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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 42 (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 section are devoted to topical issues of Cognitive Linguistics, among them language concepts of the image of Ukraine in Ivan Perepeliak's poetry, floronym MAK / POPPY in the national world conception by Ukrainian and English speakers. Some articles on general grammar focus on investigating means and methods of expressing the senses in English prefixal verbs, allomorphic features of stylistically marked inverted syntactic models (based on English and Ukrainian literary texts), metaphorical and metonymical aspects of the English terminology "mobile communication", continuous case study as an effective method of English language learning by future engineers.

Our scientific issue also publishes articles in the sphere of education. Among them the comparative analysis of success in higher education in Ukraine and the USA, the essence of physician's professional competence, peculiarities of clinical trials in American medical colleges, the process of modernization of art education of a future teacher under conditions of globalization, the psycholinguistic study of post-traumatic stress disorder through military personnel's creative writing.

PNAP also highlights the current problems of society in historical perspective, such as activities of Ukrainian network of the observation points (1920's – 1930's), cultural component of diplomatic receptions in the USSR (1941–1945), socio-political activity of the brothers Mykhailo and Bohdan Horyn in modern Ukrainian historiography, as well as current issues of interrelation of technologies, humans and society. Among them psychological aspects of behavior in captivity, the role of resource-technological mechanism in development of electoral communication, leadership development in the context of educational trends of western European countries.

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.

Zbigniew Domżał

LANGUAGE, CULTURE, COMMUNICATION

FLORONYM *МАК* / *POPPY* IN THE NATIONAL WORLD CONCEPTION
OF UKRAINIAN AND ENGLISH SPEAKERS**Antonina Cherniavska**Postgraduate Student, Drohobych Ivan Franko State Pedagogical University, Ukraine
e-mail: chernyavskatonya@gmail.com, orcid.org/0000-0001-7625-6588**Summary**

The article is an attempt to study the semantics of floronyms *мак* / *poppy* in the Ukrainian and English languages. It focuses on the study of the inner form of idioms and paroemias that have the analysed component-flower as a part of their structure. Universal characteristics of the semantics of the given floronyms have been researched. Specific national features of the semantics of the analysed floronyms are singled out for both languages under research. The concepts that are phraseologically actualized in the Ukrainian and English languages due to the semantic components of floronyms *мак* / *poppy* have been deduced. Metaphoric meanings of the floronyms under analysis that serve as constituents in idiomatic units and paroemias of the contrasted languages have been scrutinized. Cultural significance of the flowers *poppy* / *мак* has been revealed for both linguocultures. Symbolical meanings of the analysed floronyms have been examined in the Ukrainian and English linguocultures.

Keywords: phraseologism, floronym *poppy* / *мак*, symbolical meaning, semantics, idiom, paroemia.

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1. Introduction

On the contemporary stage of analysing phraseological units (PhUs) the research aimed at revealing manifestations of anthropocentrism becomes of great value. Anthropocentrism is viewed as a specific feature of the lingual world view. The issue of the common consciousness reflection, the view of the world and mentality of people, national-cultural components as well as universal values encoded in the semantics of the units belonging to lexical and phraseological lingual strata are widely discussed in linguistics. Dictionary register units, their system relationships, connections with extra-lingual actuality become the chief material of research.

The meaning of a phraseologism as a compound, integral nomination is created by means of a metaphoric or metonymic reinterpretation of the constituent word-components. This ensures the figurative and expressive character of the unit's semantics at the same time it reflects the generalized denotation of a certain phenomenon in reality (*Soshko, 2012: 389*).

The analysis of the semantics of the floronyms *мак* / *poppy* in the English and Ukrainian languages is a part of the research of the floronyms' semantics on the basis of idioms and

paroemias. The attempt to analyse the semantics of floral names in not closely-related languages is to give an opportunity to reveal common and divergent components of the floronyms' meaning as well as make certain conclusions as to the lingual objectivation of different aspects of the common consciousness of the Ukrainian and English speakers.

2. Phraseological verbalization of the floronym *мак*

Applying to dictionaries of symbols, the following meaning of the *poppy* flower has been found: "it is a symbol of Great Mother, Mother-Virgin, and night. *Poppy* is dedicated to all lunar and nocturnal deities, it symbolizes fertility, oblivion, idleness. In Greek and Roman traditions *poppy* denoted the period of sleep and death of the floral life, it was the emblem of Demeter (Ceres), Persephone, Venus, Hypnos, Morpheus, and in China *poppy* symbolized retirement, recreation, beauty, success; though, being the source of opium it serves as a symbol of dissipation and evil. In Christianity the flower of *poppy* is associated with sleep, ignorance, indifference. The blood-red *poppy* embodies Christ's suffering and the sleep of death" (Cooper, 1995:195). "From olden times the *poppy* flower occupied its place in Ukrainian amulets as it is believed to own the magical power and ability to protect against the evil. The same power has an embroidered image of the *poppy* on a shirt; it is a female symbol of purity, virginity, maiden beauty" (Kotsur, 2015:116).

Comparing dictionary definitions of the floronyms under investigation, in "Dictionary of Ukrainian Language" it is possible come across the following definition of the *poppy*: "Трав'яниста рослина з довгим стеблом і великими квітками, що дає кулястий плід, наповнений дрібним насінням; вирощується як лікарська та олійна культура, а також як декоративна рослина. Квітка цієї рослини" (Bilodid, 1970-1980); and "Oxford Advanced Learner's Dictionary" provides the following explanation to the meaning of the floronym *poppy*: "a wild or cultivated plant with **large**, often bright red, **flowers**, whitish juice and **small black seeds**. Opium is obtained from one type of *poppy*" (Crowther, 1995:896). Thus, the common components of the meaning of the analysed floronyms are "large flowers" and "small seeds".

The English floronym *poppy* originates from Old English *popæg*, and initially from Latin *papāver* (ME *popi* < OE *popæg* < L *papaver*) (Collins). A *poppy* flower is associated with a battlefield and the perished at war at least since the times of Waterloo. The Ukrainian name of the flower *мак* has the following etymology: *мак* (botanical – further bt. «Papaver L.»), – Old East Slavic *макъ*, < Old Slavonic *Макъ*; < Proto-Slavic *Макъ*; < Indo-European **mak-* "leather, pellicle, leather purse"; derivative lexemes from the floronym *мак* are: [*маковець*] (bt.) "poppy", [*маковинець*] "wild poppy", [*мачки*] "poppy flowers wreath", [*мачок*] (bt.) "field poppy, Papaver rhoeas L.; Glaucium Adans.", *макові* / *макувати* (bt.) «Papaveraceae», *макувати* «Papaver L.» (Melnychuk, 1989:364).

"Dictionary of Epithets of the Ukrainian Language" contains the following adjectival attributes most widely used with the floronym *мак*: *багряний, багряно-ніжний, білий, буїноцвітний, веселий, жовтий, зелений, зеленостеблій, молодий, ніжний, рожевий, сновійний, червоний, червоно-жовтий*; and an original epithet: *новонароджений* (Вуbuk, 1998:192). The vast majority of these attributes denote different shades of colour of a *poppy* flower.

A perspective instrument for the interpretation of the interaction between a language and culture is considered to be a psycholinguistic experiment, which can be opportunely named a linguoculturological one, as with its help it is possible to identify linguoculturological information encoded in association fields, determine relevant features of the mentality

of a certain linguosociety, ascertain changes in the lingual consciousness of its representatives etc. That is why (free) associative experiment is regarded to be an efficient method, on the ground of which it is possible to reveal the accumulated associations of the speakers as a result of their previous experience (Mizin, 2009:123). “Dictionary of Associative Adjectives of Nouns in Ukrainian” created by N. Butenko reflects the result of the psycholinguistic experiment conducted among the students in Lviv at the beginning of the 80s. So, the associative unit *мак* (*poppy*) in this dictionary is attributed according to such characteristics: colour (*червоний* 200 reactions-attributes out of 582 total, *багряний* 8, *рожевий* 4), being in bloom (*зів'ялий* 21, *розквітлий* 19, *нерозквітлий* 3, *сухий* 6, *висушений* 4, *зірваний* 4, *вирощений* 3, *молодий* 3, *відцвілий* 2, *опалий* 1, *рясний* 1), the character of the plant (*польовий* 65, *дикий* 17, *городній* 9, *декоративний* 7, *стеновий* 2), size (*високий* 8), smell (*п'яний* 2, *терпкий* 2) (Butenko, 1989:153). The rest of the attributes are not taken into consideration, as they describe poppy seeds.

The derivative colour names from the analysed florum are *poppy* (reddish-orange) (*Collilns*) [Collins], *poppy-colour* (the colour of a red poppy), *poppy-red* (coral colour, brightly orange colour) and *маковий* (*colloquial* the colour of the red poppy flower) (Balla, 1996:144). The florum under research can be considered a standard of the red colour.

As a result of observation of the plant blooming, there appeared such sayings as: *Коли цвіте біб, то трудно на хліб, а як мак, то не так* (Franko, VI, 2006:69); *Як цвіте біб, найгірше за хліб; як цвіте мак, то вже ни так* (Franko, V3, 2006:497); *Коли у червні біб зацвіте, то найбільший голод буває, а коли мак, то не так* (Myshanych, 1984:73), and the following paroemias depreciate the value of *poppy* as an agricultural crop: *Не вродив мак, пробудем и так* (Nomys, 1993:263); *Не вродив мак, перебудемо й так; Не родив сім літ мак, то жили і так* (Paziak, 1989:111); *Сім год /рік /літ мак /біб не родив, та голоду не було /та без того маку з голоду не вмірали / та живі були; Не родив мак сім літ, не було голоду; не уродить и восьме, не буде голоду* (Nomys, 1993:263); *Не вдалось, то й хай: сім років мак не родив і голоду не було!* (Вахтут, 1963:194); *Казав мак: «Що ти за жито, що рік не вродило та й голоду наробило?! А я не родив сім літ, а голоду ніт!»* (Myshanych, 1984:82). The saying *Сіяв гречку, а уродив мак, нехай буде так* (Paziak, 1989:109) verbalizes the idea of the rational perception of the reality, namely as it is. The paroemia *Аби цвіт, а маку й ніт* (Nomys, 1993:129), according to M. Nomys, renders the concept of “misfortune / disaster”. The florum *мак* is used in a denotative meaning in these paroemias.

It should be noted that attributes *червоний* / *red* are used in combination with analysed florum as a part of similes and are the dominant of the semantics of the florum *мак* / *poppy*, e.g.: *(as) red as a poppy* (Barantsev, 2006:813); *червона як мак* (Matsiuk, 2013:245); *червоний як маків цвіт* (Dubenko, 2004:403); *почервоніти як мак* (Dubenko, 2004:403); *Почервонів як мак* (Yurchenko, 1993:87); *Почервоніє, як мак* (Nomys, 1993:390); *Як маків цвіт* (Udovychenko, 1968:405) in the meaning “to blush as a poppy flower”. Thus, the semes “flush, shame” are the components of the florum *мак* / *poppy* semantics. The florum *мак* is poly-symbolic and one of the meanings of the symbol is connected with the red colour of the *poppy* flower (Levchenko, 2005:198).

It is said that a handsome young man *розцвів як мак* (has bloomed like a poppy – our explanation A.Ch.) (Matsiuk, 2013:238). It means “to be in full flourish of physical and spiritual / inner strength”; the semes “health, bloom, flowering” are the constituents of the florum *мак* semantics. A comparative PhU *як мак цвіте (процвітає, розцвітає і т.ін.)* (Udovychenko, 1968:406) is used with reference to a person in the meaning “good-looking, beautiful, healthy”. T. Shevchenko used this comparison with the florum *мак*: *На*

розпутті кобзар сидить Та на кобзі грає; Кругом хлопці та дівчата – Як мак процвітає (Vashchenko, 1964:389). In the saying *Військо іде, як мак цвіте* (Paziak, 1991:269) the Ukrainian national host is compared to the blooming of the *poppy* flower. It gives the meaning of the florum *мак* the connotation of “strength, health, beauty”.

There exists a rage of idioms and paroemias with the analysed florum that have core components “like a poppy flower (in the garden)”, which characterize the beauty and youth of the Ukrainian womenfolk: *як маків цвіт* (Matsiuk, 2013:240); *Дівчина як маків ц[в]віт* (Franko, VI, 2006:802); *Жінка як маків цвіт* (Franko, V2, 2006:170); *Красна дівка в хороводі, як маків цвіт на городі* (Paziak, 1990:37); *Дівки в хороводі, наче маків цвіт на городі* (Paziak, 1990:33). It is said that a young and pretty girl is “as beautiful as red poppies”: *як маки червоні* (Matsiuk, 2013:312); *Гарна як мак городній* (Yurchenko, 1993:87); *Як мак у полі* (Bahmut, 1963:567). The Ukrainian folk use a simile *гарне як маків цвіт* (Matsiuk, 2013:334) about beautiful children. A personified direct address with the analysed florum is traced in the poetical speech of T. Shevchenko: *Рости, рости, моя пташко, Мій маковий цвіте* (Vashchenko, 1964:390). Thus, the seme “beauty” is a semantic dominant of the florum *мак* in the Ukrainian language. Though, there are such sayings with the florum *мак* in the Ukrainian corpus of paroemias which underscore the short duration of beauty: *Дівочий вік – як маків цвіт* (Paziak, 1990:33). *Ой сьвітку мій сьвітку, як маковий цьвітку!* (Franko, 2006:97) – according to I. Franko, a girl may say about her young age in such a way. The florum under research contains the semes “transience”, “blossoming”, “short age of youth”. PhUs, that single out multitude, *як макового цвіту* (Uzhchenko, 1988:246); *як макового цвіту на городі* (Uzhchenko, 1998:63) mean “a great number” and the analysed florum contains the seme of plurality.

The following paroemias verbalize the common conception of human age / life / the world in general, which are beautiful: *Де мир і совім – там життя, як маків цвіт* (Paziak, 1990:155), though fleeting: *Сей світ, як маків цвіт: день цвіте, а вночі опаде; Цей світ, як маків цвіт: сьогодні цвіте, а завтра і пропаде* (Paziak, 1991:199); *Сей с[в]віт як маковий ц[в]віт* (Franko, V3, 2006:101); *Цей світ, як маків цвіт, день цвіте, а вночі опаде* (Dubenko, 2004:119). The chief idea of the paroemias is that “this world is like a poppy flower that blooms but a single day and is fallen down in the night”. The paroemias embody the opposition “life – death”, and the components of the analysed florum semantics constitute a part of this opposition.

In the Soviet period there existed paroemias *Наша країна, як мак, цвіте – зі славою завжди іде* (Myshanych, 1984:371) and *Колись на селі були пісні сумні, а тепер на радянській землі цвітуть, як мак навесні* (Myshanych, 1984:389). They were aimed at glorifying the period of that time as well as serving as a part of ideology. The florum under research could be associated with flourishing and glory of the country and jolly songs. At the same time the semantic component of the florum *мак* served a basis for the phraseological objectivation of the binary opposition “jolly – sad.”

3. Semantics of the derivative florum *маківка*

In the Ukrainian corpus of paroemias there exist folk similes with the derivative lexeme *маківка*, which means “квітка маку (poppy flower)” (Bilodid, 1970–1980): *як маківка* (Matsiuk, 2013:312); *гарна як маківка* (Matsiuk, 2013:237); *Гарна дівка, як маківка* (Nomys, 1993:378), the letter comparison is used to describe a pretty girl, and the following PhU is used with reference to nice children – *як маківки / діти як маківочки* (Matsiuk, 2013:334);

диточки як маківочки (“little children are like poppy flowers”, where the derivative lexeme is formed with the help of a diminutive suffix *-очк-*) (Matsiuk, 2013:127). The following paroemia verbalizes a man’s complaint about his wife behind her back: *Чужі жінки як маківки, моя як опуда* (Paziak, 1990:98); *Чужі жінки – як маківки, а моя – як опудало* (Other men’s wives are like poppy flowers, but mine is like a scarecrow – A.Ch.) (Myshanych, 1984:183). Accordingly, the seme “beauty” is a dominant constituent in the semantics of the lexeme *маківка*, besides it serves as a basis for the phraseological objectivation of the binary opposition “beauty – ugliness”. The PhU *Цвіте, як маківка* (Nomyus, 1993:378) has the semes “blooming / flourishing”. In Shevchenko’s language we can find figurative comparisons with the derivative *маківка*: *Як маківка на городі, Ганна розцвітала* (Vashchenko, 1964:390); *Свої воли, свої вози, А між парубками, Як маківка меж квітками, Цвіте, розцвітає* (Vashchenko, 1964:390). Thus, a semantic component “youth” is added to the inherent semes “blooming / flourishing”. The saying *У засватаної дівки женихів, як маківки* (Paziak, 1990:76) contains the floronym *маківка* in the sense of singularity, and PhU *по маківку* (Uzhchenko, 1998:38) has the meaning «a lot of». The folk uses a comparison *як маківка* (Matsiuk, 2013:246) about the blush in one’s face. So, the derivative floronym *маківка* can contain the semes “blush / shame” and have the connotation of singularity and plurality.

A respectful attitude to a mother is engraved in the Ukrainian common consciousness, which has found its reflection in such anaphoric paroemias as: *Нема цвіту кращого від маківочки, нема роду милішого від матіночки; Нема в світі цвіту цвітнішого, як маківочка, нема і роду ріднішого, як матіночка; Нема в світі цвіту милішого маківочки, нема ж і роду ріднішого матіночки; Нема цвіту, нема цвіту понад маківку, нема роду, нема роду понад матінку* (Paziak, 1990:110); *Нема у світі цвіту цвітійшого над маківочки: нема ж і роду ріднійшого над матіночки* (Nomyus, 1993:415) (There is no better flower than a poppy, there is no kin closer than a mother – A.Ch.). The association of a mother with a flower and an affectionate diminutive form of the lexemes *маківочка / матіночка* verbalize the loving attitude to mother. The comparative degree of the adjectives “гарний, милий, цвітний” in the mentioned paroemias testifies to the fact of the higher value of the poppy flower among other flowers for the Ukrainians.

The associations of the floronym *мак* with youth and inexperience are realized in the phraseologism *це мак [ростє (цвіте, сходить і т.ін.)] у голові у кого* (poppy is still growing in one’s head – A.Ch.) (Bilonozhenko, and others 1993:460). This PhU has as well the meaning that someone is unwise / irrational. According to I. Franko, people say about a clever youngster pejoratively or gently: *Головка як маківка* (Franko, VI, 2006:567); about a handsome man who is mentally defective: *Головка як маківка, а розуму дасть Біз* (Franko, VI, 2006:567); about a proud, pompous man, who holds up his head but is devoid of wit: *Головка як маківка, а розуму й за макове зерно нема* (Paziak, 1990:228), *Голова, як маковка, а в неї розуму, як наклано* (Nomyus, 1993:270); about a good-looking, witty and jocular person: *Головка як маківка, а розуму як нас-но* (invective) (Franko, VI, 2006:568). The latter saying has a pejorative connotation. The binary opposition “wit – stupidity” is realized in all these paroemias, besides the dominant seme “beauty” serves as a basis for the opposition “beauty – wit”, consequently, the gradual cause and effect connection “beauty → pride → vanity → stupidity» is actualized.

When someone is smiling foolishly, people say: *Посміхається як Марина в маці* (Yurchenko, 1993:88). The case of a figurative synecdochic depiction is traced here, i.e. a proper name is used in place of a common one, a part instead of the whole. The boundaries of the proper name are diluted, reconsidered and it approximates to a common noun within the

given phraseologism (*Uzhchenko, 1988:22-23*). The symbolism of the floronym *мак* is neutralized in the designated phraseological sample.

The idea that a human life is a valuable thing and it should not be disregarded is actualized in the proverb *Головка не маківка, втреш тай не приставиш* (*Franko, VI, 2006:568*). The analysed floronym is used in a direct meaning. PhU *по маківку* (*Bilonozhenko, and others 1993:461*) means that a person is busy to a great degree with something, engaged in or has a lot of things to attend to, troubled, preoccupied etc. The floronym *маківка* is associated with a head in the Ukrainian linguoculture.

Sayings *Вліз як паршивий в мак* (*Yurchenko, 1993:110*); *Вскочив у мак* (*Номус, 1993:344*); *Розгулявсь, наче голій по маку* (*Номус, 1993:613*) verbalize the concept of inappropriateness, people say so when someone does something awkwardly or inopportunely. Phraseologisms *Вискочив, як козак з маку* (*Franko, VI, 2006:267*); *Вихопив ся, як козак з маку* (*Franko, V2, 2006:370*); *віскочити як гóлий (козák, Кузьма) з ма́ку*; *вискочити (висунутися) як козак (голий) з маку* (*Uzhchenko, 1998:79*) have a somewhat pejorative connotation and mean “to say sth inappropriately or do sth untimely”. The floronym *мак* is a variable element in these PhUs: *Вискочив (вихопився, вирвавсь), як Пилип з конопель* (*Вахмут, 1963:534*); *як (мов, ніби / т. ін.) Марко з пасльону* (*Bilonozhenko, and others 1993:464*). The saying *Отак: той у пину, той у мак* (*Paziak, 1989:111*) also verbalizes the concept of *untimeliness, inconsistency*. Floronym *мак* loses a considerable part of its symbolical content, since it is used in a denotative meaning in these contexts, at the same time it contains a locative characteristic.

PhUs *Сідати маком* (*Oliinyk, 1991:156*); *Сікти маком* (*Uzhchenko, 1998:104*); *Маком сів* (*Номус, 1993:119*) have the meaning “to be in great difficulties, to get into a fix” and “to suffer defeat, to fail”, that give a pejorative connotation to the floronym under analysis in the Ukrainian language.

The saying *Щоб твоя могила диким маком поросла!* (*Paziak, 1991:336*); *Щоб твоя могила диким маком заросла!* (May your grave cover in wild poppies – A.Ch.) (*Вахмут, 1963:735*) was used as an evil wish, curse, and spell in the Ukrainian naive world view. The concept *oblivion* is verbalized in this saying, and the floronym *дикий мак* is associated with death. “Poppy is a symbol of the infinity of the starlit world; the Sun, the Aurora; sleep and death; fertility, appeasing; a transient life; a beautiful girl; innocent blood that was shed (in Christianity); a safety amulet against the evil” (*Kotsur, 2015:475*).

4. Symbolical meaning of the floronym *poppy / мак*

The situation is by far different with English phraseologisms, as they represent the cultures of different, territorially remote folks that are amalgamated due to the language. Under these circumstances, lexical and grammatical transformations that reflect the lingual specificity of a certain variant of the English language are inevitable as well as historical and cultural peculiarities of the folk that uses a certain part of PhUs (*Kotsiuba, 2006:48-49*). The English idiom, which originated in Australia, *tall poppy AustrE* (*Longman, 2003:1377*) denotes a prosperous or famous man of influence who demonstrates the power by his behaviour. A colloquial pejorative expression that reflects resentment (*Apresyan, 2001:27*) *tall poppy syndrome* (*Collins*) verbalizes a tendency of humiliating any person who achieved a prominent position or wealth or, vice versa, a tendency to downplay one’s own achievements or talent in order to avoid the resentment and mockery of others. This expression probably originates from the times of the Roman tyrant Tarquin’s decapitation of the tallest poppies in his garden, to indicate the fate of the most prominent citizens of Gabii (*Collins*). Thus, the floronym *poppy* contains a seme “an

influential person” in the English language. The paroemia *Маком уродилося, а пічніє як біб* (Franko, V2, 2006:500) deals with the non-conformity of the form and content, and the analysed floronym has the connotation “a simple man”. The analysed floronym can have the same “pride” in both languages.

A cultural-historic realia *Poppy Day* (Longman, 2003:1039) functions in the English-speaking linguo-culture. In the British common consciousness *poppy* symbolizes the soldiers who perished in two World Wars, especially during World War I, since these flowers grew in the fields of France where a great number of soldiers remained on the battlefield. People buy artificial red poppy flowers and wear them on their coats on Remembrance Day (Sunday, the closest to November 11, the anniversary of the armistice of 1918 that ended World War I) to show respect for all the people who died.

One more instance of a cultural realia is – *Flanders poppy* (an artificial red poppy which is worn on *Poppy Day*; it is used as an emblem of the Allied soldiers who fell in the First World War), the appearance of which was caused by the Canadian military doctor, lieutenant John McCrae’s verse “*In Flanders fields the poppies blow*” (*British Legion*), which was appreciated by an American activist, Moina Michael (nowadays known as the *Poppy Lady*). She popularized and promoted a silk *poppy* flower as the national remembrance emblem (BBC). Today this symbol is spread throughout Western Europe, North America and Australia.

A *poppy* flower is also the emblem of the Royal British Legion, an organization that protects the interests of all who served and are serving in the British Army. An annual charitable action, *Poppy Appeal* (*British Legion*), is held under the aegis of this organization, when war veterans distribute red paper *poppies* in exchange for a symbolic sum of money. The money raised is given as help to the people who suffered during wars (Shestakov, 2013:148).

In Ukraine beginning from 2014 people also mark the day of Remembrance and Reconciliation on May 8, and *червоний мак* is used as the symbol in memory of the victims of all military and civil armed conflicts. “The graphic embodiment-allusion of a red *poppy* on the one hand, and a bloody stain of bullet on the other, renders the depth of the sense of war, tells about suffering, death, heroism, about the millions of perished people, that is the essence of war” (UINP).

A symbolical meaning “blood-shed of the innocent; blood of the perished warriors, Cosacks” belongs to the semantic core of the concept *мак*, as it was considered that red *poppies* grow in the place where the blood was shed (Mishenina, 2011): *Ординці воїна скришили, На землю впало тіло біле І, наче зерно, проросло, А вітку маком зацвіло* (Stelmakh).

According to the observation made by S. Yermolenko, the *blooming of poppy*, made initially by O. Potebnia, is a symbol of love. Beside this, metaphoric expressions *мак зацвітає, мак розпускається* are distinguished by the poetic content, that can be used to denote the dawn (Yermolenko).

The complicated issue of a *poppy* flower symbolism is revealed in the story written by O. Kobylianska “В неділю рано зілля копала...”. *Червоні маки / Red poppies* play a significant role in this story, filled with the fragrance of the Ukrainian Carpathian folklore, symbolizing unfortunate love (Zorivchak, 1989:81). In the English-speaking world the floronym *poppy* does not contain such a symbolical meaning.

The image-symbol *мак* is connected with its magic qualities in the Ukrainian folk world view. According to the old beliefs, *мак* protects a person from evil spirits, e.g.: *Посіємо коло хижки мак-видюк, терлич посадими коло порога, та й не приступиться ніяка сила...* (Lesia Ukrainka) (Kononenko, 1996:123-124).

In the American linguoculture there is a whole system of state floral symbols. *Golden Poppy (StateSymbols)*, the same as *California poppy (StateSymbols)*, is a flower-symbol of State California. Floral emblems are not inherent in the Ukrainian language for the denotation of territorial-administrative communities.

Poppy family (Collins) is a botanical term which is used to denote plant species referring to L. *Family Papaveraceae*. The meronym *poppy-head (Balla, 1996:144)* means the seed capsule of a poppy plant. The Ukrainians have made an observation about *wild field poppy*, which has found its reflection in the proverb: *Мак зьиркач, має дьурки в головиці (Franko, V2, 2006:500)*, the floronym is used in a direct meaning.

Poppy (Balla, 1996:144), *poppy plant (Karaban, 2004:762)*, *opium poppy / plant (Karaban, 2004:710)* are juridical terms that denote *опійний мак / білий мак* in Ukrainian. The word combination *poppy plantation (Karaban, 2004:762)* has equivalents *макова ділянка, плантація опійного маку* in the Ukrainian juridical terminology. *Poppy cultivation, poppy growing (Karaban, 2004:762)* are used as terms in Science of Law for denoting *виращування опійного маку*. The appearance of all these terms is caused by the dissemination of narcomania in the world. The association of a *poppy* flower with a narcotic substance gives the floronym *мак / poppy* a pejorative colouring in both languages.

An architectural term *poppy(-)head (Balla, 1996:144)* is used to designate a fleuron, a widely-spread flower-shaped ornament or motif in Gothic architecture, used especially on buildings, coins, and books (Fr. *fleuron* from Fr. *fleur* – flower), which is mostly of a cross-like shape that has a definite symbolical meaning.

In the Ukrainian language there is a great number of phraseologisms with the component *мак* in the meaning of “the seeds of this plant”. We do not take this stratum of PhUs into account, as the object of our research constitute floronyms solely.

5. Conclusions

In both languages the floronym under analysis has a range of derivatives: colour names, meronyms. A ramified system of botanical and architectural terms with floronyms *мак / poppy* is inherent in the Ukrainian as well as English languages. The seme “beauty” is a dominant of the semantics of the floronyms *мак / poppy*, that can also have the seme “pride” in both languages. The floronyms under research can serve as a standard of red colour in the analysed languages. The attributes *червоний / red* are used in the structure of comparative PhUs in combination with the analysed floronyms, which have the semes “blush”, “shame”. The red *poppy* flower is the emblem of Remembrance Day and serves as the symbol of memory for victims of all armed conflicts in both linguocultures. There exists a range of juridical terms that give the floronyms *мак / poppy* a pejorative colouring on account of associations with opiomania in English as well as in the Ukrainian language.

The following phraseologically verbalized denotative components of the floronym *мак* semantics, such as: *blooming, flourishing* are characteristic of the Ukrainian language solely. Such connotative components of meaning as *health, strength, beauty, life, death* are inherent in the floronym semantics in Ukrainian. The *poppy* flower embodies beauty and youth of the Ukrainian womankind, it is also associated with good-looking children, youngsters, men, host, country’s glory, jolly songs and can even denote a simple man. The semes “plurality,” “beauty of life / world,” “short age of beauty,” “transience of youth / blooming / life” and a locative characteristic are intrinsic of the floronym *мак* in the Ukrainian language; more than that, the constituents of its semantics can serve as a basis for the phraseological objectivation of

the oppositions “life – death,” “jolly – sad”. The concepts *untimeliness*, *inopportunity*, *inconsistency*, *difficult situation*, *defeat / failure*, *misfortune*, *death / oblivion* have undergone the phraseological actualization with a help of semantic components of the analysed floronym. The *poppy* flower served as a charm against evil spirits. A *poppy* in full bloom is a symbol of love, unfortunate love and a metaphor for denoting the dawn in the Ukrainian culture. A derived variant from the floronym, *маківка*, also has the senses: “beauty (semantic dominant),” “flourishing, blooming, youth,” “blush, shame,” “value of life”, the connotation of singularity and multitude as well as the association with a pretty girl, nice children, a mother and a head. Although, in the Ukrainian language the floronym *маківка* has a range of pejorative connotations and is a notional component of the concepts *inexperience*, *mental insufficiency*, *vanity*, *untimeliness*, *inopportunity*, *exaggeration*, *difficult situation*, *defeat / failure*. The semantic components of the floronym *маківка* can be a basis for the phraseological objectivation of the binary oppositions “wit – stupidity,” “beauty – ugliness” as well as the gradual cause and effect connection “beauty → pride → vanity → stupidity».

For the English-speakers the floronym *poppy* can denote a powerful person and be associated with a tendency of resentment concerning prominent people, who have achievements in life. A range of cultural-historical realia with the analysed floronym occurs in the English language. The *poppy* flower symbolizes the perished soldiers, is the emblem of organization that protects the rights of the British veterans, and initiates fund-raising for the victims who suffered during wars. In American linguoculture *Golden Poppy* is a floral symbol of State California.

The research of the semantic peculiarities of the floronyms *фіалка / violet*, *льон / flax*, *будяк / thistle*, *кульбаба / dandelion*, *нарцис / narcissus* in the Ukrainian and English languages are to be prospected.

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MEANS AND METHODS OF EXPRESSING THE SENSES IN ENGLISH PREFIXAL VERBS

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Summary

The paper dwells upon the systematic description of English verbal prefixes. The verbal prefix is to be treated in the paradigmatic and syntagmatic plane of the language. It is asserted in this article that the meaning of a prefix is identical to that of the preposition – the relationship between two objects in space extrapolating on two consecutive states of the subject/object in time, and when generalized, form the two types of senses. Such prefix features as origin, transporting opportunity, negation and valency are considered, as well as semantic features (such as polysemy and chains of synonyms). In semantic analysis we deal with semes as the meaning constituents defining basic and secondary semes. The process of the formation of different senses has been distinguished by means of semantic opposition and combinations of semes that form the invariant meaning of the verbal prefix.

Keywords: prefix, word-building, meaning, senses, verbal prefix, componential analysis, semantic opposition, invariant.

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1. Introduction

Looking at the English prefixes in general it can be easily noticed that through a brief history of English derivational system, prefixes confirm our assumption that the change of English derivational system have led not only to make a distinction between native and foreign prefixes, but also to make a distinction between general and specific prefixes their meaning. While the first distinction is a common one, the second needs some explanation. Namely, we have noticed that the range of prefix senses includes pure logical meaning of contrary and contradictory semantic oppositions on one hand, which we have called general invariant, and on the other hand the numerous prefix semes, which we have called specific or differential ones.

In branch of lexicology a prefix is generally defined as an affixal morpheme that follows the word-building stem (*Barhudarov, 2009*). To characterize the prefixal verb inventory it is necessary first to estimate its semantic and structural components. Generally speaking, verbal prefixes can be classified into productive and non-productive. According to P.M. Karaschuk there exist 14 productive prefixes, pointing out also 57 less productive (*Karashhuk, 1977*).

In this paper we consider the generalized invariant verbal meaning and their semantic features called semes or senses. The theoretical significance of the article is based on the importance of the singling out the invariant meaning in the plane of language and the number of different sense in the plane of speech. Practical significance is explained by the importance of finding out semantic generalized and specified features of the prefixal verbs in teaching word-building and semasiology. To describe the componential elements of the prefixal verbs we will take the criteria described by O.D. Meshkov (origin, transporting opportunity, negation, valency) (*Meshkov, 1975*).

We support the linguistics, asserting that English prefixes are affixes (i.e., bound morphemes that provide inner lexical meaning) that are added before either simple roots or complex *bases* (or *operands*) consisting of (a) a root and other affixes, (b) multiple roots, or (c) multiple roots and other affixes. Examples of these follow: *undo* (consisting of prefix *un-* and root *do*).

It is supposed that In English, all verbal prefixes are derivational by their functional meaning possessing their general invariant meaning and a range of differential senses.

2. The applied methodology in studying meaning and senses of English Prefixes

Firstly. The method of studying the prefixal verb in English, particularly is applied to isolate invariant value in the language system and a number of elementary semes – senses, which function as semantic differential features in the speech system. The main methods are involved in the study of prefixal verbs including the method of word formation in structural and semantic dimensions, componential analysis and analysis of vocabulary definitions.

The applied technique of meaning – sense is made it possible to distinguish several diverse components of the invariant value in the language system and the variable component (sense) in speech. Both the theoretical and practical meanings of the mechanism's different senses formation in the prefixal verb applies to identification of the semantic invariant. Its role in the generation of every subsequent meaning has been also clarified. Revealing the factors of the different meanings' prefix verb generation lies both in its generalized free – flowing nature and the creative combination of the thinking process. The possibility of formation different quantitative and qualitative combinations in one family and the neutralization of others, increases the meaning – prefix verb's forming power and conversely the constant simultaneous functioning of all invariant values that limits the possibility of its meaning creation.

Secondly. English prefixal verbs are characterized by semantic phenomena in polysemy, synonymy and antonymy, which conditioned by the peculiarity of modern English terminology and the promotion of a clear boundary in the professional language between general verb vocabulary and lexicon. The analysis of empiric material has shown that there is a tendency to diminish the role of Romance and to increase the proportion of German verb prefixes in modern English. The article summarizes the meaning of the prefix verb as the result of a creative act thinking, that is, the combination of two diverse semantic components: a variable labeled member of the semantic opposition in the plane of speech that is syntagmatic and its invariant meaning marker from the paradigmatic plane of language.

Thirdly. We confirm the accepted definition that a prefix (affix) is a word, or letter(s) placed at the beginning of another word (a base word) to adjust or qualify its usage or meaning. Understanding the meanings of the common prefixes can help us to deduce the meanings of new words, in our case numerous senses of analyzed verbal prefixes. In dealing with prefixes we proceed from two points; first – the prefix as a respective (identical) preposition, denote a certain type of relationship between two objects; second – any word (even a morpheme) has its own invariant paradigmatic meaning and a syntagmatic sense when used in speech: below is the table that defines and illustrates the most common verbal prefixes supplied with examples; it helps the reader to understand the functional communicative potential of the verbal prefixes.

The following Table 2 shows the list of English prefixes with their general meaning and explicating different senses.

Table 1

Verbal prefixes and their sense potential

PREFIX	EXAMPLE
The opposite, a negative or reverse	
un- (not/reverse action)	unavoid
ub- (reverse action)	abdicate
de- (reverse action)	decompound
dis-/di-/dif- (apart)	dishonest
im- (not/reverse action)	immature
Degree and quality	
under- (lower in grade/dignity)	underestimate
sub- (below, under)	subscribe
up- (higher or better)	upgrade
Time	
post- (after, behind)	post-graduate
pre- (before)	pre-elect
Size	
maxi- (very long, very large)	maximize
mini- (small)	minimize, minify
mega- (great, large)	megaphone
micro- (small)	microstructure

Table 2

Central invariant meaning and peripheral senses of prefixal verbs with examples

1. Semantic classification:	
a) negative prefixes	<i>in-, un-</i> (not/reverse action)
b) prefixes denoting repetition or reversative actions	<i>de-, re-, dis-</i> (decolonize, revegetate, disconnect)
c) prefixes denoting time, space, degree relations	<i>inter-, hyper-, ex-, pre-, over-</i> (intersect, hyperoxidize, pre-elect, overdrug)
2. Prefixal origin:	
a) native (Germanic)	<i>over-, under-</i> (overfeed, undernourish)
b) Romantic	<i>in-, de-, ex-, re-</i> (incurve, demilitarize, exterminate, rewrite)
c) Greek	<i>sym-, hyper-</i> (sympathize, hypertense)
3. The function of prefixes: convertive and non-convertive:	
a) convertive prefixes transfer derivatives to a different part of speech in comparison with their original stem	<i>em-, de-</i> (bronze – to embroze; bus – to debus)
b) non-convertive prefixes	<i>dis-, under-, un-</i> (to agree – to disagree; to go – undergo; easy – uneasy)
4. Stylistic value:	
a) stylistically neutral	<i>un-, over-, re-</i> (unriddle, oversee, resell)
b) literary bookish	<i>ultra-, bi-</i> (ultramodern, biform)
5. The grammatical type of the stem prefixes combine with:	
a) deverbal	<i>re-, over-, out-</i> (rewrite, overdo, outstay)

The main idea is that each prefix has its own meaning, hence possesses its own invariant meaning, which realizes the function of differentiation and graduation to create new senses. The analyzed prefixes are quite productive and the number of derived verbs are predominant in Modern English language. Thus, the central invariant is realized with its meaning in language, while it obtains a new peripheral sense in speech.

Table 3

The meaning of the verbal prefixes constituents defining basic and secondary senses following with examples

PREFIX	MEANING	EXAMPLE
<i>co-</i>	joint, with, accompanying	<i>co-work, coordinate, cooperate</i>
<i>de-</i>	reverse action, get rid of	<i>de-emphasize, devocalize, depress</i>
<i>dis-</i>	not, opposite of	<i>disagree, disapprove, dislike</i>
<i>dis-</i>	reverse action, get rid of	<i>disconnect, disinform</i>
<i>fore-</i>	before, in front	<i>forearm, forecast, forego</i>
<i>mis-</i>	wrong, astray	<i>misinform, misguide, misbehave, misspell</i>
<i>over-</i>	excessive, above	<i>overreact, overact, overbear</i>
<i>post-</i>	after, behind	<i>post-elect, post-graduate, post-date</i>
<i>pre-</i>	before	<i>precast, pre-exist, predominate</i>
<i>pro-</i>	for, forward in, in favor of	<i>procreate, proscribe, prorogue</i>
<i>re-</i>	again, back	<i>redo, revisit, rerun, reorganize</i>
<i>un-</i>	not, against, opposite of	<i>unarm, uncage, unroof,</i>
<i>un-</i>	reverse action, deprive of, release from	<i>undo, untie, unlock</i>
<i>under-</i>	below, beneath, lower in grade or dignity, lesser, insufficient	<i>underact, underpay, undergo</i>
<i>up-</i>	greater, higher or better	<i>upgrade, uplift, upheave</i>
<i>with-</i>	against, back, away (from)	<i>withstand, withhold, withdraw</i>

The analysis of the researched verbal prefixes has been conducted on the basis of explanatory English language dictionaries and the Word Net electronic resources accepting the prefixal verbs as a unit of the research. It is noticed that verbs of Germanic origin prevail in the correlations of objects in space/ whereas prefixes of Roman origin (*co-*, *pre-*, *pro-*, *etc*) are mostly obsolete in their meaning and merge with verbs to function in special senses, their root verbs normally do not function separately (Meyer, 2009).

3. Prefixal inventory of modern English

While speaking about prefixes, it is worth mentioning the important role of borrowings. According to statistics 6 out of 14 productive prefixes are borrowed predominantly from Latin and Greek. Due to numerous researchers English prefixes are generally non-transportive. Their main function is, accordingly to change the lexical rather than grammatical meaning of the productive stem. However, V.I. Shkarupin comes up with another point of view. He points out two groups of English transportive prefixes:

1. verb-forming from nouns and adjectives: *be-*, *de-*, *dis-*, *en/in-*, *inter-*, *out-*, *over-*, *re-*, *un-*;
2. adjective-forming from nouns, word combinations and participles: *anti-*, *inter-*, *intra-*, *multi-*, *over-*, *poly-*, *post-*, *pre-*, *pro-*, *sub-*, *super-*, *supra-*, *un-*, *under-* (Shkarupin, 1963: 146-154).

