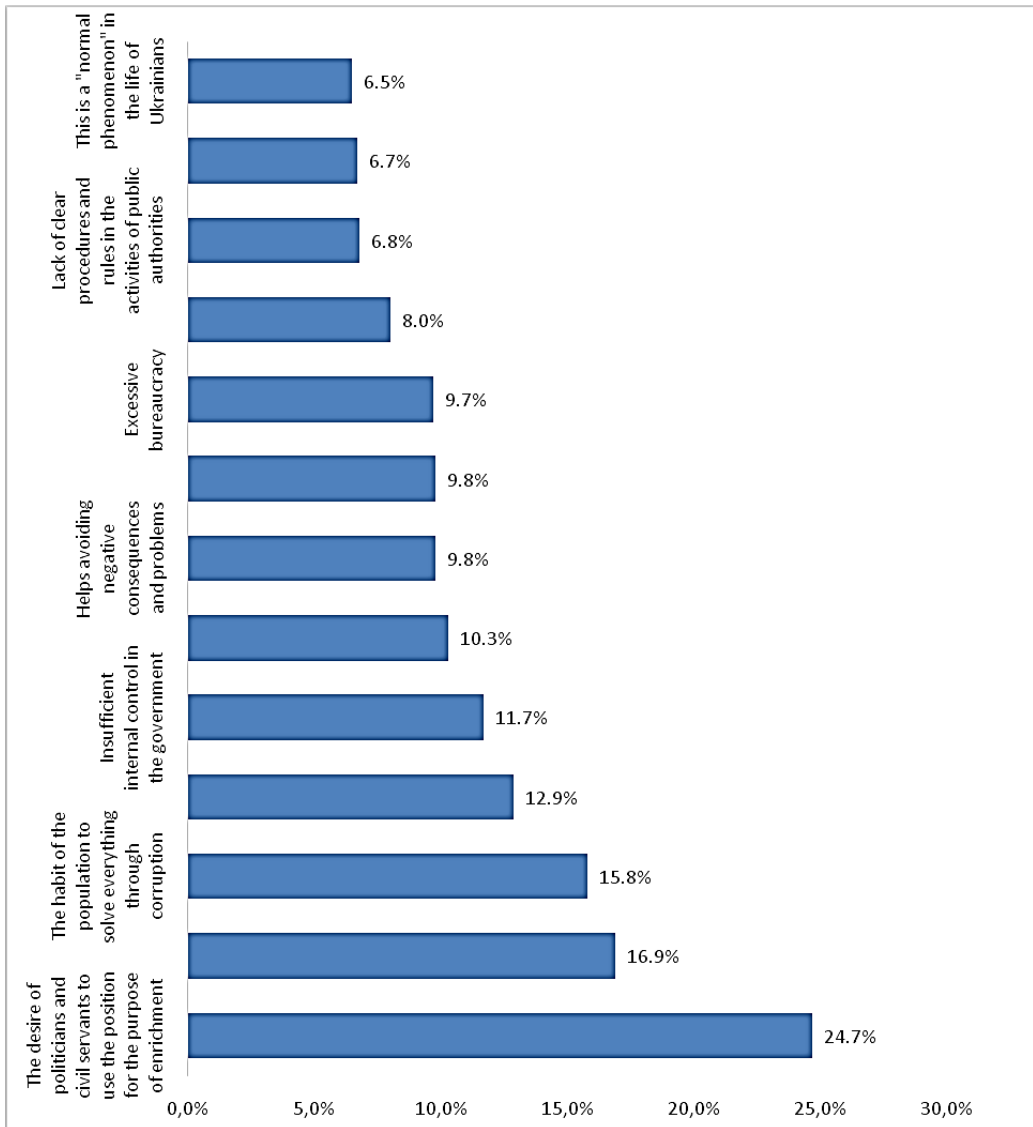


Fig. 2. The main reasons that cause corruption and corrupt practices (it was possible to choose several options)

Very often the main reason that causes corruption was the desire of the officials to use their official position for private benefits or personal enrichment (24.7%). The highest governmental authorities of the country help them in this activity due to their unwillingness to fight corruption (16.9%) and the population itself, which is accustomed to solving their own problems in this way (15.8%). 11.7% of the respondents mentioned the insufficient internal control in the governmental authorities, and about 10 % of the respondents are convinced that corruption is caused by rather complicated and imperfect legislation of Ukraine. It's worth mentioning, that «habit», «routine» of corrupt practices as a factor is almost 42% of the proposed statements, and the factors of external influence (mainly as inactivity and passive position of the State) – almost 80%.

5. Conclusions

The emergence and institutionalization of corrupt practices is carried out under the influence of many factors, the weight of which may vary depending on the civilizational and societal development of the country, political systems, cultural and mental peculiarities. Transitional societies, where transformation of social, economic and political systems at all levels, are characterized by integrated and system influence of different groups of factors (political and legal, organizational and managerial, social and economic, sociocultural and social and psychological factors), which form informal standards, regulations and rules of public, social relations and the appropriated social structure that supports their legitimization.

The results of sociological survey indicate that the following factors are the dominant factors of formation and realization of corrupt practices in the Ukrainian society: (1) external factors (external locus of control) as the State responsibility for corruption dissemination, and (2) internal factors (internal locus of control) as society's perception of corruption as «normal» practice of social interaction.

Identifying of sociocultural factors of corruption and corrupt practices in the Ukrainian society could be a challenging issue for further research.

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SECURITY POTENTIAL OF PERSONALITY: EMPIRICAL VERIFICATION OF EVERYDAY PRACTICES AND STRATEGIES OF BEHAVIOR (ON THE EXAMPLE OF THE SOUTH OF UKRAINE)

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Summary

The author considers the potential of a person's safety as the basis for ensuring his life, associated with the presence of motivations, volitional qualities, dispositions to act in dangerous or extreme critical situations, not only at the level of the self-preservation instinct, but also on the basis of the inclusion of self-organizing reactions and the implementation of rational behavioral practices. The article analyzes the results of empirical research, which made it possible to verify the everyday practices and strategies for ensuring the safety of the respondents using V. Yadov's projective methodology and risk appraisal method of G. Schubert. The author found that when designing systems for safe life, almost half of the respondents choose a passive strategy of behavior. Most individuals are characterized by an active attitude of confronting or avoiding hazards. In terms of safety, almost 2/3 of the respondents have inherent potential; among the active behavioral strategies for ensuring the safety of life, they make a choice in favor of event, situational or parametric behavior. Young people, in spite of their propensity to take risks, in most cases choose problem-targeted strategies of behavior.

Keywords: life safety, empirical sociological research, personality, construction of a safe life system, behavior strategies.

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Introduction

The level of life safety is determined by both external objective factors and internal characteristics of a person, which are not equally intensely correlated with external influences and the need to secure life. The microlevel of security is regulated by existential needs, which are the basis of its reserve in situations where socially acceptable ways to achieve a safe state are not available. By that, providing the opportunity for the individual to act simultaneously as both an object and a subject of security. The personality constructs the subjective world, building a hierarchy of value priorities through the prism of awareness of the presence of threats and dangers. According to its effectiveness as a system of securing of one's own life, it completely depends on its cognitive, emotional and volitional, motivational competencies, the ability to self-organization, which make it possible to timely reveal, identify the danger, and adequately respond to it.

Analysis of recent research

O. Zotova notes that self-regulation can be viewed as a mechanism for ensuring protection against threats and dangers due to the choice of optimal personal methods of managing the situation among all available under one or another objectively subjective conditions

of activity. Assessment of life safety through the prism of development is updated due to the fact that self-regulation is based not on adaptation to threats and dangers, but on the formation of internal resources, new personal qualities, abilities to resist them (Zotova, Zinchenko, 2010: 21–22). Sharing the reasoning of O. Zotova, T. Krasnyanska focuses on the fact that the biosocial nature of a person simultaneously contributes to and hinders self-maintenance of security. Thus, asthenic emotions, difficulties in making volitional decisions, memory limitations, violations of the communicative sphere, inadequacy of interpretation significantly violate the security potential of the personality (Krasnyanskaya, 2005: 148–149). A personality is able to manifest his or her security potential at all levels of securing of life, using it only in his or her own selfish intentions, for the good or in spite of others. According to O. Kamenska, the basis for the security potential is subjectivity – the attitude of a personality to himself or herself as a subject, which is actively acting. The leading properties of subjectivity are humanistic motivation, internal locus of control, flexible and open “Self-concept”, goal-setting (Kamenskaya, 2017: 18).

Setting objectives. A subjective assessment of the security level of the living space is necessary, but insufficient, because, in addition to the level of anxiety, social well-being, mood, it is appropriate to study a person’s readiness for specific actions in conditions of relative deprivation of vital needs. Therefore, based on the relevance and degree of development of the scientific topic, the purpose of this article is to analyze the results of empirical studies (a public opinion survey of residents of regional centers of the Southern region of Ukraine "Functioning of the Security Environment of the Cities in the South of Ukraine", implemented by the Mykolayiv Center of Sociological Research of Black Sea National University named after Petro Mohyla, (the term of realization – from September 24 to October 6, 2018, sample population – 801 people, sample is multi-stage, zoned, quota with non-repeatable random selection of respondents, design effect is 3.54%); survey of students of higher educational institutions of the South of Ukraine “Risky Behavior of Student Youth” (the term of realization – December 2015 – January 2016, sample population of 409 students, multi-stage sample with non-repeatable random selection of respondents, representative by the form of ownership of the institution of higher education, location, course of study and sex of students, design effect is 4.27%) (Meizhys, Kalashnikova, 2016), the systematization of which made it possible to carry out empirical verification of everyday practices and strategies for ensuring the security of life of these groups of respondents using the projective methodology of V. Yadov (Yadov, 1997: 84) and risk appraisal method of G. Schubert (Petrovskij, 1997).

Presentation of the main research material

According to the results of the study, it was found that 44.5% of the respondents place the responsibility for ensuring the safety of their lives on others. Citizens have rather high expectations from others: social institutions, organizations, groups, specific individuals – to whom they shift the responsibility (Table 1).

Behavioral responses to challenges and threats to life safety are expressed mainly as passivity, apathy. The use of projective questions makes it possible to determine how consciously a person perceives everything that happens to him or her, has the ability to transfer his or her life experience to projected situations. In this case, the projective methodology is focused on determining the security potential for its further correction through the development of significant competencies.

Table 1

Distribution of the respondents' answers to the question
“What do you think, what, in the first place, does the securing of your life depend on?”
 (% of the total number of respondents)

Answer options	%
Mostly on other people	15.3
To some extent on me, but more on other people	29.2
Equally on me and on other people	30.1
More on me than on other people	13.8
Mostly on me	11.5
Difficult to answer	0.1

Table 2

Distribution of the respondents' answers by age to the question
“If what you fear the most happens nevertheless, how will you behave?”
 (% of the total number of respondents in the social group)

Answer options	Age of respondents				
	18–29 years old	30–39 years old	40–49 years old	50–59 years old	60 years old and older
I will do everything possible and impossible in order to mitigate the impact of the hazard or prevent its negative consequences as much as possible	48.1	39.2	32.1	26.4	25.9
I think that nothing depends on my actions	44.2	54.3	61.2	66.5	70.1
Difficult to answer	7.7	6.5	6.7	7.1	4.0

The majority of people in the survey express moderate fatalism, which increases with age. If in the youth cohort the number of those who are concerned (44.2%) and those who intend to act actively (48.1%) is almost the same, then among older people the number of those who are ready to resist dangers actively (25.9%) is three times less than those who believe that nothing depends on them in this life (70.1%) (Table 2).

As well as self-confidence, optimistic expectations about the possibility of getting help from relatives, friends, acquaintances fade with age, and more and more hopes are pinned on the appropriate state institutions that ensure security. The number of young people aged 18–29 who are able to solve problems on their own is 19.4%, while in the group of informants of 60 years old and older with the same life position, it is already three times less (Table 3).

Among the informants, 76.0% are ready to help civil servants in matters of securing of life, most of them are focused on collective values, expressing intentions to social actions, opposing threats to the life and health of fellow citizens (Table 4).

If we talk about specific areas of interaction aimed at preventing threats and minimizing their consequences, the majority of respondents are ready to be active, first of all, in those areas of everyday life, where they are able to exercise control. In addition, the total number of citizens for whom the forms of individual participation are acceptable (dissemination of information about obvious threats, emergencies, direct voluntary participation in the work of state bodies to ensure the safety of life on a volunteer basis) is greater than those who pin their hopes on collective events (Table 5).

Table 3

**Distribution of the respondents' answers by age to the question
"What will your first actions be in case of a real threat to your life and health?"**
(% of the total number of respondents in the social group)

Answer options	Age of respondents				
	18–29 years old	30–39 years old	40–49 years old	50–59 years old	60 years old and older
I will solve the problem myself, there is no other way out	19.4	17.3	16.6	8.7	6.4
I will ask for help from relatives, friends, acquaintances who will be able to protect me	30.8	22.4	19.9	18.2	13.3
I will contact the relevant state authorities which ensure security	48.4	58.8	61.8	71.1	74.0
Difficult to answer	1.4	1.5	1.7	2.0	2.7

Table 4

Distribution of the respondents' answers to the question "Are you ready to cooperate with government agencies that ensure the safety of life of the population?"
(% of the total number of respondents)

Answer options	%
Yes, in any situation, under any circumstances	13.1
Rather yes, it all depends on the specific circumstances	42.7
Yes, but on condition that the case concerns me personally	20.2
Probably not, I don't want to have additional problems	12.7
No, under no circumstances	4.3
Difficult to answer	6.8

Table 5

**Distribution of the respondents' answers to the question
"What forms of engagement in the activities of employees of state bodies that ensure life safety are most acceptable for you?"** (% of the total number of these answer options)

Answer options	%
Dissemination of information about obvious threats, emergencies	28.1
Direct voluntary participation in the work of state bodies to ensure life safety on a volunteer basis	13.6
Development and implementation of social projects on topical issues of urban space safety	19.3
Participation in public expertise of projects on life safety	18.5
Other (specify)	3.1
I do not want to participate in the activities of state bodies that ensure the safety of life	13.5
Difficult to answer	3.9

The situation is explained, on the one hand, by the low level of both horizontal and vertical trust, on the other hand, by the lack of confidence in one's own strengths to resist threats external to a particular person (unemployment, impoverishment, crime, environmental pollution, etc.). One of the components of the security potential of a personality is awareness

of the activities of the state bodies, which protect security in various spheres of his or her life. The average awareness indicator is 79.4% (the sum of the arithmetic mean values of the percentages for the positions "fully informed" and "partially informed") and indicates a high level of relative primary awareness (Table 6).