Still it is important to consider the fact that many (however, not all) of the above mentioned prefixes form words of a different part of speech in case of the simultaneous conversion. For example, it is possible to form an adjective *underwater* by prefixation with *under-* from the stem *water*. However, it will be the conversed stem of an adjective (as there is a word combination *water transport* in English).

It's worth noting in our article that such phenomena as negation and valency are typical features for a huge share of verbal prefixes. A huge number of negative prefixes enhances the important role of prefixation as a way of changing lexical meaning of prefixal verbs.

Most productive verbal prefixes have single valency that can be outlined within two types: verbal and adjectival. Comparison characteristics shows that single-valency productive prefixes 33% are adjectival, 67% – verbal. The chart below illustrates the data:

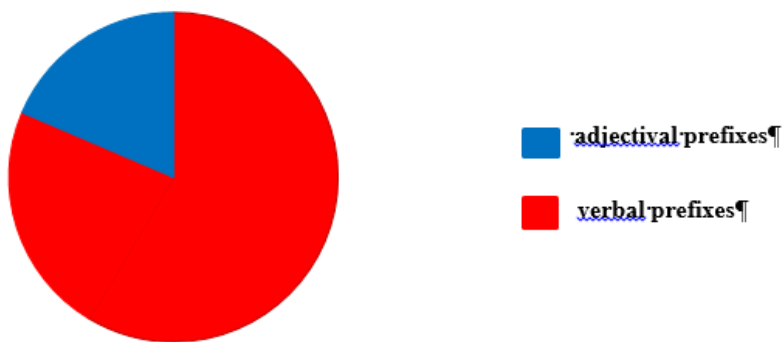


Fig 1. Comparison of single valency within adjectival and verbal prefixes

To determine the nature of negative verbal prefixes we have used two criteria, the origin of the prefix/base and the range of conveyed senses. We have analyzed the following list of negative verbal prefixes in Modern English language which are as follows: *un-*, *dis-*, *de-*, *in-*, *a-*, *non-* and *mis-* (Thomas, 2008), etc.

The criterion we have also used when comparing negative prefixes, but which has no influence on our list, is the range of their application, i.e. the class of words they are added to. This criterion is used to determine the productivity of a negative prefix and not its “nature”. We use the unique definitions for the basic notions like word, word formation, prefixes, and productivity as defined by Marchand (Marchand, 1960).

We have structured our paper, respecting the two lines that we follow, into three sections in accordance with usual division of the history of English Language, Old, Middle and Modern. Each section contains the presentation of derivational patterns, particularly prefixing, features of negative prefixes, and the relation between prefix *un-* and other negative prefixes in the particular period. The fourth section is the conclusion, where we also give some suggestions for a further research.

4. Derivation in Modern English and features of native and foreign negative prefixes

The great number of borrowed words, particularly, foreign derivational affixes, patterns and functional words was the heritage of MdE. The process of borrowings continued but now

only “the parts of words, affixes, of which some are prefixes, and some suffixes” were borrowed. from Greek and Latin. In this situation, the vocabulary of Modern English augmented enormously, but with few exceptions classical roots serve to express even simple ideas. When suffixing is still more productive with nouns and adjectives prefixing is more productive with verbs, i. g. prefix *a-* presents the Greek prefix:

English coinage are all derivatives from nominal bases but are practically interpreted as opposites of unprefixated adjectives.

– prefix *non-* originates from Latin Law, i.e. from the model non-creditor used for coining new nouns. Today, it can be prefixed to almost any adjective, present and participles used as adjectives. It shows immense productivity, but cannot be used with verbs.

– prefix *de-* has always formed denominal verbs with privative meaning, and deverbal verbs with reversative meaning in French. Its range of application is restricted to verbs, mainly denominative, as in *defrost, dethrone, defrock*. It conveys logical meaning as in debate, and practical of “remove from, diminish”, as in *dehydrate, demolish, depreciate*.

– prefix *un-* competes with *non-* when adjectives are in question, and it seems that non-pattern is becoming more productive. Regarding verbs, it is more productive than prefix *de-* when conveying the meaning “reversal”, but has lost when conveying the meaning of “deprived of”, as in *decapitate, defraud*.

Thus, we may confirm, that all foreign verbal negative prefixes convey logical meaning into bases where:

un – conveys: “lacking of, without, deprived of, reversal of the action”;

mis – conveys: “wrongly, improperly”;

dis – conveys: “lacking of, without”;

in – conveys: “lacking of, absence”;

a – conveys: “without, devoid of”;

non – no practical meaning *de* – conveys: “diminish, removal”.

Thus, a detailed inventory of the highly productive prefixal negative verbs has been drawn and the sense constituents of the lexical-semantic group have been examined in terms of paradigmatic relations.

5. Conclusions

Prefixation is the formation of words by means of adding a prefix to the stem. In English it is characteristic for forming verbs. The main function of prefixes in English is to change the lexical meaning of the same part of speech.

The conclusion is that each verbal prefix possesses its own invariant meaning which realizes the function of differentiation and graduation to create new senses. About forty per cent of the considered verbal prefixes make up a chain of synonyms. This phenomenon can be explained by the fact that many productive verbal prefixes are derived from prepositions. Verbal prefixes are transportive, that supports the theory of lexical rather than grammatical meaning of prefixes. Further on the paper considers the comparison of adjectival and verbal prefixes. The result of this work will be useful in the design of theoretical courses used in Lexicology, Semasiology and Lexicography. The prefixal verbs of the Germanic and Roman origin realize their word-building productivity and valency in the formation of verbs. The difference between the preposition and the identical verb prefix lies only in the plane of functioning. The verbal prefix is to be treated in the paradigmatic and syntagmatic plane of the language. A distinction has been made between language and speech, and meaning in language and senses in speech/

The opposition method and method based on meaning and sense reveals the mechanism responsible for generating various senses of the verbal prefix.

Research results reveal prospects for further study of verbal prefixes from the standpoint of semantic, conceptual and functional approaches.

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METAPHORICAL AND METONYMICAL ASPECTS OF THE ENGLISH TERMINOLOGY “MOBILE COMMUNICATION”

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Summary

The article analyzes the word – forming role of stylistic figures (metaphor and metonymy) in the formation of polysemantic words-terms. The common regularities of the use of stylistic figures in the mobile terminology, ways of their change (semantic senses) are revealed. It is noted that the meaning- senses making paradigm of metaphor is a complex system-forming unit, which creates a set of derivatives motivated by the same sign. The nominative function of metaphor, which is able to form new senses, is also traced. It is generalized that metaphor is a semantic shift in meaning, and metonymy is a semantic shift in reference. Stylistic figure metaphor performs both figurative and active function of speech and can be represented by a set of semantic markers or semes. The article argues that the stylistic figure as a result of a combination of heterogeneous components of content that emerged in the context, is implicitly separated from it, realized in both metaphor and metonymy, providing a proper understanding of native speakers. It is highlighted that metaphor is a semantic process where the form of a language unit is transferred from one referent to another on the basis of one or another similarity of objects / concepts in the speaker’s mind. It is proved that penetrating into professional language, metaphor gradually loses its imagery, associativity and acquires a strict terminological meaning. It is concluded that stylistic figures (metaphor, metonymy) are able to create new meanings in both semantic and cognitive dimensions, their free combination allows the emergence of a new sense that is actualized in a particular speech act.

Keywords: mobile communication, stylistic figures, functional role of metaphor, semantic potential of metaphor, generalized feature, semantic invariant, senses, metonymy, categorical transition.

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1. Introduction

The metaphor is both a linguistic cultural phenomenon and the most important tool of self-knowledge / knowledge of the world. The process of metaphorization is the transfer of characteristic correspondences from the realm of source to the realm of purpose. The **urgency** of the article is to clarify the intricacies of the essence of stylistic figures, their functional role in the generation of numerous senses. The **purpose** of the article is to identify an abstract sign of a stylistic figure as a terminological combination of a professional language, which makes it possible to designate many objects and phenomena of the surrounding reality. The **task** is to identify the generalized features of stylistic figures, to analyze their semantic and functional peculiarities and their role in the formation of different senses.

The novelty of the article is to trace the role of metaphorical and metonymical factors in the linguistic-cognitive paradigm of the mobile terminology. These processes, being means of designing and transferring new meanings, foresee the emergence of a metaphor as the most

urgent way of detecting the mechanism of new senses. The metaphor, which is devoted to many branches and which is still not sufficiently studied as a mental process of cognitive character, causes serious difficulties for researchers and at the same time represents **topicality** of the research. The **mechanism** of the functioning of stylistic figures by the main regular models of the metaphorical semantic transition, which is a complicated multifaceted process of “generation” of new senses has been shown in the article.

Methodological basis and methods of research were formed on the basis of the analysis of scientific works of Ukrainian and foreign researchers and the functional role of stylistic figures in the professional language. This served as a theoretical and methodological basis for interpreting the phenomenon of meaning in the structure of stylistic figures as a complex union of semantic components. The methodological principles of the **meaning-sense** method are used to differentiate the word-term on the diverse components of the invariant in language – paradygmatics and variable senses in speech – syntagmatics. The description of the factual material also involves the analysis of dictionary definitions and the method of component analysis.

2. The body of the article

The metaphor and the metonymy play an important role in linguistic and cultural influences, manipulation, attracting the attention of the addressee, giving an assessment of the facts and events that are described, in the formation of a positive or negative attitude to reality. We think that the metaphor in terms of cognitive science, is a means of structuring some concepts in terms of others, to explain objects, phenomena of real reality. Famous representatives of the linguistic and cognitive approach to the study of the metaphor are: A. P. Babushkin, M. M. Boldyrev, McCormack E., V. M. Teliya, A. Weirzbicka. We share the opinion of those researchers who define the concept in the lingua-cognitive paradigm of the term as “verbalized meaning” (V. Zusman, F. Batsyevych, M. Alefirenko, V. Manakin, S. Zhabotynska, etc.). In particular, V. N. Manakin defines a verbalized concept as “a unit of ethno-cultural information that reflects the world of the national perception of objects and concepts denoted by language” (Manakin, 2004: 382-389). S. Zhabotynska regards it as the “minimum” package of information represented in units of language and speech” (Zhabotynska, 1997: 3 – 11).

Metaphors are therefore key intermediaries between the abstract, symbolic world of computers and human embodied cognition. Crucially, they are powered by natural languages, while informing formal ones. Understood as a conceptual mechanism, metaphors and the related phenomena of metonymy and analogy are at the heart of the present work that stands at a four-way intersection of language, technology, cognition and embodiment.

The overview of the sample of words and phrases to be analyzed in the context of the present work has provided an illustration of the exceptionally expansive nature of the domain of mobile communications. Therefore, a tentative working definition of this field must be equally broad and hybrid, linking the areas of mobile computing and mobile media. The terminology describing the technological facet of mobile communications can be segmented into terms referring to wireless and mobile networking (e.g. *2G, 3G, 4G LTE, hotspot*, etc.), general computing and its overlap with the world of mobiles (e.g. *computer architecture, bug, build, mobile virus, system crash, tablet PC, UMPC*).

The metaphor deserves the attention of many Ukrainian and foreign linguists. According to the famous expression of J. Lakoff and M. Johnson, the metaphor permeates our everyday life and underlies thinking. (Lakoff etc., 1980: 36 – 38]. According to another well-known expression, the metaphor is, figuratively speaking, the result of the “breakthrough” of the contents

from the secret depths of human consciousness into the surrounding reality; is a thread that binds human consciousness and reality. We argue that metaphor is a universal way of forming new language names based on existing ones. V. M. Teliya correctly observes that with the help of a metaphor, one can express an opinion as precisely as in other words (*Teliya, 1988*).

It is important to remember that a large part of the human conceptual system is not metaphorical. Novel metaphors that emerge with new technologies are sometimes so powerful that they introduce palpable changes into our everyday life, shaping a new reality. The investigation of metaphor has been traditionally thought to dominate the field of cognitive semantics.

The shifting of focus towards metonymy became visible towards the end of the 20th century and the literature on metonymy has continued to proliferate ever since. Consequently, social life, like the domain of health is a source of the computer virus related vocabulary. There is a class of malicious software known as *worms* (a certain worm manages to burrow into Apple's mobile devices or *spyware* is a constant threat to online privacy, *backdoor* or *back orifice* is an often malicious program able to access the system by bypassing security, and of course *trojans* are notorious viruses.

We consider that the stylistic figure of a metaphor performs both a figurative and an effective speech function and can be represented by a set of semantic markers or semes. So, the metaphor is a semantic process, where the form of a linguistic unit is transferred from one referent to another based on the similarity of subjects / concepts in the mind of the speaker.

Metonymy, like the metaphor, provides a cognitive mechanism for representing the necessary meanings that generate associative, concrete ideas, enlivening communication (*Arutiunova, 1990: 296-297*). For example, subjects related to a person are considered as representing the person himself: the closer the connection, the more the thing affects the person, because associative thinking is laid on the very basis of the human mind. Hence, the metonymy, as well as metaphor, directly points to the presence in the depths of human knowledge of larger conceptual units, knowledge of the world, which in turn shows the particular system of human thinking, the holistic of human consciousness in its full scope.

We share the idea of the researches, that penetrating into a professional language, the metaphor gradually loses its imagery, associativity and acquires a strict terminological meaning. So, the semantic structure of the metaphor is formed in close interaction of both the main and auxiliary components, and the meaning that determines the metaphor is a structural component of the extensional meaning and determines the perception of the main subject of the metaphor (*Boldyrev, 2001: 36 – 38*). To support the idea let us give the following examples of mobile terminology:

Hot Spot (Hotspot) – *an area where wireless service is made available for Wi-Fi enabled devices or computers to access the internet. Most hot spots charge users for access by the day or month, however some are free.*

Handoff – *refers to the process of transferring an active call or data session from one cell in a cellular network to another or from one channel in a cell to another. A well-implemented handoff is important for delivering uninterrupted service to a caller or data session user. In Europe and other countries, a handoff is known as a handover.*

Surf v. – *to traverse the Internet in search of interesting stuff, used esp. if one is doing so with a World Wide Web browser. It is also common to speak of 'surfing in' to a particular resource.*

The walled garden concept has been developed to keep the customers of mobile technology companies locked in, tied to individual ecosystems consisting of hardware products, software and services that come from a single source and are tightly controlled by it (*Hornby, 2000*).

Following A. Weizhbicka, as one of the leading theorists of cognitive semantics, we believe that the knowledge of human thought lies through the search for elementary particles of concepts (meanings) that are the best reflection of human thought. It is these elementary particles that allow us to describe all the meanings in the language, since “any semantic primitive is encoded in one or another unit of any language in the form of elementary semes, which are semantically indivisible and universal” (Weizbicka, 1972). The below abbreviations illustrate mentioned above:

ROM – *A ROM image is a data file that contains information used on a Read Only Memory chip.* For our purposes, that means a complete system image of a device.

PIM (Personal Information Manager/Management) – *A whole range of software functions which organize personal information.*

BYOD -, or **Bring Your Own Device**, is a phrase that has become widely adopted to refer to employees who bring their own computing devices – such as smartphones, laptops and tablets – to the workplace for use and connectivity on the secure corporate network.

PAYG (Pay-As-You-Go) – *essentially another term for pre-paid, meaning service that is paid in advance, as-needed, instead of billed at the end of each month (post-paid).*

We may surely say that the sign of the meaning that causes the metaphor is the structural component in the extensional meaning and determines the perception of the main subject of the metaphor. As a result of the interaction of the two components, the main and the secondary, an intensive metaphor forms new concept, which cannot be expressed metaphorically. The fact is that the metaphor never indicates on what basis two objects are likened, and therefore these methods of assimilation, common sense, must be found by the listener or the reader. According to our observation, the metaphor in English is borrowed from other European languages by a dynamic stratum of lexical composition, which moves from the periphery of the lexical system to its nucleus. Interlingual relationships have caused innovation on the phonological, morphological and semantic level, as in the following mobile terms:

Nomophobia is referred to a psychological syndrome in which a person is afraid of being out of mobile or cell phone contact. *Nomophobia*, coined from a term “no-mobilephone-phobia” during a research study to find out the psychological ramifications and stress level of mobile phone usage on behavior, describes the level of fear generated when a user is unable to communicate through their cell phone. *Nomophobia* primarily is a fear exhibited in human being when their cell phone is unable to perform e.g:

Hunt – *handheld devices have slow processors and slow, faulty Internet connections. Combined with small displays and difficulty entering website addresses, the result is that wireless Web users ‘hunt’ for their information.*

Jailbreak – *Slang term used to describe the action of gaining access to an iPhone’s private file system to override some of the device’s restrictions.*

Brick 1 – *“the largest phones are affectionately referred to as ‘bricks’.”*

Brick 2 – *Bricking refers to a consumer electronic device that has been damaged beyond repair, making it utterly unusable, often because of damaged firmware (Hornby, 2000).* Thus, the mobile term is coined from the brick-like shape of many consumer gadgets. The term *brick* has another less ominous meaning, with a different conceptual basis. The malfunction-related meaning relies more on the functional aspect of the link between the source and target, emphasizing lifelessness and the lack of usefulness. The meaning that has to do solely with the thickness and the overall square shape of earlier phones that were not as slim and sleek as their modern counterparts stems from a pure image metaphor. When phones were *bricks* in that sense, they were much less likely to become *bricked* because their software was either

non-upgradeable or the available upgrades were less frequent and more importantly, phones that looked like bricks were also dumb, having existed in the pre smartphone era. Or, one more bright example of the mobile term:

Candy bar – *a candy bar or candy bar mobile is a mobile phone form factor where the phone is a solid device with no moving parts except for the keypad buttons, and in some cases, the antenna.*

For the better understanding of the metaphor like 'tool of thought, a form of scientific thinking', according to R. Verbrugge, where the metaphor, in his opinion, serves as a linguistic tool by which the writer manages to reach the most remote parts of our conceptual field, that is, "metaphor expands the boundaries of thinking (Verbrugge, etc., 1977 : 34-39). In his turn, McCormack argues that metaphor is a kind of transitional link between the image and the concept; it "transmits concreteness in such a way that it turns to its own foreign-language, that is, to such specificity, which turns out to be abstract and generalized by a new meaning (MakKormak, 1990). It seems to us to be original, here we agree with O. Losiev's statement that the, the metaphor does not point to any object other than itself, because it is self-sufficient and deep enough to be considered and thoughtful of it for a long time, not passing to other objects (Losyev, 1990). For better understanding of the above statement, let us mention the range of examples in the branch of mobile connection:

Flick – *the term used to describe a quick finger movement across an iPhone screen that will quickly let you scroll through lists of songs, e-mails or pictures. Made by moving the finger swiftly in any direction (usually up or down). Often used to quickly move up and down a web page or through a long list of items.*

Chatbot – *software that provides a text or verbal interaction with a person using native language (Hornby, 2000). Also called a "chatterbot," the chatbot is designed to emulate normal human responses. Chatbots can be very limited in scope, although they may be able to improve with use. The terms "chatbot" and "virtual assistant" are increasingly used synonymously; however, chatbots preceded virtual assistants and generally provide suggestions or answers to questions about a specific topic or product.*

Daily twitamin – *twitter slang that means a tweet that contains useful knowledge that is easy to take in and remember. It is a "daily vitamin" for Twitterers.*

Quiet car n. – *A train or subway car where riders cannot have cellphone conversations or use noisy devices.*

Tweetaholic – *the term used to describe someone who has a problematic addiction to Twitter.*

Tweet whore – *a male/female who tweets many times and may or may not get the wale fail.*

Smartphone zombie (or smombie) *is a pedestrian who walks slowly and without attention to their surroundings because they are focused upon their smartphone. By the way, the latter has been reported as a significant safety hazard, as distracted pedestrians cause accidents. Cities such as Chongqing and Antwerp introduced special lanes for smartphone users in 2014 and 2015, to help direct and manage them. In 2014, China had over five hundred million smartphone users and more than half of them have a phone addiction. In Hong Kong, they are called "the head-down tribe". Texting pedestrians may trip over curbs, walk out in front of cars and bump into other walkers, e.g:*

Podestrian *noun; blending and clipping – One who frequently travels by foot while listening to an Apple iPod music player. One who can be seen walking around while listening to music on an Apple iPod portable music device (Hornby, 2000). The term is a blending of the word PEDESTRIAN and the name of a popular portable music player, the IPOD.*

Thus, the metaphor, to our mind, is almost inexhaustible. When we ask a question what a metaphor “means,” we understand that the answer may be uncertain. In fact, we rephrase the metaphor not to express our value, because it is so on the surface, we are more likely to try to find that the metaphor attracts our attention. Of course, you can, by agreeing to this, believe that only the restriction is to use the word “value.” The metonymy in its classification may include the specialization, the specification of the lexical value, and generalization, that is, the “transition” to the corresponding generalized value, like:

Bird-of-Mouth (noun) – *The spreading of news or information via Twitter.*

Digital pickpocketing n. – *The theft of data from a mobile device, particularly one that contains a radio frequency identification (RFID) chip for transmitting information wirelessly (Hornby, 2000).*

Here we may come to preceding conclusion, that similar metonymic categorization as a consequence of the lexical meaning leads to the fact that it, so to say, “exaggerates” its own limits, its form constantly becomes an expression of the corresponding categorical meaning.

3. Conclusions and perspectives of further research

As a conclusion, we note that the metaphor carries the cognitive contents that the author wants to pass, since the receiver must catch him, and only then he will understand the encoded messages. Finally, he expresses the view of the infinite nature of the metaphor, arguing that he is trying to send us a logical conclusion, which may be the prospect of further research. As well as, we note that the stylistic figures have the productive lingua-cognitive potential, the most important source of replenishment of the terminology corps in the special language. We believe that they are able to exploit semantic concepts / meanings by abstracting thinking and singling out generalized semantic components – semes. Consequently, stylistic figures (metaphor, metonymy, etc.) as a result of the cognitive mechanism of transposition form new senses due to the combination of generalized and differential features in the structure of professional text format.

We may also note that metaphors arise from the act of concentration, the compression of sensory experience, which creates the necessary preconditions for the formation of each language concept. This concentration is realized in various content and in different ways. At the same time, it is striking that such “metaphors” of language influence the branch of mobile communication. In the process of evolution of speech, the term becomes more and more only a sign of the concept.

As evidenced by the above, the stylistic devices have a productive linguo-cognitive potential and are one of the most important sources of replenishment of the semantic body of the mobile terminology system. Summarizing the above, we note that the presence of a semantic invariant is capable of comparing semantic concepts / meanings by abstracting thinking and isolating the generalized semantic components – semes; stylistic figures (metaphor, metonymy, etc.) as a result of the cognitive mechanism of transposition which are intended to create new senses.

It is asserted that comprehensive study of the mechanisms for the introduction of foreign language metaphorical borrowings into modern English can be a prospect for further scientific research.

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LANGUAGE CONCEPTS OF THE IMAGE OF UKRAINE IN IVAN PEREPELIAK'S POETRY

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Summary

The article embodies the idea to explore the linguistic concepts of the image of UKRAINE in the language of Ivan Mikhailovich Perepeliak. The concept of UKRAINE, according to our research, is the semantic center of the cognotype WORLD and is represented by the paradigm of the concepts TERRITORY, NATIVE LAND, SLAVED LAND, WILL, STATEHOOD, SPIRITUAL WORLD in relation to its history and expression. For Ivan Perepeliak, the space of his native land is associated with favorite rivers, cities, villages, trees, flowers, in a word, concepts that are connected with the Ukrainian space. Therefore, in the bosom of this artistic and semantic plane, attention is focused on the love of freedom, self-affirmation of independence, the spirituality of the country as a living being. The geographical space of Ukraine is perceived by the author as a territory within modern borders and marked by an organic component of Europe. Awareness of Ukraine as a European state is marked by complexity and ambiguity in the worldview and aesthetic views of Ivan Mikhailovich Perepeliak.

Keywords: concept, conceptsphere, anthroponymicon, toponyms, verbalization, idiostyle.

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1. Introduction

For each person, the main thing in life is the place where he was born, grew up, created, took care of his well-being and other people close to him. Little Motherland, native land, land of parents and grandparents constantly remind of involvement in the symbolic image that echoes in the hearts of many generations, reminds descendants to be vigilant and loyal, to love and create beauty, uniqueness, independence. And every master of the word especially feels this sacred belonging to the native land. Each of them interprets the concept of this image-symbol in its own way. We mean Ukraine, which is not only a geographical area, but also forms a number of images that every artist uses in works of art. The so-called toponym "Ukraine" is not only used as a linguistic image of the world of Ivan Perepeliak, but also finds expression in the lexical palette of meanings in geographical and historical names in derived words due to the rich association of the poet. As we noted above, I. Perepeliak addressed this image in almost every one of his poems. For him, Ukraine was not only a part of the world, but also a part of himself: "*Ukraine! / On your sunny day / Happiness was destined for us alone*". Examining the poet's linguistics, we single out among his semantic cycles several that characterize him specifically as a person: early works of Perepeliak – a soldier, Perepeliak – a sextier, Perepeliak – a historian, Perepeliak – a nature lover, Perepeliak – a philosopher, a citizen, Perepeliak – a patriot, etc. Let's not forget that Ivan Perepeliak is a combination of a man and a poet, which gave impetus to the emergence of many diverse works of art, which remain relevant today. Aim of work: based on the study of works by Ivan Mikhailovich Perepeliak, we plan to explore the linguistic concept of UKRAINE and find out what place it occupies in the language of the artist. Achieving the

goal involves the following tasks: 1) to identify the use of the toponym UKRAINE in the works of the poet and to trace the role it plays; 2) to find out the prevalence of this concept in the analyzed texts in different periods of the work of Ivan Mikhailovich Perepeliak. Research methods and techniques: The main research methods are the method of sampling the actual material, observation of the language material, descriptive method with methods of interpretation, linguistic and stylistic analysis, analytical and synthetic processing of the material.

2. The linguistic image of Ukraine for Perepeliak – the warrior – internationalist

It is largely formed by the contextual opposition of the artistic and semantic sphere NATIVE LAND – FOREIGN LAND. The conceptual toponym is represented in the works of this period through a variety of concepts: *“I met my” Poltava “among them (Perepeliak, 2013: 69); “On this bank, as on the Sula / Clouds lay blue bridges” (Perepeliak, 2013: 70); “In haze / My white-walled house hid... / Having felt the malt of warm arable land... / I have never seen him like this, / As in my Poltava side” (Perepeliak, 2013: 71); “Mom! Here the sun is like in our village” (Perepeliak, 2013: 70); “And tears burned my soul as they kissed the earth from Obolon” (Perepeliak, 2013: 71); “At the other end of the planet, the mother is not asleep at this time... / They can’t sleep late / Havana and Obolon” (Perepeliak, 2013: 72); “So cold in the hot tropical nights! / Nothing warms me here” (Perepeliak, 2013: 74); “Endured in the deep... / What will happen to me in this hell?... / Wash your face in the warm Gulf Stream” (Perepeliak, 2013: 75); “Strange island of Santa Maria / Grows out of the fog like a dream”; (Perepeliak, 2013: 76) “The triangle of death, they say, and the sea of voodoo... / We enter the infernal black circle” (Perepeliak: 77). It can be seen how the linguo-mental structure of Ukraine (native land) represents national archetypes, which are even more sharply perceived by the author during his military service in Cuba. In poetry, the author shows the concept of UKRAINE, due to geographical space, so the use of the adverb “there” is subconsciously opposed to the word “here”. From this point of view, the artistic canvas of the “Cuban Poem” is interesting, where the artist acquaints the Ukrainian reader with many toponyms, anthroponyms, hydronyms and other images-signs, so close to his native Ukraine: *“Granma is the first. / The path of intercession is wobbly... / And America’s chosen one came out against the aristocrat; That Guevara is a legend! / Che Guevara – no? (Perepeliak, 2013: 87); On Playa Chiron gurgled / Yesterday another battle; It seemed that all of Cuba, / unfinished in battle, / hid in the mountains; But already surrounded this island / in the sea armada / Other people’s ships (Perepeliak, 2013: 89); As the trail breaks off / on a cliff – / Thorny / in the Sierra Maestra’s way (Perepeliak, 2013: 90); I am a “condottiere of the twentieth century” ... I flee to the mountains, / as to a battlefield, / I take your rage with a rifle (Perepeliak, 2013: 91); I leave you the day of judgment for Vietnam, / Where consolation was sought in the cradle (Perepeliak, 2013: 92).**

Let’s agree that the geographical space in the poetic language of Ivan Perepeliak is multi-dimensional in the first period of creativity and during military service on the Island of Freedom, because Ukraine is a land far from the lyrical hero, and therefore we see a clear verbal distinction *“I’m here” – “Ukraine there”*. Speaking about the idiosyncrasy of Perepeliak-post-sixties, it is necessary to focus on works about the homeland, which appears in the image of the fatherland, because the poet never separated the concept of Ukraine from his native land, but on the contrary, depicted it in the magnificent beauty of nature. An important conceptual place in the system of national symbols is occupied by a number of traditional talismans: *“Barefoot – trampled path / I will not lose my grandfathers in the field” (Perepeliak, 2013: 4); “I carry the pedigree of corn... / Listen to the anxieties of the earth / I have gained the highest right by labor” (Perepeliak, 2013: 4); “Since childhood, I learn to cherish bread” (Perepeliak, 2013: 7).*

3. Ivan Perepeliak – a real nature lover

The unique magnificent beauty of nature with its endless fields, flooded rivers and lakes, mighty forests and gardens with great love and respect is depicted in the texts of Perepeliak – a nature lover. After all, the slogan: *“To love nature means to love the Motherland”* fully corresponds to his poetic credo. As we have already noted above, the Ukrainian landscapes of the famous master are mostly summer and spring, and therefore the concept of UKRAINE is realized in many poems-landscapes as an independent awakening of the consciousness of every Ukrainian.

The semantic images of the village of Obolon and the river Sula became symbolic signs of the poet's homeland: *“Obolon is a land where the May blizzard drifts, / Gardens glow with white color. / In the evening the cherry wing rises, / Throws silver on your tracks... And Sula is in infinite distances / Honey rolls summer”*. The ecological worldview of the artist is verbalized in the semantic plane NATURE OF UKRAINE with the help of words meaning the names of birds, trees, plants, which are common in our region. The polarity of Perepeliak's poems is complemented by landscape sketches of natural phenomena, which convey the mood of the heroes: “clouds, wind, rain”.

4. Perepeliak – historian

Poetry and poems dedicated to our history and culture are seen as dominant in the linguistic and mental interpretation of Ukraine. Perepeliak, a historian, singles out the image of a brave, courageous defender of his state in the semantic sphere MAN – PEOPLE, which contains the components of COSSAKS, FIGHTERS, SINGERS, EXILES, PATRIOTS. We have already analyzed a number of portrait poems, it is appropriate to recall once again these immortal names of outstanding figures of history, culture, literature: *“A high wave rolled over my soul – And I was fascinated by the history of Ukraine./ He studied the Cossack past, / Ukraine – Russian relations / of the Hetman period...”* (Perepeliak, 1983: 26). Perfect knowledge of the history of his native land contributed to the emergence of a number of large poetic texts, where Ivan Perepeliak plays the role of a witness and a direct participant in these important events. We mean his poems *“Cossack Monastery”, “Rebellion”, “The Last Love of the Hetman”*, where the author verbalizes the semantic levels *“love for Ukraine”, “love for the people”, “love for the native land”* in a number of texts: *“the lands of good we do not seek, / Now we Ukraine – / Mother of God; In the battle / I fell in love with the songs of Ukraine./ She seemed to me like a lover”* (Perepeliak, 2013: 54); *“Above the Seversky Donets – may there be peace! Let's build a Cossack monastery, / To hide in robes from Siberia...”* (Perepeliak, 2013: 56).

The reader learns about the events taking place on the territory of modern Kharkiv region: *“They went fishing at night, / They said: – Let's go for a walk to Zmiyiv”* (Perepeliak, 2013: 58); *“Chuguiv is already feverish / Who saw where Anna went”* (Perepeliak, 2013: 62).

Ivan Perepeliak verbalizes the poetic image of the insurgents in the images of the poem *“Rebellion”*, which tells about the uprising of the Cossacks in the village of Turbai in the Poltava region.

“Turbayevtsi-Cossacks” are depicted in a chain of dynamically changing paintings by means of internal dramatic tension, raging representation in the dialogues of the characters. The poet – a connoisseur of history in his own way reproduces the events of Turbayev as the last Cossack uprising and compares it with other movements led by Nalyvayko, Ostryanitsa,

Mazepa, Gonta and Zaliznyak. The symbolic image of Ukraine is a key for the insurgents: *"Why loud slave shackles! / You swore to God in the Sich veil: / They will not kneel before anyone, / Ukraine was for your prayer!"* (Perepeliak, 2013: 154); *"Koshov said: / – Poplars stared at you. / Return to Ukraine, / You haven't been waiting for January for a long time. / We went after death / to restore the Cossack will";* (Perepeliak, 2013: 170). Ivan Perepelyak artistically realizes the concept of UKRAINE as a metonymy: *"Then there would be changes for the better; / And now everyone is laughing at Ukraine; Moscow bought him with sabres, / That's why he dances in front of Muscovites"* (Perepeliak, 2013: 247); *"The Muscovite became worse than the janissary; Has Peter already felt the danger? / Why is he pushing Ukraine into hell?; It is said that he found support in England, / To hand over Ukraine to Lord Marlboro"* (Perepeliak, 2013: 248-249). Oppositionally, through the artistic background of the poem, Ivan Perepelyak, along with living characters, represents the relationship between toponymic concepts: *"On the second day, Moscow: / What do we need these Ukrainians for? / resorted to slander"* (Perepeliak, 2013: 243); *"And here Moscow is already pushing Ukraine / to go to war with the Swedes"* (Perepeliak, 2013: 244); *"And, Hetman, something needs to be done here – / The Cossacks do not want to serve Moscow"* (Perepeliak, 2013: 245); *"And how much more will Moscow oppress? / No, we can't live like that; We will make Kyiv a fortress / Let there be no fear of Sweden there"* (Perepeliak, 2013: 246).

As we see, a poetic image of Ukraine undergoes a historical perspective of artistic conceptualization, with Perepeliak-historian giving him the features of personalized individuality, perceived in the context of the author's search, and the convergence of the author's self with history and the reality of life in the semantic plane UKRAINE – HISTORY.

Own views on the course of history are presented in other works of verbal creativity. We see before us a whole galaxy of prominent figures for whom Ukraine is the main meaning of life. Dmytro Vyshnevetsky Baida: *"It was as if a black cloud had fallen from the sky. / The Tatar invasion is rolling again: / How is Ukraine defending us?"* (Perepeliak, 2013: 33); *"For the tears of Ukraine – punishment for all, / We will take revenge, as it is, Sich; The last thing I shout at this moment from the top of the pain: / "Hey, brothers – Cossacks, save Ukraine!"; You will defend Ukraine without me"* (Perepeliak, 2013: 34-35); Ivan Mazepa: *"Save yourself, baby Ukraine! Tsar Peter / Preparing to quarter you; Go to the Swede, Ukraine, or die"* (Perepelyak: 42); Philip Orlyk: *"And I would stand shoulder to shoulder with them... / To stir up the dormant Ukraine again"* (Perepeliak, 2013: 43); Pavlo Polubotok: *"Ukraine is crying in my heart, I am ready to die for it"*; Sviatoslav-Zavoyovnyk: *"Therefore, on the first page / In the history of the Great Ukrainians"* (Perepeliak, 2013: 45); Petro Kalnyshevsky: *"And on you – be damned that date! – Giving January to a bad soldier"* (Perepeliak, 2013: 46); Ivan Vyhovsky: *"It is taken for Ukraine in disarray – / Yes, it does not seem as if he is incompetent"*; Oleg Olzhych: *"I came to this world / By order / of the Great Family, / And you, / Told the executioner, / In Ukraine – a hoax; Ours should become / Self-government! / Completely Polish, / Moscow, / German... / Ukraine – for Ukrainians!"* (Perepeliak, 2013: 185); Olena Teliga: *"- You're scaring, me the executer – I'm laughing. – / I'm not afraid to die for Ukraine"* (Perepeliak, 2013: 189); Mykola Gogol: *"A new harvest awaits me in Kyiv, – / I will write my history of Ukraine there"* (Perepeliak, 2013: 203); Guild: *"I rushed to fly with an arrow! / Home! Even on the slopes! / To Ukraine"* (Perepeliak, 2013: 266); M.S. Khrushchev: *"All Ukraine dies in need, / A terrible feast is celebrated by Asmodeus"* (Perepeliak, 2013: 360); Ukrainian homers: *"But here is Moscow: To glorify Ukraine again / and show people the hell of Moscow... And here is Moscow: Change is needed! / There will be no enchantment of Ukraine, – / It's time to break up new art"* (Perepeliak, 2013: 380).

5. Perepeliak – philosopher

For Perepeliak, a philosopher, the poetic image of Ukraine appears in the prism of complex philosophical issues, which include freedom and slavery, truth and lies, the presence of two heroes, I and YOU, who agree that will and happiness are not accidental. In the study of I. Perepeliak's idiosyncrasy, we focus on the organic combination of the harmony of human coexistence with the search for God's presence in our earthly world. Like the Man who builds a temple in his soul and around himself, every Ukrainian feels like the creator of everything new, useful, mental, traditional in building the independence of the Ukrainian state. An interesting paradigm MAN – UKRAINIAN, TEMPLE – UKRAINE is an artistic parallelism in the linguistic and poetic interpretation of Perepeliak's linguistic consciousness, so the purpose of our study is to determine the level of inner feelings of the poet, who in his white pentagonal the third reproduces the conflict, and in the final – finds harmony or points the way to it. Interesting from this point of view is the poem "Yudol of Cry", where the main theme is the motive of overcoming mental chaos. In our opinion, poetry clearly outlines the difficult fate of Ukrainians in the use of words, superstition and chaos of their souls, which act as a "painful nerve", thoughtlessness, humility, an unhappy path to the future. I want to believe that the native language will make us Ukrainians in Ukraine. The concept of UKRAINE is actualized in the artistic and semantic content of UKRAINE-PROPHETS in the poem "Moses": *"God's chosen one is the highest of awards! / You are a leader – this is not an easy plan. / You must bring the people out of captivity, / Who are ready to listen to the memorial service..."* (Perepeliak, 2013: 269); *"To remove the seal of a slave from your forehead, / You must cross the desert without measure!; In the eyes of the slaves you were hardly God, / Who knows how to have mercy and punish"* (Perepeliak: 269).

6. Perepeliak – believer

Speaking of Perepeliak-believer, it is necessary to correctly interpret the address of the master of the word to the image of God or to the problem of seeking God. We are not talking about the use of many anthroponyms taken from the Scriptures, including Christ, Moses, Mary, as well as the names of other characters of the negative plan – Cain, Judas, Pilate. The position of the poet Perepeliak is reduced to the central dogma according to which God is used in three guises: God the Father, God the Son, God the Holy Spirit. This trinity of God's thinking is reduced to the use of sacred vocabulary in many works of the artist, and what is interesting and instructive – I. Perepeliak turns to the Christian God. Before us is the poem "Hryhoriy Skovoroda" (by the way, I. Perepeliak still has a dramatic poem of the same name), where the most active artistic and semantic content of the poet's language is realized. GOD-CREATOR, DEPUTY: *"Clear from sins – to stand before God"* (Perepeliak, 2013: 292); *"Sincere thanks to God for the fact that / He made what is necessary easy, / It is difficult for us unnecessary...; Knowing yourself, you know God, / And this is the greatest happiness in the world"* (Perepeliak, 2013: 296); *"Happiness, happiness, you are always from God / And you always give yourself to everyone for free"* (Perepeliak, 2013: 295). The words addressed to the God-protector are represented in the paradigm Kingdom of God, King of the soul, God's Spirit: *"Kingdom of God / First of all in the heart! Let everyone know this, / Choosing the spiritual orbit"* (Perepeliak, 2013: 294); *"Knowing yourself, you seem to go up the mountain, / In your soul you will see the kingdom of God"* (Perepeliak, 2013: 296); *"He will straighten your thoughts to heaven, / And will heal your consciousness from diseases as it should, / He – the King of the soul – greets despair!.."*

(Perepeliak, 2013: 297); *“But isn’t it time to stop, / Not to drown in the mud, / And to know the Spirit of God in yourself?”*. Rereading the lines of Ivan Perepeliak’s poetic works, you are once again convinced of his devotion to Christianity that the Lord is and will be the patron saint of Ukraine, so the poet’s appeals are full of pity and supplication: *“Oh God, look! Already patience is over! / Life has become bitter for wormwood. / How many sins and sins do I have? / Show them and give an answer!”* (Perepeliak, 2013: 280); *“O Lord, for what is the message, / What sins are you looking for in me?”* (Perepeliak, 2013: 280). Perepeliak’s language is characterized by the so-called “humanization” of God: *“God gave and God took away – never defile / His blessed name”* (Perepeliak, 2013: 276). The deed of the Most High can be seen from the following lines: *“Well,” God shuddered, “your word is terrible. / And again the Lord succumbed to Satan”* (Perepeliak: 277). In desperation, the author paints a real picture of modern life (meaning Ukraine): *“I saw a world where truth and falsehood compete. / They despise the law, seeking guilt, / Where the righteous perish in terrible injustice, / Where evil triumphs in its impunity”* (Perepeliak, 2013: 282); *“Why does a decent man suffer, / And an evil man, like cheese in butter, lives his life?... And what do you do, God, You, like a leader in a pack?..”* (Perepeliak, 2013: 282). Sometimes in theological poems the author feels despair of God’s intercession and critically realizes the so-called “*union of God with Satan*”, and this applies to the uncertain fate of every Ukrainian. The poet aptly uses Andriy Myastkivsky’s phrase *“I am looking for Ukraine in Ukraine”*. We agree with his opinion, because the famous Taras Shevchenko also raised this issue: *“I will not leave a small trace / In our glorious Ukraine, / In ours – not my land”* (Shevchenko, 1981: 307). Ivan Perepeliak in his poem “The Road to Calvary” continues this topical issue: *“But who are we, call us Ukrainians! / Why do we live like this? / We will not share joy, but pain; In slavery we kill the exiles, / Exiles on their land from whence”*. The author addresses his like-minded people with pain: *“Resurrect from sins, wake up, people! / Ukraine swineherds and Judas / Already led to Calvary for execution”* (Perepeliak: 30). The believing poet is not afraid to oppose in the linguistic-poetic interpretation of anthroponyms completely polar, negative characters, which to some extent symbolize anxiety, misery, grief, betrayal, meanness, which, unfortunately, are present in our lives. Let’s read Ivan Perepeliak’s thoughts on this: *“Oh God! Cain cried out desperately – / Now forever I am in a pack of wolves, who will withstand this punishment of the people”* (Perepeliak, 2013: 123); *“Or maybe at the same time we will forgive Judas / And we will justify the sin of fratricide”* (Perepeliak, 2013: 124). The lines are filled with a kind of warning: *“As long as the Jews live on earth, / As long as Cain marks you”* (Perepeliak, 2013: 124); *“Yes, we need earthly guidance, / But we need earthly miracles! And here money becomes the true God!”* (Perepeliak, 2013: 575). In his monologue, Judas Iscariot directly emphasizes: *“But he did not expel. Did he hope / that I would be cured / And called a friend... / Now I am a false apostle, a false messiah. / I have become a traitor forever”* (Perepeliak, 2013: 576). A significant number of poetic contexts are devoted to the relationship between God and the lyrical hero. In the text of the poem “Antichrist”, this character directly emphasizes: *“In God’s temple you want to sit like God, / Pretending to be God / And the road is paved with hypocrisy / Leads the blind to your satanic palace”* (Perepeliak, 2013: 582). The negative actions of non-humans are shown in these actions: *“A demagogue draws his sword; Mark the world under siege; You drive virtue into prison; You want to burn the white world to the background; Throw the grains of evil into the ashes”* (Perepeliak, 2013: 582). That is why the author concludes so pessimistically about our society and even the whole world: *“In despair the star will weep in the sky, / When all the wicked gather, / Who love pleasure more than God”* (Perepeliak, 2013: 582).

7. Perepeliak – the citizen

Finally, we are faced with the task of showing the conceptuality of the image of Ukraine in the language of Ivan Perepeliak, a citizen. A poet, he is a creative person, a citizen of his country can not exist outside the life of his country. In poetry, he and his characters are verbalized in multifaceted relationships with the people around him: grandfather, grandmother, father, stepfather, mother, wife, children, fellow villagers, and so on. We are not saying that his artistic imagination is rich in relationships with relatives (grandpa, grandma, father, mother, wife) but as well as with his village, rivers, fields, the word, with all that is called Ukraine. That is why we have such interesting apt titles of his poems. Therefore, this paradigm is often implemented in many artistic and semantic spheres, where the dominant concept is Ukraine: *“Grandfather did not tell anyone about the offense / And he knew a lot about politics”* (Perepeliak, 2013: 550); *“My grandfather Fedosiy is a generous man. / I will give the land drop by drop for a lifetime; My grandfather’s furrow rang; And I was destined / To continue the song with my great-great-grandfather”* (Perepeliak, 2013: 260). *“Baba Olena is in trouble – / She will find a job every day”* (Perepeliak, 2013: 170). *“The boy has no father... / And people did not call him an orphan / And he called him father; The father came to the boy at night”* (Perepeliak, 2013: 253-254); *“And then my father went to the plow. / Singing to the horizon sounded again”*. The author conveys the sympathy of his son to his mother: *“I will embrace your mourning and understand: / My father became the earth so early”* (Perepeliak, 2013: 264). The author’s bitter feelings for the bright memory of his mother are embodied in the lines: *“In the hospital the mother dies; Mom, be patient! Lighten up soon, / Don’t close your eyes, please!”* (Perepeliak, 2013: 564); *“I feel like a guest in life, / When I come to your grave; I hurry to you every time, / Because, I know you look from that world”* (Perepeliak, 2013: 565); *“I will not say anything to my daughter: / She must understand everything herself; Did you know, daughter? That love is holy! / Let’s cry together in the ashes”* (Perepeliak, 2013: 134); *“Uncles / Cheerful people roll cigarettes, / They are happy to treat a boy”* (Perepeliak, 2013: 258). There are several dedications to relatives: the poet dedicated the poem *“A heavy thunder rushed over the house...”* to his sister Lida: *“Over the house – the autumn fire of the stars, and eternity stopped like a moment”* (Perepeliak, 2013: 273). Touched, he dedicates an intimate poem *“I lean to the sun every night...”* to his beloved wife Tony: *“You appeared to me dressed in a storm; Our field lit up with fire flowers; The clouds in the sky lit up; the devils / burned their bridges in the ravines, / How my Sun came into orbit”* (Perepeliak, 2013: 242).

8. Conclusions

In our opinion, the conceptualization of the paradigm “UKRAINE” – “WORLD” has a clear and concise toponymic pattern, which complements the relevant plot line of the work of art as “positive” and “negative” content. One can consider a number of linguistic concepts of I. Perepeliak as names of specific loci, symbols of the Ukrainian chronotope, words and concepts from the traditions of other peoples included in the Ukrainian language picture of the world, universal conceptual images, which are marked by the main features of Ivan Mikhailovich Perepeliak’s poetic idiosyncrasy. Fruitfully using the conceptual toponym UKRAINE, the author often resorts to generalization and abstraction. Therefore, this keyword includes many contextual synonyms engraved in the words: “state”, “country”, “land”, “mother-in-law”, “land”, “homeland” and so on. Our scientific research has identified the main vectors of conceptualization of this toponym in poetic language creation. For Ivan Perepeliak, the space of

his native land is associated with favorite rivers, cities, villages, trees, flowers, in a word, concepts that are connected with the Ukrainian space. Therefore, in the bosom of this artistic and semantic plane, the poet emphasizes the love of freedom, self-affirmation of independence, the spirituality of the country as a living being.

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THE PSYCHOLINGUISTIC STUDY OF POST-TRAUMATIC STRESS DISORDER THROUGH MILITARY PERSONNEL'S CREATIVE WRITING

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Summary

The aim of this paper is to study the linguistic markers of manifestation in the modern non-institutional military-poetic discourse of consequences of combat stress, which the Ukrainian army servicemen experienced during military operations. This study focuses on an integrated approach combining pragmatic and cognitive approaches in the framework of discourse analysis. Analysis of the military-poetic discourse has proved that combat stress takes a toll in the poetry of military personnel in the form of signs of the emotional and psychological state, which is taken as post-traumatic stress disorder. These signs are: reference to recurring disturbing dreams (nightmares) and obsessive troubling flashbacks relating to war; a subconscious desire to forget what has happened; persistent negative emotional and psychological state, which manifests itself in negative feelings, moods and emotions such as: depression, anger, rage, hatred, mistrust, resentment, humiliation, letdown, confusion from not understanding what is happening; persistent inability to experience positive emotions; depersonalization; feeling of isolation, alienation from other people; persistent and exaggerated expectations from others, which manifests itself in negative beliefs and/or blaming yourself and others. To protect their psyche from the destructive effects of a traumatic situation, servicemen use such self-regulation strategy as involvement in artistic creativity, in which poetry works as a type of social and psychological rehabilitation. The rewind technique, psychodrama and cognitive restructuring are the most essential elements of self-regulation strategies used by the participants in the Joint Forces Operation.

Keywords: military-poetic discourse, psycholinguistics, self-regulation strategies, combat stress.

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1. Introduction

1.1. Modern Ukrainian non-institutional military discourse. Preconditions for the evolution and spread of modern Ukrainian non-institutional military discourse have been formed on social networks. In the Internet communication the discursive dimensions of non-institutional military discourse were integrated with the expressiveness and expressiveness of online discourse (Khraban, 2019). Having formed due to a combination of different types of discourses, non-institutional military discourse has acquired a holistic form with special characteristics, which indicates difference from other types of discourse. Thus, for the reason of tense military situation in eastern Ukraine there is a constant reflection of military realities in the modern Ukrainian non-institutional military discourse. Experience of stressful event is a factor for transformation of the semantic sphere of an individual and creating a fundamentally different socio-psychological situation (Campise et al, 2006), the projection of which is reflected in the poetry of the participants in the Joint Forces Operation. The negative consequences of

psychotrauma having fixed in the personal structures of military personnel, integrate into a holistic symptom (Armenta et al, 2018) and then manifest themselves in the poetry in the form of a “clinical picture of post-traumatic stress disorder as a socially oriented phenomenon” (Blinov, 2016: 175). The study of consequences of combat stress through poetry acquires special relevance in connection with the preventive and rehabilitative significance of this problem.

1.2. Analysis of recent research and publications. This article is based on research papers of B. Proskurin (Proskurin, 2008) (the details on classification of means and forms of psychologism in fiction are described); A. Ulanov (Ulanov, 2014) (the systemic-structural and functional-diachronic description of the Russian military discourse as a socially conditioned organization of the military personnel’s speech activity was developed); A. Makhov, D. Khramchenko (Makhov & Khramchenko, 2017) (the specific functional and pragmatic features of the American military discourse in the context of media language were studied); E. Kutkova (Kutkovaya, 2014) (the specifics of understanding emotions in discursive psychology are considered), R. Cowie, R. Cornelius (Cowie & Cornelius, 2003) (emotiveness as the property of language to express person’s psychological states and experiences was characterized) and others. *The aim of this paper* is to study the linguistic markers of manifestation in the modern non-institutional military-poetic discourse of consequences of combat stress, which the Ukrainian army servicemen experienced during military operations.

2. Materials & Methods

2.1. Discursive approach to the study. Since “the image of war is always constructed discursively” (Ishchenko, 2007: 22), procedure of conducting this research is based on discourse analysis. In the study the military discourse is considered as “a special type of the military personnel’s world view speech organization in which such features are emphasized: correlation with military environment and military speech topics; specific military chronotopicity; intentionality; integrity and continuity; coherency; military factual informational content; intertextuality; credibility of military-theoretical and military-historical sources; anthropocentricity of the military world view” (Ulanov, 2014). This study aims at non-institutional military discourse as “a special type of military discourse organization that includes an emotional-evaluative and colloquial description of military events, realities and persons, and characterized by active communicative interaction” (Ulanov, 2014). Since “discourse is a social practice” (Dirven et al, 2005), military discourse belongs, first of all, to the social dimension of war (Ishchenko, 2007: 22). Therefore, we consider it is expedient to use a pragmatic approach to discourse analysis in this research. It is with this understanding, any statement is viewed as a product of activities of social agents that are always engaged in social interactions and structures, a specific political and cultural-historical situation, that is, social action (Ogienko, 2012: 100). On the other hand, social practices are characterized by a cognitive dimension (knowledge, opinions, beliefs, norms, values, stereotypes, etc.) (Ishchenko, 2007: 22), so such concepts as “collective memory”, “imagined community” are integral categories of cognitive processes (Heer et al, 2003). This fact obliges us to turn to cognitive approach within the framework of critical discourse analysis. Such approach to discourse analysis allows to define it as “such method for studying the nature of language, which considers the social world through researching the features of cognitive transaction of knowledge between participants in the discourse” (Alkushin, 2013: 174). The military-discursive area is characterized by an intense interaction of military-discursive phenomena with phenomena of other discourses. It is in large part due to a chain of non-linguistic factors and expressed at the structural level (Sokolova, 2014: 9).

Interference as a result of an influence of the basic (or dominant) discourse and the reverse influence from the outside discourses in a new sociocultural situation (*Sokolova, 2014: 26*) contributes to formation of genre-stylistic varieties of military discourse, one of which is military-poetic discourse. Emotional discourse contributes to the interference of different types of discourses, while acting as some assimilating factor (*Zhu, 2016*). Emotions revealed by servicemen who have experienced combat stress define such ways of their speaking about things, which help to convey their assessments of events in relation to the normative conditions of the situation (*Kutkovaya, 2014*), and the analysis of emotional and psychological states revealed in military-poetic discourse allows us to consider a social event from the perspective of its participant, analyze its attitude to the event and display how the structure of the event determines the ways of experiencing it (*Perlovsky, 2009*), as well as to specify person's specific emotions, to understand the essence of psychological phenomena (*Khraban & Khraban, 2019*).

2.2. *Materials to conduct this research* are poetry of the participants in the Joint Forces Operation that is posted on Facebook social media accounts "Poems of ATO. Soldier", "Songs created in the zone of Anti-Terrorist Operation".

3. Results & Discussions

3.1. *Features of modern Ukrainian military-poetic discourse.* A distinguishing feature of the modern Ukrainian military-poetic discourse is monologues, in which an author is caught up in his own world. A first-person narrative when the author expresses only his own point of view, talks about himself, and also when the narration becomes more and more like a confession, is perceived as an eyewitness testimony. It brings reader closer to the author, allows to experience a sense of involvement in described events, to feel more deeply the emotional and psychological state of the author. This situation is disclosed in the modern Ukrainian military-poetic discourse as "a consistent characteristic of mental activity, which is most acutely evident in correlation between mental processes and reflection of reality, the prior state and psychological traits of the individual" (*Blinov, 2016: 28*). Combat stress always takes a toll even if military personnel are not injured. The reason for this is that a prolonged stay in life-threatening circumstances, a significant emotional impact, mental and physical stress, psychosomatic exhaustion lead to post-traumatic stress disorder (*Blinov, 2016: 6*). The human psyche induces atypical for peacetime negative states of mental activity as a normal reaction to abnormal circumstances (*McNally, 2005*). Analysis of the military-poetic discourse has proved that in the poetry of military personnel who experienced combat stress there are signs of the emotional and psychological state, which is taken as post-traumatic stress disorder (PTSD). The following markers were highlighted:

3.2. *Symptoms of cognitive biases.* They are:

– reference to recurring disturbing dreams (nightmares) relating to war: *And again, in the middle of the night I feel uneasy, I hear shots, groans and the voices of those who perished in that war* (FB). Two frequently recurring large themes of nightmares stand out in military-poetic discourse. First, the author is in danger or he apprehends it: *I dozed off and saw a dream, one and the same for the umpteenth time: instead of the sky there is tanks that are crossing our trench* (FB). This script indicates a traumatic experience of fear: the individual is in danger; he needs to protect himself. The second theme relates to death of fellow soldiers: *But after war, at night many of us will often have dreams how we close our battle friends' eyes with our palm not hiding tears that arise from emotional suffering* (FB). This script is an indicator of a traumatic experience of helplessness and/or guilt, which is often related to situation, in which the author survived and his comrades perished;

– reference to recurring obsessive troubling flashbacks: *I remember our dugout, how we are sitting in the dark, how the fired tracer rounds are filling the whole sky* (FB). The author describes painful experiences in real time as if an event from the past happens again. The military man plunges into his experiences, detaches from reality. Everything that jumps to the forefront of his mind is not controlled by him and causes a dreamlike feeling: *My psychologist, don't shrink me since I haven't returned from the war yet* (FB). The military man cannot imagine his existence without the situation of extreme danger in the war: *I am toiling along the streets to nowhere with only one purpose in mind, that is to not feel like fighting* (FB), but memories about it are accompanied by feelings of horror, anxiety, anguish. Such contradiction disintegrates the personality; it can be a trigger for his aggressive actions or can drive to suicide: Having accustomed to danger we plunge into war concealing our grievances, on the verge of sleep and suicide (FB);

– a subconscious desire to forget what has happened. This can manifest itself as a desire to return to pre-war times: *Take me to my childhood, please, mom!!! Where my friends are young and still alive* (FB).

3.3. Negative consequences for cognitive ability and emotional-psychological state:

– persistent negative emotional and psychological state, which manifests itself in negative feelings, moods and emotions such as: depression – *I want you, who are empty and dead inside, tired and hungry, not shaved for a long time, with injured leg and extinct look, to return alive from the front* (FB); anger, rage, hatred – *I hate war, whose wounds cannot be healed by the time* (FB); mistrust – *there is no truth in war, there are no sinless and holy people* (FB); resentment – *We are not numbers with two zeros. We are not reported figures* (FB); humiliation – *I am a prisoner of war, "ape", "body"; many aliases have been made up for me* (FB); letdown – *Do not let me die in despair, in loss of purpose* (FB); confusion from not understanding what is happening – *Why is this happening in the world? Maybe, someone has cast spells against us?* (FB); apathy – *Neither strength nor strong can heal me... And alcohol is useless* (FB). The fear of death should be separately mentioned from the perspective of a persistent negative emotional state. Death scene in war causes fear. First of all, fear is relevant to his own death. The search for immortality becomes a remedy against the fear of death, as reflected in two ways. The first way is characterized by the fact that the awareness of mortality prompts a person to quest for the meaning of his death – *I did not die for someone to drink vodka in the evening* (FB). It is characteristic for modern Ukrainian military-poetic discourse that death becomes a moral imperative – *You should know that your sacrifice for the sake of people is not in vain* (FB). In this case, the military man seeks immortality in the memory of the living – *After all, we stay alive until we are forgotten* (FB). The second way is belief in immortality at the level of religious consciousness *I went to heaven from a cold trench* (FB);

– persistent inability to experience positive emotions (anhedonia), that is a condition associated with reduced cognitive reactivity. In some cases, a person does not understand his emotional and psychological state and does not know how to cope with it: *Probably, this is fatigue, I do feel like giving up. And I have nothing to do but to surrender and drink dying of boredom* (FB). But some poems prove that a military man is aware of what is going on with him and try to find a way out of the state of anhedonia: *Teach me to forgive! To forgive when it hurts badly and excruciatingly... Teach me to love! To love so that feelings push through my veins* (FB);

– depersonalization (a feeling of disconnection or detaching from one's self). In such cases the military men often characterize his emotional and psychological state as "death in the soul": *We all have died here but someone is dead for real, and someone is dead in his soul* (FB).

In poems the military men often tells about feelings of alienation and separation from their own body, they feel themselves already to be killed. The realization of their life goals are no longer associated with them themselves but with imaginary persons;

– feeling of isolation, alienation from other people. It manifests itself in distrust of human sincerity and unselfishness. At the level of social relations, the emotional and psychological state of a military man is characterized by pessimism, lack of loyalty, feelings of bitterness and hostility to others: *My old friends have become aliens, I have realized that they are not friends, they have their own affairs and needs, and they do not need me at all... I almost hate the pit-like city* (FB);

– persistent and exaggerated expectations from others, which manifests itself in negative beliefs and/or blaming yourself and others: *And the earth would have drunk less blood if the war had been one and the same for all* (FB).

3.4. *Creative writing as a psychological self-regulation.* To protect their psyche from the destructive effects of a traumatic situation, servicemen often intuitively seek for increasing their personal adaptive potential, restoring the functional state of their bodies and reducing emotional stress by means of psychological self-regulation. One of self-regulation strategies is involvement in artistic creativity, in which poetry is not limited to verbal expression of a military man's emotional and psychological state but also works as a type of social and psychological rehabilitation (*Grandjean & Scherer, 2006*). The analysis of the military-poetic discourse has proved that the rewind technique, psychodrama and cognitive restructuring are the most essential elements of self-regulation strategies used by the participants in the Joint Forces Operation. Rewind technique is based on repetition of delving into the past to emotionally rich memories until they no longer cause a high degree of discomfort. A military man brings his anxiety to the surface and gradually the devastating power of his memories subsides: *Someone counted the explosions, someone whispered a prayer, someone's hair became touched with grey, someone asked to smoke. Someone pressed himself against ground as if in prayer. A very mature man really wanted to his mum's* (FB).

Psychodrama itself is a role-playing game with an improvised plot. In the poetry of Ukrainian servicemen who have experienced combat stress, internal monologues are abundant. Imaginary scenes from the past and probable future events are played out in these monologues. The purpose of psychodrama is to bring military man's inner feelings to the surface, get in touch with his past and restore his personal integrity: *I saw kindness in the riflescope – a man was saving a dog. Without fear he plunged into an ice hole, he was not afraid of the deep. He didn't think it was no-man's-land, he was a soft target on the ice. I was looking in the riflescope and hesitated to shoot...* (FB).

Turning to cognitive restructuring, also known as cognitive reframing, a military man learns to control his own dysfunctional cognitive processes, to replace irrational negative thoughts with more realistic or positive ones in order to pre-empt the impact of stress and/or transform the experience of stress: *I believe that Ukraine will wake up, the cherries will bloom again in the gardens, the country will recover from the trauma of war, all houses will be rebuilt here* (FB).

4. Conclusions

A distinguishing feature of the modern Ukrainian military-poetic discourse is monologues, in which an author is caught up in his own world. Analysis of the military-poetic discourse has proved that combat stress takes a toll in the poetry of military personnel in the form of signs of the emotional and psychological state, which is taken as post-traumatic stress

disorder. These signs are: reference to recurring disturbing dreams (nightmares) and obsessive troubling flashbacks relating to war; a subconscious desire to forget what has happened; persistent negative emotional and psychological state, which manifests itself in negative feelings, moods and emotions such as: depression, anger, rage, hatred, mistrust, resentment, humiliation, letdown, confusion from not understanding what is happening; persistent inability to experience positive emotions; depersonalization; feeling of isolation, alienation from other people; persistent and exaggerated expectations from others, which manifests itself in negative beliefs and/or blaming yourself and others. To protect their psyche from the destructive effects of a traumatic situation, servicemen use such self-regulation strategy as involvement in artistic creativity, in which poetry works as a type of social and psychological rehabilitation. The rewind technique, psychodrama and cognitive restructuring are the most essential elements of self-regulation strategies used by the participants in the Joint Forces Operation.

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THE NARRATOR AND NARRATING STRATEGY IN SMOLLETT'S NOVEL 'THE ADVENTURES OF FERDINAND, COUNT FATHOM'

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Summary

The aim of this paper is to investigate Smollett's narrative strategy used in his third novel "The Adventures of Ferdinand, Count Fathom". Despite the similarity to the previous texts, there is a certain novelty in "Ferdinand Fathom" which is connected with the narrative possibilities Smollett resorts to. Retaining the genre-forming motive of adventures, the special correlation between name and surname, Smollett changes the title of the novel, introduces composite and multi-level literary frame. It is the place where the reincarnation of the biographical author into his intratextual counterpart takes place. Smollett chooses a special narrator who is emotional, moralizing, full of naive pathos. He comments a lot, does not hide in the background, and is somewhat similar to the intellectual authors of Fielding and Sterne. He tells the story of an adventurous hero who is longing for destruction and enrichment. Designed to evaluate the hero's actions, he becomes his memoirist.

Keywords: story teller, author, reader, framework components, narrative intonation, chapter headings.

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1. Introduction

In each of his novels, Tobias Smollett, lauded for "vivacity and elegance of expression" (R. Anderson), "vivid narrative style", "vivacious prose" (D. Hannay), "indefatigable vivacity" (E. Baker) solves the task of constructing a story based on many artistic objectives. Curiously enough, while his narrative strategy has not been thoroughly investigated, Smollett has not ceased to be praised for the art of fabulation. He is still regarded as the "master of narrative" (D. Hannay) (G. Saintsbury), "prince among story-tellers" (E. Baker), and his works are viewed as the ones that are full of "inexhaustible source of narrative possibilities" (G. Saintsbury). The article is aimed at examining the narrative strategy Smollett uses in "Ferdinand Fathom", mainly through the frame components presented in the novel as well as the narrator himself and his communication with the reader. Such methods of research as biographical, artistic, and comparative are used.

2. Composition and reception

"The Adventures of Ferdinand, Count Fathom", the third novel by Tobias George Smollett published two years after "Peregrine Pickle" (1751), appeared in print in 1753, during a "period of great tension" to its author (Bouce, 1990: 14). By that time, Smollett had already gained the reputation of an accomplished writer of the highly acclaimed "Roderick Random" and the less successful but hotly debated "Peregrine Pickle". He became famous for his satirical attacks on Chesterfield, Garrick, Queen, Littleton and scandalous "Memoirs of a Lady of

Quality". Smollett's professional activity was also intense. Enlisted in the Royal Navy as surgeon's second mate he took part in the battle of Cartagena (1741), the events he then recounted in his debut novel. Having received the doctorate in medicine (June 1750), Smollett reviewed the famous treatises by W. Smellie (December 1751) and J. Pringle (July 1752), worked on the highly praised (in the "Monthly Review") scientific work "An Essay on the External Use of Water" (March 1752).

Living in Chelsea from June 1750, Smollett combined medical practice with a literary one. He declared himself not only as an active participant in the Paper War, who wrote the pamphlet "Hubbakkuk Hilding" (January 1752) lacerating Henry Fielding, but also as a talented translator of Lesage's "The Devil upon Crutches" (1750), Voltaire's "Micromegas" (1752). Smollett's rendition of "Don Quixote", highly appreciated by readers and critics, was published in 1755 (*Giddings, 1995: 19*).

From now on, Smollett was regarded as a prominent figure in the cultural life of the capital city. Watching his literary success, Londoners did not show indifference to a very unpleasant episode in the life of the novelist: a scandalous trial initiated by Peter Gordon, who refused to pay his debts to Smollett. "Ferdinand Fathom" is believed to have been written precisely in 1752 and published shortly after the end of the trial (*Bouce, 1990: 14*).

Although "Ferdinand Fathom" was conceived to please the readers' tastes, and the writer attentively followed the changes in the world of fiction, feeling himself involved in the creation of a "new type of writing" (Richardson), the contemporaries were very reserved in the praise of Smollett's novel, however their interest in it never faded. The ambiguous review by R. Griffiths, which appeared in the "Monthly Review" in March 1753, became 'a pattern for much subsequent criticism' (*Bouce, 1990: 15*). The novel was in oblivion until George Coleman included it, along with "Roderick Random" and "Peregrine Pickle", into the list of successful book titles to the preface of the play "Polly Honeycombe". The readers who were keen on politics and sensational events of the time (the mysterious disappearance of Miss Elizabeth Canning) did not display any interest to "Ferdinand Fathom" either. Recalling the novels that preceded "Ferdinand Fathom", they would chide Smollett, who had lost his "special gift for invention" (Lady Mary Montagu), for the failure. They were displeased by the unexpected choice of the hero, who did not evoke any sympathy (*Giddings, 1995: 119*) and at times seemed repulsive and frightening (W. Scott).

Despite the similarity to the previous texts, there is a certain novelty in "Ferdinand Fathom". Retaining the genre-forming motive of adventures, the special correlation between name and surname, Smollett changes the title of the novel, introducing hero's status, social disguise, so important for the character who is rootless, has lots of disguises but does not have a genuine face.

The attitude to the name is special in "Ferdinand Fathom". The character is born in a carriage crossing the border of Holland and Flanders (Belgium) to a young English woman, "numbered among the baggage of the ... army, which she ... accompanied" (*Smollett, 1990: 46-47*). He is treated kindly by her numerous admirers, sergeants of the British army, each of whom secretly considers himself to be his father. Being granted by a stepfather (a German trooper) by a happy chance, he acquires the sonorous name Ferdinand de Fadom, and uses it successfully (*Smollett, 1990: 50-51*).

3. Framework components

The allusion to the play "to be and to seem" is preserved in the dedication, a preliminary statement to the novel by Smollett, who realizes the change in his aesthetics. The in-text

counterpart of the biographical author writes a message to the patron, intrigues the readers with a riddle about the identity of the addressee. Smollett's closest friend and colleague, John Armstrong and even Smollett himself, who is indulged in "self-analysis" (*Spector, 1968: 89*), conducts "a curiously ambivalent dialogic monologue" (*Bouce, 1990: 15*), are named as possible recipients of the dedication addressed "To Doctor" (Latin "doceo"). The reference is understood not in direct, but symbolic meaning ("the one who teaches, explains, notifies"), and is considered as "the mask behind which the author is hiding" (*Galkina, 2011: 79*).

Dedication becomes a valuable document that sets out Smollett's concept of the novel. However, this is not an entirely complete version. In author's introduction to "Roderick Random", Smollett declares the novel's legitimacy as a genre. Separating it from romance, he presents novel as "a modern cultural product of the Enlightenment" (*Smollett, 2012*), and five years later in "Ferdinand Fathom" enlarges and clarifies his own understanding of the genre, giving a clear definition of the kind of the narrative form that he has always strived for (*Smollett, 2014: xxvii*).

Responsible for the construction of the artistic world, the author creates a multi-level frame of the novel. To the second volume of "Ferdinand Fathom" he prefaces the epigraph from Juvenal (Satire 10), preferring angry, accusatory poetry, in contrast to the soft Horatian lines in "Roderick Random", "Peregrine Pickle", and "Humphrey Clinker".

Through the framework components, the author demonstrates his position, talks about a change in aesthetic preferences to readers, who, however, expect "familiar" texts full of comic and moral descriptions. Later, critics who overestimate the novel will notice a turn from verisimilitude evident in "Roderick Random" and "Peregrine Pickle" to allegory and grotesque, convention and tendentiousness. Smollett reacts to the cultural phenomena of his time. Declaring the practice of writing flattering dedications as unnecessary and unjustified (*Richetti, 1999: 159*), he refers to the topic of patronage, played out in the plot, in the situation where patron Count Melville, and his son Renaldo do not stay indifferent to the fate of the orphaned Ferdinand Fathom. The rootless character finds support and protection from a generous, complacent Colonel and his family. However, such kind attitude harms both the count and his relatives, they are being cheated by Ferdinand. Humiliated and unsatisfied with "a middle place between the rank of a relation, and favored domestic", Fathom takes revenge for the good by responding with the evil (*Smollett, 1990: 59*). The topic of patronage, declared in the novel, becomes not only formal, but also serves as criticism, denunciation of sentimentalism. Smollett creates a text that ridicules naive sensibility, which is helpless and unprotected against the evil. He deliberately replaces a sensitive person with a villain as a warning to 'the inexperienced and unwary' (*Smollett, 1990: 44*).

4. Narrator, strategy of narrating the story

Smollett chooses a special narrator who is emotional, moralizing, full of naive pathos and is regarded as the forerunner of Matthew Bramble. He is energetic, endowed with character, talkative, he comments a lot, does not hide in the background like his predecessor (in "Peregrine Pickle"), and is somewhat similar to the intellectual authors of Fielding and Sterne. And although there are no chapters which he devotes to himself, it is obvious that a "person-alistically unmarked" storyteller is included in the process of novel writing and is more active. He does not often distinguish himself from the audience, prefers to emphasize the contact with the reader, using the pronoun "We". The author-narrator does not accept vice, being on the side of the good he is helpless before the evil and is therefore comical. He tells the story of an adventurous hero who is longing for destruction and enrichment. Designed to evaluate the

hero's actions, he becomes his memoirist, anatomizes the circumstances of the character's birth, a cruel reality that Fathom is destined to face from infancy.

Performing in the role of an accuser, the narrator appeals to the audience, he extensively comprehends the character, closely follows the hero, and is indignant about the negative acts he angrily comments about ("consummate politician"; "our crafty adventurer"; "our lover"; "this accurate observer"; "our projector") (*Smollett, 1990: 73, 83, 99, 208, 214*). Wishing to protect and warn those who are easily taken in ("such monsters ought to be exhibited to the public view"), the narrator turns to the interlocutors as he is looking for like-minded people, trying to expand the circle of readers, realizing how they differ in temperament ("my delicate readers", "any reader of sensibility", "unconcerned reader"), education, erudition ("refined reader", "courteous reader") (*Smollett, 1990: 48, 45, 250, 267, 309*). Narrating about Ferdinand Fathom, he actively communicates with the readers, referring to them dozens of times (20 in the first volume, 16 in the second), preferring to call himself "We" (28 times), sometimes "I" (6 times). By introducing high rhetoric of appeal ("believe it, O reader!") he encourages to believe, imagine ("... the reader will easily conceive the transports of that lady, when she read ..."; "The reader must appeal to his own heart, to acquire a just idea of Renaldo's feelings") and guess what is happening (*Smollett, 1990: 399, 115, 294*).

Highly educated, having encyclopedic knowledge, the narrator is familiarized with the histories of European states, he widely quotes ancient poets, satirists, writers (Petronius, Ovid, Lucian, Catullus, Juvenal), continental authors (Cervantes, Lesage), mentions his senior contemporaries (Swift, Shaftesbury) (*Bouce, 1990: 480*), includes into the novel the texts of famous national authorities, such as Samuel Butler (chapter 39), Joseph Addison (chapter 31), John Armstrong (chapter 20), William Congreve (chapter 63), Thomas Gray (chapter 17), Robert Dodsley (chapter 50), and most of all William Shakespeare. He often likens Ferdinand Fathom to literary characters such as Iago, Richard III, Maxwell, Don Juan, bonds the hero with famous historical figures (Prince Eugene of Savoy, Duke of Marlborough, Julius Caesar, Scipio Africanus the Younger).

Having called himself the memoirist of the hero, the narrator chooses a special strategy of telling the story. He does not describe everything (especially when it comes to the feelings of the characters) ("His feelings are not to be described ..."; "Here let me draw the decent veil, that ought to shade the sacred mysteries of Hymen ..."), intrigues the reader, often withholds information (about the history of the Castilian, Don Diego) ("He ... communicated some circumstances, which shall appear in due season"), resorts to flashbacks explaining the current situation (especially in the final chapters 57-67) ("He then proceeded to unfold his misfortunes as they have already been explained in the first volume of these memoirs ..."; "He then proceeded to inform him of all the particulars which we have already recorded ..."; "... we have already described ..."; "As we have already dwelt circumstantially on the passion of love ...") (*Smollett, 1990: 408, 429, 404, 385, 391, 420, 433, 442*). Most of all, the narrator of "Ferdinand Fathom" tends to assessments of the hero's behavior as well as lengthy discussions on the role of morality in society. He not only tells the reader about the life of the hero, but also captures the manners of the epoch, which are often disappointing ("The gradations towards vice are almost imperceptible, and an experienced seducer can strew them with such enticing and agreeable flowers, as will lead the young sinner on insensibly, even to the most profligate stages of guilt"; "... the seeds of virtue are seldom destroyed at once") (*Smollett, 1990: 219, 60, 63, 202*). A lot of lawyers, doctors, pharmacists, merchants, and politicians violate the rules of morality.

Acting as the organizer of the artistic world, the narrator registers the time of the story (in the mean time, meanwhile, while, in short, after all), explains to the reader the switch from

one storyline to another (“We shall therefore, leave her in this comfortable situation, and return to our adventurer”; “But, let us return from this comparison ...”, “... but to resume the thread of our story ...”), introduces conjunctive remarks into the narrative (certain it is, nay, over and above, in all probability, in a word) (*Smollett, 1990: 221, 140, 76, 47, 55, 64, 159, 83*). Unlike “Launcelot Greaves”, where it was important for the narrator to highlight the beginning and the ending of a chapter due to the novel’s serial publication, in “Ferdinand Fathom” the narrator sets the goal to capture the reader’s attention, explain and connect events. He is more interested in elaborating the beginning than the ending of the novel’s chapter.

From time to time the composition of the narrative becomes more sophisticated as the story of Ferdinand Fathom is being interrupted. The reader is obliged to listen to the insert-stories of introductory characters, who share their experiences. The interpolated narratives (12 in total) belong both to the heroes (the story of a noble Castilian, Minikin’s stories about the fate of prisoners, Ratchkali’s, Major Ferrell’s, the story of Valentine and Charlotte), and to the author himself (the story of Elinor, Celinda’s seduction). On one hand, they serve as occasional pauses in the story of a cosmopolitan protagonist, who is constantly changing his spatial coordinates, on the other hand, they provide the formation of a multilayered textual structure of the novel.

5. Internal chapter headings

The text of “Ferdinand Fathom” is voluminous. One of the forms of linking episodes, which are joined according to the principle of chance, is internal table of contents. The narrator distributes the material, assigns it to different chapters, which he connects by the “arch of headings”, thus creating a guide to the novel. Smollett retains his usual headlining practice. The titles in “Ferdinand Fathom”, like those in “Roderick Random” and “Peregrine Pickle”, highlight significant moments in protagonist’s life.

Sometimes the position of the narrator becomes an important feature of the headlines, in which he mentions readers (8 – Their first attempt; with a digression which some Readers may think impertinent), reminds of conventions of the world, with the patterns of beginning, movement, and result (64 – The history draws near a period, 65 – The longest and the last), designates the genre (61, 65 – ‘these memoirs’), calls the story about the hero an ‘important story’ (1 – Some sage observations that naturally introduce our important history).

However, the difference in chapter titles is quite noticeable in “Ferdinand Fathom”. They are short to balance and make up for the talkativeness of the narrator. Chatting in the text of the novel, tending to speak in long phrases, creating “unhurried narrative intonation” (*Pakhsaryan, 2006*), the author prefers lapidary, descriptive, quotation subheadings, nominative subtitles (2 – A superficial view of our hero’s infancy, 5 – A brief detail of his education, 28 – Some account of his fellow-travelers, 37 – Fresh cause for exerting his equanimity and fortitude). They are not so much a “summary”, a contracted text listing events, types of human behavior and geographical locations (as in “Roderick Random”, “Peregrine Pickle”). They turn out to be the headlines that reveal the key turns of the protagonist’s life, fixing his experience as an adventurer (7 – Engages in partnership with a female associate, in order to put his talents in action, 11 – Fathom makes various efforts in the world of gallantry, 13 – He is exposed to a most perilous incident in the course of his intrigue with the daughter), the anatomy of his pranks and the psychology of his character (27 – A flagrant instance of Fathom’s virtue, in the manner of his retreat to England, 48 – Count Fathom unmasks his battery; is repulsed; and varies his operations without effect).

6. Conclusions

Being always on the move with narrative experiments, Smollett resorts to new, unexpected version of the narrative organization. The reincarnation of the biographical author into his intratextual counterpart, who is responsible for the construction of the artistic world inhabited by the heroes, takes place in the space of the literary frame. Composite and multi-level, it includes the title of the novel, the chapters headings, the initial and final fragments of the text and the “territory” of communication with the reader. Uniting the work, manifesting himself in the frame of the text the narrator of “Ferdinand Fathom” is thus presented as a personally marked, emotional figure who becomes the memoirist of a ruthless hero.

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ALLOMORPHIC FEATURES OF STYLISTICALLY MARKED INVERTED SYNTACTIC MODELS (WITH REFERENCE TO ENGLISH AND UKRAINIAN FICTION TEXTS)

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Summary

The article elucidates allomorphic syntactic models with inversion in English and Ukrainian, as Indo-European languages of different groups. The key emphasis is put on the expressive potential of these syntactic structures, while taking into account their frequency and distributional behavior as well. The latter show direct dependence of inverted constructions stylistic connotation upon the word order patterns of a specific language and determine an extent of expressive colouring of particular cases of inversion. The allomorphy of this linguistic category in English and Ukrainian manifests itself in syntactic models. The latter acquire a special status in English due to the limitation of their usage in fiction texts. This feature is not typical of the Ukrainian Language. The constructions with an introductory *there*, emphatic *do* and a prepositional position constitute distinctive English structures; the syntactic models with existential and movement semantics display allomorphic parameters typical of Ukrainian. The two languages text systems, though, require complex consideration from the point of view of different language levels in the micro- and macrocontextual framework as a key factor complementing the discourse expressiveness.

Keywords: inversion, allomorphic syntactic models, expressiveness, contextual factor, languages of distant genetic relationship, connotation.

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1. Introduction

The contrastive study of stylistic categories in distantly related cognate Indo-European languages, such as Ukrainian and English, remains topical in contemporary linguistics. The article's aim is the study of allomorphic inverted expressive models in the original fiction texts of the languages of distant genetic relationship. The research *object* includes fiction contexts containing allomorphic inverted syntactic structures in English and Ukrainian. The research *subject* is focused on consideration of allomorphic inverted syntactic models and their expressive features in the Indo-European languages of different groups.

The *empirical data* for the research were collected from English and Ukrainian XX century prose fiction – “*Sons and Lovers*” by D. H. Lawrence and “*Chotyry brody*” (*Four Fords*) by M. Stelmakh. The selected works provide true-to-life depiction of common people (minors and peasants) life, their characters and images as typical representatives of their epoch with their lives affected by political, economic, social, and cultural environment.

Inversion as a stylistic category has not been confined to pure shifting of sentence components to “a logically stressed position” but also it serves as a means of increasing a statement's pragmatic value in the process of text formation, with a view to influence the cognitive activity of a recipient (*Kochetova, 2014*).

The English contexts containing inverted structures with the use of auxiliary or modal verbs are not devoid of stylistic connotation. *Modality* is viewed by linguists as a statement's expression of real or unreal character in its relation to an object of thought (*Galperin, 2006*).