Table 6

Distribution of the respondents' answers to the question "To what extent are you informed about the activities of state bodies that ensure the safety of life in such areas ...?"
(% of the total number of respondents)

Answer options	Fully informed	Partially informed	Not informed	Difficult to answer
Activities of internal bodies of the state to combat crime	30.3	48.5	16.4	4.8
Activities of internal bodies of the state to counter extremism, terrorism	44.5	36.6	8.4	10.5
Activities of technical services to counter technological and environmental disasters	49.8	36.2	9.0	5.0
Activities of sanitary and epidemiological services to prevent the spread of morbidity of the population	35.6	39.4	17.5	7.5
Activities of labor protection services to prevent industrial injuries, violation of labor legislation	30.8	43.7	14.9	10.6
Activities of civil defense headquarters	43.1	38.7	8.3	9.9
Activities of emergency medical services	34.0	44.9	16.3	4.8

However, it is worth noting that the subject of the study was not to determine the awareness of specific implemented measures, as well as their effectiveness in the light of the outstanding type of threats to the life safety of the personality.

A relatively high level of security potential is shown by 41.4% of the respondents, who are already taking all necessary measures to protect their own lives and health, another 24.1% intend to do this. More than a third of the respondents (38.3%) take all necessary measures to protect the lives of their relatives, acquaintances, friends, and almost the same number of respondents (30.8%) are ready to take active steps in this direction (Table 7).

According to the assessment of the readiness for specific actions to protect against threats, we note that every second informant tries to avoid dangerous places, every tenth respondent uses active methods of self-defense (he or she has the skills of self-defense and has means of self-defense with him or her). However, there are certain gender differences, because men consider themselves to be more protected than women (Table 8).

As you can see, the subjective level of security is actualized in the social space in the course of various forms of personality activity. Securing of his or her own life, he or she plans behavior strategies, organizes his or her desires, feelings and mind, acts actively, turning dangers into development factors.

The analysis of empirical data indicates the presence of a high level of awareness, sociability and education as the basic components of security potential, which is inherent in 2/3 of the respondents. Only a third of city dwellers are capable of making situational interim decisions, acting actively for the sake of others, possessing such components as intelligence and self-organization.

These properties of the personality as a system of securing of life are closely interrelated and can be used to substantiate the directions for improving self-regulation mechanisms.

Table 7

Distribution of the respondents' answers to the question
“What are you ready for in order to protect yourself from the most probable threats?”
 (% of the total number of respondents)

Answer options	I am already doing this	I intend to do this	No, I am not ready for such actions	Difficult to answer
I am ready to take all necessary measures to protect my own life and health	41.4	24.1	28.0	6.5
I am ready to take all necessary measures to protect my relatives, acquaintances, friends	38.3	30.8	24.4	6.5
I am ready to take all necessary measures to protect the population of the city where I live	5.3	22.8	65.3	6.6
Not ready to act independently, but I will join the "rescue team"	8.1	21.0	64.2	6.7
I see no reason to do something, it is worth waiting until better times	21.3	9.7	62.6	6.4

Table 8

Distribution of the respondents' answers by gender to the question
“What are you ready for in order to protect yourself from the most probable threats?”
 (% of the total number of respondents in the social group)

Answer options	Gender of respondents	
	Men	Women
I don't carry a lot of money with me	15.2	20.4
I try not to leave the house unnecessarily in the dark	16.3	19.1
I carry self-defense means with me	11.4	17.4
I try to choose safe routes of travelling, bypassing unfavorable places	7.5	15.6
I ask relatives and friends to meet me if I return home in the dark	1.7	10.2
I have self-defense skills	2.2	2.1
I feel safe, I do not use any means	38.6	14.4
Other (specify)	7.1	0.8

Personal life safety is determined, on the one hand, by the ability to counteract threats and dangers, on the other hand, by the ability not to create uncertainty and to avoid it. The desire of a person to clarify this situation for himself or herself, to make it more understandable, predictable is associated with risk. After all, in the case of restriction of freedom, making a choice is actually boiled down to a special process of self-knowledge. A person's assessment of his or her own ability to implement a volitional act is a kind of attempt to test himself or herself with a risky action. Thus, the propensity to take risks (risk-iness) in its positive manifestation can be considered as sub-property of security potential, as life-organization.

As known, it is impossible to achieve absolute safety due to the high level of volatility of risks of both natural, techno- and sociogenic origin. Therefore, from the point of view of the possibility of managing the system of life safety, the interest in the study of riskiness is associated with an assessment of the individual's desire to go beyond the possible, the willingness to neglect personal safety for the sake of the collective one. Since the mastering of a culture of life safety involves the generation of non-trivial strategies of behavior in dangerous, extreme and critical situations, a balanced risk culture can be considered as its integral component.

Young people are characterized by most of the signs of risky behavior, in particular, emotional instability, self-confidence, value-normative deformations, and impaired self-regulation. This socio-demographic group is characterized by a desire for everything new and a perception of risk as a chance to achieve success. Young people reflect less than others about the possible consequences of risk, sometimes relying only on a happy providence. Risk in localized forms is one of the ways to implement the innovative resource of the younger generation.

Table 9

**Distribution of the respondents' answers to the question
"What statement is the closest one to your life ideals?"**

(% of the total number of respondents) (Meizhys, Kalashnikova, 2016: 18)

Answer options	%
Risk is the only way to be successful	12.6
Taking risks means doing what you don't know	15.3
There is one big risk in life – doing nothing to live better	26.6
If you do not risk, you will have to be content with everyday life	29.9
Risk-free people behave reasonably	15.6

Based on the results of the analysis of the data obtained, it was found that for the majority of the surveyed students, risk is an integral, normal, necessary component of life. In their view, risk is value. Thus, 56.5% of informants believe that it is practically impossible to achieve success in life without risking (Table 9).

For the sake of achieving the desired goal, more than a half of the respondents (53%) are ready to take risks. Another part of the respondents (47%) are not ready to take risks, not being sure of a positive end result. If to talk about what exactly students are ready to take risks, it is worth noting that the part of young people who are ready to risk everything is 18.11% of the total number of those who agree to take risks – 9.6%, respectively. Most of those who agree to take risks are ready to change their permanent place of residence (41.9%). All the rest are almost equally ready to sacrifice their career (10.7%), their own life (7.3%), relationships with a loved one (6.2%), friendship (5.7%), health (5.6%) (Table 10).

It turned out that the opinions of the respondents are diametrically opposite. Slightly more than half (53.0%) of young people are rather self-confident, as a result, they form behavioral strategies that are inadequate to their goals, and defense mechanisms are insignificantly actualized. Most often, their riskiness is not justified. However, others are characterized by low self-esteem, as they prefer a "guaranteed success" strategy, not wanting to take risks.

From the standpoint of the individual's readiness to neglect their own safety for the sake of the collective one, which makes it possible to single out such groups of young people: those who are able to refuse from safe conditions for the sake of others – 12.1% of the respondents; those who are partially inferior to personal safety in order to achieve a specific goal – 42.5%; those who

do not allow abandonment of their own interests – 36.2%; those who constantly hesitate about the choice in favor of the risk for security – 9.3%. The distribution of answers by gender indicates the presence of a naturally greater propensity to risky behavior among the stronger sex. Boys are, three times more likely than girls, ready to risk their own lives, health, and family.

Table 10

Distribution of the respondents' answers to the question
“What are you ready to risk in order to achieve your own goals?”
 (Meizhys, Kalashnikova, 2016: 18)

Answer options	% of the total number of respondents	% of the number of those who are ready to take risks
Own life	3.9	7.3
Health	3.0	5.6
Well-being	0.9	1.7
Family	1.5	2.8
Relationship with a loved one	3.3	6.2
Friendship	3.0	5.7
Change of place of permanent residence	22.2	41.9
Career	5.7	10.7
Everything, if the risk is justified	9.6	18.1
Not ready to take risks, not having confidence in a positive end result	39.6	–
Difficult to answer	7.4	–

In terms of the change in the tendencies of the propensity to take risks, we note that it weakens somewhat with age, because more adequate self-esteem, self-confidence, awareness of the need for self-affirmation are formed, this explains the difference in the responses received from respondents in the context of education courses.

14.5% of the surveyed boys and 9.6% of girls have absolutely altruistic intentions to risk their own life and well-being for the sake of the happiness of others. The girls turned out to be more pragmatic, because they are more active than the boys, ready to take risks, hoping for success in relation to a specific result.

Conclusion

According to the results of the analysis of the data of empirical studies, it was found that, when designing systems for the safe life, almost half (44.6%) of informants choose a passive strategy of behavior, which manifests itself in the absence of resistance, moderate fatalism, adaptation to living conditions, assigning responsibility for securing of their own lives on state and social institutions, organizations, groups of specific personalities. For 55.4% of the respondents, an active position of countering or avoiding dangers is characteristic. Security potential is inherent to almost 2/3 of the respondents who, among the active behavioral strategies of securing of life, make a choice in favor of event-related, situational (41.4%) or parametric (24.1%) behavior. Young people, taking into account the existing propensity to take risks, in most cases choose problem-target strategies of behavior.

As a socially active group, students show a high level of propensity to risk taking behavior. Understanding risk as a value, in most cases they are not able to fully understand all its negative consequences, which is the evidence of the low level of formation of their security potential. The modern young generation can be called "transformants-extremals", because their life is characterized by a change in social status due to the general instability of living conditions, instability of social roles, disorder of the mechanism of social identification; dangerous extreme manifestations. Not having a stable worldview, an agreed system of value orientations necessary to build a strategy for a safe life, they are in dire need of the development of special competencies, which will provide them with the opportunity to form their own socio-psychological stability and adaptive abilities necessary to secure their own lives.

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APPLICATION OF THE MEASURING METHOD FOR THE PARAMETERS OF REPUTATIONAL POTENTIAL ON THE EXAMPLE OF UKRAINIAN SUPERMARKET BRANDS

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Summary

This research examines the approaches to the definition and evaluation of a brand reputational potential. The main characteristics of the brand reputation that influence the evaluation of its potential by stakeholders are analyzed on the basis of the existing RQ and RepTrak research methods. The actual vision of the evaluation tasks of brand reputational potential is outlined. The author formulates the Reputation.Construction method that allows to solve these problems with less resources (including time and money) in comparison with other existing methods. The novelty of the Reputation.Construction method is explained specifically by the fact that it is based on the 8 positional brand reputation profile description matrix that is unified for different stakeholders and brands and it allows to determine the differences in perception of brand reputation for each matrix parameter by different stakeholders. Furthermore, an example of Reputation.Construction application in practice is given and an approach to creating an integrated reputational potential indicator of the brand is proposed. The practical significance of the results of this study is to increase the effectiveness of methods of evaluating the reputational potential by expanding the field of application of different methods depending on the specific situation and tasks for the development of brand reputation.

Keywords: reputation, brand, branding, reputational potential, social research, reputation management.

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1. Introduction

The definition and fixation of the current attitude of stakeholders to the brand reputation is one of the urgent tasks of reputation management. British scholar K. Murray considers reputation as a type of public relations that involves obtaining of a certain credit of trust to create public goods by the organization (Murray, 2003: 144). Researchers Paul A. Argenti and Bob Druckenmiller note that reputation is a collective representation that includes the relations of the organization with all stakeholders, which can either improve or deteriorate depending on the activities of the company (Argenti, 2004: 369).

After analyzing the genesis of the concept of reputation and its current role in social and marketing communications, the author of this study provides the following definition: «reputation is the present trust in the future intentions of the entity based on its subjective actions in the past» (Kashpur, 2015: 1). Therefore, reputation is a resource that can be used to legitimize the social or business position of the reputation carrier, the price of its goods or services. According to Joachim Klewes, reputation management allows stakeholders to establish trust in an entity, which is a reputation carrier. This trust ensures willingness to cooperate with a reputation carrier. Thus, a positive reputation provides the long-term competitive benefits to a company or organization (Klewes, 2009: 24).

Consequently, it is important to create methods for measuring the perception of the entity/brand reputation by different stakeholders, the impact of these stakeholders on each other and to determine the potential of brand reputation in creating/developing trust of stakeholders to their intentions.

2. The objectives of the measuring methods for brand reputational potential

When formulating the requirements for methods of measuring reputation, Ukrainian researcher from the Reputation Capital Group company I. Sokolovsky provides the following list (Sokolovskyj, 2017)

- to be comprehensible and transparent;
- to have quantitative/digital value;
- to take into consideration the complexity of the concept of reputation and the influence that not only the communication functions, but also other actions performed by the company have on it;
 - to be relevant for different research areas (the perception by different groups of stakeholders, the measurement in the media);
 - to demonstrate specific mechanisms and opportunities to influence the reputation for transferring business tasks and action plan into the language;
 - to be relevant for temporal analysis;
 - to have the ability to be used to set the key performance indicators (KPIs).

The methods such as Reputation Quotient (RQ) developed by Harris Pool Company and RepTrak created by Reputation Institute will be considered as the examples of the application of these principles.

The Reputation Quotient method is about determining how different stakeholders perceive the reputation of companies in various sectors (*The Reputation of America's 100 Most Visible Companies, 2016*).

The scale consists of six dimensions/categories:

- emotional appeal;
- products & services;
- vision & leadership;
- workplace environment;
- social responsibility;
- financial performance.

Each of the dimensions/categories is revealed (detailed) with the help of several attributes. The list of attributes was developed on the basis of a large number of qualitative and quantitative studies conducted in the United States, Europe and Australia within the period from 1998 to 2000 (Fombrun, 2007: 250). The scale was tested in the study of the IT sector in the years that followed. The test has confirmed that the RQ scale accurately reflects two fundamental dimensions/categories such as emotional appeal and five rational components (Carreras, 2013: 357).