2. Allomorphic features of stylistic inversion: theoretical domain

With that in view the following features should be considered: (a) isomorphism of the basic syntactic models; (b) expansion of these syntactic structures; (c) interdependence of the inverted constructions frequency and structural schemes; (d) fixed or non-fixed order of elements position within the syntactic model with an account of the units relation within the structure; (e) determination of compulsory and arbitrary units hierarchy within a certain language system. The lingual divergences specify (1) the number of syntactic models options; (2) a unit relevant or irrelevant syntactic position between the subject and person-marked verbal element; (3) the number of expedient inverted elements usage in English and Ukrainian syntactic systems (*Obraztsova 2011: 12–13*). The above mentioned testifies to more evident functional stipulation of “the linear expansion principle” in the English sentence with word order determining its structure and syntactic type. The character of syntactic unit expansion within the Ukrainian clause is devoid of such primary significance. The English syntactic element position in relation to its immediate surrounding constitutes a crucial parameter defining its syntactic links within the sentence as a structural unit. The specificity of the contrasted languages syntactic systems is as well predetermined by unequal syntactic links relevance among the construction elements. The opposition of the so-called “*fixed*” English and “*relatively free*” Ukrainian word order is relevant as word order in Slavonic languages is being restrained by a numerous factors. Relative variety of them decreases its functional potential. The tentative variety of word order models cannot be regarded universal. Thus, a particular syntactic model may require a certain grammatical expression and be deemed relevant in a specific communicative situation largely determined by *functional sentence perspective*. The latter is conditioned by the sentence logical scheme. The sentence is predominantly influenced by the contextual factor. Thus, the sentence is considered a key autonomous means of the fact-forming information expression to an extent it coincides with a statement. In this relation each type of syntactic construction semantics requires interaction with other semantic type structures especially those attaching predicates (*Atutyunova, 1999*). The sentence semantic structure may be shaped to designate its factual information. The topicalization of the latter may be achieved by a unit or prepositional element constituting a predicates source inversion that reflects the unit semantics or prepositional relations thus transferring a statements load centre to denote an attitude to the depicted reality (*Arutyunova, 1999: 408*). K. Fiala argues that a sentence prepositional statement parts correlate to display syntactic completion. Ending one statement and starting the following a speaker may choose to shape its expansion. The succeeding construction is generally identical to the preceding one (*Fiala, 1995*). To corroborate the mentioned A. Pavlova states that the unit's semantics reveals *their dynamic character*. The latter involves a kind of the expected information expansion by a recipient putting an emphasis (*Pavlova, 2009: 89*) The Polish linguist I. Kałuża related the researched problem to the so called “deviant sentences. These sentences, presumably, should not upset the language principles and be subject to semantic interpretation (*Kałuża, 1975: 93–103*). V. Yartseva confirms close ties of the language lexical and grammatical levels. The research comprehensiveness and objectivity can be achieved when taking into account all the units relations within the language system.

The contrastive analysis of language items involves indication of isomorphic features as opposed to their allomorphic characteristics (Yartseva, 1980).

Having considered the sentence typology in the languages of distant relationship, V. Arakin developed the criteria of the narrative sentence types classification: (1) sentence structure (one member / two member); (2) syntactic predicate position (initial / middle / end); (3) subject–predicate relations (coordinated / non-coordinated); (4) attribute preposition / post-position; (5) fixed / non-fixed word order. The enumerated parameters form a stable feature cluster to designate a sentence as a basis for the contrastive analysis. The word order (with an inversion as its specific type) forms an essential category in the language binary contrasting (Arakin, 1995: 176). The unequal expressive potential of inverted syntactic models in English and Ukrainian has been largely predetermined by their structural divergences.

The verbalized reveal the communicant world picture. Expressive communication reflects the speaker's pragmatic intention. The latter can find its vivid manifestation in fiction as the writer consciously selects definite stylistic elements (inverted models in particular) taken from a variety of means relating to different language levels to shape a certain text perception on the part of a recipient (Shakhovskiy, 2008: 133–134). It includes the notion of a “marked element” presupposing an indication of some specific features a lingual category possesses as well its frequency and *distributional behavior*. The latter indicates usage contexts of this category. The typological study of a lingual category includes its usage, semantic and pragmatic structure, and morphological and semantic construction features relevant to the situation, as well the interdependences among the situation components, as well as other linguistic means, in particular structural factors and external (additional) factors attached to that category (Croft, 1993: 70). When considering contrastive analysis parameters the micro- and macrocontextual levels should be singled out. The first one is related to a certain language items contrast; the second one involves the category contrasting against the situational background, thus considering its informational and communicative potential (James, 1990).

3. English inversion types: their functional paradigm and connotation dimension

There was a feeling of horror, a kind of bristling in the darkness, a sense of blood. They lay with their hearts in the grip of an intense anguish. The wind came through the tree fiercer and fiercer. All the cords of the great harp hummed, whistled, shrieked. And then came the horror of sudden silence, silence everywhere outside and downstairs. What was it? Was it a silence of blood? (Larence, 1995, 60) In the provided abstract the function of the inverted construction with an introductory *there* cannot be confined to an exclusively emphasis of the metaphorical phrases *a feeling of horror* and *a sense of blood*; it shapes emotive and imagery canvas of a certain part of the text. The expressive effect has as well been complemented by the imagery metaphorical construction *with their hearts in the grip of an intense anguish, the cords of the great harp hummed, whistled, shrieked* and the simple sentence with the repetition of the noun *silence* – *And then came the horror of sudden silence, silence everywhere outside and downstairs*. The rhetoric questions *What was it? Was it a silence of blood?* intensify the feeling of tension and the tragic character of the depicted situation. The lexeme *horror* (“*a painful emotion compounded by loathing and fear, shuddering with terror and repugnance*”) (SOED, 1975, vol. 1: 836) and *anguish* (“*mental suffering, pain and grief*”) (SOED, 1975, vol. 1: 71–72), thus actualizing the concepts ‘FEAR’ and ‘ANGUISH’ as those associated with *hatred, an intense heart beating and apprehension* (Stepanov, 2004: 894–896).

She still dreamed of William, and of what he would do, with herself behind him. Never for a minute would she admit to herself how heavy and anxious her heart was because of him (Lawrence, 1995: 91). The second sentence in its subordinate clause contains the subject inversion *she* in its rhematic function, thus stressing its significance not only within the microcontext but also in a certain narration abstract. An adverbial phrase *never for a minute* functions as a discourse part theme complementing and expanding it. The proceeding complex structure *she still dreamed of William, and of what he would do, with herself behind him* with coordinate and subordinate link of its parts contributes to the text part semantic coherence. The inverted construction expressive potential extent has been remarkably intensified by morphological and lexical levels items. In particular, the modal verb *would* is aimed to convey the subject qualitative characteristics designating recurrence and attaching a certain categorical trait to the expressed action (Marokhovskiy, 1991: 92). The lexical level means such as an epithet phrase *heavy and anxious [...] heart* as well serves an additional detail in depicting the character's emotional state.

Shifting an adverbial semantic element to the initial position in sentences with the direct word order displays a fairly occurrence in English fiction texts:

They stood perched on the face of declivity, under the trees. "Well, I'll go again," he said. Away he went slipping, staggering, sliding to the next tree, into which he fell with a slam that nearly shook breath out of him. She came after cautiously, hanging on to the twigs and grasses (Lawrence, 1995: 309). Some linguists adhere to a view that shifting a verbal element to the initial position increases the text narration flow dynamic character (Marokhovskiy, 1991). The expressive colouring of the text is enhanced by the stylistically marked construction *that nearly shook breath out of him* functioning as one of the subordinate clauses in the complex syntactic structure.

V. Shevyakova claims that an inverted model with the introductory *there* is primarily aimed at the rheme emphasis. The latter is relevant in a number of cases: (1) close relation of an adverbial element (especially an extended one) with the corresponding item of the preceding sentence when these items should occupy contact positions; (2) syntactic subject close relations with the following sentence initial element; (3) the syntactic subject group has been extended with attributes, items of enumeration, etc. (Shevyakova, 1980: 127–128):

So there went on a battle between them. She knew she never fully had him. Some part, big and vital, in him, she had no hold over, nor did she ever try to get it, or even to realize what it was (Lawrence, 1995: 360–361). The use of inversion in one of the sentences of the provided context intends to draw a recipient's attention to the certain components. That's why it is presumed that the given syntactic model cannot be regarded as one totally devoid of emotive colouring. Stressed with the help of *there* construction the lexeme *battle* functions as the sentence rheme designating the concept 'CONFRONTATION' (SOED, 1975, vol. 2: 166). The following syntactic construction complements the discourse semantic structure attaching the dynamic character to the narration by depicting a moment of emotional tension experienced by one of the characters. The abstract emotive loading has been remarkably intensified by some additional means, in particular, an object component with the postpositional detached attributive element *some part, big and vital* to the sentence initial position as the *theme* of the complex structure part, and the use of the inverted construction *nor did she ever try to get it* with the negative particle *nor* and the auxiliary verb *do* in its emphatic function. An emphasis of the pronoun *she* functioning as the rheme assists to making this element a kind of the discourse part climax, thus helping to convey the personal qualities of characters.

4. Ukrainian inverted structures with movement and existential verbs as specific stylistic phenomenon

The inversion of sentence predicates designating *existence* or *movement* displays a remarkable frequency in Ukrainian fiction texts. In the inverted structures the elements *дужий, такий славний, – посміхнулась і зітхнула Мирослава, і зітхнули її вузькуваті* usually follow the sentence subject: *– Як добре, коли ти є, такий груді. ... – Ти чого занепокоївся? – здивувалась Мирослава. – Нічого, нічого, – тупо глянув на вікна, що деренчали від двигіння машини. Зупиниться чи ні? Пішла далі. Що це зі мною? Він далі схилився над Мирославою, зазирнув у її напівприплющені очі. – Як добре, що ти є на світі. Найкраща (Stelmakh, 1979: 203). The given syntactic model puts an emphasis on the predicate functioning as the rheme. In relation to dialogical speech abstracts, in particular, it gains a specific stylistic epic colouring (Bilodid, 1972: 427). In the analyzed abstract the inverted word order functions as a means of the characters' emotional state conveyance. The significance of these relations for each of them has been stressed by means of items representing different language levels. The writer resorts to usage of the postpositional adjectival attributes *такий дужий, такий славний* with the connotation enhancing the context expressiveness. The similar function is attached to the inner monologue rhetoric questions *Зупиниться чи ні? Що це зі мною?* and a short answer to one of them *Пішла далі* which makes an impression of an intense situation. The repetition of the identical inverted structure *Як добре, що ти є на світі* and the nominal adjectival clause *Найкраща* with the contextual semantics corresponding to the detached attributes *такий дужий, такий славний* complement narration and to some extent neutralize tightness of the described circumstances.*

The inverted structures containing an ontological component expressed by the lexeme *еси* gain a kind of pejorative connotation: *І тоді лихі зморшки розсікли чоло лісника, а скособочений вид вичавив нім і злобу: – Дурна і нерозумна ти еси! Чого замість того, щоб мати натуральні життєвські радощі, сама над собою ставиш хрест? Для кого й для чого бережеш своє личко і все? І королеви так не берегли себе! (Stelmakh, 1979: 55). The lexeme *еси* is inherently expressive conveying irony and disdain. In the abstract cited this item and the inverted construction, in general, are aimed at reflecting the absolutely destructive emotional state of the character caused by a very negative and unpleasant reaction to him of a woman he was aiming to have relations with. The hopelessness has been stressed by different language items. The interrogative constructions and the final exclamatory sentence of the rhetoric character add up to the text semantics. The metaphoric constructions *лихі зморшки розсікли чоло, скособочений вид вичавив нім і злобу, мати натуральні життєвські радощі, сама над собою ставиш хрест* containing epithets *лихі зморшки, скособочений вид, натуральні життєвські радощі* as well the inherently and adherently expressive lexemes *дурна (SUM, 1970–1980, vol. 2: 459) нерозумна (SUM, 1970–1980, vol. 5: 380)* provide the characteristics of certain contextual elements and the general background of the situation.*

In the inverted structures expressing movement the verbal element usually follows the group subject: *У тебе, пане, нікого нема з чужих? – підозріло захрипів решитчастий, в напорошених буркалах його стояло одне зловістя. – Нема. – Ну й мордovorот. Хоч би вночі не приснився! – А опріч тебе, хтось є в господі? – Стара людина. – Дивись мені. – перетрусив усім своїм дразливим решетом недовіру. – Коли що з чого – відразу обітнемо душу, тут їй і кінець. Мова мурмила обурила Магазаника: – Смерть у кожного за плечима ходить. – Перед очима теж! – бовкнув глекуватий недомірок. – Прошу, пане,*

веду в свій барліз (Stelmakh, 1979: 313). The text abstract cited reflects the emotional complexity of the war time atmosphere with its key features such as distrust, fear, mutual disdainful attitude towards each other. Such an atmosphere found its manifestation in characters' speech full of emotively marked items predominantly referring to syntactic and lexical language levels. The writer resorts to the frequent usage of the adherently expressive nominative and verbal sentences. The inverted sentence constitutes the so-called climax of the provided abstract constituting a metaphoric construction with an idiomatic figurative meaning *Смерть у кожного за плечима ходить* supplemented by a part of the nominative exclamatory phrase *перед очима теж* bearing the conceptual significance not only in the abstract but also in the whole text. The emotional strain of the depicted situation has been enhanced by the lexical items representing different parts of speech and functioning as means of the appearance description and general character evaluation, and consequently, forming a certain attitude to him. Totally pejorative connotations have been attached to metaphoric and epithet constructions formed by the lexical language elements: *нашорошені буркала* (*eyes*), *дражливе решето* and *глекуватий недомірок* (indicating awkward body constitution), the idiomatic phrase *обтнати душу* (*to kill (a person)*). Similar connotations are as well attached to inherently expressive substantive and verbal items bearing colloquial and derogatory style register – as *бовкнути* (*бовкати* (*coll.*) – “говорити щось не подумавши, навмання, сказати те, що не слід” (SUM, 1970–1980, vol. 1: 206), *мурило* (*derog.*) – “похмура замкнута людина, відлюдько” (SUM, 1970–1980, vol. 4: 829), *барліз* (*derog.*) – “неохайне брудне житло” (SUM, 1970–1980, vol. 1: 107), and the writer's individual lexical coinage *мордоворот* expressing highly negative and offensive estimation of the character.

5. Conclusions

Allomorphic inverted expressive models of the original fiction texts of the languages of distant genetic relationship enable to indicate and interpret a number of essential divergences in their expressive potential manifestation and realization. In English texts the syntactic models with the emphatic *do* and the introductory *there* are used for emphasizing semantically and conceptually significant elements. They attach the emotive colouring to a part of discourse. The narration stylistic features in English and Ukrainian are largely determined by the texts complementary means of the syntactic and lexical levels. An extent of emotiveness of the English inverted structures potential has been essentially increased due to their lower frequency and notable functional limitation. English inverted constructions constitute a kind of structural and connotative realia while in the Ukrainian language a variety of possible structural combinations diminishes their expressive value. Nevertheless, the Ukrainian sentences with existential and movement verbs display specificity in the English and Ukrainian binary contrasting. Items representing different language levels in the micro- and macrocontextual framework add up to the emotional perception of fiction.

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SAFETY CULTURE: THE INTERNATIONAL ASPECT

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Summary

The article provides a theoretical analysis of international documents regarding the origin and formation of the definition of “safety culture”. It was found that the concept under study was first defined by the International Nuclear Safety Advisory Group of the International Atomic Energy Agency. The main international aspects of using the concept of “safety culture” are considered such as: organizational culture, harmonized safety culture. It was revealed that later the term “safety culture” began to appear in the documents of the International Labor Organization and was subsequently transformed into the culture of preventive measures in labor protection, the culture of occupational safety and health prevention. The work uses theoretical research methods such as: analysis, systematization and generalization of international documents, regulatory environment and scientific publications, classification, comparison, comparative analysis. It is concluded that it is necessary to conduct research related to the formation of safety culture among specialists in the field of occupational safety and health. The research results can be used as a theoretical basis for the development of conceptual provisions of safety culture formation.

Keywords: safety culture, International Labor Organization, occupational safety and health, training of specialists on occupational safety and health.

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1. Introduction

The problem of ensuring safety in the process of carrying out professional activities and sustainable development of society in the field of the conscious attitude to occupational safety and health issues takes an important stage in the current conditions and is a complex processes that requires comprehensive research. The study of the problem of safety culture, organizational culture of an enterprise, corporate culture, culture of life safety, since the 80s, has been of interest to both foreign (M. Griffin, D. Zohar, S. Cox, M. Cooper, J. Carroll, T. Lee, E. Neal, N. Pidgeon, P. Hudson) and domestic scientists (V. Aki-mov, E. Ayubov, T. Belykh, Y. Vorobiev, V. Gafner, I. Golubeva, L. Gorina, V. Devisilov, A. Dronov, R. Durnev, V. Evteev, T. Zyryanova, A. Kazmina, P. Kaigorodov, S. Kosynkina, A. Mikhailov, L. Mossoulina, V. Moshkin, I. Nemkova, V. Sapronov, A. Snegirev, T. Suvor-ova, N. Usachev). Furthermore, after the Chernobyl accident, issues related to the influence of the human factor on occupational safety, consideration of the psychophysiological causes of occupational injuries, including the psychological state of human health, erroneous actions of workers, unsafe deliberate actions of workers at the workplace, stress, depression, neuropsychic overload have become problem areas for many international organizations,

especially in the operation of nuclear power plants. In view of the above, the designated aspects have determined the vector of research in the field of formation of safety culture on the part of the International Labor Organization and the International Atomic Energy Agency. The purpose of the article is to analyze the origin and formation of the definition of “safety culture” in international documents.

2. Analysis of the IAEA Documents

For the first time, the concept of “safety culture” was used in 1986 by the International Nuclear Safety Advisory Group (INSAG) of the International Atomic Energy Agency (IAEA) in the Summary Report on the Post-Accident Review Meeting on the Chernobyl Accident No. 75-INSAG-1 (1986). In this report, it was stated that the main reasons for the accident at the Chernobyl nuclear power plant are reasons of a professional and psychological nature: insufficient training of operating personnel (lack of knowledge about the physics of the reactor and the principles of its operation), negligence and laxity (admissibility of deviations from technical regulations on nuclear safety). It was these factors that revealed the level of safety culture at which the operating personnel violated a number of reactor operating rules and disabled the unit’s protection systems.

In 1989, INSAG published its next report, Basic Safety Principles for Nuclear Power Plants, No. 75-INSAG-3, in which safety culture was described as a fundamental management principle. INSAG-3 (1989) stated that safety culture is linked to the personal responsibility and dedication of all those involved in any activity that affects the safety of nuclear power plants. The key element of safety culture is a focus on safe thinking that forms an internal critical position, excludes complacency and provides for the pursuit of excellence, the development of sense of personal responsibility and general self-regulation in safety matters. However, this document received a number of comments because the safety culture categories listed in it were vague and did not allow assessing its effectiveness.

Later in 1991, the Safety Culture report No. 75-INSAG-4 revealed the concept of safety culture and gave a clear definition of safety culture. Thus, the following formulation of safety culture was proposed: it is a set of characteristics and features of the activities of organizations and the behavior of individuals that establishes the nuclear power plant safety problems, as having the highest priority, are given attention determined by their importance. INSAG has established that, in its manifestation, safety culture has two main components. The scope of one is determined by the policies of organizations and the actions of leadership, while the other is manifested in the reactions of individuals working within this framework. In the opinion of INSAG, success depends on the commitment and competence defined by both components. In addition, INSAG recognizes that any correct procedures and good practice, if performed mechanically, are insufficient. Safety culture (*INSAG-4, 1991*) requires that all responsibilities important to safety are performed accurately, with care, meaningfully, based on full knowledge, common sense and responsibility. Sections 1-3 of the report reveal the requirements at the political level to the leaders of organizations and to individuals. In subsequent parts of the report, the tangible characteristics of satisfactory safety culture for different types of organizations are presented in more detail. Specifically, the main text does this in the form of statements on what to expect, and the addendum to the report does this in the form of questions presented to help organizations in self-monitoring.

In the next INSAG report No. 75-INSAG-7 “The Chernobyl Accident: Updating of INSAG-1” published in 1993 the reasons of the Chernobyl accident were clarified. In particular,

it was emphasized that the design flaws of the reactor and elements of the control system contributed to human error occurrence.

Report No. 75-INSAG-12 “Basic Safety Principles for Nuclear Power Plants No. 75-INSAG-3 Rev.1” presents a revision of document No. 75-INSAG-3 issued in 1989, which formulated goals and principles for safe design and operation of nuclear power plants producing electrical energy. Revision No. 75-INSAG-12 was prepared with the aim of bringing the text in line with modern advances in the safety of nuclear power plants operation.

The safety culture report No. 75-INSAG-15 (2015) Key Practical Issues in Strengthening Safety Culture published in 2002 provides practical issues by which senior officials, managers and direct controllers of operating organizations would be able to evaluate the activity according to the established criteria. According to the chief specialist of the Central Institute for Advanced Studies of Rosatom State Corporation V.A. Mashin (2014), INSAG had to return to the “intangible” characteristics of safety culture, and once again try to translate them into “simple language” and formulate universal criteria for their assessment in practice.

In subsequent reports, the IAEA uses the term “organizational culture” as synonymous with safety culture. The accident at the Fukushima Daiichi nuclear power plant brought the issue of safety culture back to the first stage of relevance, and attention was drawn to the fact that the combination of such factors of occupational injuries as human, technological and organizational factors, requires a comprehensive analysis and their interaction directly affects nuclear safety. In view of the above positions, in 2016 the IAEA held an international conference dedicated to the 30 Years of Safety Culture Exploring (*Dixit, Morqant, 2016*). And already in 2020, the IAEA has presented a model of Harmonized Safety Culture that outlines exemplary behaviors such as individual responsibility, responsibility for decision-making, effective communication, and trusting relationships, which should be characteristic of employees of any organization promoting healthy safety culture (*Chtzis, 2020*).

The analysis of the international documents of INSAG shows that after the Chernobyl accident at the nuclear power plant, there was an increased interest of researchers in the issue of safety culture, but after the lapse of time, the study of this issue passed into a stage of uncertainty. Information data show a high level of discussion of the issue, at the same time the criteria for assessing safety culture have not been specified. We believe that the new challenges faced by humanity in 2011 after the accident at the Fukushima-1 nuclear power plant require an intensified and in-depth study of the problem associated with the psychophysiological causes of occupational injuries and the formation of safety culture among workers serving high-risk facilities.

Thus, based on the published reports, one can observe the development of the interest of INSAG in safety culture. It should be noted that the documents prepared by INSAG relate to the issues of ensuring the safety culture of nuclear power plants.

3. Safety Culture in the ILO Documents

It is well known that the ILO annually celebrates World Day for Safety and Health at Work on April 28 to commemorate workers killed and injured at work. Since 2003, the ILO has been using this day to promote and support the concept of an occupational safety and health culture. Thus, in June 2003, the International Labor Conference proposed Global Strategy on Occupational Safety and Health Conclusions, the main goal of which was to promote “culture of preventive measures on occupational safety and health”. In subsequent reports (*The ILO report, 2004, 2005*) further study of the indicated problem was carried out.

To follow up on the discussions considered in previous reports, the Promotional Framework for Occupational Safety and Health Convention (No. 187) was adopted in 2006 and defines the framework for the continuous promotion of culture of prevention in the field of occupational safety and health including methods such as public awareness, and actual knowledge of the dangers and risks starting from primary school age and throughout the work life.

In addition, for the implementation of the Convention, in 2006 Promotional Framework for Occupational Safety and Health Recommendation (No. 197) was developed to propose measures for increasing workers' awareness and understanding of the need to comply with requirements on occupational health and safety. A summary and systematization of the adopted provisions of Convention No. 187 and Recommendations No. 197 was presented in the 2007 report, the central theme of which was "Safe and Healthy Workplaces – Making Decent Work a Reality" (*The ILO report, 2007*).

It should be noted that in recent decades in European countries standards for quality management, occupational safety and health management systems started to operate, and the Zero Injury Programs began to be implemented, the norms of which are aimed at determining occupational risks and preventing occupational injuries. The ILO in its reports (*The ILO report, 2015, 2016*) also focuses on the importance of identifying occupational risks and hazards, calls on the national level to increase and maintain the culture of prevention in occupational safety and health.

Based on the analysis of international documents, we can observe the transformation of the concept of "safety culture" into the definitions of "labor protection culture", "culture of preventive measures in occupational safety and health", "culture of prevention in occupational safety and health". Generalization and systematization of scientific and pedagogical literature, dissertations, and scientific publications shows that in the Russian Federation the term "culture of life safety" is used very widely. It should be noted that the unifying factor in the above phrases is culture as a certain level of upbringing and education of a person. The second unifying factor is the psychological side of the issue that implies that employees have a conscious understanding and responsible attitude to labor safety.

4. Conclusions

Thus, the analysis of international documents and scientific information shows that the concept of "security culture" is widely discussed among international organizations and is multifaceted. In addition, it should be noted that the definition used is of key importance in ensuring safe and harmless working conditions at the workplace, as well as in the prevention of industrial injuries and occupational diseases, which is very important for the preservation of the life and health of workers. Therefore, we can conclude that the focus of our scientific work related to the formation of safety culture of future specialists in occupational health and safety has the correct direction vector, and requires increased and further attention to the considered aspect of research.

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KEEPING PHYSICIAN'S PROFESSIONAL COMPETENCE CURRENT AND RELEVANT TO MODERN PRACTICE: THE NEED FOR LIFELONG LEARNING

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Summary

The article describes main features of continuing professional medical education in contemporary world influenced by the pandemic COVID-19. The aim of the research is to study the basics of management of the effectiveness of doctors and paramedics training based on lifelong learning. A new model of a healthcare professional competence is reviewed in the article. The analytical method was used as a research method while analyzing scientific and pedagogical literature. The prospective development of modern medicine is impossible without continuous medical education, which dynamically encompasses not only the majority of scientific disciplines, but also a multifaceted spectrum of innovative technologies. The proposed key directions of management of the effectiveness of doctor's training in the COVID-19 situation are based on the main principles of the implementation of the concept of medical lifelong learning. At the present stage of healthcare system in Ukraine a lot of qualified professionals in many specific specialties are needed. The country also needs creative individuals who are able to acquire the necessary professional competences through lifelong education.

Keywords: continuous education, medical education, health professionals, physician's competence, professionalism.

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1. Introduction

Emergencies in healthcare such as the COVID-19 outbreak are a major challenge for doctors providing medical treatment and now require powerful well-developed and advanced skills to respond effectively to such urgent situations.

Currently, one of the most relevant issues for the medical community is the question of the need to enter the system of continuous medical education in order to pass the subsequent procedure for the accreditation of a specialist. After analyzing the Australian scientific research done by Z. S. Siddiqui in «Lifelong learning in medical education: From CME to CPD», we came to the conclusion that lifelong learning is a concept taken up by governments and educational institutions worldwide to acknowledge the need for continuous learning irrespective of the profession. In the context of medicine, lifelong learning has always been formally considered an ethical obligation of doctors although the term Continuing Medical Education (CME) is more commonly used than Continuous Professional Development (Siddiqui, 2003: 44). Many Ukrainian doctors had previously found an opportunity to improve their skills – through grants, partnership programs, their own funds or private clinics, if they worked there.

The problem of lifelong learning of physicians becomes especially relevant in the circumstances with COVID-19. Critical care medicine plays a crucial role in urgent situations.

The works of such world-famous scientists (R. A. Foullon, J. R. Combes, E. Arespacochaga, T. Horsley, J. Grimshaw, C. Campbell, A. Wallman, C. Vaudan, S. K. Sporrang and others) are devoted to the concept of doctor's professional competence. The issues and conditions of lifelong learning along the education and career continuum were risen in the articles of O. Babenko, S. Koppula, L. Daniels, L. Nadon, V. Daniels, M. Ding, A. Oswald, J. White and etc.).

The purpose of our research is the consideration of the basics of management of the effectiveness of medical workers training based on lifelong learning.

2. Professionalism as a key concept of medical education

The important aspects of doctor's professionalism are mastering the ethics standards of professionals, respecting patients and doing professional activity for improving the patient's health regardless of his gender, nationality, religion and social status. The Canadian researchers of University of Alberta, M. Ding, O. Babenko, S. Koppula, A. Oswald, J. White, in their work «Physicians as Teachers and Lifelong Learners» state that physicians who experienced greater psychological need satisfaction at work and those who were involved in clinical teaching had, on average, higher lifelong learning scores, so, physician lifelong learning had significant associations with life satisfaction and teaching enjoyment but not with stress level and burnout frequency (*Ding, Babenko, Koppula, Oswald, White, 2019: 5*).

The report of Royal College of Physicians «Advancing medical professionalism» made by J. Tweedie, J. Hordern, J. Dacre focuses on seven key aspects of professional practice: 1) doctor as healer, 2) patient partner, 3) team worker, 4) manager and leader, 5) learner and teacher, 6) advocate, 7) innovator (*Tweedie, Hordern, Dacre, 2018: 6*).

The whole world watched the professionalism of Chinese doctors, especially in treating patients and quick reaction on COVID-19. The famous researchers Ch. R. Stephenson, Q. Qian, P. S. Mueller, D. C. Schlek, J. N. Mandrekar, T. J. Beckman, and Ch. M. Wittich introduced the results of their investigation in the work «Chinese physician perceptions regarding industry support of continuing medical education programs: a cross-sectional survey». They had an aim to determine perceptions regarding industry support for CME among Chinese physicians at a large CME course, examine potential associations between Chinese physicians' perceptions and their demographic characteristics, and compare Chinese and US physicians' perceptions of industry support for CME (*Stephenson, Qian, Mueller, Schlek, Mandrekar, Beckman & Wittich, 2020*). They made a conclusion that Chinese continuing medical education participants preferred industry-sponsored continuing medical education and were strongly in favour of industry offsetting costs, but almost half believed that such education was biased in favour of supporting companies.

T. Horsley, J. Grimshaw and C. Campbell point out that discordance between the expectations of patients and the abilities of physicians are prompting the profession to strengthen assertions of «professionalism»; to increase accountability, compulsory engagement in continuing professional development (CPD) systems or programmes can be considered (*Horsley, Grimshaw & Campbell, 2010: 4*).

Scientist O. Babenko, S. Koppula, L. Daniels, L. Nadon, V. Daniels in the work «Lifelong learning along the education and career continuum: meta-analysis of studies in health professions» recognized lifelong learning as an indicator of professionalism, competence, and critical competent of continuing professional development. Despite this, there has been a paucity of validated tools to assess lifelong learning, with most measuring attitudes and beliefs toward lifelong learning rather than demonstrated behaviours and skills (*Babenko, Koppula, Daniels, Nadon, Daniels, 2017: 157*).

3. The management of the effectiveness of physicians' training in the COVID-19 conditions

Mastering the professional competence of a physician acquired at the end of bachelor's training and postgraduate professional medical education is not enough to provide competence and efficiency in the career. Future doctors are expected effectively participate in lifelong learning strategies. A Ukrainian doctor must be certified every five years to confirm his professional competence necessary for the doctor's category, or to be awarded with a higher category that determines the doctor's salary. A year before the certification, the doctor must attend mandatory courses, the so-called pre-certification cycle. The doctor follows the advanced four weeks training course in a special medical institution. Actually, it is the end of the mandatory professional development of the doctor, all other courses, seminars and workshops are attended by doctors' own initiative. Canadian scientists T. Horsley, J. Grimshaw and C. Campbell in their work «How to create conditions for adapting physicians' skills to new needs and lifelong learning» stress out that through participation in organized continuing education programmes or through individual learning activities health care professionals are expected to remain current in their practice through efficient knowledge-management practices (evidence informed practice) and self-directed learning strategies (lifelong learning) (*Horsley, Grimshaw & Campbell, 2010: 3*).

The model of medical education is largely determined with two components: the accreditation of a specialist and the introduction of continuing medical education. Moreover, the accreditation of a specialist becomes necessary in the procedure for admission to professional activity, and continuing medical education is a condition for a specialist to undergo the accreditation procedure.

Chinese researchers, L. Li, Q. Xv and J. Yan, in the article «COVID-19: the need for continuous medical education and training» report that standardised training such as that provided by the 5C programme helps in the development of critical-care medicine disciplines and improves the clinical level of practitioners. That means that teams are better prepared to deal with health emergencies in the ICU (*Li, Xv, & Yan, 2020*).

However, the training of qualified medical practitioners in seminars within the framework of thematic or certification cycles has practically no effect on their knowledge and critical assessment skills. Perhaps this is because both training and control are not mandatory components in the system of existing continuing professional education. This may also be because training is insufficient in time, too superficial, is stereotyped, too passive, far from practice and does not take into account the methodology of adult education.

The effectiveness of the educational process of doctors for improving the knowledge in the COVID-19 treatment, along with the solution of general organizational issues, largely depends on the level of the current educational and organizational activities of the department. It includes the acquisition of cycles, methodological and organizational support of the training classes in COVID-19 and the formation of reports at the institutions.

Highly qualified medical workers do not appear immediately after completing the education program in the university (see Fig. 1), but constantly in the process of formation, their professional activity requires continuous dynamics, self-improvement and self-realization through cooperation with professionals, continuous training and reflection of their skills. Doctors also need to understand the meaning of their work and its potential, as healthcare is not like any other activity. Experience plays a significant role in the delicate process of healthcare and patients' treatment.



Fig. 1. Continuity of professional training of physicians

Training in accordance with the principles of continuing medical education using distance learning technologies has both positive and negative aspects of this training of doctors. At the same time, it is not proved that distance education will gradually replace traditional, but only supplement it and expand its possibilities. Distance learning presupposes that students have some initial knowledge, including in relation to skills of working in the Internet. Therefore, it is possible for distance lifelong learning of doctors to improve their competence in the COVID-19 treatment. It is also necessary to provide appropriate technical support for the participants in the educational process (at the departments/hospitals/clinics). Therefore, the elements of distance learning can be only used in cycles for advanced users, masters and graduate students.

4. Conclusions

The educational programs for advanced training and doctors' accreditation should be implemented aimed at improving existing or mastering new skills and abilities within the framework of the employee's qualifications, mastering new knowledge of skills and abilities with the assignment of new qualifications. Ukraine needs the designed educational programs and distance educational modules for the most relevant prevention, diagnosis and treatment of socially significant diseases, especially COVID-19 disease that have a major impact on the morbidity and mortality of the population.

After analyzing scientific works of world-famous scholars and researchers, we can differentiate the key directions in management of the effectiveness in doctor's training in the situation with COVID-19 that are based on the main principles of the implementation of the concept of continuing medical education. They are as follows: 1) an increase of number of organizations implementing additional professional programs to improving physicians' education for treatment and stop spread of COVID-19; 2) expansion and concretization of the types of additional educational programs regulated by law, which are associated with opportunistic transformations in the educational services market and the need of continuous updating of educational programs and services in general; 3) continuing professional education in medicine should be considered as a system that is a part of the overall totality with the economy and the labour market, in which a reverse connection should take place: educational institution – organization, which will allow to create innovative and relevant educational programs that meet labour market demands, social requirements, international standards.

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CONTINUOUS CASE STUDY AS AN EFFECTIVE METHOD OF ENGLISH LANGUAGE LEARNING BY FUTURE ENGINEERS

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Summary

The present paper addresses the issue of teaching foreign language as an indispensable course at university. One of the demands to the training of future engineers is to prepare them for solving professional tasks and situations. A continuous case study method is one of the forms of problem-based learning which allows teachers to model fragments of future professional activity, its multicultural context. We suggest a continuous case study method as a powerful tool for modelling real professional activities, which contributes to the formation of professionally oriented English-language competence of future engineers. In our article, we aim to reveal the essence and stages of using the method of continuous case studies at English classes. We outlined the following methods: analysis, synthesis, generalization, systematization, inference, observation. In order to verify our statement, we conducted a continuous case study on the topic “Refutation of inaccurate information on technical operation and repair of lifting mechanisms at the enterprise”. As shown by the results of our research, a continuous case study method is a way of development of a professionally oriented English-language competence of the future engineers by involving them in solving imaginary professionally oriented problems through simulated engineering environment. It has been found that the use of a continuous case study method in the course “Practical Course of Foreign Language for Professional (Scientific) Purposes” contributes to the improvement of the future engineers’ professionally oriented foreign-language competencies in listening, speaking, reading; professionally oriented sociocultural, linguistic, educational, strategic and pragmatic competencies.

Keywords: professionally oriented foreign-language competencies, the educational process, case method, future engineers, interaction, communication, English-language classes.

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1. Introduction

Nowadays in the period of intensive development of modern society and integration of Ukraine into the European community, fluent and accurate knowledge of English is

professionally necessary for engineering specialists. This implies that new demands for the domestic system of higher education and the personal and professional qualities of students are indispensable. In this regard, it is important to understand that in order to train future engineers effectively, it is necessary to create circumstances close to foreign language professional communication by modeling the most typical professional situations at English language classes. All this is possible by using the method of case study as a simulated model of professional activity of an engineer at English language classes.

It is worth noting that unlike other teaching methods case studies differ in allowing students “to live” a certain professional role in a certain professional environment. By virtue of dichotomy, this teaching method allows us to model fragments of future professional activity, its multicultural context; act parts of different behaviors in the professional sphere, analyze and correct them. As well as, case study provides positive emotional impact on students, activates their backup opportunities.

The relevance of the outlined problem is determined by the fact that the use of case studies in the formation of English language competence of future engineers is effective inasmuch as:

- the application of case studies in the educational process of future engineers is brought to real practical activities to the possible extent;
- case studies are considered to be an interactive simulation teaching method, in which participants act in different roles and make decisions in accordance with the interests of their role;
- case studies allow all participants of collective interaction to communicate, express, prove their own opinions and judgments;
- case studies contribute to the creation of a positive emotional atmosphere among students, demonstration of their individuality.

It should be emphasized that game theory, structure and significance of the game in the educational process were studied by psychologists D. Elkonin, O. Leontiev, L. Vygotsky; educators A. Prutchenkov, O. Rivin, V. Rozov, G. Selevko, I. Shvedova, L. Stefan, A. Verbytsky and others.

The role of games in the process of foreign language teaching is analyzed by Yu. Gapon, L. Kotliarova, T. Pankiv, E. Passov, T. Sviridiuk, and others. The specifics of using case studies on English language classes are studied by Yu. Haidenko, N. Yaremenko and others. The researches of T. Besarab and L. Rusalkina are devoted to the problem of using continuous case studies.

Since our main research questions are of explanatory (how) and mediating nature we decided to carry out our research in the framework of the analysis of the experience of foreign language teachers in higher technical educations which allows us to outline the relevance of using case studies as an interactive technology and emphasize that higher technical education institutions in Ukraine lack sufficient understanding of the importance and possibilities of using continuous case studies at English language classes.

In our article, we aim to reveal the essence and stages of using the method of case studies at English classes in higher technical education institutions. The implementation of mentioned aim is possible in performing the following tasks: 1) substantiate essence and stages of a case study; 2) determine the benefits of using a continuous case study at English classes in higher technical education institutions.

In the process of scientific research, we outlined the following methods: analysis, synthesis, generalization, systematization, inference, observation.

2. Results

Training of qualified engineering specialists capable of competent and effective English-language communication in the technical field at the level of European and world standards requires the use of the teaching methods aimed at bringing the educational process closer to real professional situations. In this regard, the method of case study is gaining primary importance.

Halatsyn and Khomiak (2019) define case study as a simulation modeling of the processes of educational reality and game modeling of students' professional activity, which is carried out in simulated situations and associated with the management of the educational process (p. 16). Shtefan (2011), along with the case study, introduces the concept of "managing case studies" and defines them as a kind of games of the production sphere that model management situations and take place in production (p. 115). Based on the specifics of professional training of engineers, it can be a shipyard, missile producing plant, power plant, machine building, etc. In view of modeling of dyad relationships, the following options are possible: director – engineer, foreman – engineer; deputy of foreman – engineer; production supervisor – engineer; engineer – worker, etc. In this context, the list can be extended further, taking into account that each of the dyads becomes the basis for playing a certain game situation. It is obvious that educational case studies are a synthesis of relaxopedic approaches and a number of simulated problem situations, including conflict, in which participants perform certain social roles in accordance with the goals (*Rusalkina, 2015*).

At present we are dealing with such an innovative method which is widely implemented in the educational process as continuous case study. According to Besarab (2013), continuous case study is "a specific organization of work in the course of Business English, during which training is developed as a constant modeling and reproduction of business activity in the classroom" (p. 667). In line with Besarab's (2013) definition, Rusalkina (2015) elaborates the given definition, emphasizing that "continuous case study, in contrast to traditional case studies, combines the entire educational process into a single plot for all educational and communicative activities" (p. 121).

Our analysis of the characteristics of the concepts of "case study" and "continuous case study" allows us to identify the method of continuous case study as a way of formation of professionally oriented English language competence by involving future engineers in solving imaginary vocationally oriented problems in simulated engineering environment. This implies that such activities combine the whole educational process into a single plot of educational and communicative activities, which develops in a continuous case study from lesson to lesson; the only characters of this game create an imaginary life continuum in which students improve both Business English and the competences of future professional activity, imitating or modeling the business environment (*Shtefan, 2011: 121*).

From this definition of a continuous case study, it follows that the problem of content in a continuous case study consists in solving a certain vocationally oriented task, which involves several possible ways to work it out. In this context the use of creative tasks, solving situational problems, creating projects, organizing thematic conversations in the classroom should precede the game and provide its implementation in education process.

The experience of using a continuous case study in the process of learning English suggests that we can apply it at a particular stage of each lesson or in the final course after studying a separate topic/section in English.

In order to summarise the competencies to prepare and produce business and professional correspondence during the study of the topic "Incidents" we conducted a continuous case

study “Refutation of inaccurate information on technical operation and repair of lifting mechanisms at the enterprise”. During the continuous case study, students participate in the discussion of situations, to illuminate false information about theft in the warehouse and analyse possible options for refuting it. During the game, the future engineers fix the following competencies in Listening: Using modal forms – the use of modal verbs in professional English vocabulary; Reading: A theft at a warehouse – the ability to conduct a dialogue on this topic; Speaking: Questioning about the numbered items – improvement of the ability to audit numbered items (*Haidenko, 2016: 125*). In this case, we use a continuous case study at different stages of the lesson, summarising competencies in speaking, translation, dialogue, working with texts and the like.

In the process of learning the topic “Incidents” which covers six subtopics (Incidents. Theft; Incidents. Security; Incidents. Emergency; Accidents. Investigations; Accidents. Report; Accidents. Communication) in each class during the generalization and systematization, we use a straight case study method “Enterprise Problem/Incident Resolution” (*Haidenko, 2016: 125*). When playing a part of professional roles as engineers of various enterprises, students try to find ways of solving a professional problem. For example, in the course of this topic, we conduct a continuous case study “Mechanical engineering industry in Ukraine” during these classes.

Accordingly, we emphasise that a continuous case study on the outlined topics is extremely relevant, since engineering is one of the priority sectors of the world economy, which is dynamically developing. Ukraine, as an industrial country, has the prerequisites to become one of the world leaders in the engineering industry. A significant number of engineering enterprises operate in the country, constituting a holistic production sector of the economy, which has a specific infrastructure. In a recent paper by Borshch (2010) mechanical engineering industry of Ukraine is characterised as science-intensive, for which it is natural to increase the technical and technological level of production, constant complication of products, production technologies and methods of its organisation. Therefore, by considering and analysing the problems of mechanical engineering, future engineers act as various specialists, namely: design engineer, processing engineer, hoisting apparatus engineer, civil engineer, mechanisation engineer of labour-intensive processes, mechanisation and automation engineer of production processes, accident prevention officer, equipment configuration engineer, production engineer, labour rationing engineer, standardisation engineer, quality engineer, maintenance engineer, engineer for the introduction of new equipment and technologies.

In the course of a continuous case study, students have the opportunity to provide a real exchange of professional knowledge, offer their ways to solve the problem of the mechanical engineering industry in order to bring it to a qualitatively new level. The creative group work of future engineers during the game contributes to the unification of their efforts, the vita of the gene experience of students, their creative potential for joint actions aimed at the optimal solution of the problem. In such activities, young people feel complete freedom of creativity in expressing their views and arguments in English, without fear of being misjudged by a teacher. A favourable emotional environment becomes a free playing space in which students feel “free, since they regulate the rules operating within this space”. As a rule, a continuous case study method during the generalization of the topic can take up to 60% of the study time.

Thus, it is obvious that creating professional situations for a continuous case study, the teacher draws attention to the fact that the tasks reflect the real situations of engineering activities and submit the problem from an unexpected angle. In the course of a continuous case study, students have the opportunity to express their views on solving the problem of future

professional activity, discuss, prove the truth or refute the lie of their judgment. That, in turn, promotes the creative self-expression of each subject of educational interaction.

It is worth noting that each of the topics at the English language classes provides for either the formation of a holistic system of competencies mentioned in the curriculum of the course “Practical Course of Foreign Language for Professional (Scientific) Purposes” or individual competencies in speaking, listening, translation, etc. (Haidenko, 2016).

However, in order to make a continuous case study efficient, we adhered to the following principles:

- game modelling of content and forms of professional activity. The implementation of this principle is a prerequisite for a continuous case study, since it realizes educational functions;
- joint activities. It is mandatory to attract several participants to cognitive activities in a continuous case study. The requirements of this principle will demand of the teacher to choose and characterize roles; determine their authority, interests and means of activity. At the same time, the most characteristic types of professional engineering interaction of “officials” are identified and modelled;
- dialogic communication. The dialogue organized during a continuous case study, the discussion on the maximum participation of all participants contributes not only to the improvement of professional English language vocabulary, but also develops the creative imagination and creative abilities of each subject of the game. Comprehensive collective discussion of educational material allows students to achieve a comprehensive presentation of professionally significant processes and activities;
- the principle of bipartite reflects the process of developing the real personal characteristics of a specialist in “imaginary” playing conditions. The teacher aims to realize bilateral goals that reflect the real and playing contexts of educational activities;
- the problematics of the content of the simulation model and the process of its discovery in the gaming activity (Shtefan, 2011).

Thus, the use of a continuous case study at English language classes required us to follow such steps (Myroliubov, 2010):

- *diagnostic* – justified the need to use a continuous case study at the lesson in reference to the selected content (importance, problem, practical significance), level of students’ training (independence in analysis and solving problems, ability to show initiative, creativity, interaction in groups), readiness of the teacher (ability to organize, conduct and manage the game);
- *planning of a continuous case study* – provides for determining the place of the game in the educational process according to the formulated goal (at what stage of the lesson or complex of classes it is advisable to use a continuous case study and what English-speaking competencies it will contribute to the formation of), the game design (problem content and formulation of the educational problem / set of problems to create the game conflict), selection of useful techniques for effective implementation of the game (conversation, discussion, exercises, moderation, drawing tree, etc.);
- *holding a continuous case study* – includes problem definition and purposes of a game, development of general criteria for evaluation of the educational and game interactions, determination of the ways of the quality assessment decisions: submit decisions to the specified term, interaction among participants (interaction of participants within game groups, personal traits of participants), reflection (p. 346-348).

In our article, based on the practical experience of English language teaching, we outlined the effective conditions of implementing a continuous case study method in English language learning process of future engineers:

- designation of a lesson stage (or lesson cycle) at which a continuous case study method is implemented;
- presence of clear aims of the specified lesson stage as a part of the didactic goal;
- relevance of a problem for the continuous case study, its practical and educational potential;
- dynamic nature of reality reproduction (during a continuous case study participants treat the task as a real problem);
- systematic character, continuity, and preliminary planning of a didactic continuous case study (participants should have time to get to know the topic of the game and prepare for it);
- predicting and selecting enough exercises to train particular skills;
- a clear focus of a continuous case study on formation, consolidation or generalization of English-language professional vocabulary and competencies of professional activity;
- focus on achieving the success in a continuous case study through the thorough training of its participants, forming the skills of friendly rivalry, publicity, manageability on the part of a teacher;
- relevance, motivation and personal significance of a continuous case study for each of its participants.

3. Conclusions

As shown by the results of our research, we find a continuous case study method the most effective for modelling the real business activity, which contributes to the formation of professionally oriented English-language competence of future engineers, while imitating the activities they will to do in real professional communication. In the course of a scientific search, a continuous case study method is defined as a way of development of a professionally oriented English-language competence of the future engineers by involving them in solving imaginary professionally oriented problems through simulated engineering environment. Our research confirms that this type of an educational game covers a holistic educational process at English language classes with a single plot, which develops in a continuous case study from class to class. It has been found that the use of a continuous case study method in the course “Practical Course of Foreign Language for Professional (Scientific) Purposes” contributes to the improvement of the future engineers’ professionally oriented foreign-language competencies in listening, speaking, reading; professionally oriented sociocultural, linguistic, educational, strategic and pragmatic competencies. Along with this, the use of a continuous case study develops the communicative skills, creative and original thinking of future engineers.

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COMPARATIVE ANALYSIS OF SUCCESS IN HIGHER EDUCATION IN UKRAINE AND THE USA

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Summary

The article is devoted to the study of the success in the system of higher education in the USA and Ukraine. This concept in higher education has interested scholars in recent decades and has caused many debates about determining student progress. At the end of the twentieth century in the United States, student achievement was measured by quantitative indicators that demonstrated the effectiveness of higher education. But the gradual change in the higher education priorities, the characteristics of the students, the need to improve the educational process has led to a revision of the definition of this phenomenon and provoked a number of studies to expand this concept, creating models of success. The modern definition of student success in US higher education establishments involves academic success and the development of the necessary personality traits, skills and abilities for further self-realization. Ukrainian researchers consider success as a category of pedagogical psychology, as this concept concerns, first of all, the personal development of the student, the skills and abilities of useful interaction. At the same time, a number of studies made by Ukrainian educators are devoted to the issue of academic success, which is also considered as a qualitative development of the student's personality. Unfortunately, compared to the United States, Ukraine does not have sufficient data on the quality of higher education, there are no experimental studies of success models for students. There is a lack of information on further self-realization of students, their employment. Thus comparing student success in the two countries, it can be concluded that there is a difference in understanding of this concept by American and Ukrainian scholars, the issue of retention, persistence and graduation is not sufficiently developed by Ukrainian educators. The problem to find the ways to improve higher education is common, but its development, as well as the creation of models for achieving success is not sufficiently represented in Ukrainian scientific discourses.

Keywords: definitions, postsecondary education, a review of student success frameworks, student development, academic achievement, educational process in Ukraine

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1. Introduction

It is well known that there is a clear relation between higher education and success because the process of education contributes to many aspects of success, for example, forms the ability of students to rule their own lives (competence in life and time management),

helps to grow the abilities and opportunities (personal growth), set and achieve goals (purpose in life). Perhaps people with a developed level of such characteristics can show strong persistence in the higher education process, so in this way, success can determine the achievement of the goals of higher education. Both interpretations can be plausible, suggesting that higher education and success are interrelated. However, it seems that the predominant direction of influence is the first, which means that education contributes to the important achievement of individual skills and self-realization. The experience gained in higher education establishment can provide the access to greater income and opportunities, but also probably can develop the skills and strategies which are necessary to overcome difficulties and obstacles in the life of a student (Ryff, 2018). So the main purpose of Ukrainian higher education is to form highly educated people with developed cultural and spiritual needs, diverse knowledge. According to H. Shevchenko, a famous Ukrainian scientist, «it is very important to bring up students with the high level of value consciousness and the critical thinking ability who would eager to develop their unique individuality, strive for the highest aspirations» (Shevchenko, 2017). Such qualities are very important for any person because they help to achieve success. But the definition of success is still the subject of scientific discussions and among scholars, educators, policymakers, employers, students themselves there are different points of view. The main task of the article is to present different ideas and describe the definitions of student success in American and Ukrainian higher education systems, compare them, and define the main problems in this field.

2. Defining Student Success in the USA

In the XXI century, the interest in this problem arose with the new force, especially in the USA, where a lot of efforts were made to define student success and develop student success frameworks in higher education. For a long time, student success was «defined using traditional measures of academic achievements, such as scores on standardized college entry exams, college grades, and credit hours earned in consecutive terms, which represent progress toward the degree» (Kuh et al. 2006:5). This approach narrows the term of students' success in higher education only to indicate academic performance correlated with the average score (GPA), completion rating, and other similar measurable indicators of success. Perhaps it is used to show the effectiveness of universities and colleges in measurable indicators like clear evidence of student learning process and for decades measuring other more complex or abstract dimensions of student success can be a more difficult task for plenty of institutions. J. Hearn (2006) noted that one of the challenges in measuring other aspects of success may be the difficulty of identifying indicators that should be «understandable, measurable, cost-effective, and reflect key policy challenges» (Hearn, 2006).

In 2016, Jillian Kinzie and George Kuh made a review of student success frameworks for the Lumina Foundation, in which they proposed the different definitions of «success» «depending on who uses the term for what purposes with what audiences» (Kinzie & Kuh, 2016:10). According to their review, each of the stakeholders has its meaning for student success. Researchers noted that the term «success» is often used to refer to the efforts that higher education institutions can make to help students achieve their learning aspirations. This is often manifested in the expansion of access to education for certain socially disadvantaged groups of students (development of certain educational programs, adaptation or preparatory courses, providing some additional services). Another definition of student success is used as a conclusion about the individual or group level of achievements. From the perspective of state and federal

politicians, student success typically means access to low-cost higher education, short-term study, a degree, employment, and post-university earnings. For colleges and universities student success can mean «first-year student retention, student persistence to completion, content knowledge gains, engagement in educational processes that foster a high-quality undergraduate experience, and even students' success» (Kinzie & Kuh, 2016). Other definitions of student success relate to the organization of greater inclusiveness and the achievement of equal rights of students or increasing the level of academic readiness for higher education. These definitions give us the broad perspectives of the «student success» study. In 2006 it was defined «as academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational objectives, and post-college performance» (Kuh et al. 2006:7). Ten years later the given definition was «student success is broadly defined as increased numbers of diverse student groups participating in high-quality educational experiences, earning high-quality credentials (degrees, certifications, certificates)» (Kinzie & Kuh, 2016:3). As we can see some new aspects appear in the latter definition and the influence of many factors including some characteristics of students become very popular in academic discourse. Modern concerns about unequal access to higher education, different learning conditions, and growing research on the ethnic, gender, and cultural diversity of the student population have provided new grounds for reconsidering the basis for identifying and enriching different dimensions of success (Kinzie & Kuh, 2017). In this way, it can be demonstrated, that student success consists of various elements. From this point of view, higher education should provide an experience of positive transformational change for the young person, and should not be a limited process focused only on increasing the quantitative results of testing or examination. Researchers emphasize the importance of a clear distinguishing between short-term learning outcomes – assessments and long-term educational outcomes – personal and professional achievements (Kim et al., 2010). Recent research on the perspectives of goals, challenges, and needs of college students revealed the fact that students had a complex understanding of success, which included at least two different dimensions: academic achievement and personal development (Wolff-Eisenberg & Braddlee, 2018). The problems that the study participants suffered in college influenced the formation of their learning experience and prospects for success. Most challenges arose mainly at the intersection of their academic and personal lives – work, education, finance, childcare, language problems, transport, and the use of resources and services. While some students with families and jobs tried to balance house chores and college, others reported having problems with English language use (reading, writing, and/or speaking). Moreover, some students found it was difficult to get to college by public transport, given the additional costs and unreliability of transportation, while others were frustrated by the inability to use the necessary resources of the campus. So, it is clear that students have different priorities, try to find the necessary time and opportunities, review the goals. All this should be taken into account defining the success because «student success is not just the enrolment and transition of students from course to course, it is, above all, redesigning institutions to support students in the complex interaction of their life experiences» (Higher Learning Commission, 2018:2). It is obvious to recognize that higher education should take into account all the different aspects of student development to identify an expanded set of indicators which include the diversity of elements vital to students' overall success. Frankly speaking about the definition of student success it is necessary to admit that it is a multidimensional concept that includes different and equally important student outcomes, suggesting that higher education should not be focused solely on knowledge, but should also develop personality and form different useful skills. A more detailed analysis of modern concepts of student success in the USA,

their trends and peculiarities were given in our previous articles (Kozmenko, 2019; Kozmenko, 2019; Kozmenko, 2020). The importance of a holistic approach to student success that includes both personal and educational goals is emphasized by modern tendencies of US higher education (Cuseo, 2007). According to this approach, the most important trend in promoting student success is its definition in terms of positive student outcomes (a sense of personal significance, self-efficacy, determination, active learning process involvement, reflective thinking, social integration, self-awareness). Only a combination of these indicators should stimulate students to succeed (Cuseo, 2007). But in examining student success, American educators recognize the presence of barriers for students to succeed. Among them is the change in the characteristics of the «traditional» student, the high transfer of students among institutions, a significant extension of the terms of higher education, a low percentage of graduation. «Half of the students who begin college never finish» was said by American president Obama. (Obama, 2009, February 24). In 2012 the American Association of Community Colleges proclaimed that «Fewer than half (46%) of students who enter community colleges intending to earn a degree or certificate have attained that goal, transferred to a baccalaureate institution, or are still enrolled 6 years later» (AACC, 2012, April:9). In 2020 according to the National Center for Education Statistics «At 2-year degree-granting institutions overall, 33 percent of first-time, full-time undergraduate students who began seeking a certificate or associate's degree in fall 2015 attained it within 150 percent of the normal time required for completion of these programs (an example of completing a credential within 150 percent of the normal time is completing a 2-year degree within 3 years). Besides, <...>15 percent of students had transferred to another institution, 11 percent remained enrolled in their first institution, and 41 percent were no longer enrolled in their first institution and had not been reported as a transfer at a different institution» (*Undergraduate Retention and Graduation Rates, April 2020*). Many efforts are done to overcome these problems and the development, implementation, and evaluation of policies about student success framework will help a lot. The main conclusions about student success were introduced by Perna & Thomas (2006). They proposed 6 main ideas to better understand the complexity of difficulties. According to them «1) student success is a longitudinal process; 2) multiple theoretical approaches inform understanding of student success; 3) student success is shaped by multiple levels of context [individual student, family, school, and social, economic and policy contexts]; 4) the relative contribution of different disciplinary perspectives [education, psychology, sociology, and economics], to understanding student success varies; 5) multiple methodological approaches contribute to the knowledge of student success; and 6) student success processes vary across groups» (Perna & Thomas, 2006:26). Thus this framework can contribute to the development of a common understanding of student success in the USA. Using such principles in other countries, especially in Ukraine, provides clear perspectives of this problem. «The framework offers a guide to the development, implementation, and evaluation of student success policies and practices, and encourages policymakers, practitioners, and researchers to view student success interventions as part of a broader and longitudinal process» (Kinzie & Kuh, 2017:7).

3. Main ideas of Ukrainian authors about success

In our state, the problem of student success is based on employing theories and research from sociology, economics, psychology, education, philosophy, and others. Like American scientists our scholars demonstrate different points of view at this concept, regarding it as an «academic achievement», «life effectiveness», «personal development» etc. In this article, we

will discuss the main ideas of Ukrainian authors. Having considered student success by many approaches, the role of higher education is appreciated very much. During the educational process, a person with critical thinking skills, culture, and the ability to innovate can be up brought. It may influence the development of both the successful personal future and state prosperity. Different socio-cultural conditions dictate a different understanding of success, however, the changes taking place in Ukrainian society in recent years, as well as modern globalization processes necessitate the development of a certain system of criteria that determines success regardless of social conditions. It is not a top-secret that the modern understanding of student success in Ukraine is influenced by Western traditions and values. This fact is proved by several linguistic researchers. For example, the work of Kaslova & Chernova (2010) about the cultural-linguistic interpretation of success gives the analysis of the concept of «success». The conclusion was made about the success core in the English language picture of the world are concepts such as «result, happy outcome»; «accomplishment, attainment»; «fame, being known». This term in everyday life is associated with a high position in something; a lot of money; respect; efforts; admiration; and many other definitions: aim, purpose, wealth, social status, luck, something that people like, effect, work in a satisfactory way, to intend, prosperity, advance, succession. The concept of «success» has almost the same understanding in our language picture: the achievement of the desired, the purpose; social recognition (approval, attention, reputation, glory); luck (*Kaslova & Chernova, 2010*). In the Ukrainian language, the concept of success is regarded in two senses. The first is defined as a positive consequence of work, business; significant achievements, the second means public recognition, approval of something, someone's achievements. Success usually is considered in a certain type of activity, which should be accompanied by the presence of certain successes, i.e. achievements, victories, etc.

So, the concept of understanding «success» in our and Western cultures is similar in certain aspects but also has its characteristics. The common features include the achievement of financial success, popularity, power, recognition of merit, and career growth by society, self-realization, and inner satisfaction. The distinguishing features involve the following: 1) – in Western culture, success is associated primarily with the achievement of financial independence, wealth, and career promotion. Whereas in Slavic culture, success is associated with victory in battle, with achievements in knowledge, winning sympathy; 2) the attitude of our people to those who are in need and less successful is sympathetic. Americans, on the other hand, if they do not despise, they do not show a drop of pity for the «losers». In their understanding, success depends entirely on the own efforts of the person, who must overcome possible difficulties and failures without expecting pity from anyone. Thus, Slavic culture is characterized by an understanding of success as a set of natural abilities and luck, which is not always measured by material factors. For Western culture, on the contrary, success is, above all, material goods, prosperity, financial stability, which is achieved through hard daily work (*Goncharova, 2016*).

Success as an essential component of human existence is the result of creative activity to recreate own «self», going beyond own life limitations, from natural determination and socio-cultural conditions. Success acts as a complex, multifaceted object of study. It is characterized by internal unity and contradictions. On one hand, success is a characteristic and indicator of the individual's experience of their actions and efforts, and on the other hand, it is an indicator of the originality of own position among other people (*Kuritskaya, 2012*). The innovative function of higher education is manifested in the renewal of social values and norms through the development of new and the use of progressive values from the world educational experience, adequate to the socio-historical conditions of Ukraine. So in Ukraine education

must ensure not only the introduction of Western values and the development of global culture but also the preservation of the authentic values of our nation. «Eternal universal values can be a criterion for harmonizing these contradictory tendencies. The subject of reproduction of the cultural model of the unity of education and values in the conditions of globalization can be educated people in Ukraine» (*Huberskyy & Andrushchenko, 2008:166*). Based on value orientations and ideals pedagogy it forms a specific program of educational activities that should prepare people for life in the context of existing realities, as well as in terms of a social ideal. So in Ukrainian pedagogical traditions success can be regarded as the result of well-thought-out, prepared tactics of the teacher, the family. Success contributes to the achievement of a person's state of life satisfaction, which, in turn, is a breeding ground for further action that promotes the goal of self-realization. This condition stimulates growth, which does not necessarily have to be associated with traditional activities but may relate to the emotional, moral, spiritual maturity of a person or the development of other aspects of his/her potential, which is also a success in life (*Romanovskyy, 2011:4*).

The guiding principle of the pedagogy of success is the humanistic orientation of the educational process. This principle involves the creation of pedagogical conditions aimed at the disclosure and development of the abilities of the learner, positive self-realization. It includes the formation of professional self-awareness, which means self-education, self-esteem, self-control, self-programming for success; the development and widespread use of self-concept aimed at awareness of own capabilities, self-development, and self-improvement; recognition of the authority of the teacher and the use of his/her psychological and pedagogical experience in the educational process; cooperation of the teacher and the student; creating real models of success situations that provide opportunities for students to express themselves, to experience a sense of joy of success, to believe in themselves, in their strength; the use of new pedagogical technologies and methods that contribute to the personal development of students and their self-improvement; formation of students' focus on successful professional activity; stimulating self-education and activation of independent work of students (*Romanovskyy, 2011:6*). So, as we can see student success in the Ukrainian higher education establishment is the development of personal characteristics and goals, self-improvement, but academic performance is also very important. The essence of student success is seen in the concept of efficiency, which can be explained as correlating the result of any process with the incurred costs of this process. Since the student's activity has a decisive influence on educational achievement the success of the educational activity is considered as a characteristic of educational activity reflecting the effectiveness of this activity, the ratio of the costs incurred by the student, and the result obtained.

The Ukrainian model of life success is now of great interest, as it has changed in recent years. According to Ukrainian scientist Yu. Ilyina «a specific feature of the Ukrainian formula of success is that we focus mainly on common goals, dreams and pay relatively little attention to how they can be achieved» (*Ilyina, 2009:105*). That's why our people often show the way of life when they underestimate ambitions, act cautiously, with limited initiative, copy someone's model frequently, without considering their own decisions. They say to achieve success is to mean at the very beginning is to enhance requirements, set high goals, hard-reached horizons. But further in the process of the achievements due to different long checks, made mistakes and efforts the requirements and goals became reasonable and affordable. The peculiarity of the behavior of Ukrainians in achieving the chosen purposes is the rapid change of moods and attitudes towards themselves, their path to success, interest-only to own personality (*Ilyina, 2009*). The age of today's higher education students (18-25) is a sensitive period for learning and developing goals. In this period mental models impose their filters on the model of «success»

which means that the success represented by 20-year-olds is significantly different from the success model of 30, 40, 50-year-olds. At present time in Ukraine the external motivations of education, the social prestige of higher education are significantly modified. So the personality of the student is also subject to changes as we can see «the phenomenon of the devaluation of adulthood has formed, and, therefore, problems with personal responsibility and maturity» (Kocharyan et al., 2009:380). Ukrainian model of student success is different from the American one. It is influenced by the socio-historical environment of the country, economic factors, business models, government and educational policies, etc. That is why the meaning of success for students in Ukraine can depend on different factors and demonstrate personal preferences despite the common for the USA idea of the «American Dream». According to the main principles of Ukrainian higher education reform, «high quality higher education is a public good that provides vast opportunities for self-realization of all citizens, promotes their democratic worldview, cultivates the ability to think critically, be responsible and demanding, be ready to defend their rights and freedoms and state independence of Ukraine».

It means that the quality of education influences student success at the present stage of the transformation of society. The success of educational activities depends on the characteristics of all components of the educational process. Based on the concept of pedagogical systems of Nina Kuzmina was proposed the classification of the factors of the success of educational activities, depending on which structural component of the pedagogical system a particular factor belongs to (Kuznetsov, 2001). This classification of factors of success allows us to consider the pedagogical phenomenon and its influence on the effectiveness of education. The factors are considered as experimentally identified reasons that affect the effectiveness of this activity and relate to any structural component of the pedagogical system in which it takes place. The significance of various factors for student success is not the same and depends on the choice of success criteria. Academic performance is determined by the whole complex of success factors, therefore, the influence of an individual factor can not be determined in terms of points. The factors related to the characteristics of the motivational sphere of the individual and the level of intellectual development have a decisive influence on the level of student success. The latter include the ability of students to use different modes of mental work. In this regard, a means of increasing student success can be a purposeful impact on subjective (related to the students themselves) factors of motivational and intellectual nature (Sidorchuk, Dubasenyuk, 2002). Ukrainian educators for student success use the terms «academic performance», «learning success», «learning efficiency», «educational success», which although similar in meaning but are not identical. University progress reflects the degree of knowledge, skills, and abilities established according to the standards of higher education, in terms of their comprehension, completeness, depth, strength (Dyachenko & Kandybovich, 1993)

Student success is not only a measure of cognitive activity in universities and colleges, which means the recorded level of knowledge and the degree of diligence. It is also important to consider the attitude of students to their specialty, their interests, and inclinations. The difference between «academic performance» and «student success» is obvious because the first term means training results and measures but the second one means the process and quality characteristics of studying. (Kocharyan et al., 2009). So the main criteria for student success and high-quality postsecondary education in Ukraine are quantitative indicators of the development of the higher education system in Ukraine; indicators that characterize the internal quality implementation of postsecondary education in higher education institutions; elements that characterize the external quality providing of higher education (Richnyy zvit Natsionalnoho ahentstva iz zabezpechennya yakosti vyshchoyi osvity za 2019 rik, 2020) The process of enhancing

the quality of higher education in Ukraine has just started and studying of student success is not sufficient. There are not many pieces of research about the retention and completion of Ukrainian students. Comparing with the active work of US universities about the recording indicators of the number of enrolled and graduated students, Ukrainian universities do not have or do not show this information. The statistics about students' dropout is absent, but the numbers of a student entered in 2014 and graduated in 2018 is in 8,4 times lower (1 438 000 enrolled students and 171 000 of graduates). (*Richnyy zvit Natsionalnoho ahentstva iz zabezpechennya yakosti vyshchoyi osvity za 2019 rik, 2020*). Unfortunately, this situation does not give clear information about the effectiveness of Ukrainian higher education establishments. Also, it should be mentioned that the quality of graduates' training is difficult to evaluate «because in Ukraine there has been no systematic monitoring of employees Therefore, it is impossible to say what percentage of young people found a job in general and in their specialty in particular» (*Richnyy zvit Natsionalnoho ahentstva iz zabezpechennya yakosti vyshchoyi osvity za 2019 rik, 2020:26*). So the actual task for universities and other institutions to create a system for tracking the trajectory and success of further career growth of graduates of higher education institutions for adequate analysis of the quality of higher education.

4. Conclusions

Thus, the term «success» can have different meanings and definitions in the scientific-pedagogical findings. In the terms of common understanding it means an activity that is accompanied by a certain emotional state, it is directed outward or inward and leads the subject to the desired result. This result is verified objectively or subjectively with the predictable or acceptable costs and for the desired period. For a long time within the American higher education system success is seen as measurable indicators of the effectiveness of institutions whereas Ukrainian educators considered it as part of different kinds of student development. The changes in societies caused the redetermination of this concept which leads to new perspectives in the field of US pedagogical and psychological research. In contrast in Ukraine only recently the attention to the student success problem was given and not much empirical data were obtained. Usually, in the training process, it is used and repeated a model of education activity leads to successful consequences. Ukrainian scholars directly link student success with the functioning of the intellect, the cognitive formations that provide individual «maps of the world» – mental models. The analysis also shows the need to combine multidisciplinary knowledge (from philosophy, medicine, sociology, pedagogy, and business models) with purely psychological achievements in the study of student success.

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CLINICAL TRIALS IN AMERICAN MEDICAL COLLEGES: PRACTICAL ASPECT OF INNOVATION ACTIVITY

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Summary

The article covers clinical trials as a type of clinical research in American medical colleges that develop innovation activity. Predominantly such clinical trials deal with oncology, neurology, ophthalmology, traumatology, pediatrics, pulmonology, and so on. To reach the aim of the article, there are the following methods as content-analysis of information concerning clinical trials from U.S. state websites and official ones of American medical colleges and a descriptive method – to give clear and accessible data on the mentioned problem. Moreover, the authors focus on clinical trials at Yale University, Johns Hopkins University School of Medicine, Stanford University School of Medicine, University of California Irvine School of Medicine, Keck School of Medicine of the University of Southern California, etc. These educational establishments attempt to find out effective and safe ways to preserve and restore health using the latest developments in science and technology. Besides, today they strive to meet effectively modern social challenges among which there is COVID-19.

Keywords: American medical education, innovation, clinical research, science, technology, social challenges, health, diseases.

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1. Introduction

American medical colleges always provided future specialists with both theoretical and practical knowledge because there was no medicine only with theory. The 1960s marked the new way of how better to advance medical competences. The direction dealt with clinical research.

Thus, according to the Association of American Medical Colleges, “medical schools and major teaching hospitals – in partnership with the National Institutes of Health, other federal agencies, foundations, and the pharmaceutical and biotechnology industries – are uniquely responsible for providing both the institutional support and the rigorous training necessary to conduct high quality, hypothesis-driven clinical research and to nurture physician-scientists equipped to exploit scientific opportunities” (*Clinical research, n.d.*).

In this context, we consider highlighting clinical trials as a type of clinical research in some American medical colleges. Many clinical trials take place in medical colleges of U.S. universities. It is worth mentioning that these institutions of higher education carry out clinical

trials in various fields of medical science (for example, oncology, neurology, cardiology, ophthalmology, psychiatry, traumatology, dentistry, gastroenterology, pulmonology, allergy, etc.). However, our attention will be focused on those that mostly deal with innovation trends, since innovation activity is an integral part of modern education. To reach our aim, we will use content-analysis of information concerning clinical trials from U.S. state websites and official ones of American medical colleges and a descriptive method – to give clear and accessible data on the mentioned problem.

2. Clinical trials as innovation activity in American medical colleges

Stanford University School of Medicine is currently conducting clinical trials of two innovative products. There are “Virtual Reality Glove for Hand and Arm Rehabilitation After Stroke” (vREHAB) and a program for virtual reality rehabilitation “Smartphone App for Head and Neck Cancer Control and Patient Support”.

The first mentioned clinical trial is designed for three years – from October 2018 till December 2021. It is a randomized, controlled trial that consists of three phases and aims to evaluate the safety, ease of use, and effectiveness of the device Neofect RAPAEEL Smart Glove that may promote restoration of hand and arm function in the acute and subacute period after a stroke or acute cerebral infarction compared with standard therapy. The trial intends to find out (i) the impact of using a virtual reality glove on functional recovery in addition to conventional rehabilitation methods; (ii) the feasibility of increasing the dose of rehabilitation effects in patients with acute stroke with a virtual reality glove; (iii) the impact of using a virtual reality glove on quality of life. As for the participants, they may be sick, 18 years and older, of all sexes (*ClinicalTrials.gov. Virtual Reality Glove..., 2018*).

The second clinical trial aims to examine the advantages of the mobile application in patients receiving head and neck radiation exposure. The mobile application allows a person to improve the program of preventive exercises and increase the frequency of these exercises to improve swallowing function during treatment. To participate in this clinical trial, the volunteer must correspond to the following criteria (i) age ≥ 18 years; (ii) fluent English; (iii) ability to give informed consent; (iv) presence of newly diagnosed non-metastatic cancer of the head and neck: mouth, oropharynx, nasopharynx, hypopharynx, and larynx, which require bilateral irradiation of the neck. Besides, there may be patients who have unknown primary head and neck cancer with a nodular disease requiring bilateral irradiation as well as patients with previously untreated head and neck cancer who need a course of radiation therapy with a prescribed dose of 60 Gy or more; (v) ability of a smartphone or tablet based on Android or Apple iOS to be consistent with the application; (vi) stable Internet connection (*ClinicalTrials.gov. Validation of Smartphone..., 2019*).

Johns Hopkins University School of Medicine conducts several innovative clinical trials, including “Patient Response to Immunotherapy Using Spliceosome Mutational Markers” (PRISMM); “Virtual Reality During Procedures in Pediatric Patients”; “Design and Clinical Evaluation of a Smartphone-based Low Vision Enhancement System”; “Environmental Localization Mapping and Guidance for Visual Prosthesis Users”; “Neural Correlates of Hypoalgesia Driven by Observation”, etc. (*ClinicTrials.gov, 2020*).

A clinical trial “Patient Response to Immunotherapy Using Spliceosome Mutational Markers” aims to determine the response frequency of patients with advanced or metastatic breast cancer who have a specific genetic tumor mutation (SF3B1 mutation) to available immunotherapy (*ClinicalTrials.gov. Patient Response to..., 2020*).

Testing the effectiveness of using virtual reality during pain-inducing medical procedures in pediatric patients at the pediatric emergency department is the goal of another clinical trial at Johns Hopkins University School of Medicine. According to the description of this clinical trial, pediatric ambulances and hospitals are frustrating and painful to pediatric patients and their families. Children of all ages are admitted to the emergency department with a wide range of diseases, many of which require medical intervention. As a rule, the psychological support of young patients varies from non-intervention to soothing conversations. To solve this problem, researchers at Johns Hopkins University School of Medicine have proposed an innovative method of increasing comfort during such procedures – non-invasive virtual reality (VR) therapy, which is a promising means of distraction during various medical procedures (*ClinicalTrials.gov. Virtual Reality During Procedures...*, 2018).

The next clinical trial conducted by Johns Hopkins University School of Medicine involves testing the effectiveness and detection of adverse side effects of a virtual biopsy telescope and a virtual projection screen in a new low vision enhancement system (LVES) with a wide field of view compared to existing devices using vision enhancement technology. Also, trial results will help to obtain quality information from patients, and to evaluate the functionality of the system, optimize its functions and operations (*ClinicalTrials.gov. Design and Clinical Evaluation...*, 2018).

The clinical trial “Environmental Localization Mapping and Guidance for Visual Prosthesis Users” is based on the hypothesis that navigation for users of retinal prostheses can be significantly improved by including spatial localization and mapping (SLAM) and object recognition technology which transmits information about the environment through a retinal prosthesis and auditory feedback. This plan to study how effectively SLAM technology allows the visual prosthesis system to build a map of the user’s environment and find it on this map. Testing of this technology is expected both with those (i) who have normal vision, (ii) who have to wear a virtual reality headset, and (iii) who have retinal prostheses (Argus II). (*ClinicalTrials.gov. Environmental Localization...*, 2020).

The innovation of a clinical trial “Neural Correlates of Hypoalgesia Driven by Observation” is to rethink the effect of placebo and to activate in the brain the mechanisms of reducing pain sensitivity. The placebo effect has been ambiguous among health problems at least for two centuries. On the one hand, placebo has traditionally been used as a control in clinical trials to correct prejudice, and the placebo response is seen as an effect to be considered when accurately measuring the treatment effectiveness. On the other hand, there is scientific evidence that the placebo effect triggers central nervous as well as peripheral physiological mechanisms that affect the perception of pain and its clinical symptoms and significantly modulate the response to pain therapies. Thus, the placebo effect has been transformed from a challenge for clinical trials to a resource that initiates pain reduction based on endogenous mechanisms that can be activated in the brain and promote hypoalgesia, self-healing, and well-being. The above is relevant for chronic diseases with acute pain, given the fact that, for example, users of chronic opioids die within about two and a half years after getting the first opioid drug for the treatment of acute pain (*ClinicalTrials.gov. Neural Correlates...*, 2019).

The general hypothesis of this clinical trial is that observation-based learning affects the nervous modulation of pain and the cognitive system, including processes related to mentalization (the ability to cognitively perceive the mental states of others), empathy (the ability to share emotional experiences), and benefit expectation. The task of the clinical trial is to determine the brain mechanisms of observation-induced analgesia by mapping the brain via tracking changes in blood oxygenation and brain vibration activity. Outcomes will allow researchers to conclude

about the location and degree of neurobiological activation that underlies the observation-induced hypoalgesia. For this purpose, innovative experiments have been introduced, using such diagnostic means as functional magnetic resonance imaging (fMRI), electroencephalography (EEG), as well as combined EEG-fMRI (*ClinicalTrials.gov. Neural Correlates...*, 2019).

Researchers from the University of California Irvine School of Medicine have completed a clinical trial to test the effectiveness of “Twitter-enabled Mobile Messaging for Smoking Relapse Prevention” (*ClinicalTrials.gov. Twitter-enabled...*, 2012).

A clinical trial to test the effectiveness of Twitter-enabled Mobile Messaging for Smoking Relapse Prevention was during 2012 – 2014 and covered three phases. In phase I (N = 40), the researchers tested and improved the protocol that included smoking cessation and relapse prevention through the creation of two virtual groups on Twitter, which included volunteers who had expressed a desire to give up smoking, and the sending messages of appropriate content to participants of the interactive clinical trial. In phase II (N = 160), a randomized controlled trial of the treatment protocol developed in phase I was performed in two groups (experimental and control). In phase III (N = 80), some groups on Twitter wishing to give up smoking were involved and various interventions were tested (*ClinicalTrials.gov. Twitter-enabled...*, 2012).

The results of the trial, covered in many publications (*Pechmann et al., 2015; Pechmann et al., 2017*) confirmed the effectiveness of the proposed method for treating smoking dependence and relapse prevention.

Molecular diagnostics is a priority area of clinical research at the Virginia Commonwealth University School of Medicine. Its mission is to provide high quality and cost-effective services in molecular pathology to improve patient care, education, and research. The vision of the Virginia Commonwealth University School of Medicine is to become the U.S. leading pathology department in biomedical research, health education, and the innovative application of science and technology to diagnose and manage human disease (*VCU. Virginia Commonwealth University, 2020*).

This medical school specializes in molecular diagnostic testing in the following areas: hereditary disorders; infectious disease; hematopathology; coagulation; pharmacogenetics; alpha and beta testing of new diagnostic products in vitro; evaluation of analytical characteristics of the effectiveness of new diagnostic products in vitro.

Besides, we consider it crucial to emphasize that a separate area of innovative clinical trials of all U.S. medical colleges is finding the effective ways of COVID-19 treatment and its prevention.

Thus, Keck School of Medicine of the University of Southern California is a participant of the national project “ACTIV-2: A Study for Outpatients With COVID-19”, which examines the safety and efficacy of various drugs while the COVID-19 treatment in outpatients. The ACTIV project, which means “Accelerating COVID-19 Therapeutic Interventions and Vaccines”, gathers both private organizations and government agencies to coordinate strategies and accelerate the advancement of the most effective treatments and vaccines against coronavirus disease. As part of this project, in October 2020, there was phase III beginning of a clinical trial aimed at testing the efficacy and safety of a monoclonal antibody drug known as LY-CoV555. Monoclonal antibodies are synthetic variants of antibodies that the body produces naturally under the influence of SARS-CoV-2. When taken during the early stages of COVID-19, these antibodies can prevent replication and spread of the virus (*USC enrolling for phase 3...*, 2020).

Johns Hopkins University School of Medicine is also the center for clinical trials under the national ACTIV-2 project, participating in the testing of the drug LY-CoV555. Moreover, researchers from the mentioned medical school report on the determination of drug treatment that could potentially reduce the risk of death from the cytokine storm, the most serious complication of COVID-19. Prazosin, an FDA-approved alpha-blocker that relaxes blood vessels, may focus on a hyperinflammatory process that disproportionately affects the elderly with underlying diseases and increases the risk of death during COVID-19 infection. Thus, its preventive use for the treatment of hyperinflammation of the lungs and other organs associated with COVID-19 may reduce mortality among the most vulnerable segments of the population (*Johns Hopkins Medicine, 2020*).

In March 2020, the Commonwealth Medical School of Virginia developed its COVID-19 test for inpatients during a pilot program. The internal test significantly reduces the waiting time for results, which helps reduce the risk of COVID-19 infection in the community. Access to testing during the pilot phase is open primarily to patients who require hospitalization and have severe symptoms of COVID-19 (*Novak, 2020*).

Stanford University School of Medicine conducts clinical trials “COVID-19: Pediatric Research Immune Network on SARS-CoV-2 and MIS-C” and “Anti-thrombotics for Adults Hospitalized With COVID-19 (ACTIV-4)”.

The main objectives of the clinical trial “COVID-19: Immune Network of Pediatric Studies for SARS-CoV-2 and MIS-C” are (i) the determination of the proportion of children with SARS-CoV-2 associated with death, re-hospitalization, or major complications after SARS-CoV-2 infection and/or multisystem inflammatory syndrome in children (MIS-C); (ii) the detection of immunological mechanisms and immune features associated with the disease spectrum and the subsequent clinical course during the year of observation (*Stanford Medicine. Clinical Trials. COVID-19..., 2020*).

A clinical trial of antithrombotic agents for adults hospitalized with COVID-19 is a randomized open-label study on an adaptive platform to compare the efficacy of antithrombotic agents for the prevention of adverse effects in patients with COVID-19 (*Stanford Medicine. Clinical Trials. Anti-thrombotics for..., 2020*).

Note that researchers at U.S. medical colleges are studying not only the efficacy and safety of COVID-19 drugs and its complications but also the long-term health effects of people who have had this disease.

For that purpose, in cooperation with other American universities, Yale University is implementing Innovative Support for Patients with SARS COV-2 Infections Registry – INSPIRE, funded by the Centers for Disease Control and Prevention. The project will monitor 4,800 people over two years to evaluate delayed infection outcomes for different age groups in the following areas: health, current clinical events, physical and mental functions, including neurocognitive functions and fatigue. INSPIRE participants must register on the Hugo Health platform, a medical data system, that takes into account the right of individuals defined under the Health Insurance Portability and Accountability Act (HIPAA) to access their medical information and collect medical data on their behalf while maintaining the highest degree of confidentiality. Such a system allows the collection of the necessary large-scale data. Recruitment of volunteers to participate in the INSPIRE clinical trial began on December 1, 2020. The project envisages enrollment of 3,600 people who have had COVID-19 and 1,200 people who are not ill in the control group. The major research method should be a survey that will not require participants to see a physician (*New COVID-19 Study..., 2020*).