This method assigns the equal importance to each item because it assumes that all aspects make the same contribution to the overall reputation level. This particular aspect of the method is considered to be its disadvantage by some researchers. For instance, Angel Alloza and Luis Carlos Martinez emphasize that the equal importance of dimensions/categories in the context of calculating the overall rating does not reflect the uneven impact of dimensions/categories on reputation, although this particular information is of strategic importance for reputation management (Carreras, 2013: 359). The second disadvantage of this method is that the

scale confuses the levels of explanations (causes) with the levels of consequences (e.g., emotional appeal) that complicates its interpretation. Moreover, the researcher points to the fact that the importance of the five cognitive elements exceeds only one emotional element (emotional appeal) (Carreras, 2013: 359).

The RepTrak method consists of 21 attributes grouped into 7 dimensions (Sokolovskyy, 2017). The difference between RepTrak and RQ is that RepTrak clearly differentiates between two «levels» of reputation perception, i.e. emotional and rational.

The basis for the indicators of RepTrak global reputation is four core statements on which, according to the developers, the emotional attention of stakeholders is focused regarding the reputation entity:

- I have a good feeling about this company;
- I trust this company;
- I admire and respect this company;
- This company has a good reputation.

At the rational level, the model includes seven dimensions or facets that are decomposed into attributes:

- products & services;
- leadership;
- performance;
- workplace;

- citizenship;
- innovations;
- governance.

Thus, the model as a whole looks as follows (Figure 1):

Level 1. Emotional perception (RepTrak Pulse Index).

Level 2. Rational dimensions and attributes that affect the formation of reputation.

Level 3. Supportive behavior, i.e. the willingness to support the entity that is based on its reputation.

According to the developers, the obtained RepTrak Pulse index has showed the corresponding psychometric qualities of convergence, uniformity and differentiation in the construction of behavioral intentions of respondents. In addition, it has confirmed the ability to explain the positive attitude of different stakeholders to companies in different countries. The higher the reputation of the company (RepTrak Pulse index),

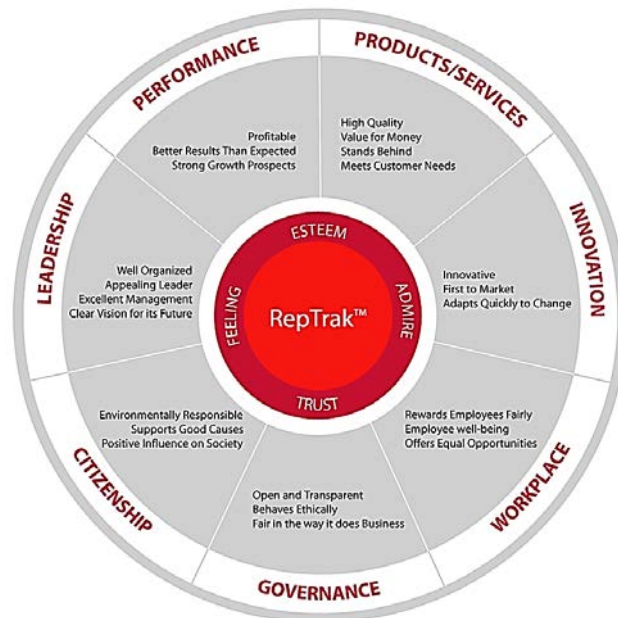


Figure 1. RepTrak reputation management model created by Reputation Institute, Available at: https://www.researchgate.net/figure/RepTrak-Reputation-Model-Reputation-Institute-2017-RepTrak-is-the-standard_fig1_323522768

the higher the level of supportive behavior (support) shown by stakeholders in relation to the company. Therefore, the higher the level of supportive behavior (that includes the willingness to buy products/services of the company, willingness to pay a premium price for them, etc.), the higher the financial results of the company where reputation is seen as the result of stakeholders interpreting what is heard and seen on the basis of the communications of the company and its presence in the media.

This method has now spread worldwide and it is applied by many companies and even governments. However, it also has its drawbacks. For instance, researcher Deborah Vidaver-Cohen from the College of Business at University of Florida notes that the RepTrak method provides a small choice of opportunities [10]. First of all, it does not examine enough how positive reputation ratings can eventually turn into company assets.

Deborah Vidaver-Cohen emphasizes that it should be possible to examine which specific reputation ratings of stakeholders generate the financial, intellectual or social capital in the future research methods. The researcher also believes that this method is not universal for different types of business schools, i.e it does not take into account the various business approaches. According to Deborah Vidaver-Cohen, an additional limitation of the method is that it does not include a system of interrelations between RepTrak quality parameters and stakeholder expectations, such as Institutional Forces and Organizational Signaling Strategies. The Institutional Forces research shows that stakeholder expectations of a company performance are reinforced by external forces that include dominant moral values, cultural norms, regulatory requirements and common performance standards of the company in specific sectors or countries. Over time and in different contexts the institutional pressure options can affect stakeholder expectations, as well as the degree of their interest in various aspects of the company benefits (*Vidaver-Cohen, 2007: 278*).

In addition, the RepTrak method has a high cost of research and a fairly long period of time required for its implementation. Thus, the method can be effectively applied to work with the reputation of the large entities (large companies, markets, countries) with high inertia, but it is ineffective for working with mobile entities in a dynamic space. According to the author, these particular limitations are crucial to the practical application of the method in Ukraine, especially taking into account the transforming tendencies and principles of the communication models and the economy.

3. The principles and mechanics of the Reputation.Construction method

According to the above information and own desk research, modeling and practice of applying different methods of measuring the brands reputational potential, the author of this study has formulated the objectives and patterns of the method that should solve the following tasks:

- to measure the attitude of different stakeholders of brand reputation according to the standardized system of parameters for all stakeholder groups;
- to provide an opportunity to compare the attitudes of different stakeholders to the brand reputation and to compare the attitudes of stakeholders to the different brands;
- the ability to calculate an integrated brand reputation indicator;
- to be convenient in usage and optimal in terms of resource costs (time, finances, etc.).

This method is called Reputation.Construction and it is based on 8 attributes of the reputation profile description, developed by the author of «Reputation Matrix» in 2015 (*Kashpur, 2015: 10*), which are in the coordinate system: temporal (past, present, future) and conceptual (idea, knowledge, matter), where there is a three-dimensional indicator of current

brand perception by the stakeholder-respondent: reputation/level of trust/willingness to recommend instead of the “knowledge today” central position.

Accordingly, the matrix has the following list of reputational attributes (presented in a linear format): idea/past, idea/present, idea/future, knowledge/past, knowledge/future, matter/future, matter/present, matter/past with a separate position such as reputation/level of trust/willingness to recommend.

This approach is significantly simplified compared to the RQ and RepTrak methods discussed above. At the same time, it allows to show the attitude of stakeholders to the brand reputation in the time dynamics regarding three key horizons of perception. As a result, it is possible to conduct surveys that consist of a single list of questions among different stakeholders and to compare them with each other.

The second important principle of the Reputation.Construction method is that the respondents primarily evaluate the importance of the ideal brand parameters and then give ratings to real brands. This allows to identify the differences between «expectations» and «reality» and to count the positive or negative difference for each reputational attribute and then the stakeholder reputational potential indicator of the brand (SRPI), i.e. the compliance of its reputational potential with the expectations of a particular stakeholder group.

The third step is to determine the integrated reputational potential indicator (IRPI) of the brand for all stakeholder groups. The IRPIs are calculated on the basis of the amount sum of the SRPIs, each of which is adjusted by the “stakeholder impact index” that is determined by evaluating the importance of the impact on the brand reputation of themselves and other stakeholders.

The method is implemented as an online survey during which the level of detail of the brand stakeholders is determined and the required/valid number of respondents who are interviewed on a single questionnaire is recruited for each defined stakeholder group.

4. The example of the Reputation.Construction method application

The application of the method is considered on the example of the “Reputation of supermarkets in Ukraine” study that was held according to this method in December 2019 – January 2020 in Kiev, Ukraine.

The study was conducted in two stages. At the first stage, the following data was obtained through one-on-one interviews:

- a list of brands that respondents think are most commonly associated with the «supermarket» format, i.e. «Silpo», ATB, NOVUS, «ECO-Market», «Furshet», «Velyka Kyshenia».
- the number and structure of stakeholder audiences:
 - consumers (200 respondents) – men and women (50/50) who regularly interact with at least two of the listed brands; the age structure and income of the audience correspond to the demographic model of Kyiv at the time of the survey;
 - employees (up to 20 respondents) – the middle management staff (middle managers of central offices and directors/deputies of the stores);
 - journalists (up to 20 respondents) – the current employees of socio-political media with a wide range of information interests;
 - entrepreneurs and businessmen (up to 20 respondents) – the managers and owners of companies, individual entrepreneurs with a high level of income whose activities are not related to supermarkets;
 - civil servants (up to 20 respondents) of the middle and senior rank (from the heads of departments to the deputy ministers) whose activities are not related to the supermarkets.
- The questions to respondents that most accurately correspond to their perception of the 8 attributes of the reputation matrix (Table 2).

Table 2

**The formulation of questions to respondents in accordance
with the attributes of the reputation matrix**

Attribute	Question
idea/past	Transparent/public and positive history
idea/present	Clear and useful information/advertising
idea/future	Clear and positive ideology and development goals
knowledge/future	Modern technologies and approaches in the work
matter/future	Prompt response to the concerns and their alleviation
matter/present	Convenient and clean supermarkets with an appropriate range of goods
matter/past	Competent and friendly staff
knowledge/past	High-quality and convenient service

At the second stage, the respondents from all stakeholder groups were asked to fill out an online questionnaire consisting of five sets of questions (Table 3).

Table 3

Questions to respondents

Sets of questions	Number of the question	Question
Introductory set of questions (self-determination and social-democratic parameters of the respondent)	1.1.	Your position in the survey: consumer/employee/journalist/businessman/civil servant
	1.2.	Age
	1.3.	Gender
	1.4.	Monthly income
	1.5.	What city have you lived in for the last 6 months?
	1.6.	Have you bought anything in the supermarket in the last six months?
Self-determination of evaluation entities (brands)	2.1.	Choose only 3 supermarkets of the 6 proposed with which you have actively interacted during the last half a year.
Evaluation of the general perception for each of the selected entities (brands)	3.1.	Evaluate the level of trust in the brand (on a scale from 1 to 5, where 1 is the minimum and 5 is the maximum rating)
	3.2.	Evaluate the degree of positivity of the brand reputation
	3.3.	Your willingness to recommend the brand
Evaluation of the criterion perception for each of the selected entities (brands) (on a scale from 1 to 5, where 1 is the minimum and 5 is the maximum rating)		Evaluate the compliance of the brand with the following criteria:
	4.1.	It has a transparent/public and positive history
	4.2.	It provides clear and useful information/advertising
	4.3.	It has the clear and positive ideology and development goals
	4.4.	It provides a high-quality and convenient service
	4.5.	It responds promptly to the concerns and allays them
	4.6.	Convenient and clean supermarkets with an appropriate range of goods
	4.7.	Competent and friendly staff
4.8.	It uses modern technologies and approaches in the work	

Continuation Table 3

Sets of questions	Number of the question	Question
Evaluation of the importance of criteria (ideal supermarket) The maximum rating is 5, the sum of all ratings should not exceed 30 points.		Evaluate the importance of the criterion:
	5.1.	It has a transparent/public and positive history
	5.2.	It provides clear and useful information/advertising
	5.3.	It has the clear and positive ideology and development goals
	5.4.	It provides a high-quality and convenient service
	5.5.	It responds promptly to the concerns and allays them
	5.6.	Convenient and clean supermarkets with an appropriate range of goods
	5.7.	Competent and friendly staff
	5.8.	It uses modern technologies and approaches in the work

The survey was conducted from 12 to 28 December 2019 and it has covered 274 respondents from all stakeholder groups. The structure of the respondents distribution by stakeholder groups is given in the Table 4.

Table 4

Structure and number of respondents

Stakeholder group	Consumer	Employee	Civil servant	Media	Businessman	Total
Number of online respondents	201	19	8	11	17	274
Number of offline respondents			10	8		

According to the survey, two brands, i.e. «ECO-Market» and «Furshet», did not receive a sufficient number of responses from such stakeholder groups as «civil servants», «journalists» and «businessmen». Therefore, these brands were excluded from further analysis.

The following results were obtained from the sets of questions about general perception of each of the selected entities (brands) of evaluation:

According to the level of basic (non-categorized) brand trust (Figure 1), all 4 brands have high ratings in such stakeholder group as «consumers»: from 3.5 points for «Velyka Kyshenia» to 4.1 for NOVUS. «Silpo» and NOVUS are the leaders among such expert groups as “employees”, “civil servants”, “journalists”, “businessmen” with average scores equal to or greater than 4 points. At the same time, ATB and “Velyka Kyshenia” have low ratings among such stakeholder groups as “employees”, “journalists”, “businessmen” (below 3 points), but satisfactory ratings among such stakeholder group as “civil servants” (3.2 and 4 points, respectively). It is also worth noting that the trust in all 4 brands of female consumers is slightly (0.2 points) higher than that of male consumers.

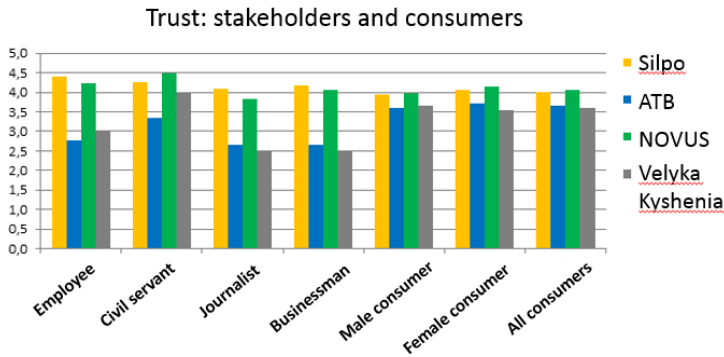


Figure 1. Level of basic (non-categorized) trust in brands

The evaluation of the basic perception of brand reputation and willingness to recommend is similar to the level of trust (Fig. 2 and Fig. 3).

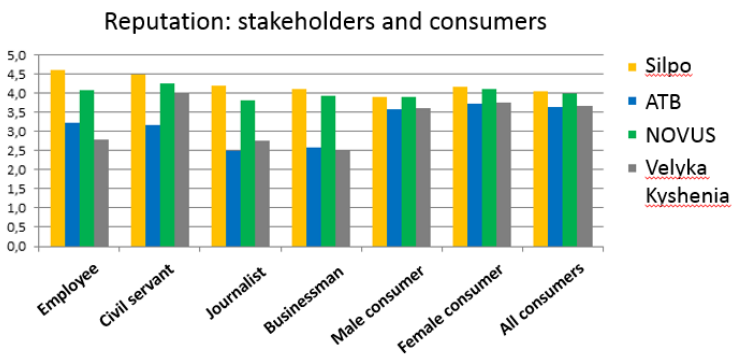


Figure 2. Basic perception of the positive reputation of brands.

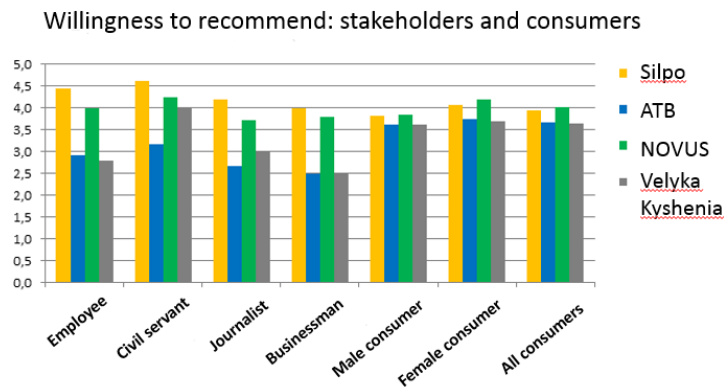


Figure 3. Basic willingness to recommend

Subsequently, the set of questions on the formation of the reputation profile of the «ideal supermarket» (set 5 of the questionnaire) was analyzed. It is worth noting that when forming the questions of this set, the respondents were limited in the total number of points that they had to distribute between 8 attributes/criteria of the reputation profile. This was done in order to motivate respondents to a more thorough evaluation of each parameter (artificial limitation of the quantitative resource for the evaluation – the points).

According to the results of the analysis, it can be seen that the profile of the “ideal supermarket” (distribution of the attributes/profile criteria according to the importance) is characterized by a significant shift in importance (Figure 4) towards the material and technological «yesterday» and «today» component and by relatively low demand for the ideological component, material environment and technological innovations in the future.

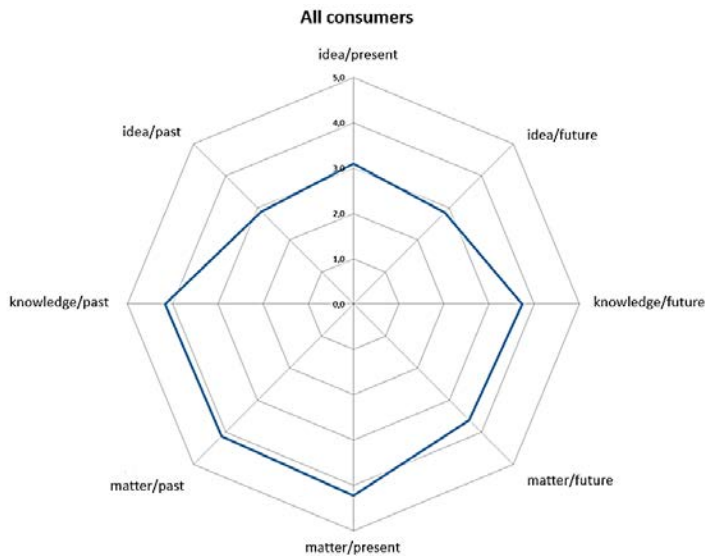


Figure 4. Reputation profile of the “ideal supermarket” from the point of view of consumers

By overlapping separate profiles (of each respondent), it can be seen (Figure 5) that there are separate extremes of ratings according to three «ideological» criteria, but the core (most respondents) is focused exactly on the material component, while the rating of the technological component are quite polar (blurred). At the same time, it is quite natural for consumers to focus on the “past” and “present” with a relatively small demand for the “future”.

The next step is to analyse the portraits/profiles of the real brands (from the point of view of different consumers and stakeholder groups).

It can be observed from the consumer perception profiles of 4 brands that:

- “Silpo” and NOVUS profiles have a strong and dense core that indicates a high level and even distribution of ratings;
- ATB and “Velyka Kyshenia” profiles have much smaller core and many extremes that indicates the high polarity of ratings and uncertainty of respondents regarding the main content of the brand reputation profile;
- the core profiles of all 4 brands have a uniform shape without obvious shifts, which are inherent in the “ideal supermarket” profile.

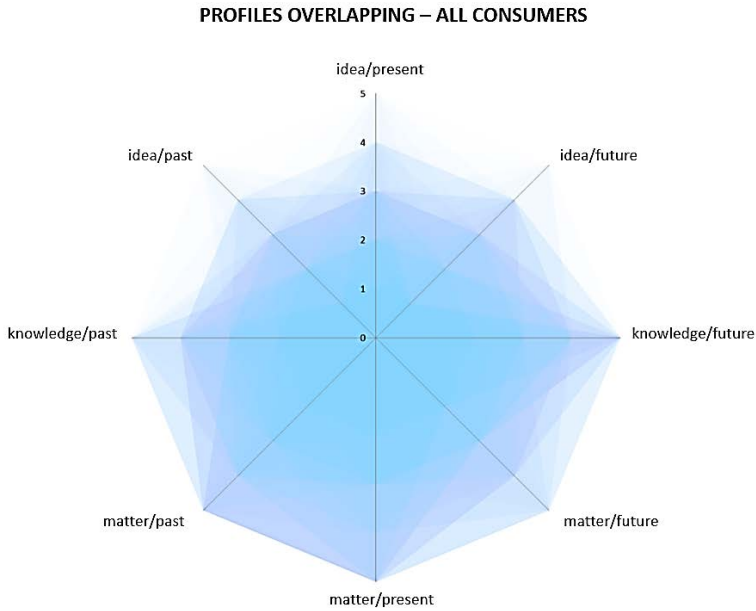


Figure 5. The overlapping of the individual respondent profiles

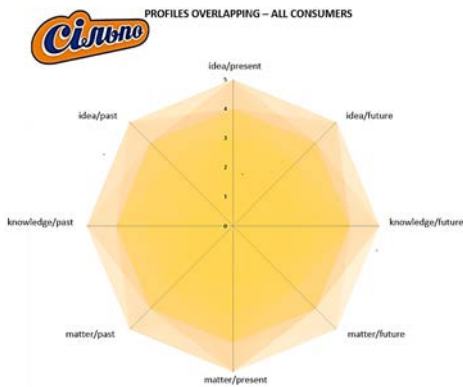


Figure 6

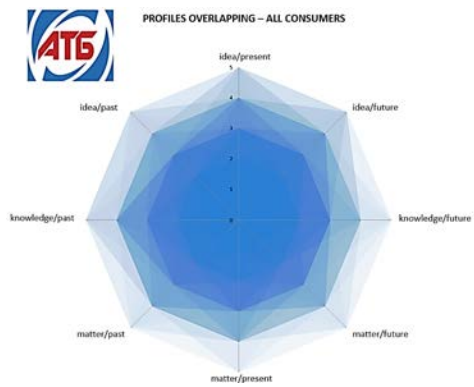


Figure 7

After that, a comparative analysis of the specific brands profile was conducted by different stakeholder groups with the perception of the «ideal supermarket» from the point of view of such stakeholder group as «consumers».

Thus, the “Silpo” brand is characterized by a high level of uniformity of the brand reputation profile perception by all audiences (Figure 10). At the same time, the employees of the sector (and of the brand in particular) give slightly higher ratings to almost all attributes/parameters, except for “ideology today” (clarity and usefulness of advertising) than other stakeholders. It is also worth noting that on the ideological horizon, the ratings of all stakeholders

(including the “consumers” audience) significantly exceed the expectations of “consumers” from the “ideal supermarket” and the expectations in the position of “future technology”.

This profile shows a balanced brand approach to the work with all stakeholders and a high-quality combination between informational and effective (actually implemented) components of brand development.

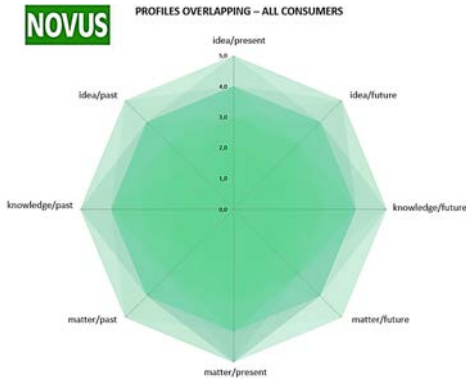


Figure 8

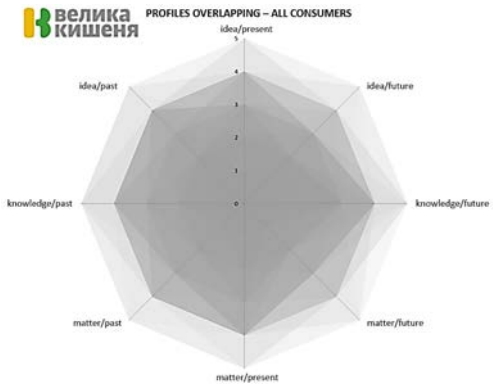


Figure 9

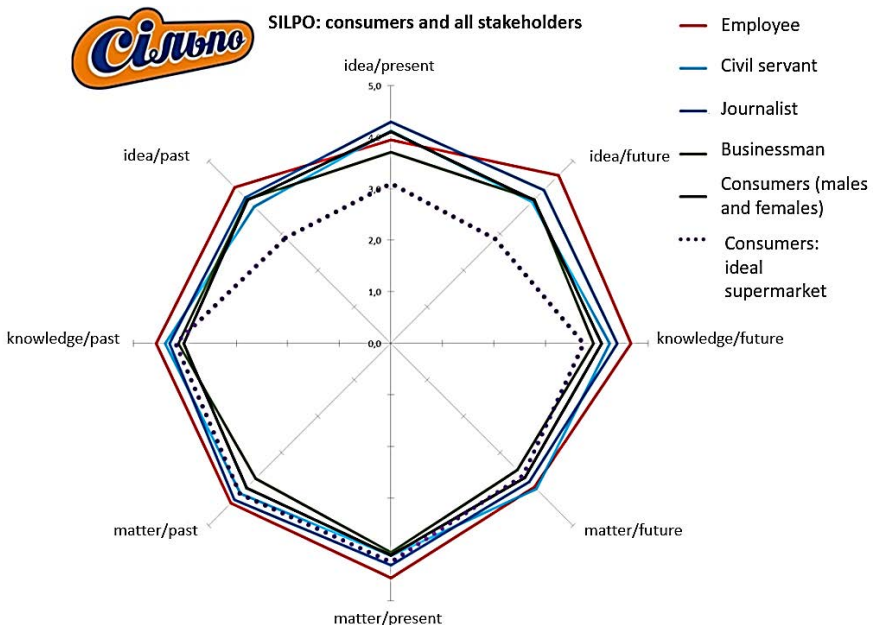


Figure 10

When analyzing the profile of the ATB brand, a different picture can be observed – the reputation profile of the ATB brand from the point of view of consumers has significant differences with the

«ideal supermarket» profile. From the diagram in Figure 11 it can be seen that the ratings for all attributes from all stakeholder groups differ significantly and the ratings themselves are extremely low regarding the attributes/parameters that consumers have identified as the most important.

At the same time, most stakeholders positively evaluate the ideological horizon of ATB reputation profile, especially regarding the «clarity and usefulness of advertising» (“ideology today”) parameter.

NOVUS and “Velyka Kyshenia” brands were similarly analyzed.

The method also makes it possible to compare the brands reputation profiles perception by different stakeholder groups.

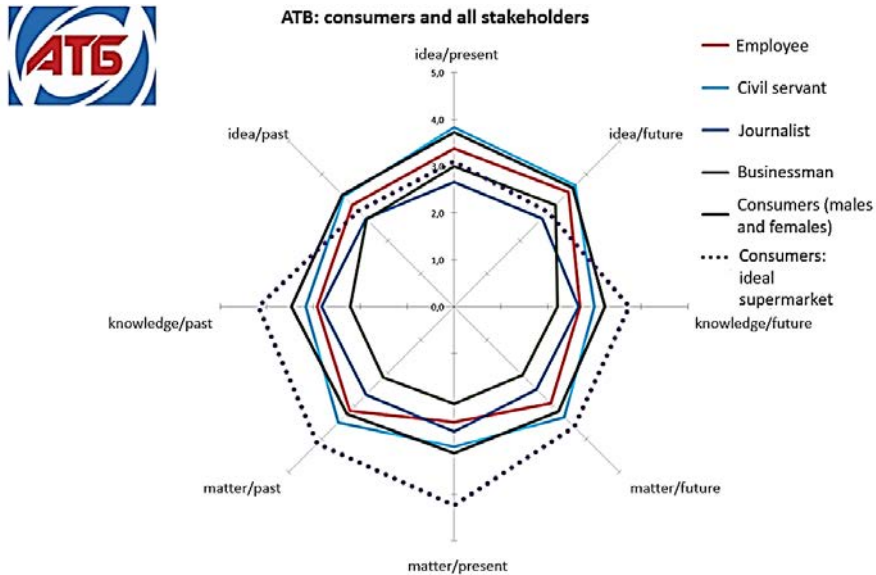


Figure 11. The ratings of reputational attributes of the ATB brand by all stakeholder groups in comparison with the attribute importance level (“ideal supermarket” profile)

5. Conclusions

The application of the developed method in practice has demonstrated its efficiency (the full cycle from the beginning of the survey to the end of the results analysis was 10 working days) and significantly lower cost compared to the RepTrak method. Furthermore, the results of the study have provided sufficient information to develop practical recommendations for improving the effectiveness of brand reputation management. In addition, the method has demonstrated the possibility of comparing the attitudes (ratings) of both different stakeholder groups and different socio-demographic groups of respondents. The unified approach to the attribution of the reputation profile has created opportunities both for synchronizing the results of different segments of one sector and for a comparative evaluation of the brands reputational potential from different sectors.