3. Conclusions

Thus, we can state that clinical trials belong to the innovation activity of American medical colleges. The leaders, who actively use innovations within clinical trials, are Yale University, Johns Hopkins University School of Medicine, Stanford University School of Medicine, University of California Irvine School of Medicine, Keck School of Medicine of the University of Southern California, and so on. They focus on finding both effective and safe ways and means to preserve and restore health using the latest developments in science and technology. Besides, their main aim is to meet effectively modern social challenges among which there is COVID-19.

As for research prospects, there is a necessity to find out features of engineering and design within the innovation activity of U.S. medical colleges.

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MODERNISATION OF ART EDUCATION OF A FUTURE TEACHER UNDER CONDITIONS OF GLOBALISATION

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Summary

The article addresses the reflection of the processes of globalisation in contemporary art and their influence on the content and technologies of art education of a future teacher. The emphasis was placed on the fact that even under conditions of globalisation, artistic culture cannot be transformed on the basis of unification because it leads to the loss of ethnocultural values of a certain nation and the destruction of their cultural genotype. It was determined that the only direction of the transformation of modern art is integration technologies. The classification of integration methods in modern art practices is offered according to the following forms: mutual influence of cultural concepts on a territorial basis; the synergy of traditions and innovations; the combination of modern technologies into a conglomerate that preserves the characteristics of an art object; innovative synthesis of traditional arts on a group or type basis. Attention was focused on the fact that globalisation processes, that take place in the modern world, affect the content and determine the technologies of art education. It was established that among the forms of artistic integration of contemporary arts, that were proposed by the author, such as the synergy of traditions and innovations as well as the synthesis of traditional arts on a group or type basis are mainly introduced in the art education of a future teacher.

Keywords: cultural globalisation, concept of artistic integration, synthesis of arts, integration technologies in art, art education of a future teacher, methodological approaches to art education of a future teacher, competence approach in art education.

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1. Introduction

The modern world is characterised as a society of the globalisation period, which causes the emergence of new phenomena in all aspects of its existence. Culture and art are one of the largest spheres of influence of the existing globalisation processes.

However, if such social spheres as economics, politics, religion are globalised on the basis of unification, then in the artistic culture this process is based primarily on the principles of integration. One can observe the synthesis and interaction of not only different spheres of artistic culture but also their integration with purely scientific processes and other “non-artistic” phenomena. Conglomerates that result from such interactions cannot be attributed to purely art objects.

These transformations of artistic culture in postmodern society under the influence of globalisation processes cause changes in art education too. Modern artistic competences involve a comprehensive cognition of the surrounding reality and holistic acquisition of social, cultural, moral and psychological components of art, which contribute to the emergence of new phenomena as creative manifestations of a teacher. Navigation through the modern sociocultural phenomena requires awareness of various types of artistic practice both

traditional and synthetic. That is, the synthesis of arts is a key characteristic of modern art education of a future teacher. It is the purpose of this article to determine the system of methodological approaches to art education of a future teacher in the context of the modern concept of synthesis of arts.

This article proposes to consider the reproduction of globalisation processes in the content and technologies of art education. They are caused by such aspects as the synthesis of different groups and types of arts and the combination of different art technologies, which leads to the appearance of a new art product that cannot be attributed to any of the traditional groups or forms of art (such as land art and green art, etc.). The integral processes in the sphere of art on a territorial basis or those that are caused by a combination of technologies, are more characteristic of professional art and are practically not represented in the art education of a future teacher.

2. The influence of globalisation processes on modern art

The globalisation of culture in the modern world is a phenomenon in which differentiation and integration, cooperation and conflicts, partial and general are not mutually exclusive, but are predictable trends in the existence of a society. Thus, the transformations caused by cultural globalisation are perceived not only as positive shifts in social processes but also as extremely negative processes. Among the aspects of cultural globalisation that get a negative colouring, some researchers identify the loss of national identity of different nations, their ethnocultural peculiarities, the destruction of cultural genotype and replacement of traditional for a particular society values up to the complete absorption by the other civilization. Moreover, they even see in them the risk of losing by a person his/her own freedom in his/her cultural space. That is, such modern processes are of dialectical character: “If antiglobalists ask whether a person will be free, if it is necessary to be “just like everyone else”, then the globalists ask whether a person will be free if you cannot be “just like everyone else” (*Holubynska, 2017*). This struggle between globalists and antiglobalists is considered to be the spirit of the times in all spheres of modern society.

From a philosophical point of view, the globalisation of culture is a process of integration of separate national cultures into a single world culture (*Danilian, Dzoban, 2017*). That is, it is, first of all, integration, convergence, the interaction of certain elements of a certain system. This interpretation characterises any aspect of globalisation and is its generalizing definition in all spheres of society. The globalisation of world culture can be considered in a slightly different aspect. Globalisation causes flourishing of artistic diversity not only due to such common factors as the enrichment of some cultures by the others, access to various information, development of technologies but also due to specific aspects of artistic synthesis, such as: the renaissance of customs, values and their modern rethinking and merging of arts of different groups and types into a single concept. Given the specifics of art, we can identify a number of aspects of this process that are characteristic of only this area of human activity.

Thus, in art, the manifestations of globalisation processes can be described in several forms: interaction on a territorial basis, the synergy of traditions and innovations, the combination of technologies and the synthesis of on a group or type basis.

Therefore, globalisation in art on a territorial basis is defined as a synthesis of features of Eastern and Western arts (*Pryharina, 2020*), a unification of national cultures (*Holubynska, 2017*), merging of national cultures into a single global culture (*Chernyshova, 2019*), westernization with the standards of British-American society, which are influential factors in the transformation of value orientations of other peoples (*Tetiushkina, 2010*). Ethnoculture is considered to be

one of the means of counteracting the negative globalisation processes and the threat of ethnic deculturalization (*Oksiutovych, 2014*).

The synergy of traditional aspects of art and innovative cultural forms involves the restoration of traditional art centres, the emergence of unique art practices and creation of a new art product based on them that is stylistically close to authentic traditions. In Ukraine, such art activities are realised, for example, by synthesizing traditional stylistic trends in folk decorative arts and their innovative transforming, using the concepts of the Ukrainian conceptual picture of the world and their synthesising in modern artistic interpretations, using home painting traditions in modern art practices (*Studenets, 2019*), landscape art as a form, through which modern cultural groups gain possibilities to create and maintain their identity (*Fesenko, 2019*), etc. However, there is a position that the excessive desire to solve the artistic problems of the present by way of focusing on the values and heritage of the past is unpromising (*Oksiutovych, 2014*).

An important factor in the processes of artistic integration is a rapid development of technology. It is the development of technology and access to information that allows to integrate various spheres of human activity and art, which has caused the emergence of the phenomena that cannot be considered only art objects. Such phenomena include the works of science art – the field of contemporary art at the junction of artistic and scientific, creative and technological or bio art, the creators of which use the achievements of biotechnologies and work with living matter. In most recent studies, the situation of the interaction of different types of arts as well as art and “non-art” has been defined as intermediality, and the intermedia strategy – as the implementation of a similar situation in creative activity (*Tymashkov, 2012: 35*).

Such shifts in the field of artistic culture, of course, have their impact on the processes of modern art education.

3. Reproduction of the globalisation of artistic processes in art education

Usually, the globalisation of certain modern systems is determined from the standpoint of unification and integration. However, such perspectives of globalisation transformations do not reproduce the specifics of the arts. Integration is interpreted in scientific literature as a state of the connectedness of separate differentiated parts and functions of the system into a unitary whole, as well as a process leading to such a state (*Shashenkova, 2010*). The other interpretation of integration defines it as an ordering process and structuring of the internal relations of the unity of common values (*Levichev, 2013*). In general, unification is a process that is antagonistic to a creative one.

Modern orientation towards globalisation predictably requires new strategies in education. Pursuant to the globalisation paradigm that forms a picture of the modern world, we can consider the concept of art synthesis a leading one for the formation of a future teacher’s ability to convey topical social meanings and values of the modern culture to a child. The renewal of the methodological basis in the context of the synthesis of arts is one of the factors contributing to the solution of the problems of modern art education of future educators.

In pedagogical research, synthesis is considered at the level of integration processes, and some researchers identify it with integration. However, synthesis involves a combination of various phenomena, things, qualities and opposites into integrity, in which their specific contradictions and opposites are smoothed out or disappear altogether. Synthesis is the highest stage in the development of a phenomenon, which combines the progressive elements of the former stages of development (*Yefremova, 2000*). That is, synthesis is always a new product. Synthesis is interpreted as an organic combination and relationship of its various types

in a complete work of art based on a single ideological plan (*Dictionary of the Ukrainian language, 1970-1980: 186*). This approach to the interpretation of the definition of “synthesis of arts” determines the methodological fundamentals of art education, which are understood in the context of the values relevant to a particular sociocultural and economic situation as changes in an education system are always caused by changes in society.

A methodological approach is a scientifically substantiated basis for the study of an object of the pedagogical science, determines the logic and stages of its study, interpretation of empirical data, allows to determine the strategy of assessment and correction of the phenomenon under study. The use of a certain, scientifically substantiated system of methodological approaches improves the quality of training of a future primary education specialist and reproduces information about the effectiveness of this process for the purpose of timely adjustment of its strategy and tactics.

The problems of formation of professional mastery of future pedagogues are covered in the research of L. Vashchenko, O. Ovcharuk, L. Karpova, O. Pometun, I. Zymnia, L. Khoruzha and others. Various aspects of the introduction of an innovative system of methodological approaches in an educational process of higher educational institutions are reflected in the works of such scholars as M. Hrynova, O. Ionova, O. Oleksiuk, V. Palamarchuk, H. Shevchenko, N. Shyian, H. Selevko, L. Semenovska.

The use of innovative approaches to the professional training of a future teacher is paid attention to in the works of V. Bepalko, B. Hershunskyi, V. Lozova, H. Padalko, I. Osadchenko, B. Skinner, V. Tymenko and others.

Modern approaches to the organisation of an educational process at higher educational institutions are studied in the works of N. Popovych (competence approach), Ye. Bondarevska, V. Slobodchikov, I. Yakymanska (person-oriented approach), V. Davydov, I. Iliasov, N. Talyzina (activity approach), I. Isaiev, H. Haisyna, Ye. Shyianova (culturological approach).

Improving the process of forming artistic orientations of a teacher, which meet modern integration requirements, causes the problem of forming competences that are necessary for this. Therefore, N. Popovych believes that such competences are divided into two groups: “...a group of subject competences that accumulates special, methodological, procedural, informational, technological, multicultural and comparative competences and a group of acme competences that embraces acme, synergetic, prognostic, reflexive, value, world view, intellectual and pedagogical competences of a teacher...” (*Popovych, 2017: 18*). According to the scholar, the formation of such competences stimulates future specialists’ self-organisation, self-development, self-improvement and self-realisation in the field of contemporary art.

The following appropriate competences can be identified as those that will allow future teachers to acquire modern art as a synthetic phenomenon:

- the readiness to use knowledge of the concepts of modern spiritual culture of humankind when completing educational and professional tasks;
- the ability to analyse modern artistic phenomena and use this knowledge when completing specific educational tasks at a general secondary educational institution;
- the readiness to use individual creative abilities to complete creative tasks in an educational process at a general secondary educational institution;
- the readiness for one’s own creative activity (*Malyska, 2020*).

Among the important innovations that ensure the formation of the above competences of a future teacher there are:

- acquisition of methods and techniques of artistic activity;
- acquisition of the technology for teaching skills and techniques of artistic activity;

– the ability to manage artistic and creative activities of children (*Malynska, 2010*).

Given the above, the following methodological approaches to the organisation of an educational process at pedagogical higher educational institutions can be identified as relevant: culturological, creative, activity, person-oriented and axiological ones. Despite the specifics and differences, they are united by the commonality of components. Each of these approaches characterises within its framework the goals of education, the content and peculiarities of the organisation of an educational process and the assessment of educational outcomes through a set of general principles. The commonality of these approaches is also determined by the general functions that they perform in an educational process at a pedagogical higher educational institution and ensure the success of an organisation and provision of art education of future teachers. These include: philosophical, informative, adaptive, normative, cognitive, praxeological, communicative and transformational functions.

Sociocultural content of pedagogical education is a topical direction of domestic education policy. The new educational standards focus on the development of a creative component in the structure of a child's personality in the context of modern artistic culture as one of the conditions for a child's harmonious development.

In modern research, a culturological approach is defined as a priority in an educational environment at a higher educational institution, as in pedagogical science there is a transition to the paradigm of education from the standpoint of culture. V. Slastonin believes that the culturological approach directs an educational process towards the level of practical "humanity studies." (*Slastonin, 2005: 34*).

In the modern process of transition of an educational paradigm "... to the person-oriented technologies of pedagogical education aimed at developing a subject character of an educator, his/her professional and pedagogical culture and creative style of pedagogical activity, the higher education acts as an institute of expanded reproduction and development of culture" (*Haisyna, 2002: 3*).

N. Krylova considers the culturological approach as a set of techniques "...that ensure analysis of any sphere of human life and activity in the light of system-forming culturological concepts such as culture, cultural patterns, norms and values, a way of life and lifestyle, person and society, cultural activity and interests" (*Krylova, 2000: 65*). The above-mentioned approach contributes to the process of formation of a teacher as a person of high culture, capable of effective art-oriented training of junior pupils. It is based on the unity of social and culturological aspects and a comprehensive social and culturological analysis of modern phenomena.

A culturological approach ensures the acquisition of specific peculiarities of modern art by an individual, in particular, its synthetic manifestations. This is possible because a student becomes familiar with the achievements of artistic culture from a globalisation viewpoint, that is, the synthesized artistic phenomena of different societies are analysed by him/her on the basis of general concepts. It should be noted that the lack of understanding of both historical and contemporary artistic phenomena makes it impossible to effectively solve many pressing pedagogical problems. The adoption of a culturological approach into the system of training of specialists in pedagogical higher educational institutions involves the creation of conditions for each student to acquire artistic and aesthetic experience of humankind and creative self-realisation on this basis in any types of artistic activity.

A culturological approach in art education of future teachers allows to optimise the pedagogical potential of art in the process of forming their professional qualities. The directions of its implementation in the educational environment at a pedagogical higher educational institution are:

- the formation of value orientations of students in the process of the emotional experience of art;
- the development of the capacity for the sensory and figurative acquisition of environmental phenomena;
- acquisition of sociocultural functions in creative activity;
- the formation of notions of the phenomena of modern artistic culture for creative self-expression and self-determination of a person.

Thus, art education at a pedagogical higher educational institution in the context of a culturological approach is focused on a person of a future teacher as a synthesis of universal and professional cultures.

The above-mentioned approach is the basis for the adoption of a creative approach into an educational process of a pedagogical higher educational institution as it creates possibilities to use the formed creative potential of a student, that was developed in the field of art, in other areas of human activity. The avoidance of reproductive actions and the transition to an individual way of their implementation in any activity can be considered the result of the effective implementation of a creative approach.

There are four stages of development of a person's creativity: imitation (copying), creative imitation, imitative creativity and true creativity (creation). If the first two forms of creativity can be attributed to educational activities, then the others are aspects of a creative one. Thus, a creative approach in an educational process at a higher educational institution contributes to the shift of emphasis from educational activities to transformational ones.

An activity approach is aimed at attracting a higher education student to both artistic and pedagogical as well as one's own artistic and creative activities. In the context of this approach, a student is a subject of activity, communication and any social relations who consciously determines their specificity and direction to achieve certain goals. This approach allows you to adjust the ratio of reproductive and creative aspects of cognitive processes and to adjust the student's self-regulation.

A person-oriented approach in the art education of a future teacher involves the transition to subject relations and contributes to the awareness of the aspects of the process of profession acquisition and conscious direction of one's own activity to the development of artistic and pedagogical competence. This approach requires a teacher to create conditions that take into account not only interests, needs and possibilities but the level of the creative potential of a student too.

An axiological approach defines a harmonious creative person as the highest value of society and the primary objective of its possible transformations. In the process of conscious acquisition of the principles, methods and ways of artistic activity, there takes place the acquisition by a subject of the value system and its transformation into certain personal formations. Therefore, according to this approach, the process of forming a future specialist is determined by the system of value notions of a future teacher of artistic and pedagogical as well as artistic and creative activities. Thus, the effectiveness of the influence on a person of a future teacher is caused by the presence of a certain system of value orientations and their significance in the structure of life meanings of a person.

In modern research, a competence approach is interpreted as dominant in determining the potential directions of innovative development of the system of artistic training of a teacher. According to N. Popovych, to create an effective system of artistic training of a teacher, the implementation of a competence approach offers the strongest possibilities (Popovych, 2015).

4. Conclusions

Globalisation processes, which are observed in all spheres of modern society, lead to the globalisation of artistic culture, which, in turn, causes transformations in art education.

In art, we can identify two opposite directions of this phenomenon. On the one hand, it is the focus on unification, on the other hand – strengthening of the ethnocultural factor that is recognised by antiglobalists as the only condition for preserving national peculiarities, cultural genotype of different nations and preserving traditional values of a certain society.

However, globalisation in contemporary art can be considered as a purely artistic process without the other non-artistic components that integrates only the phenomena of artistic culture. This position will make it possible to avoid the negative aspects of «classical» globalisation in artistic activity, among which one of the dominant is the «westernisation» of artistic culture.

Modern rethinking and transformation of traditional values as well as the creation of a new art concept by means of synthesis of different groups and types of arts can be attributed to purely artistic integration processes.

The concept of art synthesis is not innovative. However, the rethinking of it in the context of globalisation and modernisation of modern society will solve the fundamental problems of losing the authentic qualities of artistic activity and the inconsistency of art education of a future teacher to modern realities of artistic culture.

The concept of art synthesis should be interpreted as the core of the method of interconnected comprehension of modern processes of individualisation and globalisation of artistic creativity and as a way to find intersystem ties in the context of the development of art education of a modern teacher.

Artistic integration can be successfully implemented in the art education of a future teacher under condition of the introduction of the system of methodological approaches that embodies modern global sociocultural values, allows to transform them into personal values and to realise them as an object in the creative activity of students. Such a system integrates culturological, creative, activity, person-oriented, axiological and competence approaches and performs informative, adaptive, integrative, philosophical, cognitive, praxeological, communicative and transformational functions, which ensures the success of the organisation and provision of art education of future teachers.

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IMPLEMENTING PEDAGOGICAL CONDITIONS OF FORMATION OF FUTURE PILOTS' READINESS TO INTERCULTURAL INTERACTION

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Summary

The need to prepare future pilots for intercultural interaction is related to globalization and integration processes, the requirements of international organizations and the factor of flight safety. It is stated that in flying institutions of higher education insufficient attention is paid to preparation for intercultural interaction, therefore it is necessary to develop purposeful pedagogical measures on formation of future pilots' readiness to intercultural interaction.

This article reveals the problem of preparing future pilots for intercultural interaction. **The aim** of the research is to define various methods of implementing pedagogical conditions of formation future pilots' readiness to intercultural interaction. To achieve the purpose of the researching we have used **the methods** of analysis, synthesis, comparison and generalization of native and foreign psychological and pedagogical sources on the problem of forming future pilots' readiness to intercultural interaction.

The theoretical analysis of scientific research made it possible to identify the following pedagogical conditions for the formation of readiness of future pilots for intercultural interaction: the formation of value orientations through the creation of a positive psychological climate; team work organization in the process of learning professionally oriented disciplines; integration of the culturological aspect into professionally oriented disciplines; stimulating of reflexive attitude to the process of formation of intercultural interaction qualities. To implement the pedagogical conditions of future pilots' readiness to intercultural interaction, we offer the introduction of various methods, such as: interactive methods, projects, video games, ice-breaking exercises, training, case study, role-playing games, brainstorming.

Keywords: value, culturological aspect, reflection, cognitive, motivation, teamwork.

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1. Introduction

In the education system today there are changes aimed at humanizing the learning process, changing the role of teacher and student. The teacher is not only a carrier and transmitter of scientific information, but also an organizer of cognitive activity of students, their independent work, scientific creativity. The main purpose of his activity is to create conditions for the development of a creative personality, which requires more effort and skills than the formation of knowledge and abilities. However, the current situation requires a professional, who combines such characteristics: the formed need for continuous professional self-education and self-development; ability to work with professional information and construct new knowledge; communicative competence, which presupposes an individual style of communication, mastery of speech and non-verbal means of expression, the ability to resolve conflicts.

Native and foreign scholars pay a lot of attention to solving the problem of readiness, intercultural communication and interaction, in particular: the concept of intercultural dialogue

(W. Bibler); theory of language activity and language personality (Yu. Karaulov); psychological theories of personality (B. Ananiev, L. Vygotsky, A. Leontiev, S. Rubinstein); theories of self-realization of personality (L. Kulikova, A. Leontiev, A. Mudryk); research on the formation of readiness for certain activities (J. Godfrey, M. Dyachenko, K. Duraii-Novakova, L. Kandybovich, S. Rubinstein, V. Slastyonin, M. Smith, D. Uznadze); research on various aspects of intercultural communication (O. Iskanderova, R. Lewis, V. Safonova, S. Ter-Minasova); determining the relationship between intercultural interaction and intercultural education of students (N. Danilevsky, M. Kagan, V. Komarov, N. Talanchuk); theoretical substantiation of the category of readiness of the future specialist for professional activity (Yu. Babanskii, N. Kuzmina, A. Shcherbakov). V. Asriian, L. Herasymenko, E. Kmita, O. Moskalenko, O. Kovtun have studied the problem of professional training of flight crew in a foreign language. Some aspects of training the interaction of future pilots are presented in the works of O. Brodova, A. Dranko, O. Kernytskii, A. Savitskaya and others. Theoretical principles of training aviation specialists are thoroughly defined in the works of H. Leshchenko, R. Makarov, T. Plachynda, V. Yagupov.

The complexity of the tasks to be solved by aviation specialists is determined by ensuring flight safety and extremely difficult conditions in which professional activity takes place. It requires constant growth of aviation specialists' professionalism, high level of scientific support of their training and practical activities (*Plachynda, 2013*). The training of aviation specialists in the field of intercultural interaction requires increased attention, as the pilot on international air routes carries out professional communication with the air traffic controller from another country, communicates with many representatives of different cultures on a business trip, and a multicultural environment is available in the cockpit. Under such conditions, readiness for intercultural interaction becomes a factor influencing flight safety. The analysis of aviation events and air crashes states that among the present reasons were misunderstandings due to the belonging of crew members to different cultures, insufficient willingness of the pilot to interact with the air traffic controller of another country in a stressful situation, the linguistic component.

Empirical experience of training aviation specialists in flying higher education institutions states insufficient attention to the formation of readiness of future pilots for intercultural interaction, so it is necessary to develop targeted pedagogical measures to implement the basics, implement skills and develop professional qualities involved in this process. Theoretical substantiation of the problem of readiness of future pilots for intercultural interaction allowed us to determine the structure and components of the formation future pilots' readiness to intercultural interaction in the previous studies.

2. Research results

The analysis of psychological and pedagogical literature showed that the defining the concept of "readiness" is the subject of psychological and pedagogical research. In a large psychological dictionary, readiness for activity is defined as "the state of mobilization of all psychophysiological systems of personality that ensure the effective implementation of certain tasks" (*Zynchenko, Meshcheriakov, 2003: 101*). In the philosophical dictionary (*Ylychov, 1983*) readiness is understood as a high level of emotional, cognitive, motivational and volitional processes of personality. From the point of view of pedagogy, readiness is not only a property of personality, but also a set of special knowledge, skills, that determine the ability to perform activities at a fairly high level (B. Lomov, A. Petrovskii).

The readiness for intercultural interaction can be defined as a personal state, which implies the presence of the subjects' image, structure of action and constant focus of consciousness on

its successful implementation. It contains motivation focused on awareness of tasks, models of probable behavior, built in accordance with existing knowledge, the definition of special activities, assessment of opportunities in their correlation with possible future difficulties and the need to achieve a positive result. The following elements are usually distinguished in the structure of readiness: psychological readiness, theoretical readiness, practical readiness (in some cases it can also be a question of psychophysiological and physical readiness). In the context of our study, psychological readiness implies the presence of positive motivation for intercultural communication, awareness of the presence of different qualities, properties and characteristics of each of the participants in intercultural interaction. This is a positive attitude to cooperation and the formation of trusting relations in the process of interaction. Theoretical readiness is characterized by the presence of the necessary system of knowledge about culture, traditions, features of verbal and nonverbal communication in a particular multicultural environment. Practical readiness testifies to the formation of the personal skills and abilities for effective intercultural interaction.

Readiness for intercultural interaction is a component of professional competence of the future specialist, the basis of his self-development and self-improvement, the formation of an active public position. The level of future pilots' readiness to intercultural interaction is determined by criteria and indicators, the ratio of which indicates the quality of their training. The definition of criteria involves a theoretical understanding of the essence of the phenomenon being studied, and the creation of a system of indicators is based on the identification of objective patterns of social development and a clear idea of the structure of relevant social objects.

The theoretical analysis of scientific research made it possible to identify the following pedagogical conditions for the formation of readiness of future pilots for intercultural interaction: the formation of value orientations through the creation of a positive psychological climate; team work organization in the process of learning professionally oriented disciplines; integration of the culturological aspect into professionally oriented disciplines; stimulating of reflexive attitude to the process of formation of intercultural interaction qualities. The analysis of scientific and pedagogical literature confirms that a modern student needs innovative forms and methods of teaching. To implement the pedagogical conditions of future pilot's readiness to intercultural interaction, we offer the introduction of various methods, such as: interactive methods, projects, video games, ice-breaking exercises, training, case study, role-playing games, brainstorming.

Thus, to implement the first pedagogical condition (the formation of value orientations through the creation of a positive psychological climate), we propose using "brainstorming". This method is based on the group's generating ideas of solving a certain problem. Before the teacher gives task, a group of cadets must come up with as many new ideas as possible, sometimes completely unexpected, which helps to create an atmosphere of ease, competition and cooperation. In the course of work cadets initiate ideas, analyze expediency of realization of each of them, find out factors of expediency of application of new perspective ideas in further professional activity. Effective for the development of future professionals to intercultural interaction will be the implementation of the exercise "Magic Shop", which provides an opportunity to find out what students lack in order to become tolerant people. The most important is interpersonal tolerance: tolerance as a special way of relationships and interpersonal interaction of communication.

Next exercise is "Snowball", aimed at establishing contact between the participants, to unite the group, to create a positive mood for further work. This game will be especially effective for people of different nationalities who study in the same group. The teacher gives the

instructions and students, in order to get to know each other and remember each other's names, will play the game "Snowball". In the general circle, everyone says their names. The work is based on the principle of a "snowball": the first participant calls his name, the second – the name of the previous participant, then his, the next calls the names of the previous two, then his name, etc. The last participant will need to name all group members. This game develops such qualities as openness, respect for the speaker, activity, responsibility, sincerity. The formation of value orientations will allow future pilots to effectively use intercultural communication, respect and accept other cultural ethnic groups, the ability to resolve stressful and conflict situations, enjoy the social environment, have a stable nervous and emotional state, because the safety of crew and passengers depends on physical and psychophysiological indicators.

The implementation of the second condition (teamwork organization in the process of learning professionally oriented disciplines) in the learning process is based on the term "team work". We propose to define the concept "team". In general, there are many definitions of a team, including:

– "a team is a small number of people with complementary skills who strive for a common goal; perform tasks and approaches for which they are mutually responsible" (*Katzenbach, 1993*).

– "people working together on a certain path to achieve a common goal or mission. Work is interdependent and team members share responsibility and hold themselves accountable for achieving results (*Lewis-McClearn, 2020*). The team is a purposeful and intensive interaction between group members, while teamwork can be described as effective and productive practical activities of the team, or a certain joint and purposeful work of a group of professionals working according to established rules. The specificity of the future pilots and a characteristic factor of successful teamwork is communication. Teamwork also affects personal and professional growth, effective achievement of goals and objectives. We believe that for the successful implementation of this pedagogical condition in the educational process it will be appropriate to invite students to make a project on the chosen topic ("*Misunderstanding in the cockpit*", "*Effective intercultural communication*" and so on). Also, for successful team work, we offer a role-playing game "*Decision Making in the Cockpit*", where each student will have a role (commander, co-pilot, passenger, flight attendant). The game will help cadets to develop the ability to determine behavioral styles in interaction, their effectiveness in decision making.

Regarding the third pedagogical condition (integration of culturological aspect to professionally oriented subjects), we should note that the formation of the creative personality of a modern specialist, the integration of culturological features that contribute to the effective development of professional and individual qualities – is the interaction of pedagogical and culturological discourse. The integration of the cultural aspect of the study of professionally oriented English in future pilots will help make the learning process more successful and focused on socio-cultural interaction. The use of the culturological aspect in the classes will allow cadets to gain experience of intercultural communication, develop personal values and humane attitude to representatives of different cultures. It will be appropriate to use a variety of thematic materials, as well as the method of podcasting, which is a very modern and effective way to convey information through listening. This is an opportunity to master the work with sound with the help of special effects, different voices, accents. The teacher can record various texts, materials on cultural topics with the help of, for example, volunteers, speakers of different languages and traditions. Thus, cultural exchange takes place, respect for other ethnic groups and traditions is formed, and it is important that the culturological aspect is organically combined with the study of professionally oriented disciplines.

Regarding the fourth condition (stimulation of reflexive attitude to the process of formation of intercultural interaction qualities), it is worth noting that the problem of forming a reflection of the future specialist – an important component of personality development in the process of educational and professional activities. Reflection acquires special significance in the process of communication of future specialists in the intercultural environment. Reflection, as a way to understand yourself and your partner in the process of interaction and communication allows you to predict and correct each other's actions. S. Maksymenko (*Maksymenko, 2005*) in his research analyzes reflection as a necessity in the interaction of teacher and student in the process of self-analysis and self-assessment.

The level of reflection formation depends on the successful mastery of the training material by future specialists. Self-control, organization of independent work, planning, critical thinking, self-assessment, the importance of their own learning activities – professional qualities that encourage stimulating the student's reflexive attitude to the learning process, and tolerance, courtesy, stress, non-conflict, discipline – important personal qualities of the future specialist. In the process of implementing this pedagogical condition, we will apply the method of training in extracurricular time. The effectiveness of training in the field of student education can be justified by the following facts: in the process of active, exciting co-creation of team members and the coach is much easier to learn the necessary material; students in a few days have the opportunity not only to master a huge amount of new information, but also to learn to use it; training, unlike academic lectures, is aimed not so much at mastering new knowledge, but at creating new ones. A new perception of familiar things, a new view of the world and oneself in this world, a new attitude to circumstances, experience, values, results and leadership.

3. Conclusions

The preparation for intercultural interaction is a complex multicomponent process that requires constant improvement of one's knowledge, skills and abilities in order to participate more productively in multicultural environment. It is based on deep understanding of the language and behavior of the communication partner in the process of joint activities.

The theoretical analysis of scientific research made it possible to identify the following pedagogical conditions for the formation of readiness of future pilots for intercultural interaction: the formation of value orientations through the creation of a positive psychological climate; team work organization in the process of learning professionally oriented disciplines; integration of the culturological aspect into professionally oriented disciplines; stimulating of reflexive attitude to the process of formation of intercultural interaction qualities. The analysis of scientific and pedagogical literature confirms that a modern student needs innovative forms and methods of teaching. To implement the pedagogical conditions of future pilot's readiness to intercultural interaction, we offer the introduction of various methods, such as: interactive methods, projects, video games, ice-breaking exercises, training, case study, role-playing games, brainstorming.

The prospects for further research are to develop a model of formation future pilots' readiness to intercultural interaction and experimental control of its results.

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PRIMARY DIAGNOSTICS OF TEACHERS OF SPECIAL DISCIPLINES OF TECHNICAL COLLEGE

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Summary

The article raises the issue of readiness for teaching in the Ukrainian Technical College of specialists who do not have pedagogical education. It is determined that the motivating factor is an important factor influencing the work of a young teacher, the formation and development of future professionals, and the problem of determining the readiness of a specialist with engineering education to teach, his motivation for a new activity, ability to acquire knowledge and skills is extremely relevant and needs attention from the head of scientific and methodological work. It is proposed to introduce the primary scientific and diagnostic development of the mechanism of differentiated psychological and pedagogical influence on teachers of special disciplines of the technical college, which will determine the types of teachers, taking into account the level of their motivation for teaching. The algorithm of application of methods, including author's, is considered, methodical recommendations concerning their application, calculation, use of results of research are given. It is concluded that the application of primary scientific and diagnostic development of the mechanism of differentiated psychological and pedagogical influence in the technical college will help to adjust group and individual scientific and methodical work with beginning teachers and teaching staff as a whole, to plan further stages of development of psychological and pedagogical competence.

Keywords: motivation, pedagogical diagnostics, scientific and methodical work, psychological and pedagogical training, teacher of special disciplines

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1. Introduction

During the period of reforming the entire system of Ukrainian education, the issue of high-quality staffing of the educational process becomes especially important. However, institutions of professional higher education have their own specific features: their students are usually minors who are not always ready for the realities of college education, and teachers of special disciplines are usually people who do not have pedagogical education and any previous psychology-pedagogical training. Studying the experience of educational systems of other countries, we can conclude that there are different approaches to solving this problem.

While being on refresher courses (internships) at the University of Social Sciences Vincent Paul in Lublin (Republic of Poland, December 2019), had the opportunity to get acquainted with the system and structure of education in general in this country, as well as educational and methodological features of educational institutions of the technical level.

The topic of the internship «Innovative aspects of management of modern educational institutions» included meetings with heads of different levels and types of educational institutions. It turned out that a university graduate does not have the right to work in a technical school, and even more so in a school or lyceum, because working with minors and students requires pedagogical education. In order for a future teacher to be able to get a job as a teacher, he must obtain additional pedagogical education. If you have a university degree in any specialty, the period of study will be one and a half years. That is, knowledge of pedagogy, age psychology, teaching methods are understood not as desirable for the teacher, including special disciplines, but as mandatory, without which he will not have the right to engage in pedagogical activities with minors. As there is no such requirement in Ukraine, it creates a number of difficulties.

The biggest problems arise more often in the initial stages of pedagogical activity of teachers of special disciplines, but the analysis of the level of teaching and work experience shows that even more experienced teachers do not always have sufficient tools, knowledge and skills to choose optimal forms and methods of teaching, educational work with students, communicative techniques. This factor prevents further professional growth, raising the level of qualification and teaching, causes many pedagogical mistakes, complicates interaction with colleagues and students.

Therefore, the problem of determining the readiness of a specialist with engineering education to teach, his motivation for a new activity, the ability to acquire knowledge and skills, without which to succeed as a teacher will be difficult. The task of the head of scientific and methodical work of the technical college is to timely primary diagnosis of teachers, the study of the teaching staff on the issue of motivation to work in an institution of professional higher education.

2. Research of the problem of pedagogical motivation

Issues of motivation, motivation for the type of activity or process have been the subject of search and discussion of scientists in different periods of the history of science. Since antiquity, the phenomenon of motivation has been studied by scientists in various fields from a cultural point of view, taking into account psychological aspects, the economic component of this complex process. We observe many studies of the study of professional motivation of teachers in the works of Ukrainian scientists. For example, «Ukrainian pedagogical dictionary» S. Goncharenko defines motivation as a system of motives or stimuli that motivates a person to specific forms of activity or behavior. Motives can be ideas and ideas, feelings and experiences that express the material or spiritual needs of man. The same activity can be carried out for different reasons (*Goncharenko, 1997*). Motivation is the most important factor in improving the efficiency of activities, the process of personal interest in solving the actual problems, tasks and achieving the desired goals (*Vilunas, 1979:243-244*), and the management of motivation of professional development of the teacher – a complex process that involves the creation of optimal conditions for the development of professional and pedagogical competence (*Cisco, 2018*).

Researchers, whose works are devoted to the problems of motivation in the teacher's activity, note the importance of such factors as pedagogical orientation (pedagogical orientation), personal orientation to pedagogical activity. In the works of M. Opolska the essence of professional orientation as a manifestation of personality inclination and suitability for socially significant activities, the presence of dominant professional motives, interests, goals and values, a stable positive attitude to reality, society, professional activity (*Opolska, 2009*).

O. Dubaseniuk, noting one of the characteristics of the teacher's personality, speaks of a person's personal orientation to teaching (*Dubaseniuk, 2012:147*). Orientation implies a lasting interest in the personalities of those you teach, the ability to pedagogical creativity, the tendency to engage in this type of activity, awareness of their abilities. The main motive of a purely pedagogical orientation is the interest in the content of pedagogical activity. Therefore, to determine the extent to which the beginning teacher is focused and motivated to teach, is a priority for the college methodologist.

In the context of the specified purpose of the article is definition of algorithm of introduction of primary scientific and diagnostic development of the mechanism of the organization of the differentiated psychological and pedagogical influence on teachers of special disciplines of technical college.

Psychological and pedagogical diagnostics is an extremely important and complex element of scientific and methodological work, without which the development and effective functioning of the system itself will not have positive results. Application of primary scientific and diagnostic development of the mechanism of organization of differentiated psychological and pedagogical influence on teachers of special disciplines of technical college at the initial stage of their activity will allow to form idea of professional level of teacher, his motivation for work, readiness for teaching, ability to collective forms of cooperation with pedagogical and students.

3. Algorithm for implementing scientific and diagnostic development

One of the forms of scientific and methodical work of the Separate structural subdivision of the Dnieper Professional College of Engineering and Pedagogy of the State Higher Educational Institution «Ukrainian State University of Chemical Technology» is the «School of Young Teachers», headed by a college methodologist.

The first meeting by appointment is introductory, but very important and determines the directions and prospects for further scientific and methodological work. Teachers get acquainted with the head of the «School», with each other, inform them about the purpose and purpose of future meetings, topics and work plan. If the leader manages to create a friendly and relaxed atmosphere of the event, encourage participants to talk, interest, encourage cooperation and dialogue, it will mean that the next meeting members of the «School of Young Teachers» will come with pleasure and without coercion.

However, it should be understood that the Methodist is not dealing with adolescents, not just students, but with adults, individuals, professionals in their field, each of whom has experience, achievements, understanding of their profession and the role of disciplines that teaches in the formation of future professionals. Not all of them will want to be in the category of students again, to recognize that for teaching only special knowledge of the subject will not be enough, and pedagogical work, which constantly requires self-education, improvement, formation and development of new psychological and pedagogical competencies, the same serious work, as well as work in production. Therefore, it is advisable at the first meeting of the «School» to conduct an initial survey of teachers, which will help to form a first impression of the contingent of students, determine the level of motivation for teaching and identify types of teachers depending on the results.

The form of the survey may be different. It depends on the technical capabilities of teachers and their level of digital education. It makes sense to find out in advance, so that, firstly, not to waste time at the meeting, and secondly, not to force colleagues to justify themselves and explain their position in the presence of outsiders. The best option is to give the teacher the

opportunity to choose how he will take the questionnaire. It is easier for someone to fill in the forms in the methodical office, consulting with the methodologist regarding the questionnaire questions. Someone will want to do it at home so that they can think about the answers by filling out electronic questionnaires. The main thing is that this survey takes place and feedback is established.

The first questionnaire is an author's development and is used to determine different types of teachers depending on the degree of their motivation to teach.

Questionnaire of a young teacher

1. Do you want to go to work?
2. Do you always achieve the goal of the lesson?
3. Will you be able to self-analyze the lesson?
4. Do you have mutual understanding with students?
5. Are you familiar with periodicals, online publications that contain materials on pedagogy, psychology, problems of education?
6. What type of lessons do you most often teach?
7. What innovative educational technologies do you know? Elements of which do you use in your activities?
8. What issues would you like to discuss with the college methodologist, with the head of the department, deputy directors, with the director of the college?
9. What issues do you propose to discuss at the meetings of the «School of Young Teachers»?

The questionnaire consists of two blocks. The first block (items 1-5) contains questions to which the teacher has 3 possible answers. Depending on the chosen option, the number of points is accrued. The answer «yes» is estimated at 3 points, the option «I can not answer» – at 2, «no», respectively, at 1 point. When using the Google-form, the teacher chooses the answer, the number of points for which is calculated automatically.

The second block (questions 6-9) provides a detailed answer, the number of points for each from 0 to 3. Since for ease of use it is recommended to use Google-form, this block of the questionnaire methodologist or surveyor, processed and evaluated for each respondent separately. The number of points is calculated depending on the completeness of the answer, the teacher's interest in further cooperation and dialogue, his sincerity.

The answers to these questions also contain a psychological aspect, they demonstrate how much a person is ready to make contact. After processing the answers and counting the number of points for each respondent, three types of teachers are formed in terms of their motivation for pedagogical work (maximum number of points – 27): Type I – 5-9 points, Type II – 10-18, Type III – 19-27.

It is always noticeable when the respondent is reluctant to answer, gives formal, standard answers or does not answer at all. This means that he does not want to strain too much, these problems are not interesting to him or he does not consider them problems for himself personally, even to make a good impression is unimportant for him. He participates in the survey only because he was forced to do so, neither the result nor the number of points scored for him are significant, because he already considers himself a professional. Such teachers can behave defiantly, show their self-confidence, even aggression. The main motive of their position and behavior: «You can not teach me anything useful, because you are not an expert in my field».

Number of points – 5-9 (conditional name of the first type – «indifferent»).

The second category of teachers are those who have not yet decided on their future teaching activities, nor on how much they want to develop in this profession, or are interested in achieving high results as teachers. They usually respond neutrally, adhering to the

«golden mean». The answers provided are short, vague, may be borrowed somewhere, not your own. That is, the teacher is open and does not show indifference to questions, so as not to draw special attention to himself, but also does not show interest. Such teachers do not take initiatives, try to remain silent during methodical activities, during a conversation or questionnaire try to guess the «correct» answer that would satisfy the management and the interlocutor.