According to the author, the development of this method is in the direction of improving the method of calculating the integrated brand reputation indicator: the sum of the differences between the ideal and real brand for each stakeholder group is integrated into a single indicator considering the impact importance of each stakeholder group on others, and creating the objective and transparent sector and intersectoral brand reputation ratings based on it.

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SCIENTIFIC RESEARCHES OF GEOPOLITICAL INTEGRATION CONCEPTS OF THE BALTIC-BLACK SEA REGION

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Summary

The importance of the geopolitical integration concepts of the Baltic-Black Sea region is determined by the need to contain the threat from the east by uniting military forces, economic components and developing a common political course as a means of countering Russian expansion. By pursuing a common political course and integrating into the processes of the Baltic-Black Sea region (BBSR), Ukraine and its allies will be able to suppress Russia's imperialist intentions as a result of Russian expansion.

The scientific task is to study the integration concepts in the BBSR in order to change the world order in favor of ensuring security in the European space. In general, researchers consider geopolitical processes in the BBSR in three directions: geographical, political and military. The study analyzes different approaches to defining the Baltic-Black Sea region, defines the boundaries of the BBSR and implements comparative analysis of existing researches on the BBSR and integration processes taking place within it, establishes the importance of integration processes in the BBSR for the geopolitical location of forces in the world.

It is concluded that the integration processes in the BCHR take place not only in the military-political direction, but also in the economic and humanitarian ones. In the future, it is necessary to study in more detail the social and cultural areas of cooperation that may be the basis for the unification of the BBSR into a single union.

Keywords: geopolitics, integration processes, Baltic-Black Sea cooperation, regional integration.

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1. Introduction

Recently, with the intensification of Russian aggression, the question of finding ways to develop national security strategies for both Ukraine and the EU has arisen. Therefore, the number of scientific works and analytical studies on the need to integrate Ukraine into the alliance with the Baltic-Black Sea region as a profitable partner is currently increasing. However, all scientific developments are mainly related to the military-political aspect, and a comprehensive analysis has not yet been developed. In order to carry out a comprehensive analysis of integration concepts in the Baltic-Black Sea region, it is necessary to explore existing scientific developments, expand them, systematize and establish a field for further research. In general, the integration processes in the BBSR take place in all the directions: military, political, economic, social, humanitarian, but not all of them are evenly studied. The relevance of the study of integration processes in the BBSR is explained by the fact that Ukraine's cooperation with this region is very important, because with the strengthening of Ukraine's relations with the BBSR the degree of security in Europe will increase significantly and the process of Ukraine's European integration will accelerate. This is explained by the fact that intensive cooperation

between Ukraine and the Baltic-Black Sea region will help ensure security, develop democratic values, strengthen stability, as well as increase military and defense capabilities and simplify the system of economic trade.

2. Approaches to the definition of the BBSR

N. Koroma (2012) focuses on the Baltic-Black Sea region in terms of geographical approach and analyzes how this factor affects the structure of the world political system, i. e. it explores how the geographical factor has influenced the formation of a politically important region. The researcher considers the Baltic-Black Sea region as a “regional system of countries that has all the characteristics of a geopolitical interface and an existing field of confrontation” (p. 53). It is such a space that has always been at the junction of several civilizations (Western and Russian) and powerful centers of power of great empires and blocs, at the intersection of major trade routes, between different geoeconomic centers and characterized by fields of confrontation. Such spaces are still called peripheries or buffer zones – that is, those that are between two warring states. At one time, this confrontation was manifested by different political orientations of East and West. The Baltic-Black Sea region, according to the researcher, can be divided into two parts depending on the direction of the vectors of its foreign policy: the first part is already a full member of the European space, i.e. a part of the European Union, and the second is determined by its foreign policy. However, some factors deter it from full European integration.

Hypothetically, it can be predicted that when the second part makes a greater contribution to becoming a full member of the European Union, it will be possible to institutionalize a military-political union in the Baltic-Black Sea region. In this case, the BBSR will no longer be just a joint buffer zone separating the two warring parties, but will take a clear position of the West with its democratic ideas and values. Also, according to N. Koroma’s approach, the political factor is determined by the geographical one: the geographical one is the initial source of the formation of a certain policy. However, only after defining the West in the face of the EU and the East in the face of Russia as antagonistic forces, politicians and researchers begin to pay attention to how to resolve this confrontation based on geographical conditions. In other words, geographical location is not so much a precondition for a confrontation between the EU and Russia, but a way to resolve the political conflict caused by Russian aggression. The conflict between the West and the East is not geographically determined, its solution is geographically determined. The solution is finding a region that can act as a protective barrier in this conflict, and such a region is the Baltic-Black Sea.

The American historian Stephen Cohen asserted that the BBSR is located within the most important geostrategic zones: Maritime and Continental or Eurasian (*Kolosov & Mironenko, 2012: 104*). British geopolitician G. Mackinder (2005) focused on the importance of the BBSR, because, in his opinion, it is a region of world balance. The approaches of St. Cohen and G. Mackinder differ from N. Koroma’s previous approach in that researchers view the BBSR through the prism of maintaining balance, rather than through the prism of a barrier between warring parties.

From the point of view of the geographical approach, the Baltic-Black Sea region is an integral part of both the European and Eurasian spaces, which is territorially located at the epicenter of the intersection of the axes of geostrategic interests of the world. That is why such a region must determine in advance the vector of its own foreign policy orientation in order to accept internal and external challenges. According to this approach, the contradictions in this region are caused by the fact that it is simultaneously territorially located in two parts of the

world – in Europe and Asia. That is why the BBSR must determine its political orientation in order to act by taking the side of a more stable region.

From the point of view of the political approach, the BBSR is an open regional territorial-political system of the meso-level, which can function dynamically by combining national geostrategies and form a special field of international cooperation on its territory. In general, the territory of the Baltic-Black Sea region consists of three entities: the Baltic States, Central Europe and the Black Sea region. That is, the BBSR “unites post-Soviet countries and countries from the former socialist camp; a space that continues to struggle with post-Soviet memory and tries to return to Europe” (Koroma, 2012: 56). The political approach differs from the geographical one in that it is not geography as such and the location of countries that cause possible conflicts, but the existing political system in different states creates the need to create a region that would reconcile these different and sometimes antagonistic systems.

Today, according to N. Koroma (2012), the BBSR includes the Baltic countries (Lithuania, Latvia, Estonia), Poland, the Czech Republic, Slovakia, Romania, Hungary, Ukraine, Belarus (p. 57). As the security status of this region today depends not only on the European space, but also on the entire Eurasian continent, these countries determine the political future in terms of distribution of the spheres of influence. And if they manage to contain the threat from Russia, they will be able to control the heart of Europe (Hartland according to G. Mackinder). If, on the other hand, the region fails to unite and jointly direct its actions, Europe may be divided into East and West, which will allow Russian expansion to move further West. Thus, for the most part, the security situation can be finally established at the institutional level, when non-EU countries, namely Ukraine and Belarus, will finally decide on the foreign policy vector and will take decisive action for European integration. As the role of the BBSR is to resist Russian aggression at the expense of democratic values, which is a representative reflection of EU policy, an alliance in the Baltic-Black Sea region will be possible when Ukraine and Belarus take a clear pro-European position. The role of other countries of the BBSR is also important in order to support Ukraine and Belarus more actively, and thus insist on the importance of establishing the Baltic-Black Sea Union more actively too.

Modern scientist U. Rudnytska (2015) considers the Baltic-Black Sea region as an "alternative option for cooperation" for Ukraine due to the aggravation of the relations with Russia and due to the impossibility of short-term rapprochement with the EU due to the open conflict in Donbass (p. 97). That is, the researcher considers the BBSR exclusively through the prism of the benefits that this region represents for Ukraine. From the point of view of security, U. Rudnytska (2015) notes that the the BBSR is "a favorable factor for the EU and NATO in the form of a buffer organization that separates the countries of Western Europe from Central Asia" (p. 98). U. Rudnytska's approach is characterized, first of all, by the importance of the BBSR for Ukraine, and the researcher on this basis considers the parties that can become positive for other players on the world stage - the EU and NATO.

The classic of Polish geopolitical thought E. Nebrzycki in his book "Geopolityka: strategy and borders" (1945) defined the BBSR as a space between the Baltic and Black Seas which restrains the expansion of Western Europe to the East and vice versa. According to the author, the BBSR has such a strong potential that both Eastern Russia and Western Europe will always oppose its merging into a single political body, as they will see it as a danger to themselves. In contrast to previous approaches, according to E. Nebrzycki, the BBSR acts as an independent political player, acting solely in its own interests, and not only in favor of the West during the confrontation with Russia. Ukrainian researchers V. Madison and V. Shakhov (2003) in the monograph "Modern Ukrainian Geopolitics" consider the BBSR as a geographically

advantageous region that creates an axis of North-South relations and contributes to strengthening security in Europe. Oleg Soskin emphasizes the importance of the BBSR in the following aspects: "transport related to land freight transportation by rail; pipeline, the basis of which is the development of the international oil pipeline system and the formation of an international oil consortium; maritime transport which would involve the transformation of the Black Sea into a comprehensive transport system using the experience of maritime transport in the Baltic Sea" (Rudnytska, 2015, p. 97). Thus, not all the researchers consider the BBSR exclusively through the prism of a political approach: V. Madison, V. Shakhov and O. Soskin see infra-structural advantages in the formation of a union on the territory of the BBSR. New North-South vertical transport routes can provide not only transport preferences, but also economic and security ones, as independence from Russian transport routes is very important so that Russia has nothing to manipulate.

Researcher J. Bozhilov (2014) notes that in addition to the countries of the Baltic region, Armenia, Azerbaijan and Moldova should be involved in the BBSR, as they face similar security challenges (p. 121). J. Bozhilov (2014) defines the BBSR as "a region in which the division of interests between Russia and the European Union and NATO is taking place today. This fills the region not only with internal differences, but also makes the arena of intersection of different interests" (p. 121). The political consequence of this approach may be that there will be many contradictions within the Baltic-Black Sea Union itself. The presence of a wide range of countries within the union is a significant positive factor, but the union can be strong and fruitful in a political sense only if there are no polar differences between its member states which can only lead to a greater split. If there are countries within the Baltic-Black Sea Union that have completely opposite political priorities, such an alliance will become very vulnerable because Russia will be able to provoke a real military confrontation within such a region through propaganda and other means of information warfare. In addition, in order to have a solid foundation, the BBSR must not only be based on the interests of the EU or NATO, but also create its own program and action plan within which the policy will be implemented.

Zurab Marshania (2011) on the contrary in his dissertation defines the BBSR as "a geographically and geopolitically homogeneous entity consisting of states united by common interests and common historical past – Sweden, Denmark, Finland, Norway, Lithuania, Latvia, Estonia, Germany, Poland, Ukraine, Bulgaria, Romania, Moldova, Georgia, Azerbaijan and Armenia" (p. 11). The emphasis on homogeneity is very important for the further agenda within the BBSR because the homogeneity of the interests and ideas form a coherent foreign policy. As the researcher emphasizes the importance of a common historical past, it is important to resolve all controversial historical issues that once existed between the states of the Baltic-Black Sea region (between Ukraine and Poland, between Hungary and Ukraine, between Azerbaijan and Armenia), so that further external interference could take advantage of these weaknesses and cause a split. O. Sarnatsky and N. Myhlovets (2018) consider the BBSR as an alternative vector of cooperation for Ukraine which can be "the most effective way to preserve and strengthen the security of each country in Eastern Europe" (p. 31). Researchers include the countries between the Baltic and Black Seas in the BBSR. That is, for O. Sarnatsky and N. Myhlovets the BBSR is not an end in itself for Ukraine, but only an alternative among all possible ones. And since the prospect of eventual EU integration is not short-term, integration into the BBSR is more likely.

S. Yaremenko (2014) gives the following definition: the countries of the Baltic-Black Sea region – the countries of "Romeland or border, i.e. those in the joint zone, due to which they become not only the objects of geopolitical and geostrategic importance but also the objects of

influence. They occupy a very advantageous economic and geographical position where trade routes run between different economic centers. Therefore, their transit position always arouses geoeconomic interest in large states or blocs of states (p. 279). S. Yaremenko (2014) includes Ukraine, Poland, Lithuania, Latvia, Estonia, Slovakia, Belarus and Moldova in the Baltic-Black Sea region. We can conclude that S. Yaremenko represents a geographical approach similar to the approach of N. Koroma. However, unlike N. Koroma, S. Yaremenko considers the BBSR not as a subject of policy, but as an object, because he considers it to be passively exposed to external influences without building his own policy on this basis. Such an approach will not have both positive and far-sighted consequences in the future, as a region whose policy is determined only by external intervention cannot be an independent political entity with its own interests in the political arena.

Therefore, the definitions proposed by the researchers above can be divided into three groups according to the following approaches:

1. Geographical: the BBSR is an integral part of both European and Eurasian spaces, which is territorially located at the epicenter of the intersection of the axes of geostrategic interests of the world, and this determines its geostrategic position.
2. Political: the BBSR is as a regional territorial-political system and a special field of international cooperation. That is, the BBSR is a territory for resolving political conflicts and reconciling political interests.
3. Military (security): the BBSR is a region that by its location acts as a barrier and buffer zone and can ensure the security of Europe's Central and Western space. It is partly related to geography, because the need for a buffer zone stems from the fact that this region is located at the Euro-Asian junction, which means that such a geographical location predicts a dissonance of interests, and therefore there is a need for a buffer zone.