Number of points 10-18 (type III – «inert»).

And the last category of respondents – teachers who came to the school consciously, they made this choice of their future carefully, realizing that to achieve the result you need to make an effort. They are ready to cooperate, they are interested in the process of acquiring new knowledge and skills, they are active, willing to engage in dialogue and discussion. Their answers are detailed, the questions proposed for discussion (paragraphs 8-9) are considered, reflect their understanding of the educational process, pedagogical problems, aimed at future self-improvement.

Number of points 19-27 (type III – «interested»).

The questionnaire used as follows is the method of «Teacher's satisfaction with the chosen profession» and is a modification of A. Reana Methods B. Yadov, H. Kuzmina (*Bordovskaya, Rean, 2000*). It has only three questions (scales), each of which offers five possible answers. This technique determines the index of teacher satisfaction with the teaching profession, it is easy to use, the results are easy to calculate, you can analyze for each respondent and the cycle commissions, if necessary – to determine the overall index of satisfaction of the teaching staff as a whole.

The result obtained should be compared with the standard:

- from 1 to 1.5 points – satisfaction with the profession is very low (dissatisfaction);
- from 1.6 to 2.5 points – satisfaction is lower than average;
- from 2.6 to 3.5 points – average satisfaction;
- from 3.6 to 4.5 points – satisfaction is above average;
- from 4.6 to 5 points – satisfaction with the profession is high.

We consider for convenience of calculation to distribute the received results on the types of teachers defined in preliminary questionnaire as follows:

And type – «indifferent» – from 1 to 2.5 points;

Type II – «inert» – from 2.6 to 4.5 points;

Type III – «interested» – from 4.6 to 5 points.

The last questionnaire proposed at the first meeting is the method of K. Zamfir, modified by A. Reana «Motivation of professional activity» (*Rean, Bordovskaya, Rozum, 2005*). The technique is used to diagnose the motivation of professional teaching. The methodology is based on the concept of internal and external motivation. It is known that with intrinsic motivation, the activity is significant for the individual itself. If the motivation of professional activity is based on the desire to meet other needs that are not directly related to the activity itself (motives of social prestige, salary, etc.), then in this case it is an external motivation. At the same time, external motives are differentiated into external positive and external negative.

Working with this technique is more painstaking, requires attention from the organizer of the questionnaire, analysis of the results for each respondent. An indicator of the expressiveness of each type of motivation will be a number that ranges from 1 to 5 (possibly fractional). On the basis of the received results the motivational complex of the person is defined. Motivational complex is a type of relationship of three types of motivation: internal motivation, external

positive motivation and external negative motivation. The best (optimal) motivational complexes include the following types of combinations:

1. internal motivation is more than external positive, which, accordingly, is more than external negative;
2. internal motivation is equal to the indicators of external positive, which is greater than external negative.

The worst motivational complex is the ratio when the external negative motivation is greater than the external positive, and internal motivation has the lowest value of the three. When interpreting, it is necessary to take into account not only the type of motivational complex, but also the extent to which one type of motivation exceeds another in the degree of expressiveness, taking into account not only the comparative aspect «more or less» but also the quantitative indicator for each type of motivation.

After a careful analysis of the data, it is advisable to group the results according to the three types of teachers identified in previous questionnaires: «indifferent», «inert», «interested», taking into account the ratio of indicators and comparison of motivation types for each teacher. The obtained results are compared with the previous data and the arithmetic mean for each respondent is calculated, determining the affiliation to one of the three types of teachers. If the results are ambiguous and the teacher in three questionnaires showed different results (belonging to the type), it is advisable to use individual forms of work (conversation, consultation, etc.) to specify and clarify the diagnostic data.

It should be borne in mind that the information obtained during the questionnaire is purely confidential, the number of points, the teacher's affiliation to the type specified in the questionnaires cannot be made public, much less discuss with members of the administration the facts that characterize the respondent negatively. It is possible to include the questions offered by teachers for discussion at meetings of cycle commissions, «School of the young teacher on experience», pedagogical council depending on their orientation and significance. The main purpose of the questionnaire at this stage for the Methodist – to adjust the forms of further scientific and methodological work in the college in general and the «School of young teachers», to plan individual work with beginning teachers, taking into account the results of the study.

4. Conclusions

Thus, the application of primary scientific and diagnostic development of the mechanism of differentiated psychological and pedagogical influence will help to adjust group and individual scientific and methodical work with the teaching staff, to plan further stages of development of psychological and pedagogical competence of teachers of special disciplines. The next step is to recommend the introduction of a special training course in the methodological work of the technical college, which will contribute to the acquisition of necessary, basic knowledge and skills by young teachers of basic pedagogy, age psychology, teaching methods. The general program of the special course, which is designed for all students of the «School», should be adjusted in accordance with the types of teachers determined by the results of the diagnosis.

In our opinion, it is advisable to develop guidelines and use such forms of scientific and methodological work that will be most effective for a particular type of teachers, determined by the results of the study. This will optimize the work of teachers during the mastering of the special course program and, accordingly, will increase their learning effectiveness.

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APPLICATION OF COMPUTER-BASED TOOLS FOR MATHEMATICS TEACHING AT VARIOUS TYPES OF LESSONS IN GYMNASIUMS

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Summary

The article analyzes the classification of types of lessons in didactics and, in particular, types of lessons in mathematics. Mathematics lessons are divided into five types: a lesson of presenting new knowledge; a lesson of consolidation of the studied material, in particular, a lesson of formation of skills and abilities; a lesson of repetition, systematization, and generalization of the studied; knowledge testing and assessment lesson and combined lesson. You can get a computer tool for each type of the lesson and, accordingly, for its purpose and its structural elements. Despite of the modern information space is sufficiently filled with a variety of computer tools, it is important for teachers to quickly determine which tool is right for a particular type of lesson.

We propose to divide computer learning tools into three levels of interactivity: I level of interactivity – reactive interaction; II level of interactivity – active interaction; III level of interactivity – mutual interaction. The experience of teachers is analyzed and it is established at which structural stages of the lesson teachers use different computer tools, we offer a classification of computer teaching aids depending on the level of interactivity and type of lesson. The positive experience of the interactive catalog of computer tools developed and implemented by us in the lessons of mathematics confirmed our assumption that for each type of lesson a corresponding computer tool of different levels of interactivity is selected.

Keywords: interactive catalog of computer tools, mathematics lesson, levels of interactivity, structural stages of the lesson, didactic purpose of the lesson, the Grades 5-9; electronic teaching aids.

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1. Introduction

According to the State Standard of Basic and Complete General Secondary Education (November 23, 2011, № 1392) the main goal of the educational field “Mathematics” is the formation of students’ mathematical competence at a level sufficient to ensure life in the modern world, successful acquisition of knowledge from other educational industries in the process of schooling, ensuring the intellectual development of students, the development of their attention, memory, logic, the culture of thinking and intuition (*Derzhavnyi standart bazovoi i povnoi zahalnoi serednoi osvity*). In the “Conceptual principles of secondary education reform”, one of the main acquired competencies include mathematical competence, which includes a culture of logical and algorithmic thinking; ability to apply mathematical (numerical and geometric) methods to solve applied problems in various fields of activity; ability to understand and use simple mathematical models; ability to build such models to solve problems.

It is not enough to use traditional methods and means of teaching mathematics, for the implementation and acquisition of advanced competencies by students. In recent years, the amount of information has increased greatly, students must not only reproduce fragments of unsystematized knowledge but also use them to solve life problems. Methods and means of teaching in a modern Ukrainian school must also be modern, which in turn motivates students to learn.

Therefore, the process of teaching mathematics in high schools should take place with the help of modern computer teaching aids of different levels of interactivity, so that teachers can work with data sets, draw and present conclusions, work together online in educational, social, and scientific projects and easily choose the right pedagogical software for each type of lesson.

The purpose of this article is to analyze the experience of using computer-based teaching aids in mathematics lessons and their distribution by levels of interactivity according to the types and structural stages of the mathematics lesson.

Types of math lessons. Let's move on to the types of lessons. In didactics, there are different classifications of types of lessons, which are based on different approaches, for example, the logical content of the work; in order to organize the material studied and the level of education of students; by the predominant component of the lesson; on didactic tasks solved in the lesson, etc. Summarizing the views of teachers V. Chaika (*Chaika, 2011*), I. Zaichenko (*Zaichenko, 2016*), O. Vyshnevskiy (*Vyshnevskiy, 2008*), M. Fitsula (*Fitsula, 2006*) we have that in modern theory and practice of teaching classification is used, which is based on the didactic purpose and place of the lesson in the general system of lessons (K. Ushinsky, B. Yesipov, M. Mahmutov, V. Onyschuk).

Methodist of Mathematics Z. Sliepkan (*Sliepkan, 2006*) pointed out that in the methodology of teaching mathematics the most common is also the classification, which is based on the didactic purpose of the lesson and contains the following types of lessons: 1) a lesson of presenting new knowledge; 2) a lesson of consolidation of the studied material, in particular, a lesson of formation of skills and abilities; 3) a lesson of repetition, systematization, and generalization of the studied; 4) a lesson of testing and assessment of knowledge; 5) a combined lesson, which combines different goals and types of educational work (work to consolidate previously learned, learning new learning material, developing practical skills, etc.). Each lesson has its own didactic purpose and for each type of lesson, you can make focused content and divide the lesson into structural stages.

Methodists of Mathematics R. Stolyar, A. Cherkasov (*Cherkasov & other, 1992*) referring to the "general didactic structure" in pedagogy, divide the structure of the lesson into three components: 1. The actualization of previous knowledge and methods of action; 2. Formation of new knowledge and methods of action; 3. Application – the formation of skills and abilities. By breaking down each component of the general didactic structure, we get more specific stages of the learning process in a math lesson, which can occur in different sequences and relationships.

Thus, the generalized opinion of the didactics of mathematics G. Bevza, A. Stolyara, R. Cherkashina, Z. Sliepkan is the presence in the mathematics of the following main stages of the lesson: 1. Statement of goals and objectives of the lesson; 2. Acquaintance with new material; 3. Consolidation of new material: a) at the level of reproduction of information and methods of activity; b) at the level of creative application and acquisition of new; 4. Test of knowledge, skills, and abilities.

Depending on the type of lesson, the sequence of these stages may vary, the choice of teaching methods and tools depends on the goals and objectives set by the teacher in a particular lesson.

2. Experience in the use of computer tools and their distribution by levels of interactivity and types of lessons

You can get a computer tool for each type of lesson and, accordingly, for its purpose and its structural elements. Exploring the modern information space for teaching mathematics, we looked at about 80 different computer tools, which include software products, electronic educational resources, cloud technologies, Web 2.0 services, and more. Given this number of tools, it is important for teachers to quickly determine which tool is right for a particular type of lesson. After analyzing the scientific work of teachers M. Zhaldaka, Yu. Goroshko, Yu. Vynnychenko (*Zhaldak, M.I. & other, 2009*), V. Bykova, M. Kademiia (*Kademiia, 2013*), Yu. Triusa (*Tryus, 2005*), T. Kramarenko (*Kramarenko, 2008*), F. Wilson, D. Miller (*Wilson F. & other*) and many others; viewing blogs of mathematics teachers (O. Zhukova, I. Tabarchuk, Yu. Kramaska, V. Voloshyna, Yu. Didenko); search for information on the Internet; participation in the webinar “Online tests: principles of successful interaction during distance learning” (certificate № B272-697852 from 28.04.2020) from the educational project of LLC “Na Urok”; participation in master classes from the Distance Academy of VG “Osнова” on the topics: “The art of creating interactive presentations. Review of modern services” (certificate MK-SR№ 004805), “Creation of Sway presentations and their application in the educational process” (certificate 09a25640-6004-11e8-93fc-917d29263cce) and distance learning according to the program of advanced training in the field: use of information and communication and digital technologies in the educational process on the web platform Unity.Ukr (certificate № 106134 from 01/03/2020.), conducted on the basis of the Melitopol Bohdan Khmelnytsky State Pedagogical University certification courses “Pedagogical software “Interactive Poster Designer”” for teachers of mathematics in Melitopol and as a result of the analysis of the questionnaire, we determined which computer tools exist and which are popular among teachers. In previous works (*Tabler, 2020*) we have repeatedly pointed out that there is no single classification of computer-based teaching aids and proposed to classify them by levels of interactivity because according to each level there are certain requirements for the tool, and the teacher will choose the tool according to the type of lesson.

Recall these levels. Let’s turn to teachers G. Astvacaturov and L. Kochegarova (*Astvacaturov, & other, 2012*), who distinguish three levels of interactivity, and to scientists Bent B. Andresen and Katie van den Brink (*Bent B. Andresen, & other 2007*), who also consider the same levels interactivity in terms of multimedia computer tools.

And the level of interactivity: reactive interaction – users react to the situations offered to them, the sequence of situations is fixed and the possibilities of program control are insignificant: start, stop, return to the previous fragment.

Level II interactivity: active interaction – users control the program, ie decide for themselves in what order to perform tasks and which way to follow in the study of material, control over the program or electronic educational resource, choice of pace, volume, the trajectory of the educational task.

Level III interactivity: mutual interaction, which involves modeling and constructing a lesson using the tools of the learning environment, through the solution of complex learning problems, and users and programs are able to adapt to each other, for example in virtual reality programs.

We will analyze the work of teachers on the use of computer tools in mathematics lessons in different types of lessons, give some examples, and based on the proposed classification, we will distribute them according to the level of interactivity.

1) T. Kramarenko (*Kramarenko, 2008: 83*) in the lesson of presenting new knowledge, suggests using the computer tool “Library of electronic visuals “Geometry, 7-9 class” when studying the topic “Similarity of triangles”. During the traditional explanation of the material using this tool, the degree of student activity in the classroom, and the management of the program are insignificant, then this tool is classified as level I interactivity.

N. Tytarenko and E. Murtaziev (*Tytarenko & other, 2020*) suggest using the computer tool GeoGebra to explain the new material. The teacher suggests using the basic construction of a geometric object and an alternative. For example, when studying the topic “Square”, the basic construction will be a quadrilateral in which all sides are equal and an angle of 90° . Explaining the property of the square – “diagonals are perpendicular and equal”, students can perform the second – an alternative drawing using and checking the specified property. In this way, you can explain all the properties of the square. Active work of students with the program allows them to carry it to the II level of interactivity.

2) Senior lecture L. Kvas (*Kvas, 2017*) in the lesson of consolidation of the studied material, in particular the lesson of formation of skills and abilities, considers the use of different programs. For example, the GRAN-2D program can be used in the formation of skills and abilities, as well as in testing knowledge. For example, in the 9th grade when studying the topic “Conversion of graphs of functions”. You can use a problem-based learning method by changing the parameters of the schedules to ask students what will happen to the schedule and immediately demonstrate on the screen. For grades 5-6, he offers to use the Ukrainian educational portal for interactive learning of children with the help of interesting game tasks and Vchi.ua tasks. In this resource, the course of mathematics is divided into many interrelated interactive tasks, which allows you to build an individual educational trajectory for each student. Students are actively involved in the learning process and work with these tools, which allows them to be classified as level II interactivity.

3) In the lesson of systematization and generalization of the acquired knowledge P. Belchev, T. Tabler (*Bielchev, & other, 2012*), offer tasks developed in the Smart Notebook, as an example, at the end of the lesson to conduct short-term independent work, if necessary, check it, in the middle of the screen is a timer that sounds after 4 minutes, indicating the end work. The activity of students during such work is not significant, so this tool is used with a minor user action, then this task is attributed to the first level of interactivity.

M. Kademiia (*Kademiia, 2013: 27*) invited students to participate in a Web-quest to improve the quality of physical and mathematical training of students, the structure of which is reflected on the main page of the Internet, which is based on the creation of Web 2.0 services. There is a mutual interaction between students and the computer and students with each other, they are actively involved in the learning process through the solution of complex problems, such tools are classified as level III interactivity.

4) Lesson of testing and assessment of knowledge. O. Gomora, a mathematics teacher at ZOSh№ 24, uses the online “Na urok” platform and a service provided free of charge by the platform for creating and conducting test tasks, for example, for the homework test. The activity is insignificant, so the tool is attributed to the first level of interactivity.

O. Semenikhina and N. Biloshapka (*Semenikhina, & other, 2018*) suggest the use of computer visualization tools in mathematics lessons, such as Intelligence Maps – these are hierarchical diagrams that are used to illustrate ideas, projects, tasks that are related with a central key concept and organized radially around it. Teachers distinguish the following programs:

X-Mind, Free-Mind, Coggle, Mind-Meister. Students can create intelligence maps individually, as well as divided into teams, actively involved in the process. The means for creating such maps are classified as level III interactivity.

Thus, the experience of teachers and teachers of mathematics indicates that, depending on the purpose and objectives, for a particular lesson you need to choose a tool for different levels of interactivity. Here is a conditional distribution of computer-based learning tools according to the levels of interactivity, according to the type and structural stage of the lesson (Table 1).

Table 1

Levels of computer interactivity according to the type and structural stage of the lesson

Level of computer interactivity	Lesson type	Structural stage
1st level of interactivity	A Lesson of presenting new knowledge	Actualization of basic knowledge; Explanation of new material
	A lesson of consolidation of the studied material, in particular a lesson of formation of skills and abilities.	Actualization and correction of basic knowledge, skills and abilities; Study (repetition) of educational material (introductory, motivational and cognitive exercises).
	A lesson of repetition, systematization and generalization of the studied.	Update and correction of basic knowledge, skills and abilities. Reproduction and adjustment of basic knowledge.
	Lesson for testing and assessing knowledge.	Homework check. Update and correction of basic knowledge, skills, and abilities
2nd level of interactivity	A lesson in presenting new knowledge	Generalization and systematization of new knowledge.
	A lesson of consolidation of the studied material, in particular a lesson of formation of skills and abilities.	Initial application of knowledge in order to form a new skill (trial exercises);
	A lesson of repetition, systematization, and generalization of the studied.	Application of knowledge and skills in standard conditions for the purpose of formation of skills (training, fixing exercises)
	The lesson for testing and assessing knowledge.	Generalization and systematization of concepts.
3rd level of interactivity	A lesson in presenting new knowledge	When working individually on homework
	A lesson of consolidation of the studied material, in particular a lesson of formation of skills and abilities.	Creative transfer of knowledge and skills to new situations in order to form complex skills (creative exercises).
	A lesson of repetition, systematization, and generalization of the studied.	Assimilation of leading ideas and theories on the basis of broad systematization.
	Lesson for testing and assessing knowledge.	Use of skills to apply knowledge in standard and non-standard conditions.

3. Introduction of an interactive catalog of computer tools

Based on the experience of teachers and taking into account this division, we have developed an interactive catalog of computer tools to use in high school math lessons (Fig. 1). To create this catalog, we used the author's pedagogical software "Interactive lessons designer" (authors P. Belchev, T. Tabler) as a designer, and we created the design and background images using Prezi.com. Elements of this catalog are interactive. Computer-based learning tools are divided into three levels of interactivity: The 1st level of interactivity; The 2nd level of interactivity; The 3rd level of interactivity. Going to the appropriate level, we have the means, which are divided into types of lessons.

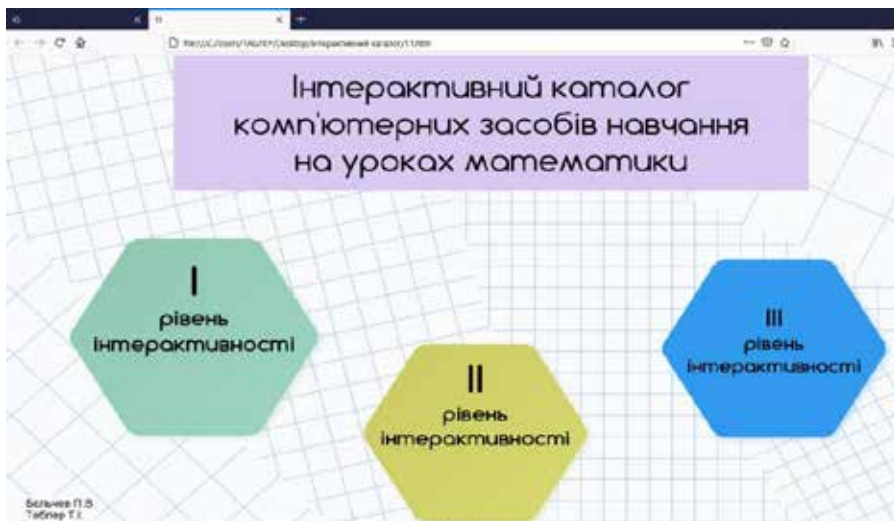


Fig. 1. Interactive catalog of teaching aids in mathematics lessons

For example, consider a page with the means of the second level of interactivity (Fig. 2).



Fig. 2. Level II Interactive Computer Tools

In the form of a list for each type of lesson are the names of computer tools and next to each tool is an element with the image “https: //” when hovering over a particular element, it increases, and below it appears a brief description of the tool in front of it. For example, if we bring to Gran 2 we will see a window as in Fig. 3. You can go to the site with this tool by clicking on the name of the tool or the element “https: //”.



Fig. 3. Enlarged element with a brief description of Gran 2 (study of planimetry, study of systemsgeometric objects on the plane, research)

This tool was tested during active pedagogical practice at the University at the Department of Mathematics and Physics of Melitopol State Pedagogical University named after Bohdan Khmelnytsky and was presented at the methodological seminar of the department, where it received positive feedback and was recommended for implementation in the educational process (protocol № 2 from the 2020 year). During the cooperation with the Methodical Association of Mathematics Teachers of Melitopol and the introduction of this product in the educational process, it was found that the interactive catalog is easy to use and is a relevant tool, as teachers actively use and implement computer tools in their work. a priority of modern education.

4. Conclusion

The experience of using computer-based learning tools of different levels of interactivity at different structural stages of the lesson indicates that math lessons become rich, bright and dissimilar, more effective in distance learning, which promotes student interest, enhances cognitive activity, and motivates them to study.

During the testing of the interactive catalog, we found that due to a large number of teaching aids there is a lack of a systematic list of software tools to support the teaching of mathematics. Therefore, the prospect of further research is to create an alternative tool, where the distribution of computer tools will be as follows: the teacher chooses the type of lesson; purpose and objectives; structural stage of the lesson; the level of interactivity of the tool and, directly, the tool itself. We also plan to develop an interactive catalog of computer tools for use in high school math classes according to the list of topics in current algebra and geometry programs.

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EVALUATION OF EFFICIENCY OF HIGHER EDUCATION INSTITUTIONS' ACTIVITIES IN UKRAINE

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Summary

The metrics of the European University Association and indicators of other organizations (UK Committee of University Chairs, Teaching Excellence Framework) have been analyzed in the article. Leading international rankings (Times Higher Education (THE) World University Rankings, Academic Ranking of World Universities (ARWU), QS World University Rankings, THE Impact Rankings, THE Europe Teaching Rankings) have been investigated in order to determine the main indicators of higher education institutions. National metrics and indicators have been studied (rating "Top 200 Ukraine 2020", the formula for the distribution of expenditures under the article "Training of freelancers and ensuring the activities of their bases of practice" for 2020). The approaches and views of domestic and foreign researchers on the problem of efficiency in the field of higher education have been clarified. As a result of the analysis, the urgency of the problem of finding adequate mechanisms for evaluating the effectiveness of higher education institutions in Ukraine have been proved. Based on the study, a system of indicators for assessing the effectiveness of higher education institutions in Ukraine in terms of organizational, academic, research and financial / economic components have been suggested.

Keywords: organisational, financial / economic efficiency; key performance indicators; academic, research efficiency; value for money.

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1. Introduction

The issue of evaluating the effectiveness of higher education institutions is relevant in the European Higher Education Area (EHEA), as evidenced by analytical reports of the European University Association (EUA) (*Estermann T., Kupriyanova V., 2019; Estermann T., Kupriyanova V., Casey M., 2018; Estermann T., Kupriyanova V., 2018; Pruvot EB, Estermann T., 2017*) and in Ukraine (MES: Conceptual principles of reforming public funding and management of higher education institutions, Strategy for reforming the public financial management system for 2017- 2020 and others).

There is an urgent need to develop target performance indicators. In Ukraine, in 2019, the Verkhovna Rada of Ukraine adopted and submitted to the President a draft Law "On Amendments to Certain Laws of Ukraine on Improving Educational Activities in the Sphere of Higher Education" (Reg. № 2299 of October 22, 2019). One of the innovations of this bill was the introduction of target performance indicators of higher education institutions, the achievement

of which must be ensured by a person (candidate) as the head of a higher education institution in case of signing a contract. These targets are indicators of the effectiveness of the heads of higher education institutions. Also there are draft laws in progress: “On Amendments to the Law of Ukraine” On Higher Education “to change the management system of higher education institutions” (Reg. № 8385 of 18.05.2018) and “On Amendments to the Law of Ukraine” On Higher Education “and other laws of Ukraine on the financing of higher education” (Reg. 2170 from 24.09.2019). Under these conditions, the problem of finding adequate mechanisms for evaluating the effectiveness of universities is relevant.

The purpose of the article is to develop a system of indicators for evaluating the effectiveness of Ukrainian universities based on the analysis of EUA metrics, indicators of other organizations, leading international rankings, national metrics and indicators.

2. Analysis of metrics of the European University Association

The report of the European University Association (*T. Estermann, V. Kupriyanova, 2019*) examines the effectiveness of activities at the systemic and institutional levels, efficiency in academic issues (research, teaching and learning) and efficiency in strategic management. The report offers key recommendations messages in order to increase the efficiency of universities and the metrics of complementary components of the university autonomy.

The indicators of academic activity of universities in the report include:

- Rationalization of the academic offer.
- Joint study program.
- Learning analytics.
- Technology enhanced learning.
- Coordination of study portfolio.
- Coordination of student flows.
- Sharing of teaching space.
- Joint application services, student recruitment and mobility.
- Sharing or exchange of teaching staff.

We fully share the authors’ view that efficiency is a collective responsibility of all higher education stakeholders. Effective and efficient universities and frameworks can only be achieved through ongoing dialogue and joint action by politicians, universities and their networks.

In the report “University Autonomy in Europe III: The Scorecard” (*University Autonomy in Europe III: The Scorecard, 2017*) in the field of academic autonomy Scorecard focuses on the academic activities of universities: student work, program implementation, language of instruction, quality assurance and curriculum development to ensure the efficiency of universities. In order to assess the effectiveness of universities, considerable attention is paid to issues of academic autonomy, in particular:

- total number of students;
- mechanisms of reception;
- entry and termination of graduation programs;
- the ability to choose the language of instruction;
- the possibility of choosing quality assurance mechanisms;
- the possibility of developing educational content;

This report pays more attention to ensuring academic autonomy and the implementation of its components, but these components can be taken to develop performance indicators for the universities.

The report of the European University Association (EUA), “Quality assurance: a reference system for indicators and evaluation procedures” (*European University Association, 2004*) reveals the content, types and features of the use of performance indicators, as well as procedures and models of quality assessment in some European countries. In the context of our study, it is valuable to consider the following indicators in the field of university governance and management. Namely (*European University Association, 2004*):

Composition of governing bodies (availability, number and method of appointment of scientific and pedagogical representatives, other employees, students, graduates to the Board, Senate or research committees).

Mechanisms for recognizing student participation in the governing bodies of the university.

Mechanisms for allocating budget resources in accordance with the strategic goals of the university development (availability of mechanisms and responsibility for the effective use of budget allocations).

Diversification of financial resources (budget allocations, tuition fees, competitive research funding, research contracts with private or public organizations, donations from individuals or organizations).

Mechanisms of institutional strategic planning (definition of strategic directions of activity, responsibility for development the strategy of activity).

Staff turnover ratio (scientific and pedagogical representatives).

Mechanisms for developing interdisciplinary educational programs (number of programs with interdisciplinary components, number of scientific and pedagogical representatives participating in interdisciplinary activities, number of interdisciplinary research centers, etc.).

Institutional adaptability (number of the new educational programs, average number of hours spent on developing new educational programs).

Openness of the university to the external environment (the number of social events in which the university participates, the number of scientific and pedagogical representatives involved in such activities; the number of new jobs created as a result of research, etc.).

This report does not contain indicators of the effectiveness of financial activities of universities, but the group of indicators called “Resources for teaching and learning” contains a financial indicator – “The ratio of the operating budget per 1 student.” In addition, the listed mechanisms and tools include not only managerial but also financial (diversification of financial resources) and academic components (number of the new educational programs). This demonstrates, on the one hand, an integrated approach to evaluation and, on the other hand, the difficulty of assessing the effectiveness of university governance / management and identifying specific measurable indicators.

3. Analysis of indicators of other organizations

A valuable document for the analysis is the Teaching Excellence Framework (*Teaching Excellence Framework, 2016*), which is based on six key indicators, three of which are taken from the results of the annual National Student Survey (NSS). These indicators reflect the student’s vision of the quality of teaching, assessment and academic support received. The fourth indicator of teaching excellence is related to the level of student withdrawal, and the fifth and sixth – relate to the graduates, particularly the level of satisfaction with teaching and learning and the level of their employment in the future.

Quantitative indicators:

– Teaching on the course.

- Assessment and feedback.
- Academic support.
- Non-continuation.
- Employment / further study.
- Highly skilled employment or further study.

Qualitative indicators:

- Quality of teaching.
- Learning environment.
- Student outcomes and Learning Gain.

Another important document for the analysis in the context of our study is “The Higher Education Code of Governance” (*UK Committee of University Chairs, 2020*). This paper identifies key values and elements that form the framework for effective governance in higher education. The values / principles of effective governance are the following: integrity, sustainability, inclusivity, excellence, innovation and growth, community. Key elements of governance in higher education include: accountability, sustainability, reputation, inclusion and diversity, efficiency, engagement / involvement.

4. Analysis of international ratings

Let’s look at the main international rankings to find out if they take into account the performance indicators of higher education institutions.

The leading international rankings “QS World University Rankings” (*QS World University Rankings, 2021*) and “Academic Ranking of World Universities” (Academic Ranking of World Universities) lack indicators for assessing the effectiveness of organizational and financial activities of universities.

The Times Higher Education World University Rankings 2021 contains the following indicators of the financial performance of higher education institutions, namely: Institutional income (2.25%); Industry Income (knowledge transfer) (2.5%); Research income (6%).

Of the above indicators, the largest share is “Research income” (6%), which indicates its importance. Indicators for assessing the effectiveness of organizational activities of the university are not present in this ranking.

Another international ranking, THE Impact Rankings 2020, assesses the performance of universities in the context of UN-defined sustainable development goals. According to this ranking, the comparison of universities is carried out in three broad areas: research, education and good governance in the light of the 17 UN Sustainable Development Goals. This ranking reflects the impact of universities on social and economic development. Each goal contains certain indicators in the field of university governance, financial / economic performance and social impact, in particular: by component “decent work and economic growth, SDG 8”: Expenditure per employee (15.4%). By component “industry, innovation and infrastructure (SDG 9)”: Research income from industry (38.4%). By component “peace, justice and strong institutions, SDG 16”: University governance measures (26.6%): Elected representation on the university’s governing body (3.35%); recognition of a students’ union (3.35%); policies to engage local stakeholders (3.35%); participatory bodies to engage local stakeholders (3.35%); publish university principles on organized crime, corruption and bribery (3.35%); policy supporting academic freedom (6.6%); publish university financial (3.25%).

Of the listed indicators, University governance measures have the largest share of “Policy supporting academic freedom” (6.6%), which indicates its importance.

Let's move on to the indicators of academic activity presented in international and national rankings.

Table 1

**The ratio of indicators of academic activity of universities
in international and national rankings, 2019**

Indicators	Shanghai	QS	Times	Teaching	Top-200	Formula
Staff to student ratio		+	+	+		
Academic reputation		+	+	+		
Assesment of teaching and learning			+	+	+	
Number of university graduates who received the Nobel or Fields Prize	+					
Number of teachers who have a Nobel or Fields Prize.	+					
The ratio of doctoral students to bachelors			+			
The ratio of awarded doctoral degrees to the number of academic staff.			+			
Gender balance of academic staff				+		
Gender balance of students				+		
Proportion of international students				+		
Erasmus+ mobility.				+		
Student engagement				+		
Student interaction; Student reccomendation; Labor market links.				+		
The number of graduates who successfully completed the training program compared to the number of entrants				+		
Assessment by students of the applied value of the acquired knowledge for further work				+		
Assessment of the quality of scientific and pedagogical potential					+	
Employability of the graduates				+		+

Thus, we see that indicators such as the ratio of teachers and students, the academic reputation of the university and the assessment of the quality of teaching and learning are the same for international rankings. Also common to The Europe Teaching Rankings (*The Europe Teaching Ranking, 2019*) and for the Formula is the employability of the graduates. There is no indicator of admission to the university in international and national rankings.

5. Analysis of national metrics and indicators

Regarding national metrics, it is advisable to consider national rankings and the formula for allocating state budget expenditures on higher education among higher education institutions.

The National Academic Rating of Higher Education Institutions of Ukraine “Top-200 Ukraine 2020” (Nezalezhne otsiniuvannia universytetiv) was developed in accordance with international standards and contains the following indicators for assessing the performance of universities:

QS World University Rankings – academic activities; Scopus – research and publishing activities; Webometrics – evaluation of research achievements of universities through comparison of their Internet sites; participation in Erasmus + programs of the European Union – international activities; Google Scholar Citations – citation of scientific works of scientists of the university; UniRank – the quality of presentation and popularity of free economic resources in the Internet space on the basis of independent webometric indicators; results of All-Ukrainian student Olympiads and competitions of scientific works 2018/2019 (by the amount of points) – quality of training; scholarships of the President of Ukraine and the Cabinet of Ministers of Ukraine for young scientists – educational and scientific work; the number of patents received by scientists of the university in 2019. – inventive activity; The average weighted value for the ratings of free economic zones in terms of the number of applications submitted by entrants and the average competitive score in 2019 is the attractiveness of the university for entrants.

At the same time, this rating does not contain indicators of organizational and financial / economic performance of higher education institutions.

Resolution of the Cabinet of Ministers of Ukraine “On the distribution of state budget expenditures between higher education institutions on the basis of indicators of their educational, scientific and international activities” (Pro rozpodil vydatkiv derzhavnoho biudzhetu) dated December 24, 2019 № 1146 approved the formula for distribution of state budget expenditures on higher education between institutions of higher education. This formula contains a comprehensive indicator of the activity of the i -th institution of higher education of state ownership (A_i) and is calculated by the following formula:

$$A_i = RK_i \times M_i \times RP_i \times N_i \times MV_i \times PVi,$$

where RK_i – the estimated contingent of applicants for higher education who study on the terms of the state order; M_i – an indicator of the scale of activity; FP_i – an indicator of regional support; N_i – an indicator of scientific activity; MB_i – an indicator of international recognition; PVi is an indicator of employment of graduates.

The indicator of scientific activity of the i -th institution of higher education (N_i) is determined depending on the amount of income to the special fund based on the results of scientific and scientific-technical works on international cooperation projects, the results of scientific and scientific-technical works under economic agreements and the results of scientific services per one scientific and pedagogical worker at the main place of work (ONP_i) on average for the previous three calendar years.

6. Conclusions

Thus, possible indicators for assessing the effectiveness of organizational activities of higher education institutions may be the following:

- Research and teaching staff working in the Free Economic Zone at the main place of work – the share of the total number of research and teaching staff, %.
- Scientific and pedagogical workers who work in the Free Economic Zone at the main place of work and have a scientific degree / degree of Doctor of Arts and / or scientific (honorary

for artistic Free Economic Zone) title – share of the total number of scientific and pedagogical workers, %.

- Ratio of the number of scientific and pedagogical workers with a scientific degree / degree of Doctor of Arts and / or academic title to the number of applicants for higher education, %.
- Staff turnover rate (scientific and pedagogical representatives) – the ratio of the number of dismissed scientific and pedagogical workers to the total number of employees, %.
- Communication with employers – the share of higher education applicants who have an internship at enterprises outside the Free Economic Zone, of the total number of higher education applicants, %.

In order to assess the effectiveness of financial / economic activities of higher education institutions, the following can be used:

- Total revenues of free economic zones per one scientific and pedagogical worker, thousand UAH.
- Share of grants, charitable contributions in the total revenues of the Free Economic Zone, %.
- Special fund of free economic financing – share in the free economic budget, %.
- The amount of funding for free economic zones in 2020 (except for: 1) funding to provide in accordance with the legislation of social benefits and other expenditures; 2) reserve, except for the adjustment of the total amount of funding taking into account the lower and upper limits of funding compared to the previous year), thousand UAH.

The development of indicators of the effectiveness of academic activities of the university should be individual. The selected indicators should correspond to the mission of each university and at the same time include a common set of indicators to assess its effectiveness.

Based on the analysis of international and national rankings, we propose to take as a basis the indicators of the effectiveness of academic activities of the university from The Europe Teaching Ranking, which in our opinion most widely presented indicators of academic activities and expand its author's vision.

The system of indicators of efficiency of academic activity of the university are the following:

- The ratio of academic staff and students;
- Scientific and pedagogical staff involved in professional development activities (number of academic staff who received certificates of professional development);
- Admission of students (annual ranking of universities by number of students (entrants));
- Employment of graduates (satisfaction of graduates with the acquired knowledge, satisfaction of employers with the received specialists);
- Involvement of external experts in the teaching process (percentage or share of international academic staff, involvement of employers and other stakeholders in the educational process);
- Mobility of academic staff and students (number of internships and exchange of international experience among academic staff and students);
- Competitiveness of the university (the place in international rankings and the ability to compete with leading world-class universities);
- Assessment of the reputation of the university (academic reputation is determined by the presence of a higher education institution in international rankings or top 10 in the national ranking “Top 200”, the quality of educational services);
- Assessment of teaching and learning (determined by the student's survey, rating of academic staff).

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INNOVATION, WORK, SOCIETY**THE ARMY BEHIND BARBED WIRE.
PSYCHOLOGICAL ASPECTS OF BEHAVIOR IN CAPTIVITY****Vitalii Apalkov**

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Summary

The article examines the psychological features of humans entering and the subsequent stay in a hostile environment and its consequences. We made the analysis of psychological factors influencing the behavior of a soldier in captivity. The genesis of captivity was analyzed, and the mechanisms of destructive psychological influence of captors on persons who were captured were investigated. The results of the research allow forming a holistic view of the psychological factors that affect military personnel from the moment of capture to the moment of their release. Activities of international humanitarian organizations and missions, does not fully protect prisoners of war from violence. The state of constant mental stress reduces the inner life of the individual to a primitive level. It was found that the events of the captivity were extreme. They go beyond the usual human experiences and cause intense fear for their lives, as well as create feelings of helplessness. Preparations for possible capture are mandatory for all servicemen. Post-captive reintegration will help to restore mental health and return the person to a full life and performance of duties. We identified the factors that help to endure conditions of the forced isolation with minimal loss to the physical and mental health.

Keywords: prisoners; captives; forced isolation; behavior regulation; rationalization; psychological treatment; collaboration.

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“The attempt to survive in captivity is a struggle against the enemy,
which equates to the fighting at the front or even stands above”
Edwin E. Dwinger

1. Introduction

There are no laws in captivity. Here is a completely different life with humiliation, fear, and uncertainty, with wounds and burn marks on the body, with the pain of broken bones and often broken will and consciousness. The main task is to survive when you do not want to live anymore, and almost nothing depends on you. You should keep common sense when you are close to madness, remain human in inhuman conditions where faith, forgiveness, hatred, and

even the look between an executioner and a victim takes on a new meaning. A person feels most acutely his or her fragility, helplessness, and weakness exactly in captivity. That is why psychological training to possible capture is a guarantee for the survival of servicemen. It allows significantly reducing the risk of losing personnel during captivity.

Psychological features of the captured soldiers were studied by a number of psychologists, such as V. Karpov, V. Savintsev, H. Filipova, O. Khmiliar, Yu. Shyrobokov. The research materials are largely supplemented by historical and autobiographical data on the stay of civilians in forced isolation laid out by S. Asieiev V. Hlukhovskiy, Edwin E. Dwinger, N. Zaretska, Philip Zimbardo, D. Pavlychenko, A. Pobidash, and Viktor Frankl. Given the relevance and lack of elaboration of the problem, the aim of the article is a theoretical analysis of psychological characteristics of the behavior of a soldier in captivity as well as to determine the factors that contribute to survival.

Theoretical **research methods** were used in the process: analysis, synthesis, comparison, and generalization.

2. Body text

After being captured, a person enters a new, alien, and incomprehensible world (*Dwinger 2004*). As I. Kant notes, “Human depends on many natural things, but much more cruel and unnatural than the burden of external necessity is submission to the will of another person. Nothing can plunge a human into grief more than the thought that in the future his or her position will depend not on his or her will but on the whim of another ...” (*Kant, 1964: 3*). Circumstances of captivity destroy the identity of the individual. A human no longer understands who he or she is, where he or she is, and how to behave (*Asieiev, 2020*). Captivity for an individual is a severe psychological and moral crisis. For a captured military servant, the conflict between the call of duty on the one hand and the desire to save his or her life on the other hand is extremely acute. During captivity, a person undergoes a test of his or her mental and physical strength. Captivity takes away a person’s will and makes him or her as an object of destruction because the world of captivity despises the value of human life and his or her dignity. The military’s fear of being taken a prisoner is perhaps the strongest in the triad of mutilation, captivity, and death. It is based on the testimonies of the released persons about the cruelty and torture they suffered in captivity. The fear is heightened by understanding that throughout the history of wars prisoners were usually considered as a burden to a military unit because they needed to be protected and supported. During the war, they save on prisoners. Prisoner of war is less valuable than cattle (*Dwinger, 2004*).