3. The researches of the integration processes in the BBSR

In order to move on to the subject of research – integration processes in the Baltic-Black Sea region, it is necessary to find out what the integration processes are. The famous researcher A. Solonitsky (1995) gives the following definition of the integration process – "it is a necessary condition for the civilizational development of the modern world because due to the relationship and interdependence between states there are new opportunities for social development in the latter" (p. 10). M. Nazarov and O. Makarenko define integration processes as "the union of independent states which are aware of their interdependence, into a single system" (*Philosophical Encyclopedic, 1983: 210*). The philosophical dictionary defines the integration processes as the processes of unification which take place both within the already created system, which leads to an increase in its level of integrity and organization, and during the emergence of a new system of previously unrelated elements. Based on this, we can offer our own author's definition: integration process in the Baltic-Black Sea region is a union of states located in an arc between the Black and Baltic Seas on the one hand and between Russia and Germany – on the other into an organized system based on common interests in order to obtain interdependent benefits. This group of countries includes Lithuania, Latvia, Estonia, Poland, the Czech Republic, Slovakia, Romania, Hungary, Ukraine, and Belarus.

Among the integration processes that were developed but never implemented, within the BBSR, first of all, is the Black Sea Doctrine of Yuri Lypa, which was proposed in 1940 as a union of countries on the principle of access to the Black Sea. Ukraine has played a leading role, as it surpasses other countries in the region in terms of territory and population.

The following authors R. Kazankov (2008), Yu. Shmalenko (2007), S. Vasylenko (2002), Yu. Kochubey (2007), L. Domashchenko (2008), and M. Dnistriansky (2000) studied this geopolitical doctrine. R. Kazankov (2008) studied the Black Sea doctrine in terms of positive impact on industry and agriculture for the countries of the South-North axis, as well as analyzed the strategic importance of Ukraine in this vector. L. M. Domashchenko (2007, 2008) took as a subject of his own research not only the Black Sea doctrine of Yu. Lypa but also the concepts of M. Hrushevsky and S. Rudnytsky. In general, the author analyzed why the orientation to the Black Sea region is a priority for Ukraine. Yu. Kochubey (2007) in his work highlighted the importance of Ukraine's advance to the South: this is important not only for the purpose of guaranteeing security, but also for economic cooperation. Yu. Kochubey (2007) is convinced that the issues raised by Yu. Lypa in his work are important even now when Ukraine should integrate with the Black Sea countries into a common union. M. Dnistriansky (2000) in his work assures that the concept of Yuriy Lypa is the inclusion of Ukraine in European integration processes, as well as the state's entry into the international level where it can act as a full-fledged subject of world politics. Professor M. Holovaty (2007) defines the Black Sea doctrine as relevant to this day, and analyzes ways to implement this concept in modern realities. R. Dodonov (2005) defines the role of the Black Sea for Ukraine and compares how it differs from the significance of the Black Sea for Russia. The author insists on the importance of Ukraine's integration into the Black Sea space, but the purposes of this process are not political, geopolitical or military security factors, but the need to find a new vector of development for Ukraine after the collapse of the USSR (p. 138). Thus, according to R. Dodonov (2005), Ukraine can influence the restructuring of the world order (p. 136).

Thus, the scientific community focuses mainly on the importance of the Black Sea Doctrine in military-political as well as economic aspects. Most of the above researchers consider this geopolitical project through the prism of benefits for Ukraine, because it is central to the concept of Yu. Lypa.

From the point of view of the geographical approach S. Rudnytsky (1994) considers realization of the Black Sea doctrine, after all he studies it in the context of the river system which was geographically formed in the territory of Ukraine. In 1920, the researcher S. Rudnytsky put forward his vision of the geopolitical future of Ukraine within the Baltic-Pontic Federation, which, in addition to Ukraine, had to include Finland, Estonia, Latvia, Lithuania and Belarus. This federation differs from the concept of the Mediterranean and the Baltic-Black Sea Union in that S. Rudnytsky did not grant membership to Poland. Moreover, the researcher believed that the above countries should unite against "imperialist Poland and centralist Russia" (*Rudnytsky, 1994: 154*). In 1992, Zbigniew Brzezinski (1993) developed the Baltic-Pontic Doctrine. According to the researcher, the Baltic-Pontic doctrine with the formed Baltic-Black Sea Union envisages the formation of a belt that will close Russia together with its expansionist intentions in Asia and block its access to Europe.

The Intermarium project that underlies of the integration into the Baltic-Black Sea Union has been proposed in the post-Versailles era by Polish leader Józef Piłsudski to the Lithuanian, Belarusian and Ukrainian authorities with a view to establishing an interstate union (Levy, 2007, p. 166). The Baltic-Black Sea region as a platform for the implementation of the project "Intermarium" is actively considered by foreign, in particular Polish scientists. Polish researcher Marek Jan Khodakewicz (2012) in his work "Intermarium: the land between the Baltic and Black Seas" explores the Baltic-Black Sea region as the most stable part of the post-Soviet space. According to the scientist, this region is successful, but only with the active support of the United States, on which the political and economic success of the region depends

on. With the support of the United States, the Baltic-Black Sea region is integrated into a strong alliance that will be able to suppress the totalitarian regimes of the world (*Khodakevich, 2012*). Polish political researcher Adam Balzer (2016) in the article "The Intermarium: between desirable thinking and real politics" analyzes the Baltic-Black Sea region, defines the geographical boundaries and basic principles of the Intermarium and notes that Western Europe and the United States are the main beneficiaries of implementation of this project. One can trace the regularity that Polish researchers mainly see the implementation of the Intermarium project with the support of the United States.

British student Ostap Kushnir (2019), on the other hand, focuses on the full value of the union without external intervention of other states: in the work "The Intermarium as a Polish-Ukrainian connection of Baltic-Black Sea cooperation" he considers the "Intermarium" through the prism of Ukraine-Poland relations and for the dominance of these two states. Romanian scientist Angela Michaela Ene (2017) in the work "World Economic Conflicts. The New American Paradigm: An Intermarium Against Russia's Destabilization Strategy" emphasizes that the initiative to unite the countries accessing the Baltic, Black and Adriatic Seas can create a safe space within Europe. Such integration, according to the researcher, will create a barrier against Russia's aggressive influence.

The report by Marlene Laruel and Ellen Rivera pays special attention to the problem of the emergence of illegal paramilitary formations in the region and the ties of radical Ukrainian nationalists with their Eastern European allies (*Concept of the Intermarium, 2019*), and defines the role of the Intermarium not only for Eastern countries and Central Europe, but also for the whole European Union. American Ph.D. Jonathan Levy (2006) in his dissertation "The Intermarium: East-Central European Federalism" considers the Intermarium as a separate federal structure using the concept of the tenth federalist James Madison. By developing a federal alternative to the European Union in the form of the Intermarium, according to J. Levy (2006), Eastern Central Europe can effectively pool its resources and solve security problems on its own, rather than relying on Brussels in the event of a crisis. A regional federation can be a mechanism to ensure a safe haven from conflicts in the event that the EU is unable to resolve future crises. Thus, mainly foreign researchers emphasize the importance of the Intermarium as a union that will be beneficial not only for its members which are Russia's neighbors, but also for other major global actors which are the EU and USA. They see a barrier against Russia's aggressive influence in the face of the BBSR.

Among Ukrainian researchers, L. Chupriy (2017) deals with the issue of the BBSR integration in the context of the Intermarium project. After analyzing various vectors of Ukraine's foreign policy, the author makes an accent on the south-eastern political direction, to which he directly refers the project "Middle Sea". According to L. Chupriy, the actualization of this issue is connected with the intensification of Russian expansion and finding means to counteract it. I. Todorov (2017) explores the "Intermarium" in the context of Ukrainian-American relations, where the United States plays an active role in helping Ukraine against Russian aggression. I. Todorov (2017) focuses on the integration of the Baltic States, Romania, Poland and Ukraine into a union that will become an anti-Russian center and at the same time "the center of the revival of traditional Europe" (p. 108). I. Yakovyuk (2017) in the article "The Intermarium Project: Geopolitical Analysis" explores the geopolitical situation in Central Europe, given the danger from Russia. The researcher identifies the historical path that led to the formation of the Mediterranean project, and emphasizes that Europe's influence on Ukraine and Moldova has increased due to the Eastern Partnership (Yakovyuk, 2017, p. 458). A. Goltsov (2016) in his article focuses on the fact that the countries of the Baltic-Black Sea region are a deterrent,

and therefore they are developing geopolitical projects that will prevent Russia from regaining its imperial influence. According to the author, Ukraine is “most interested in the implementation of the Intermarium project” (Goltsov, 2016: 95). However, this geopolitical project can be implemented only in the face of confrontation between Europe and Russia.

Thus, Ukrainian researchers view the Intermarium not only through the prism of benefits for Ukraine, but also try to present the positive aspects for other countries that can become partners for Ukraine. This realistic position is explained by the fact that scientists understand that Ukraine itself is not able to resist Russia, and therefore try to present preferences that may be of interest to Western partners in order to provide support. It should be noted that the insufficient base of scientific development concerns socio-economic and cultural issues because the main priority of the union remains the military-political aspect due to the Russian policy of aggression for Ukraine.

The Intermarium is being studied not only by Ukrainian and Polish scientists, who are most interested in it, but also by Russian ones. However, Russian scholars view it as an oppositional utopian confederate project and, in their own assessment, emphasize its unrealistic and destabilizing goal. This is due to the fact that this project is primarily directed against Russia, and therefore it will suffer the most losses if the Intermarium is implemented. In particular, a book edited by V. Krashennikova and D. Bunevych (2020) was published in 2020, which characterizes the project Intermarium as bizarre and one that can cause chaos in Eastern Europe. Some Russian researchers consider the Intermarium as a means of counteracting Russia and the United States, representing the Baltic-Black Sea region as the United States. For example, V. Volovyi and I. Bartoshyna (2017) in the article "Security system in the Baltic region as a projection of the global confrontation between Russia and the United States" claim that the United States uses the BBSR by emphasizing the Russian threat to confront Russia. N. Dovzhyk (2018) in his dissertation "National Security of Poland in the context of Euro-Atlantic cooperation" determines the creation of the project "Intermarium" by the collapse of the Soviet Union and the desire of the former Soviet countries to redraw the map of Europe (p. 3). The Russian researcher also highlights the relations between Russia and Poland and their tensions as a precondition for the formation of the geopolitical project "Intermarium" (Dovzhik, 2018: 4). V. Mishin (2018) also explains the creation of the project "Intermarium" through the prism of Russian-Polish relations and connects the development of a geopolitical project by Poland with a negative historical memory in relation to Russia (p. 60).

Among the institutionalized associations that Ukraine has managed to integrate into are the Commonwealth of Democratic Choice, the Eastern Partnership, BLACKSEAFOR, and the BSEC. The Community of Democratic Choice is an extended version of the Baltic-Black Sea region in the Caspian, Mediterranean and Adriatic areas. The following scientists paid attention to the study of the activity of this organization: D. Belashchenko, V. Pereboev, V. Petrovsky, V. P. Vorobyov, A. A. Kazantsev, L. B. Moskvina, A. N. Mikhailenko, Ye. I. Brewer, V. I. Popov, V. M. Tatarintsev, Yu. V. Shishkov, and others. However, the Community of Democratic Choice focuses on GUAM's activities, as they are supposed to have common goals.

A. Dyrina (2019) focuses on the Eastern Partnership (EaP) and analyzes the history of the organization. A. Yazkova (2014) considers the international aspect of the EaP, V. Mironenko (2014) explores the activities of the EaP through the prism of relations with Ukraine, S. Zabelin (2014) analyzes the evolution of the idea of integration processes in the Eastern Partnership, V. Olenchenko (2014) represents the interests of the EU and the US in the Eastern Partnership. Iryna Bolhova (2016) explores the main results of the participation of states in the Eastern Partnership. Olga Chizhova (2019) analyzes the activities of the EaP and the consequences that it has for Armenia, Belarus, Georgia, Moldova and Ukraine. Vitaliy Vlah (2015) examines

the problems and prospects of a joint venture for member states. Vyacheslav Pozdnyak (2017) focuses not so much on the Eastern Partnership itself as on the field of interaction between this program and other regional intergovernmental organizations with the participation of three states – Belarus, Moldova and Ukraine.

BLACKSEAFOR is an agreement established by the Black Sea Naval Group on April 2, 2001 to cooperate in maintaining peace and stability through mutual training. Lesia Shyshko (2015) devotes her research to the experience of cooperation in the field of security in the Black Sea under the BLACKSEAFOR agreement. The author analyzes the peculiarities of the Black Sea region, examines the complexities of international relations, security issues and the military balance to justify the emergence of BLACKSEAFOR. Peter Volten and Blagovest Tashev (2007) focused their research on BLACKSEAFOR as a successful naval initiative.

The development of economic ties in the form of joint regional projects in the field of transport and energy were developed within the framework of TRACECA, INOGATE and "Baku - Supsa - Odessa - Brody". The EU needs financial and political support to really accelerate this cooperation. There are no domestic scientific papers on these programs, but Traseka and Inogate are the subject of research mainly by Caucasian and Russian researchers. Polad Orudzhov (2019) analyzes these projects through the prism of economic integration of the Turkic world. Farhad Huseynov (2010) defines the geopolitical role of Azerbaijan through the problem of relations between Azerbaijan and the European Union. Aziz Burkhanov (2007) explores the EU's strategy in Central Asia, highlighting successes and failures, focusing on transport infrastructure projects. Russian researchers K. Karatayev (2016) and Y. Kudryashov (2008) study the Eurasian transport corridors and their consequences for the countries through which they pass.

4. Conclusions

In summary, approaches to defining the Baltic-Black Sea region can be divided according to three criteria: geographical, political and military or security. All of these criteria are more closely related. From the point of view of the geographical approach, the BBSR is a region located at the Euro-Asian junction and is forced to face the inconsistency of the interests of the West and the East, and therefore there is a need to create a buffer zone. The political approach involves a conflict of interest between Russia and the West, which, based on its geographical location, necessitates of unifying the BBSR into an alliance capable of upholding democratic values. The military approach follows from the political one, because if the political conflict stagnates, it is possible to reach the armed level, and then there is a need to create a buffer zone.

In general, integration processes in the Baltic-Black Sea region should be understood as the unification of states located in an arc between the Black and Baltic Seas on the one hand and between Russia and Germany on the other, into an organized system based on common interests for mutual benefits. Thus, this group of countries includes Lithuania, Latvia, Estonia, Poland, the Czech Republic, Slovakia, Romania, Hungary, Ukraine, and Belarus.

In summary, it can be noted that not only Ukrainian and Polish scientists, but also European, American and Russian scientists study integration projects in the Baltic-Black Sea region. European and American researchers under the Intermarium are considering a union that will benefit not only its members, which are Russia's neighbors, but also other major global actors, such as the EU and the United States. In this way, the United States will be able to maintain its position as a world leader, and the EU will be able to avoid the spread of Russian expansion. Ukrainian researchers view the Intermarium not only through the prism of benefits for Ukraine, but also try to present positive aspects for other states that can become partners for Ukraine.

After all, the BBSR will be able to unite in an alliance only with the support of world partners. Russian researchers are skeptical of integration within the BBSR and emphasize its destabilizing goal in order to counter the emergence of an entity that could impede the realization of Russia's imperial ambitions.

Based on the results of the study of integration processes in the Baltic-Black Sea region, it can be concluded that the most viable scenario for the implementation of the Baltic-Black Sea Union concept in modern conditions is the establishment of special cooperation to deepen economic integration and stimulate mutual investments. The concept, in its essence, meets the interests of all potential participants, because it will allow to implement the important and large-scale investment projects by joint efforts.

This cooperation should be institutionalized into intergovernmental association, there is a need for joint collective bodies that will be responsible for the strategy and coordination of cooperation, for the selection and development of joint projects, mutual control of their implementation. It is also advisable to consider setting up special commissions to resolve conflicts, combat and prevent corruption. For many countries of the Baltic-Black Sea region, corruption and inefficient governance are the crucial problems that can be solved to a great extent by joining the Baltic-Black Sea Union to jointly controlling the transparency and quality of projects implementation. As the next stage, on an economic basis, it is possible to deepen political integration and eventually to create an influential geopolitical unit, which consists of countries that are more or less similar in weight and challenges, and which together form a separate geostrategic force within Europe and in the international arena.

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INFORMATION TERRORISM: INTERPRETIVE AND ATTRIBUTIVE ANALYTICS OF THE PHENOMENON

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Summary

This article aimed to meaningfully identify information terrorism as a special type of terrorism and as a separate promising area of research, as well as to justify the need to create a holistic view of the phenomenon of information terrorism. For achieving this goal, next research methods were used: historical, logical, analysis, synthesis, deduction. This scientific paper attempts to distinguish information terrorism as "intangible violence", aimed at reproducing the constantly confused, discombobulated, insecure public, by spreading and development of information products that can cause feelings of fear, anxiety, panic, stress. Diversification of information and communication means and sources of information, almost total dependence of modern individual and society on information, devaluation of facts have created favorable conditions for the emergence and spread of information terrorism. Information terrorism should be taken as an act or series of acts of intrusion into the information and communication space, which aims to intimidate a wide audience, create socio-psychological tension, anxiety, in order to obtain desired policy results in any case. Also there is can be a major threat of transformation of information in 'weapon of mass destruction' influence of this 'massive destruction' will continue to be felt for a long time.

Keywords: communicative interactions, fear, information-terrorist manipulations, intangible violence, media production, social networks.

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1. Introduction

With the development of information and communication technologies, intensification of information processes, significant expansion of technological capabilities to construct a plurality of realities that call into question "real reality", the growing social significance of virtual reality, not incorporated into which is perceived as a deviation or marginality, problem of information terrorism becomes especially relevant. This phenomenon is a logical answer to the information society. The technical and technological achievements of today have turned the media and communication into a powerful tool of manipulative influence, and have become negative motivating stimuli for information and terrorist activities. Today, information terrorism not only poses a serious threat, but also demonstrates a tendency to further intensify and, consequently, increase the number of its victims.

In view of this, issues related to clarifying the specifics of information terrorism, its essence and content are of particular importance. Lack of scientific and theoretical research

on these issues led to the research applications and objectives of this article. The theoretical and methodological ark here is set by the constellation of social processes associated with the transition from industrial to post-industrial society in which violence has acquired a new image.

2. Conceptual analysis of information terrorism

“Everything is good in its season” – says a famous proverb. Information terrorism appears where and when favorable conditions for its emergence have developed. Most often such conditions are the rapid development of information and communication technologies, the transformation of the media into an industry with all the hallmarks of an industrial approach to media production, a significant increase in communication interactions through information technology in social networks, chats, blogs and forums. In other words, information terrorism is not an accidental phenomenon, but a natural product of a society saturated with various means of communication which are able to quickly process, send and receive large amounts of information.

It should be noted that information manipulation, shifting of facts, misinformation as integral components of information terrorism have always been considered as an important tool for achieving military and socio-political goals. It is worth recalling from the history of philosophy one of the oldest monuments of the ancient world – a treatise by the ancient Chinese strategist and philosopher Sun Tzu “The Art of War”. Prescribing specific recommendations for using information to gain certain advantages and ensure victory over the enemy, the philosopher understood war as a “way of fooling”, emphasizing: “if you could do anything, show the enemy as if you could not; if you used something, pretend you didn’t use it; no matter how close you was, pretended you was far away; even if you was far away, advertise as if you was close; entice him with benefits; brought him to frustration and take him; if he had everything, be prepared; if he was strong, avoided him; causing anger, brought it to a state of frustration...” (*Sun-tszy, 2014: 8-11*). A similar position was highlighted in the prominent ancient Indian monument of government called “Arthashastra”, which stated that the difficulties of the enemy should be created, even at the cost of deception, “sowing discord”: “if the archer fired an arrow, it must kill one or not kills. Thought, thrown consciously, kills even that which is just emerging” (*Arthashastra 1959: 429*). We believe that there is no need to reconstruct the history of information confrontation. These examples, in our opinion, are enough to convince the reader that information aggression has always been and is an integral attribute of socio-political life, and information terrorism, even in its infancy, has always served to achieve various political goals of various kinds.

Of course, it would be an oversimplification to equate modern information-terrorist attacks with the information-psychological influences of the Sun Tzu or Kautili’s times, but their commonality should not be ignored. Undoubtedly, the main integrating factor here is the goal, the achievement of which involves intimidation, demoralization, the creation of socio-psychological tension, bordering on moral panic.

Of course, modern information terrorism instrumentalizes “dysfunctional fear”, makes consumers of information “lose their minds” and despair. The appeal to fear by information terrorists is well-founded from several points of view. First, fear is contagious (viral): “it is only necessary for someone to be afraid of something, as immediately the concern spreads to others, and they, in turn, transmit the fear further” (*Svendesen, 2010: 27*). Second, fear is a resource of power that can be successfully used to achieve socio-political goals, because “fear adjusts the mind to the perception of certain information, it can be used against opponents” (*Svendesen, 2010: 30*). As is well known, political struggle involves not only a direct confrontation with the enemy, but also requires a change (adjustment) of his worldview and social

attitudes. Third, fear paralyzes rational-critical thinking, it interferes with mental activity, as a result of which the human mind loses the ability to adequately perceive reality. Thus, there is a favorable situation for the imposition of ideas, the spread of ideological fictions, changing values, fabrication of needs, modification of behavior and all sorts of speculation, and thus create favorable conditions for spiritual violence.

At the same time, fear as such, especially does not require additional use of force, direct physical acts of violence. After all, as the British researcher F. Furedi notes, the "culture of fear" now dominates: "today, many of our fears are often not based on personal experiences. Compared with the past, people living in Western societies have less familiarity with pain, suffering, debilitating disease and death than ever before. And yet, despite an unprecedented level of personal security, fear has become an ever-expanding part of our life" (Furedi, 1997: vii).

Terrorists resort to extreme measures (murder, destruction, hostage-taking, etc.), mostly for the reason that only the image of death (fear of death) can attract increased audience attention, and, as we know, publicity is a necessary component of the effectiveness of terrorist activities: "the success of a terrorist operation depends almost entirely on the amount of publicity it receives" (Schmid, 2004: 208). In other words, "extreme measures" of terrorists are only a tool to influence as large an audience as possible. In this context, it is worth recalling the ancient Chinese aphorism, which very aptly reveals the essence of terrorism: "to kill one is to intimidate hundreds".

Information terrorism as a special type of terrorism should not be considered from the standpoint of physical violence. Cultivation of fear, "feeding" it by means of manipulating information messages, the continuous state of "intimidated consciousness", obviously, allow to achieve socio-political goals without resorting to direct acts of violence. This is the insidiousness of information terrorism, which resorts to targeted destructive information influence by means of covert coercion with the help of meaning-creating information products. The treacherous, diabolical nature of information terrorism is hidden in the difficulty of recognizing it for the average person, as it remains unnoticed by him. Modern information technologies and their technical capabilities allow to give the pretended authenticity of any message. An outright lie, an exaggeration can for some time, until they are exposed, acquire signs of authenticity with the help of illustrations (photographs, videos, testimonies of "eyewitnesses"), which increase the probability of the information message. So, in particular, the information site Vesti.ru on January 4, 2016, referring to "photos and video from the phone of one of the fighters of "Azov", to which hackers gained access" spread information that allegedly in the Ukrainian regiment "Azov" ISIS fighters. However, with the help of the geographic service Wikimapia, BBC journalists found out that all 18 photos and two videos presented on the site were taken by the Isolation Foundation, so they are fabricated, and the fund itself is located in Russian-occupied Donetsk. Another example of information terrorism is related to the Boeing 777 crash that occurred on July 17, 2014 in the sky over the Donetsk region. In order to accuse the Ukrainian Air Force of involvement in the destruction of the MH17 passenger flight, on November 14, 2014, the Russian First Channel aired a story showing a "satellite image" of the "moment when the Ukrainian fighter on the MH17 attacked". The "authenticity" of the "satellite image" was confirmed by the "authoritative opinion" of the First Vice-President of the Russian Union of Engineers I. Andrievsky, who noted that a careful analysis of the image made by representatives of the Union did not reveal any signs of forgery, its authenticity. In fact, the "photo" turned out to be fake, because it violated the proportions of objects relative to the ground, in particular, Boeing, if you believe the "satellite image" is several kilometers long, which is absurd and pure nonsense. (*TOP 20 Fakes of Russian Media*). Unfortunately, these examples show the leveling of the principle of journalism, formulated in 1921 by one of The Manchester Guardian's former

editors C.P. Scott: "Facts are sacred, but comment is free", still "even though, ideally, comment is only respectable if it is founded on proven facts" (*Marthoz, 2017: 53*).

In their pursuit of sensation, "philosophy of attracting attention" (N. Luhmann), ratings, relevance, credibility, sales – modern media, ignoring the imperative of "sanctity of facts", turning information into comments, devalue the latter as a "fixed category" with a clearly defined content as "inviolable facts" or "pieces of reality" (*Kean, 2015: 139*). In other words, the reality in which something is happening, and the reality about which we are told are not the same thing, the reality is deprived of fact, there is an "industry for facts" which is mass-produced. Therefore, the media skillfully "deviating from the truth", mostly aimed not at impartial informing the public, to broadcast information in the aspect of knowledge, but to create information messages, replication and distribution of pre-finished products. This makes it impossible for most consumers of information to form their own opinions, thus violating the fundamental human right to "habeas mentem – the inviolability of consciousness" (*Zolo, 2010: 18*).

In the modern world, it is difficult to speak of consciousness as an "invincible fortress", "that we are masters of what our minds accept or reject" (H. M. Enzensberger). Unfortunately, a person is no longer able to hide from the world due to his own mind, he is not a "last refuge", falling under constant "information attacks" is in the system of suggestions, illusions, delusions.

This is confirmed by the emergence of the phenomenon of "industry of consciousness". The latter develops with such speed and in such various forms, that it has outgrown our understanding and our control. A notable feature of the "consciousness industry" is the lack of production, instead, it is "it is an intermediary, engaged only in production's secondary and tertiary derivatives, in transmission and infiltration, in the fungible aspect of what it multiplies and delivers to the customer" (*Enzensberger, 1982: 5*). The German scholar Enzensberger emphasizes that the industry of consciousness is the leading branch of modernity, and those who are involved or involved in power are well aware of this, waging fierce public "political, economic, cultural, legal, religious, etc. battles" in the information field. Increasingly, there is a marked intensification of information terrorists, who cultivate fear and panic by means of information sabotage.

Therefore, let us assume that both individual public politicians and organizations involved in information terrorism should now be considered as the main incubator of violence. After all, as the American journalist and writer M. Thompson rightly remarked, verbal violence leads to physical violence.

The analysis allows us to offer our own vision of the concept of information terrorism, which should be understood as an act or series of acts of intrusion into the information and communication space, which aims to intimidate a wide audience, create socio-psychological tension, anxiety, in order to obtain desired policy results in any case.

Subjects of information terrorism, abusing the right to information, resort to information-terrorist act – the targeted use of information-psychological technologies in order to destructively influence the consciousness and behavior of people. Today, there are many technologies of "intangible violence", the use of which allows the subjects of information terrorism to achieve their specific goals. At the heart of all technologies (operations) there is a manipulative influence, the characteristics of which are: first, the object of manipulation appears as a tool to achieve the goals of the subject of manipulation, secondly, the hidden nature of influence, and thirdly, high the degree of emotionality of information messages. A well-organized and planned information-terrorist act "might succeed in occupying our minds by creating a climate of fear, thereby manipulating target audiences at the emotional level" (*Schmid, 2004: 207-208*).

Of course, within the framework of this study it is impossible to consider all the variety of information-terrorist manipulations. However, it is safe to say that through misinformation,

propaganda, suggestion, exploitation of the emotional and sensory sphere of man, simplified formulas such as "friend -enemy", "good - evil", attacks by information terrorists are aimed at forming misconceptions, demoralization, deliberately creating an atmosphere of fear and intimidation, uncertainty and apocalyptic sentiments, consistent discrediting of state institutions and de-legitimization of the political system as a whole. In this aspect, information terrorism is similar to "classical" terrorism, as both "inculcate fear and adversely affect normal, daily life by threatening personal safety, thereby tearing at the social fabric of a country by destroying its business and cultural life and the mutual trust upon which society is based" (*Hoffman, 2007: 3*).

3. Virtualization of information terrorism

The subjects of information terrorism actively use the "classic" media to achieve their goals, however, in order to achieve maximum efficiency in publicizing their actions, they must take their temporitum. After all, "the temporitum of the weekend destroys the dynamics of the event" (*Pochepcov, 2011: 113*), respectively, this time is not particularly good for actively influencing the minds of the mass audience. Information terrorists create products for the media, and the latter, in turn, respond to them with almost unbridled eagerness, proving unable to ignore an event ... fashioned specifically for their needs. Therefore, it is fair to say that the relationship between terrorists and the media is interpreted by many researchers as symbiotic. For example, J. E. Lukaszewski emphasizes that the media and terrorists feed each other ("feed off each other"), and together they "create a dance of death", B. L. Nacos describes the relationship between the media and terrorists as "strange bedfellows in a marriage of convenience" (*Chuiyka, 2016: 52*). Obviously, such relations become extremely threatening and require appropriate reactions. This was emphasized, in particular, by the OSCE Representative on Freedom of the Media, D. Mijatović, who called on editors and publishers and state-owned media directly or through representatives to stop corrupting the profession, stop earning and gain influence over blood, hate speech and limited thinking. According to D. Mijatović, propaganda is another ugly scar on the face of modern journalism, so there is an urgent need to cleanse journalism of fear, propaganda and frustration with everyday reality. Without critical journalism, D. Mijatović concludes, democracy is harmed, and deliberate misinformation becomes the norm. (*Propaganda and Freedom of the Media, 2015*).

The rapid spread of the Internet in the late twentieth century. The 21st century, characterized by the absence of a "gatekeeper" who would select and edit information, lightness and open access and rapid exchange of information, reaching a wide audience, provoked its active use by information terrorists as a powerful information and propaganda tool.

Without diving into the methods by which the Internet is used for information and terrorist purposes, we note that as media platforms, information terrorists are increasingly using Youtube, social networks Facebook and Twitter. This can be explained by the fact that, firstly, in social networks, "users can encounter statements they may consider highly contentious or extremely offensive - even when they make no effort to actively seek out this material", and secondly, social networks "can enable the easy, fast and widespread dissemination of misinformation" (*Kapko, 2016*). Beside this, research conducted by the Pew Research Center roughly one-in-five social media users have changed their minds about a political candidate, or a social issue, because of the material they encountered on social media (*Duggan & Smith, 2016*).

In our opinion, Twitter is particularly vulnerable to information terrorism. This assumption is based on the characteristics of Twitter itself as a form of communication.

As you know, Twitter messages ("tweets") are limited to 140 characters, which prevents in-depth discussion and critical perception of information: "by demanding simplicity, Twitter

undermines our capacity to discuss and, subsequently, to think about issues and events in more complex ways" (Ott, 2017: 61). Beside this, Twitter has a unique feature of retweeting as a powerful mechanism of information sharing. Thus, Twitter is an excellent platform for disseminating information, where the original tweet is propagated to a new set of audiences, namely, the "followers" of the retweeter. Another feature of Twitter, favorable for information and terrorist attacks, is that this social network is more likely to spread emotionally colored messages. S. Stieglitz and L. Dang-Xuan emphasize this circumstance: "we find that emotionally charged Twitter messages tend to be retweeted more often and more quickly compared to neutral ones". As we know emotions have a powerful persuasive potential, and emotional messages attract more attention: "attentional processes are also shown to have an impact on emotional contagion, which is the spread of mood and affect through populations by simple exposure" (Stieglitz & Dang-Xuan, 2013: 217-222). In addition, it is "negative emotions" that increase popularity on Twitter. Hence, Twitter breeds dark, degrading, and dehumanizing discourse; it breeds vitriol and violence. However, Twitter is trying to reduce aggression and other negative manifestations.

Research by Twitter users also gives some reason to talk about the vulnerability of this social network to information terrorism. For example, compared to Facebook users, Twitter users are more focused on public figures and users they do not know: just 15% of Twitter users say that they mostly follow people they know personally, while nearly half (48%) say they mostly follow people they do not know personally (Duggan & Smith, 2016). Thus, a significant part of Twitter users uncritically consuming and disseminating information materials from strangers, significantly increase the chances of information terrorists to carry out effective information and psychological attacks.

Of course, other social networks are also actively used by information terrorists. For example, in early March 2014, such Russian social networks as "VKontakte" and "Odnoklassniki" launched powerful anti-Ukrainian propaganda campaigns to spread and support separatism in Ukraine, the ideologue of the "Russian world". In particular, the "Novorossiya group" was created on the "VKontakte" social network called for the fight against Ukraine and the creation of an independent republic. The Ukrainian Internet community has been systematically subjected to massive information and terrorist acts by anti-Ukrainian groups created on the mentioned social networks. The destructive content of the latter focused on emotional arousal, spreading panic rumors, feelings of anxiety, fear, cynical distortion of history to deny the existence of a separate Ukrainian nation, instilling the idea of artificial Ukrainian state, resuscitation of imperial and Soviet ideological stereotypes, incitement to hatred. As "VKontakte" and "Odnoklassniki" ranked first in the ranking of social networks among Ukrainians, it was obvious that their attacks of "non-military influence" were an important component of the general information aggression against Ukraine carried out by the Russian Federation. In view of this, on May 15, 2017 The President of Ukraine Petro Poroshenko signed Decree №133/2017 on the implementation of the decision of the National Security and Defense Council of Ukraine of April 28, 2017 "On the application of personal special economic and other restrictive measures (sanctions), as a result of which access to Ukraine was blocked Internet resources "VKontakte", "Classmates" sites "Mail.ru", "Yandex" and anti-virus programs "Kaspersky Lab", "Dr.Web" for 3 years. Such a step by the Ukrainian state to protect its information space provoked a mixed reaction from the world community. In particular, the Secretary General of the Council of Europe, T. Jagland, expressed concern about the above-mentioned Decree, noting that blocking social networks, search engines, postal services and information websites is contrary to our common understanding of freedom of expression and freedom of the media. Moreover, such general broad prohibitions do not comply with the «principle of proportionality". A similar

position was expressed by the Executive Director of Reporters Whithout Borders Germany C. Mihr. In his opinion, the activate to block Russian Internet resources was an unacceptable attack not only on freedom of speech, but also on the press. According to C. Mihr, the social networks "VKontakte" and "Odnoklassniki" are important for freedom of speech, because people can communicate on these platforms. Emphasizing that the mass media should not take part in the information war, and that the war between Russia and Ukraine needs truthful information, C. Mihr believes that blocking news distributors is an attack on information freedom. This is unacceptable under any circumstances.

Meanwhile, the ban on access to Russian Internet resources is due to several important reasons, such as: cybersecurity (Russia's FSB had access to Ukrainian users' accounts); political (a lot of propaganda and separatist information directed against Ukraine was published on Russian social networks); economic (funds from taxes for advertising published on social networking sites went to the Russian budget).

In addition, it should be borne in mind that the classical media have lost their monopoly on setting the agenda. Currently, an important factor in the formation of the latter are the communities of social networks, for which the source of information and its reliability are secondary issues, instead much more important is compliance with the rules of message selection. Among them, one of the main ones is the conformity of the information product to the position of the community, its picture of the world. So, the leveling of professional journalistic standards (freedom of cyberspace), the development of an anonymity culture allows people to "post", publish and say whatever they want, without any restrictions, which makes it much easier to manipulate public opinion, mass consciousness and behavior of many people. As a result, «truth becomes just... a commodity that can be bought, sold, packaged and reinvented» (*Kean, 2015: 162*).

Probably the German researcher N. Luhmann is right in his saying that any reality is a construction. Meanwhile, the modern science and technology reached that level of development where the latest information and communication technologies artificially create realities that have a devastating effect on the human psyche, pose a direct threat to the information security of society and the state. "Real reality" has lost its significance, it is unclaimed, but an epidemic of information and psychological violence is unfolding, the number of victims of which is steadily growing.

4. Conclusions

The rapid development of information and communication technologies has created very favorable opportunities for the manipulation of information flows, destructive information and psychological impact on both individual and large groups of people. Nowadays there is a real threat of turning information into a "weapon of mass destruction", the destructive factors of which will be felt for a long time. And in this context, special attention has been drawn to the problem of information terrorism, the emergence and spread of which is provoked by the expansion of communicative interactions carried out by people through the latest information technologies.

Analyzing the phenomenon of information terrorism, the authors consider it as a special type of terrorism aimed at creating a constantly confused, confused, insecure public, a means of purposeful development and dissemination of information products that can cause fear, anxiety, panic, stress. No less fundamental feature of information terrorism is the complexity of its identification. Digitalization allows information terrorism, even for a certain time, to act as an "invisible hand", during the secret act of which there is "intangible" violence in the form of information-terrorist acts.

Raising the problem of information terrorism in this article, its authors trying to emphasize the importance of a comprehensive study of this phenomenon, the need to form a holistic conceptual understanding of information terrorism. Besides that, there is a need for further, more in-depth study of the problem of protecting society and the individual from harmful information influences, preventing the spread of information and psychological violence.

Certainly hopeless in the context of the spread of the global media network and the making of the global network society to talk about the society closedness and the individual to perceive the effects of information and communication technologies, the creation of "information reserve". At the same time, the era of "space/time compression", unhindered transmission of information and instantaneous communication has exacerbated the problem of the correlation between freedom of speech and collective/individual information and psychological security.

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THE EXAMPLE OF THE DESIGN OF MATERIALS

NEW ECONOMIC SYSTEM OF SOCIETY DEVELOPMENT

John SitdsonPhD, Polonia University in Czestochowa, Poland,
e-mail: js@gmail.net, orcid.org/0000-0102-4843-3694**Summary**

The article deals with the information economy as a new economic system wherein information and knowledge are the main products. It is proved that a central component of an economic system is work with information and use of information systems in the process of management. The author substantiates the requirement for the search of new approaches to the solution of problems of development of institutional structures of information economy.

Keywords: knowledge, information, system, information economy, management.

DOI: <http://dx.doi.org/10.23856/xxxxxxxxxxx>

Introduction

Global growth of information and telecommunication technologies, on the one hand, and also the necessity of development of scientific knowledge in the area of theory, methodology and practice of informative approach of study of information economy and society, on the other hand, determines topicality of consideration of the process of formation of information economy. Information turns into a strategic resource and factor of acceleration of scientific, technical and technological development and becomes a part of the real economy.

Subtitle of the body

It presupposes the conceptual comprehension of the process of establishment of an informative and technological method of production and related to it forming of an information paradigm in a modern economic science.

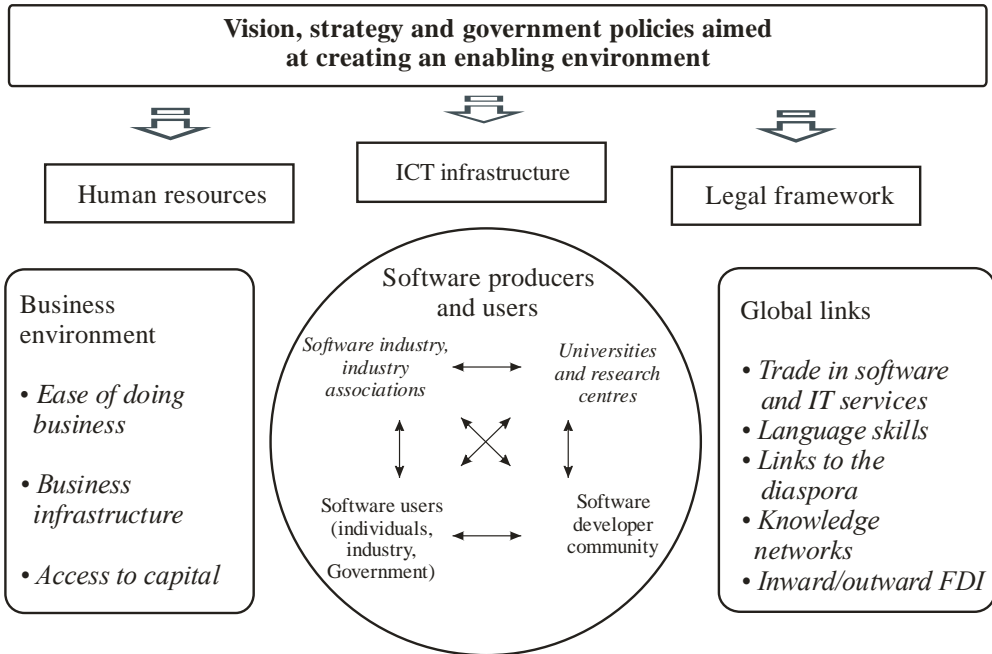
The evolutionary process of the establishment of information society is represented in researches of P. Drucker, who used a notion “information revolutions” (Drucker, 1989). He worked out the theory of the stages of development, which allows deeper understanding of the logic of establishment of information economy.

The term “information economy” was first used in 1976 in works of Mark Porat, an employee of the Stanford Centre and designated by him as a cluster of industries, engaged in the production of modern databases and facilities which provide their application and functioning (Porat, 1978). He is given the credit for introducing a distinction between the primary and secondary information sector of economy. A primary sector, according to his opinion, can be estimated quantitatively, while everything is much more difficult with the secondary one.

The Revolution in the development of information technologies allowed to talk about a global network, which materialized the globalization of economy. New information technologies, in fact, are not simply becoming the instruments of application, but also the

processes of development. The system-oriented analysis of the information economy with due regard to the forming informative paradigm of the economic theory requires additional consideration.

Figure. 1. A national software system (Information Economy Report, 2012)



Conclusions and suggestions

Conception of information economy includes fundamental definition of information society. It's defined as a system of connections and relations between individuals, which appear in the process of interchange of information concerning social and economic activity. Information economy is simultaneously defined as a system of public relations, wherein the information is a basic productive resource.

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