The bitter and ruthless fate of captives also befell female soldiers. Sexuality and reproductive function made female as a target for violence and priority destruction (*Hrinchenko, 2015*). We should mention that, for a serviceman, the stigma of “captive” implicitly contains the indication of his or her inferiority and even the guilt for being taken prisoner. N. Zaretska believes that the stigmatization and heroization of captivity and captives are public manifestations of bias because the vast majority of freed people do not consider themselves as heroes. They know that each of them had circumstances they are still thinking about, and rightly or wrongly they did (*Zaretska, 2019*).

All captured people have one common thing: they are survival experts. They survived in extremely difficult conditions and gained extraordinary experience that others did not have. According to A. Filipova, the first thing that comes to mind for those, who were taken as a prisoner, is escape. At the same time, some captives try to use connections or even their charisma to improve the situation. Research on this topic requires studying the experience of not

only military but also civilians. The works of S. Asieiev, V. Hlukhovsky, Edwin E. Dwinger, N. Zaretska, Philip Zimbardo, D. Pavlychenko, A. Pobidash, Viktor Frankl, and Robert Cialdini are devoted to this topic. The analysis of works of domestic and foreign scientists such as V. Karpov, A. Pobidash, V. Savintsev, I. Sribniak, A. Filipova, Viktor Frankl, O. Khmiliar, Yu. Shyrobokov, Hakan Henriksson, and Robert Cialdini gives the ability to investigate the influence of various factors that affect the human psyche during captivity. The sources of information are also specific clusters of Internet resources, statistics and official data of the authorities, reports of international missions and organizations as well as personal archives.

During the study, we observe the change in the attitude (in modern Ukraine) to the native captives by the official state authorities. The almost indifferent attitude towards the native captives during the Great Northern War of 1700-1721 changed to the more humane attitude during the First World War. At the same time, during the Second World War, the attitude to their captives was repressive. They were seen as traitors, and punitive measures were taken against their families. Significant psychological support is the awareness that the Motherland considers the captive's actions as heroic and takes care of his or her family. A serviceman should remember that his or her release may not happen immediately but it will happen (*Khmiliar, 2017*). Prolonged captivity will repeatedly respond in the mind of a prisoner with the question of whether he or she is forgotten here (*Dwinger, 2004; Shyrobokov, 2020*). The urgent task of the state is not only to return a person from captivity but also not to leave him or her alone with its consequences and to help him return to a full life (*Zaretska, 2019*). During the 19th and 20th centuries, as a result of the accession of the most leading countries to international humanitarian agreements, captives were transformed into objects of international law. In the VI century B.C., the ancient Chinese philosopher Sun Tzu in his treatise "The Art of War" noted that the greatness of the commander is manifested in the relation to prisoners. Usually, the purpose of capture is the cessation of resistance, the need to obtain information, intimidation of enemy, demonstration of strength and skill, exchange for native captives, reluctance to kill, and receiving a ransom. Most captives are found in concentration camps or prisoner-of-war camps after being taken as a prisoner. Recently, captured servicemen can be concentrated in informal places of detention (such as basements and boxes of abandoned enterprises) where international humanitarian organizations have no access.

Studies of the captives' behavior make it possible to distinguish special mental reactions which are divided into three phases: the shock of being captured, the changes in character due to prolonged captivity, and the phase of release (*Frankl, 2018; Shyrobokov, 2020*). In turn, captivity is also divided into three components: acceptance, adaptation, and apathy. The works of such researchers as

V. Savintsev, Viktor Frankl, O. Khmiliar, and Yu. Shyrobokov confirms that the above phases are the same for both military and civilian prisoners. Having studied the psychological aspects of the captured soldiers, O. Khmiliar states that awareness of this fact by a serviceman is delayed. At first, a soldier cannot believe what happened (*Khmiliar, 2017*). Many experts agree with O. Khmiliar and note that in anticipation of an unknown and terrible future captives always feed the so-called "illusion of salvation" that everything will go well. However, later a person develops an uncontrolled reaction of protest. In some cases, just captured behave irrationally. They escape and try to seize a weapon of the enemy. As a rule, such a hostage is killed even if the purpose of his or her captivity was to get a ransom or exchange.

During the mortal danger, a person may experience mental reactions which are called by Viktor Frankl as "sinister sense of humor" and "cold curiosity." They arise as a reaction of a human psyche to the disproportionate horror which he or she has never felt before (*Frankl, 2018*).

That is why it is important not to lose the self-control during detention. In captivity, a person is subjected to torture and ill-treatment for no reason. Psychological pressure is exerted on a person through humiliation of personal virtues and qualities, brutal abuse, and constant ridicule. Hunger and cold accompany a person throughout captivity. Prisoners' mutual assistance is the key to surviving (*Dwinger, 2004*). Many experts, according to Viktor Frankl, argue that it is almost impossible to survive alone in captivity. The need to communicate to express one's feelings, thoughts, and fears forces one to look for a colleague (*Hlukhovsky, 2008; Dwinger, 2004; Zaretska, 2019; Philip Zimbardo, 2019; Pavlychenko, 2014; Robert Cialdini, 2017*). L. Hrymak notes that the structure of the focused needs of the individual includes the need for emotional contact and the need for the meaning of life among others. Captors periodically change the place of the captive's detention to prevent the formation of friendly relations, and thus inflict even greater mental trauma. Being in captivity brings mental confusion to the inner world of a person because captivity takes away a person's will and makes it as the object of destruction. The value of life and human dignity are neglected. Captivity forces people to reconsider the life values and some of them are even given in to doubt. The moral norms of behavior are not longer applied here (*Dwinger, 2004; Khmiliar, 2017*).

There is almost no difference between an officer and a soldier in captivity. A lot of issues among the prisoners are resolved by the "right of the strongest." A prison administration generally welcomes the production (sometimes artificial) of hostility between prisoners (*Asieiev, 2020; Dwinger, 2004; Khmiliar, 2017*). In numerous testimonies, prisoners note that longing for home and family as well as the lack of opportunity to inform relatives about their destiny creates great emotional tension (*Asieiev, 2020; Hlukhovskiy, 2008; Dwinger, 2004; Khmiliar, 2017*). Prohibition of correspondence and parcels from relatives is an additional lever of psychological aggression against the individual. Such tension combined with the abnormal living conditions of a captive introduces psychological distortions into the perception of the environment and his or her inner world. Many prisoners testify to the peculiarities in the perception of the time flow which is manifested in its distortion. They say that the day lasts indefinitely but the week flies by like a moment (*Asieiev, 2020; Dwinger, 2004; Viktor Frankl, 2018*). According to the prisoners, the sharp difference (contrast) between the conditions of everyday life and the conditions of captivity creates a psychological imagination of falling into another dimension. The prisoner looks at life beside the barbed wire as from another world (*Asieiev, 2020; Dwinger, 2004; Pavlichenko 2014; Viktor Frankl, 2018*). Even a short stay of a person in conditions of forced isolation is a psycho traumatic event. A. Pobidash notes that two-thirds of civilian sailors who were captured by pirates received serious physical and mental injuries. Circumstances of fear, depression, and tension created by pirates were a psychological factor that influenced all sailors and forced them to a certain pattern of behavior according to the interests of captors (*Pobidash, 2012*).

Viktor Frankl and V. Savintsev note that despite the inhuman abuse in concentration camps, the suicide rate was not high. However, many experts suggest that the idea of suicide appeared in the minds of every captive or prisoner (*Hlukhovskiy, 2008; Dwinger, 2004; Zimbardo, 2019; Pavlychenko, 2014; Cialdini, 2017*).

Sense of life

Many captives or prisoners see suicide as a way to avoid daily abuse. The founder of Logotherapy, W. Frankl, concluded that a strong focus on the meaning of life plays a crucial role in suicide prevention. Suicide is a person who has enough livelihoods but has no meaning

in life. V. Frankl spent three terrible years of his life in concentration camps and proved that a person only needs the meaning to survive on the verge of human existence (Frankl, 2018). D. Leontiev notes that life has no ready meaning and guaranteed happiness, but everyone has the opportunity to find them through their own choices and efforts (Leontiev, 1992). A captive soldier always suffers from torture and painful emotions which he or she tries to suppress. Former prisoners testify that during corporal punishment, not physical pain hurts the most but the mental agony caused by the injustice of punishment (Asieiev, 2020; Dwinger, 2004; Pavlychenko 2014; Frankl, 2018).

The most painful component of beating is the embedded resentment. Wounded prisoners of war are being bullied even while they are weak. In this context, the question arises: why people do evil to weak prisoners, those who are completely in their power and unable to fight back to protect themselves? Why are the guards on the Primordial Evil side? The thinkers of the middle ages called this phenomenon “cupiditas” (Latin greed). It means, at the same time, a thirst for wealth or power as well as a desire to appropriate, use or absorb everything other than “I” (Zimbardo, 2019). As O. Khmilyar points out in his research, establishing a certain relationship with the guards can make it easier to survive the captivity, if this interaction takes place rationally and the prisoner can control it (for example, try to awaken compassion and willingness in the guards to make concessions). According to some experts, for most prisoners, the attempt to save their lives leads to a total loss of interest in everything that does not comply with this goal. This explains the complete lack of sentiment among concentration camp captives and prisoners. Under the burden of captivity, prisoners often lose their will to live.

Psychologist and former prisoner V. Frankl came to the conclusion using the observation that the will to live, which is lost by the prisoner, returns rarely (Frankl, 2018). The development of military affairs proved the expediency of psychological treatment (indoctrination, political re-education) of captives in order to change the hostile attitude to the enemy country and persuade prisoners to collaborate. The reorganization and reorientation of the prisoners’ consciousness was highly effective in encouraging American and British troops to collaborate during their stay in Japanese captivity. When returning from captivity, these soldiers were so ideologically reorganized that they became a problem for their own society which further weakened the rear of the warring country. A huge mental burden for a captive, unlike prison inmates, is the lack of reliable information on the date of release and return home (Savintsev, 2012; Zaretska, 2019; Khmiliar, 2017; Shyrobokov, 2020).

Uncertainty of their destiny as well as daily humiliation and bullying generalize the depressed moral and mental health of prisoners. Suffering fully embraces the soul of such a person and his or her consciousness. D. Leontiev notes that at the level of awareness the most difficult for a person is to accept and get used to the uncertainty of life causing his or her anxiety. Observations have shown that the inner world of prisoners, who are accustomed to a rich intellectual life, does not suffer so much. These people are able to escape the surrounding horror in the rich inner world and their spiritual freedom. Activation of the inner life helps the prisoner to find a hiding place from the emptiness, devastation, and spiritual poverty of his or her existence, allows escaping mentally into the past or future. Strong convictions, optimism, faith, and the search for meaning of life help to endure captivity. The prisoners who cannot maintain their inner freedom, self-esteem, and sense of individuality undergo a process of personality depersonalization. They become a part of the “grey mass” whose meaning of existence is reduced to the animal level (Hlukhovskiy, 2008; Frankl, 2018). The spiritual destruction of a person in captivity is much more dangerous than the physical weakness (Dwinger, 2004). As a prisoner always witnesses scenes of violence, it ceases to provoke resistance. Hunger, physical

suffering in combination with mental stress causes apathy. Many experts agree that apathy plays a protective role in the psyche. It prevents prisoners getting even more suffering. It looks like an emotional death. A captive can no longer feel such emotions as disgust, horror, and pity.

However, most experts note that a person is able to save freedom and independent thinking in conditions of mental and physical stress. After all, the only thing that cannot be taken away from a prisoner is his or her inner freedom and dignity (*Hlukhovskiy, 2008; Pavlychenko, 2014; Frankl, 2018; Shyrobokov, 2020*). The cohabitation of prisoners under constant supervision makes them want to have privacy, to be alone with their thoughts. In this way, they resort to escape to another world. It is common for a prisoner to have an internal dialogue with him or her. In this dialogue, there is a struggle between the ambivalent thoughts: to resist until “the last breath” or to submit... (*Hlukhovskiy, 2008; Dwinger, 2004; Pavlychenko, 2014; Frankl, 2018; Shyrobokov, 2020*).

Deprivation of sanitary supervision is a widespread practice used by captors to inflict suffering on prisoners. In conditions of excessive concentration, these actions lead to the spread of disease and the death of thousands of prisoners (*Shyrobokov, 2020*). It is characteristic to prisons (both official and non-official) that the medical staff has no influence on the status and condition of patients. Unsanitary leads to the habitual search for lice by prisoners every night because neglecting this procedure will not allow them to sleep at night (*Hlukhovskiy, 2008; Pavlychenko, 2014; Savintsev, 2012; Frankl, 2018; Shyrobokov, 2020*).

Sexual attraction is inherent in prisoners only in places with satisfactory nutrition because the human body “turns off” this attraction in situations where there is only enough energy to survive. So V. Frankl notes that their exhausted and jaded bodies could move only slowly, so they did not feel sexual desire at all. Edwin Dwinger stated that prisoners had an active sexual (homosexual) life. There were even separate cases of bribery guards for quelling the sexual desire with the services of local prostitutes. Stanislav Asieiev noted the existence of sexual services provided by female prisoners to the administration of the «Izolyatsiya» in Donetsk to prevent their torture. The author sees it as a rationalization of the behavior of female prisoners to improve their situation. In this context, it is worth recalling the term “cupiditas”, which we already know, because rape (regardless of gender) is a form of “cupiditas” because in the context of captors a person is a thing, a way to please their desires (*Asieiev, 2020; Dwinger, 2004; Pavlychenko, 2014; Frankl, 2018; Shyrobokov, 2020*).

Training

For servicemen, captivity is not the end of life. Captivity is a continuation of military service when all types of security are preserved, and the time spent in captivity is counted as years of service. In these conditions, it is necessary to avoid feelings of despair and shame because a person cannot have a normal reaction to an abnormal situation. We agree with Yu. Shyrobokov that the targeted psychological training of personnel for action in case of the possible capture or hostage will help save the lives of servicemen and reduce the risk of collaboration (*Shyrobokov, 2020*). The targeted psychological training should include preparation for interrogation, formation of skills to evade answers, and manipulation of information, including by means of symbolic mimicry.

The need for special psychological training of the military in case of captivity and stay in it is approved and actively implemented in most of the leading armies of NATO bloc countries. It is justified by the fact that a certain model of adaptive behavior of a prisoner can help him or her survive in captivity. One of the main goals of psychological preparation for the situation of

captivity is to train self-control under strong psychological pressure. It is achieved by the controlled approximation of the training conditions to the conditions of a real captivity. Therefore, psychological training for possible capture is a kind of investment in the mental health of the servicemen. It should be noted that domestic military psychology develops recommendations for regulating the servicemen behavior in the combat stress which is an integral part of the servicemen preparing for survival in captivity (*Khmliar, 2017; Shyrobokov, 2020*). We agree with N. Zaretska who notes that reintegration measures for all persons released from captivity should be mandatory (*Zaretska, 2019*).

3. Conclusion

We can state that each new level of historical development of mankind becomes less tragic for captives. We associate this with the level of civilization of humanization in society. However, we must state that the activities of international humanitarian organizations and missions do not fully protect prisoners of war from violence. A state of constant mental stress reduces the inner life of the individual to a primitive level. Conversations usually revolve around food and thoughts about life after release. The only escape from this reality is a dream when the hopes of the captives come to life. The numerous testimonies of prisoners show that waking up is the most horrible moment of the day because it brings them back to the reality of captivity (*Hlukhovskiy, 2008; Dwinger, 2004; Zimbardo, 2019*).

Captivity is a deep psychological crisis of any person. Psychological consequences such as doubts, guilt, anger at oneself and others, feelings of injustice, one's own helplessness in some situations, etc. can accompany a person for the rest of his or her life. For a prisoner, the analysis showed the need to communicate with security and friendly relations with some other prisoners (*Dwinger, 2020*). The events of captivity are extreme in nature, go beyond the usual human experiences, and cause intense fear (horror) in his or her life, generating feelings of helplessness.

In view of the above, it can be argued that the measures to prepare for a possible capture are mandatory for all the servicemen. The post-captive reintegration will help to restore the mental health and return the person to a full life and his or her duties. Being in captivity is not meaningless because the "army behind barbed wire" continues to wage its own war. This war is in the struggle for himself or herself, his or her life, and consciousness. This struggle is superior to the struggle at the front, although it is fought in the backyard of the war (*Dwinger, 2020*). This struggle leads to maturity which is unattainable in everyday life.

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ACTIVITIES OF THE ALL-UKRAINIAN NETWORK OF THE OBSERVATION POINTS (1920'S – 1930'S)

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Summary

The article analyzes the history of formation and development of agricultural research work – a component of the culture of agronomy, which was considered the basis of the agriculture. Despite the organizational and financial difficulties, the research work had developed.

The flourishing of research in Ukraine fell on 20-30's of the 20th century. At this time in the agrarian science of Ukraine there were the significant scientific and organizational changes, as a result of which the priorities in the tasks of research institutions changed and practice began to dominate over theoretical developments.

In the conditions of agriculture of the Ukrainian SSR, successful control of the pests and plant diseases was the key to ensuring a good harvest. But the struggle without knowledge of the conditions of development of the pests or pathogens of the plant diseases, was a measure only of a palliative nature. The correct and expedient control of the plant diseases required knowledge of the course of development of the disease, the time of its occurrence, the prevalence and harmfulness and many other aspects of biological and economic nature.

Keywords: harvest, plant diseases, cereals, experiments, plant protection, smut, phytopathology.

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1. Introduction

A detailed analysis of the topic of the formation and activities of the All-Ukrainian observation points gives grounds to assert a limited historiographical legacy. Among the noteworthy works are monographs (*Prysiazhniuk, 2006*), (*Verhunov, 2002*), (*Shchebetiuk, 2017*) and others. At the present stage, the issues of the history of the creation of the observation points are poorly understood, have a fragmentary nature of coverage of the historical aspect of the problem, so there is a need for more systematic and comprehensive research.

The aim of the work is to carry out a scientific-historical analysis of the formation and activities of the All-Ukrainian network of the observation points as an original organizational and scientific phenomenon of the 1920's of the 20th century, the historical circumstances that led to the social need for the emergence, its formation and function.

2. The methodology

The methodological basis of the research was the principles of historical knowledge of published scientific works on the creation and activities of the observation points. It involved the search for published works, which to some extent reflected the history of its establishment. Its analysis made it possible to objectively assess the contribution of scientists to modern knowledge about the development of the methods of observation and protection against pests.

3. Presentation of the main research material

In February 1925, at the 3rd All-Ukrainian Entomo-Phytopathological Congress, the Plant Protection Department of the People's Commissariat of Lands of the Ukrainian SSR and the Plant Protection Section of the Agricultural Scientific Committee of Ukraine have developed and implemented the project "The All-Ukrainian Network of the Observation Points on Statics and Dynamics of Pests and Plant Diseases" (*Strakhov, 1929: 2*). The observation points have established in different natural and economic regions of Ukraine according to the data of natural and historical zoning. The organization of points, setting works and its management were entrusted to the Departments of Research Agricultural Stations, respectively, by specialties (entomology and phytopathology) and branches of agriculture (farming, horticulture and horticulture).

In 1919–1934, the talented scientist and organizer T.D. Strakhov carried out painstaking work on the organization of the stronghold and observation points. Thus, a number of the branches (Poltava, Lubny, Sumy, Lohvytsia, Drabiv, etc.) were established at the Department of Phytopathology of the Kharkiv Regional Agricultural Experimental Station, as well as a network of the observation points in various ecological and geographical zones of the Ukrainian SSR.

The field studies were conducted according to programs developed by T.D. Strakhov (*Mamrai, 2019: 262-266*). He also proposed the first instructions for accounting for diseases of field, garden, vegetable crops, which gave rise to the development of accurate methods of accounting for diseases, which were approved by the All-Union Congress on Plant Protection in February 1929 and adopted as the basis for the work of all enterprises, first as management work instructions, and later as principles for the development and detailing of accounting work (*Strakhov, 1929*).

The general management of the observation points and coordination of the work of the entire network belonged to the Section of Plant Protection of the Agricultural Scientific Committee of Ukraine. The observation points carried out work together with the relevant control centers, namely the departments of the research stations. The leading center for monitoring plant diseases of field and garden crops, according to the adopted plan of organization of points, was the Phytopathological Department of the Kharkiv Regional Agricultural Experimental Station (*Strakhov, 1925*).

The lack of accurate and systematic information on plant diseases not only complicated the work of the operational center of Plant Protection Department of the People's Commissariat of Lands of the Ukrainian SSR, but also led to economic costs as a negative factor in reducing yields. Only regular and constant detection of a disease and monitoring of it could specifically and reasonably raise the question of the need to combat it, as exemplified by the main cereals.

The economic importance of the smut in the farms remained almost in last place and was considered a prejudice – not only by ordinary owners, but also persons involved in agronomic propaganda. To destroy such skepticism, it was necessary to conduct mass inspections of crops, to show that smut is a primary disease in agriculture, which leads to huge crop losses. Thus, the "smut issue" was raised as a matter of national importance.

The observation points, in this formulation of the question, became the institutions that were to combine work on the study of plant diseases under the auspices of one organization, working on a single agreed method and ensuring the accuracy and comparability of the results. The observation points were thus auxiliary establishments, on the one hand, of the operational center of Plant Protection Department of the People's Commissariat of Lands of the Ukrainian SSR, which according to the points was building planned control work, and on the

other hand, of the Plant Protection Section of the Agricultural Scientific Committee of Ukraine (Strakhov, 1925).

The basis of the tasks of the observation points included: regular monitoring of the diseases of the cultivated plants, indicating the time of its appearance and the course of development; accounting for harmfulness caused by major diseases; the methods that guarantee sufficient accuracy of accounting, as well as determining the degree of damage to plants, in the absence of the accurate methods of accounting for harmfulness; conducting basic phenological observations that characterize the development of the diseases and plants; notification of all information and data on the conditions governing the course of the disease. These tasks had a minimum for each observation point and were carried out in the manner and within the conditions required by the instructions and the attached "accounting cards". Analytical tasks for the observation points were not envisaged. In-depth works were carried out only in those points where there were objective and personal opportunities for its implementation.

The instructions for accounting and observation provided that the district of activities of an observation point throughout the growing season should be permanent and limited to the area of ownership of one village, state farm, if the area of its crops was large and crops of the experimental station were diverse. Observations in the fields of experimental stations or state farms were conducted only on crops that were close to the type of peasant, otherwise the work had to be transferred to the peasant crops of the nearest village. The territory of a point included all types of crops of field crop rotation accepted in the given area.

At each observation point, the work was of a contradictory nature: some studies was aimed at determining the economic significance of some plant diseases and was carried out by quantitative methods of accounting for harmfulness or the degree of damage to plants by smut (or zone); other works were aimed at collecting information on a number of the diseases with a qualitative determination of the degree of plant damage. These and other works were aimed at tracking the dynamics of plant pathogens, so observations and records were conducted repeatedly. Detailed information on the procedure for observation was provided in the relevant instructions.

Plots for all works on all crops were allocated in the area of an observation point. It should be noted that observations and records were repeated three times. The area of fields of the observation points was determined by the nature of the crop and the combination of all the typical features of the part of the crop rotation field where the experimental plot was allocated. The choice of a plot was one of the important moments of the work on observations and records. Observation data conducted at the plots were material for characterizing the entire area of an observation point. Therefore, before choosing the plot, they first got acquainted with the nature of the area, the impact of which can affect both the culture and the its diseases.

No less important is the cultural and economic characteristics of the area: methods of farming, the use of the certain methods of farming, namely the application of fertilizers (organic and mineral) or their absence, the presence of cleanup in crop rotation, the previous plant. They found out whether methods of plant disease control were used in the area of the point. The selection of observation plots was carried out in accordance with these data.

Each record and each observation were necessarily accompanied by the collection of the affected plants. When counting plants affected by smut, crop counts were collected in full, including healthy and affected plants. Each collection for some plots must be accompanied by a label indicating: culture, plot number, registration card number, names of observers, and the time of collection creation. The samples were well dried and sent to the control center. Some samples of garden plants were sent in jars with 5% formalin. Copies were sent to the address

of the Section of Plant Protection of the Agricultural Scientific Committee of Ukraine, to the leading center – Department of Phytopathology of Kharkiv Regional Agricultural Experimental Station and remained with the observer.

If meteorological station was in the area of the observation point, they together with maps and samples provided meteorological information. In the absence of a meteorological station, records were made of the weather in the diary. Meteorological data were sent to the control center. All records of current work, observations were kept in diaries. Diary entries served as material for compiling a consolidated report on the activities of the observation point. The report was submitted to the control center at the end of the growing season. Under favorable weather conditions, some diseases became widespread. Such diseases in Ukraine included hard (smelly) smut.

4. Instructions for accounting for smut (areas) of cereals

The principles of the instruction were developed at the 1st All-Ukrainian Entomo-Phytopathological Congress in February 1923 and provided the following:

1. All major cereals grown in Ukraine were subject of accounting for plants affected by smut. Winter and spring cereals were considered as separate crops.
2. Crops of untreated grain were taken into account. The crops of poisoned grain were taken into account only in addition.
3. The accounting of smut was carried out by the method of taking trial or accounting plots, the size of one square yard each. Time of accounting – the period of ripening of cereals.
4. Trial or accounting sites were located on the accounting plot always in the same order and in the same number.
5. At each trial plot (1 sq. arshin), after the end of the account and records in the card, crops were collected completely – healthy and affected by smut plants.
6. Harvesting was carried out by pulling out the plants with roots.

At the end of the accounting work, the well-dried sheaves were sewn into a burlap cloth and sent by parcel to the Department of Phytopathology of the Kharkiv Regional Agricultural Experimental Station for further processing. Simultaneously, registration cards were sent. The copies of the cards were sent to the address of the plant protection section of the Agricultural Scientific Committee of Ukraine. All materials (sheaves and cards) were sent within a week after the end of accounting.

Observations on the basis of the cards were aimed at tracing the manifestations and development of diseases, the most common cultivated plants, in the different regions of Ukraine. It was envisaged to transfer information on all diseases registered in the area of the observation point. All observation points were provided with basic equipment and materials needed to carry out the planned work plan.

On April 1-5, 1929, a plenum of the “Commission on the Organization of the Accounting Service of the USSR” at the laboratory of A.A. Yachevsky was held in Leningrad. It considered the principles underlying the development of instructions in 1925. The accumulated large factual material allowed to make a number of corrections and additions to the new edition (*Strakhov, 1925: 23 p.*)

The Meeting on the Development of Programs for the Work of Experimental Stations in Entomo-Phytopathology, held on November 3, 1926, had a great importance in the activities of the observation points. In particular, the issues of organization of observation points were solved, the schemes of communication of the departments and points with the section of

Agricultural Scientific Committee of Ukraine were considered, the instructions for conducting the disease accounting were developed and approved. The Meeting on Phytopathology was attended by T.D. Strakhov, Spangenberg, O.I. Bordgardt, Averin, Migulin.

The reports of the observation points for the plant diseases since 1926 were the first results of the experience of the Phytopathology Department of the Kharkiv Regional Agricultural Experimental Station in organizing certain types of work on phytopathology with the help of a network of the observation points. This form of work was completely new. The observation points located in different natural-historical and economic districts of the Kharkiv region carried out their work in a coordinated manner and united under the auspices of a single leading center.

The network of experimental fields was organized mainly in grain-growing regions, where most of the research was aimed at studying varieties, identifying forms focused on the ecological and production conditions of the region, as well as those that would be most cost-effective. Much attention was also paid to the study of diseases of cultivated plants.

Krasnograd observation point

Krasnograd observation point was located in the district of the Krasnograd Agricultural Experimental Station and was undoubtedly coordinated by it. This is the area of transition of the Forest-Steppe into a typical Steppe zone, where a large percentage of crops were occupied by grain crops.

Krasnograd observation point had a certain direction of its activities on studying of diseases of grain crops. Initial observations began in June 1925, but the results of the first year could not be complete enough, the work was carried out by one observer on phytopathology F.M. Maksymenko. Only in 1926, with the organization of the “regional network” and the allocation a special position of observer-phytopathologist by the institution at Krasnograd observation point, the work became managed and more systematic. All experiments were performed according to the schemes and instructions of the Department of Phytopathology of Kharkiv Regional Agricultural Experimental Station on the basis of the general program of work of the observation points. The observer who conducted all the work of the Krasnograd point in 1926 was A.G. Dovgopoly (*Maslovsky, 1926*). The final processing and combination of the presented materials belonged to the specialist A.D. Maslovska. According to the Krasnovgrad point data, the defeat of cereals grain by smut was insignificant in 1926.

Lubny observation point

Lubny observation point activities was based on the study of diseases of medicinal plants, as well as major crops. Of the diseases of cereals, smut was the most common, and the percentage of smut in 1927 was higher than in 1926. The work was carried out by observers A.I. Sladkomedova and V.I. Vergovsky (*Vergovsky, 1926 and 1927*).

Sumy observation point

Sumy Experimental station was founded in 1904, and in 1910 it was transferred to a new plot. It had departments of farming, application, agrochemistry subdivision, meteorological station, chemical laboratory and vegetation house. The director of the station was I.N. Fomichev. The program of scientific works of the station included the following issues:

- increasing the yield of the main agricultural crops;
- intensive use of land;
- feed production, etc.

The report of Sumy observation point is the second district report of the regional network of observation points for 1926. The main objects of the observation points were cereals and beets. All work on accounting for crop disease, in particular smut, was carried out by observer E.F. Zaparenko (*Zaparenko, 1926*).

Drabiv observation point

Drabiv Agricultural Experimental Station was founded in 1910. There were departments in the structure of the station: agriculture, agrochemistry, economics and application. Director of station was Lobovitkov.

The station began work on collective farm experiments in 1914. But due to the First World War the work was stopped. In the spring of 1925, the station laid the first 10 postwar experiments, which were unsuccessful. During the winter of 1925-26, the station received budget funds from the state for collective experiments, for the organization of local institutions and organizations involved in agricultural aid. The observation point for plant disease at the Drabiv Agricultural Experimental Station was headed by the Phytopathology Department of the Kharkiv Regional Agricultural Experimental Station.

The work of the Drabiv point began after the opening in 1925 of an all-Ukrainian network of the observation points. Since 1926, the point became part of the regional network of the observation points, which later became the regional phytopathological organization. The work of the point has been carried out in close contact with the Drabiv Experimental Station, taking into account the main issues of agriculture in this area. Being in a rather significant natural-historical district of the Kharkiv-Poltava region, the Drabiv branch had the main work on studying the diseases of grain and row crops, which were the basis of the field economy of the district (*Strakhov, 1928*).

5. Conclusions

Thus, it is established that in the 1920's the achievements of the experimental institutions became a significant contribution to development of domestic agricultural research work in Ukraine.

The clear statement of the work on plant protection was in constant connection with the demands and actual requirements of agriculture, which were not the same in the different regions of Ukraine. The random nature of the available information about the harmfulness of the diseases often led to the unsubstantiated conclusions, and sometimes to distrust of the actual data provided by some owners or people with little knowledge about plant diseases.

The development of phytopathology in the period of 20-30's was facilitated primarily by the creation of the stronghold and observation points for the diseases and pests of the agricultural crops, as well as plant protection stations. The creation of the stronghold and observation points was a achievement in the development of phytopathology. This has helped to improve the work of existing plant protection institutions.

The task of the points was regular monitoring of the plant diseases and pests, conducting phenological observations that characterize the development of the diseases in a given district. With the organization of the observation points there was a rapid development of phytopathology for the needs of agriculture.

In general, the study of the history of creation and activities of the All-Ukrainian network of the observation points adds new touches to the history of development of agricultural work in Ukraine and the addition of new historical and scientific material about this process.

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ROLE OF RESOURCE – TECHNOLOGICAL MECHANISM IN DEVELOPMENT OF ELECTORAL COMMUNICATION IN UKRAINE

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Summary

Digital transformations taking place in Ukraine require public authorities to be effective and active position of the civil society. In this case, joint activities become the basis for implementation of respective public policy on central, regional and local levels.

Mechanisms of digital democracy should accelerate introduction of electronic elections in Ukraine, improve quality of electoral communication between voters and the candidates for public office. Public institutions also strengthen existing and operating digital technologies in public authorities at the same time contributing to formation of innovative technologies, both for the state and for separate settlements. In his article, the author outlines existing trends in this area of activity in order to consolidate efforts to improve the quality of electoral communication and introduce electronic elections in Ukraine.

It is new digital tools, communication services and open platforms that can provide new innovative solutions to increase political participation and involve citizens into the electoral processes, helping to increase level of trust, transparency and accountability within the democratic system.

The author, referring to the European Parliament Resolution of 16 March 2017 on E-democracy in the EU, outlining future potential of digital democracy, in particular the use of digital communication as its key feature, stating that many examples of national, regional and local digital participation can serve as examples of how digital (information and communication) technologies are used in E-democracy and encourage further development of such practices at the national and local levels in Ukraine

Keywords: e-democracy, digital technologies, electoral communication, electoral process, national and local levels, innovative solutions, political participation, participatory democracy.

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1. Introduction

In the European Parliament resolution of 16 March 2017 on e-democracy in the EU (European Parliament resolution of 16 March 2017 on e-democracy in the European Union: potential and challenges (2016/2008 (INI)) (*Buchyn M., 2015: 48-57*) the potential and challenges are identified, it is also noted that the tools of digital democracy can contribute to the active position of citizens through enhanced participation, transparency and accountability in decision-making processes; supporting mechanisms of democratic oversight in order to provide citizens with more opportunities to express their will in political life.

In accordance with the “Guidelines for Public Participation in Political Decision-Making” adopted by the Committee of Ministers on 27 September 2017 at the 1295th Meeting of the

Ministers' Deputies, the Council of Europe encourages member states to use expert information to create a culture of effective electronic systems based on respect for human rights, democracy and the rule of law (*Guidelines for public participation in the political decision-making process, 2017: 12*).

Considering the given types of citizen participation, we observe that dissemination of information can take place both in paper form (offline) and online, and participation process can be accompanied by resource-technological mechanism of information and communication support of the election process, which should serve as basis to create instructions, materials and other online and offline tools, conducting series of trainings for civil society in this field (*Vyryn F., 2009:124*).

It is crucial that we start designing transition to strategic change, at least 5 years in advance, because if you implement activities without anticipating technological challenges and opportunities, as well as without taking into account trends related to development of similar tools abroad, it may lead to inefficiency of such services right after their introduction.

That is why formation of local, regional and national policies for transition from electronic to digital democracy in the electoral process requires a deeper analysis of trends and challenges for the tools, technological environment, and developmental directions of participatory and deliberative democracies in Ukraine.

2. Prerequisites for implementation of resource-technological mechanism of electoral communication

The scientific works of W. Beckers, S. Best and B. Krueger, S. Carvel, M. Dickin, J. Cooper and K. Paskalev, J. Ravetz and D. Babitski outline development of technological infrastructure, that led to the launch of new projects aimed at the use of ICT potential.

Electoral technologies as elements of electoral process are studied by N. Barna, V. Bebyk, D. Vydrin, O. Vyshnyak, V. Kolyadenko, L. Kochubey, N. Likarchuk, V. Lugovska, A. Nalyotov, O. Petrov, V. Poltorak, G. Pocheptsov, O. Prikhodko, R. Starovoitenko, O. Khromets, E. Yurchenko.

I. Burkut, V. Burdyak, M. Buchyn, M. Kolesnikov, A. Kruglashov, O. Litvinenko, V. Marchuk, A. Romanyuk, L. Skochylias, and Y. Yakymenko deal with the peculiarities of the course of electoral processes at the regional level. In the field of digital democracy O. Levchenko, O. Karpenko and others (*Karpenko O., Levchenko O., Sakalosh S., 2019:124*).

Formation of regional and local bylaws depends not only on approaches and decisions, but also on availability of research in the areas of electoral processes, digital democracy, participation. In fact, national legal framework should be the basis for local and regional decision-making, as the key element is democratic decision-making process, which will be ensured by coherence of policies at different levels forming management decisions in the field of digitalization (*Kuibida V. S., 2018: 2-8*).

We believe that the formation of a unified approach and standardization of development of digital democracy at the country, region and community levels will lead to several socio-economic effects. In particular, it will reduce the cost of interoperability of tools and integration with public digital resources, including registers, systems, databases, as well as identification systems, etc. An integrated approach will allow high-quality use of open data resources and create additional products based on them. Moreover, it will reduce the cost of training, promoting and developing skills in the use of products, systems and results.

Integration between digital democracy services will increase their transparency, publicity of electoral communication, accessibility of electronic elections in Ukraine. However, this

is only possible with a harmonized legal framework in the field of digital governance and common approaches and standards to formation of appropriate instruments in electoral legislation (Levchenko O., 2018: 72-73).

Over time, unification of standards and approaches to functioning of digital democracy instruments can promote integration with international and individual national products of other countries in the field of digital democracy.

Digital transformation in Ukraine at the local level has been active since 2017 and has many positive achievements, both in terms of individual local solutions and those that interact with national products and tools, such as e-petitions. Further transformation of e-democracy into digital one requires adoption of systemic legal documents that would set key priorities, as well as introduction of sustainable institutions and processes to deal with implementation of the latest digital tools. Digital democracy, as opposed to e-democracy, at the local level should have a broader practical dimension in order to increase citizens' trust in government, especially in the inter-election period at the mayor, city council, individual deputies and other institutions of amalgamated territorial communities' level (Kuibida V. S., 2018: 4).

Regional or municipal (local) Concepts of digital democracy should become legal acts defining clear mechanisms of digital democracy for citizens, business representatives, in particular start-up companies.

3. Realization principles of resource-technological mechanism for electoral communication

Basic trend for transformations of Industry 4.0 is rapid pace of development of digital technologies and their rapid implementation in various fields of society, in particular in the field of state policy for implementation of digital transformations. Therefore, we will define the principles and offer recommendations for development of digitalization concepts at the local level (Chala N.D., 2018: 405-407).

First, is the principle of having groups of experts to follow the trends of digital transformations. Combination (concentration) of trends and technologies in relation to the needs of governance creates conditions for transition from electronic to digital democracy. Today, the toolkit of e-democracy, not promoting involvement and participation of people, is a nominal tool, especially if it is not mandatory for both the government and citizens in managing decisions and interaction process. Therefore, it decreases interest and need to use e-democracy tools.

Second, it is a secure principle for development of digital democracy, which is a must to ensure protection of personal data by the authorities. The Concept of Digital Democracy at the local level must take into account not only the aspect of using technology for the city, but also the interest of residents themselves. It is important to anticipate the use of data safeguards and monitor this process at the local level. The city systems generate a lot of open data, and it is necessary not only to use, but also to take into account private interests, whose security must also be implemented. On the other hand, open data should create new tools for citizens to understand urban processes in order to increase their quality (in particular, logistics, cost, versatility and efficiency of municipal services). For example, a popular digital navigation service in Poland "Jakdojade Warszawa" (<https://jakdojade.pl>) allows you to manage your travel route, specifying interactive map and schedule of public transport.

Third is the principle of transformation (cognitive component of evolution of transformation), in which e-democracy is transformed into digital democracy (important in development

of digital democracy tools is the approach in which innovative tools should help citizens understand how government works, how managerial decisions are adopted and what is the best way to streamline administrative processes).

Lack of understanding of the essence, content, value, procedure and duration of management processes leads to populism, that does not require any mechanisms of public administration in general, digital democracy in particular. So effectiveness of digital democracy lies in the quantity and quality of users, as well as the explanation quality for the essence of functioning of tools and processes (responsibility, transparency, competence, etc.) and principles of their delimitation at national, regional and local levels (*Adams M., Banerjee A., Bayamlioglu E., 2017: URL*).

Fourth, it is the principle of processability which is the formation of integrated digital platforms with a single point of access to content, various services and tools for digital participation, saving time receiving services (receiving specific benefits) of consumers of service activities. The toolkit should promote the level of interaction between services and tools of digital democracy of different territorial communities at the horizontal level, as well as to ensure data exchange between them (it is recommended to develop unified list of tools, unify approaches to implementation, create common development centers for digital services and develop common digital standards) (*Chala N.D., 2018: 405-407*).

4. Conceptual approach to the implementation of resource-technological mechanism of electoral communication

Regional and local Concepts of Digital Democracy cannot solve problems of national scale, but it is worth paying attention to normative documents that are already successfully functioning at the level of Ukraine and outside the country. After all, possibility of integration with them will lead to more effective involvement of citizens in management of decision-making processes.

The development of regional and local Concepts of digital democracy makes it possible to analyze current state of e-democracy and identify priority measures for implementation of digital democracy to improve the mechanisms of information and communication support of the electoral process in Ukraine. Formation of digital democracy policy in electoral process is a new phenomenon in implementation of approaches to citizen participation in electoral communication with the prospect of electronic parliamentary and presidential elections. Such approach helps to respond quickly to global challenges that exist in society, as well as to form the party's brand, the image of a presidential candidate in accordance with their characteristics. That is why it is important to understand that development of state policy on the use of digital democracy requires consideration of existing level of democracy, trust in government institutions and willingness to cooperate, introduction of new, in particular, resource-technological mechanism of information and communication support of election process in Ukraine (*Kuibida V. S., 2018: 5*).

In accordance with these problems, the ways and means of solving them through implementation of certain list of tasks and measures, where the main ones were formation of digital democracy, to stimulate citizen participation in electoral communication, development and implementation of solutions; introduction of digital participation tools to participate in electoral process of residents (for example, distribution of digital communication services, including mobile application of personalized information "Informer for citizens", running on iOS and Android platforms in messengers, integrated with social networks, inquiries etc.).

This is aimed at achieving the expected results, including increasing level of digital participation, initiative and involvement of citizens, civil society institutions, businesses at local level in managing the decision-making process, increasing their transparency and accountability democratic institutions; improving response of the subjects of power to the requests of citizens; introduction of new and increasing the number of used tools in digital democracy at the local level; increasing the level of public confidence in the subjects of power (*Kerivni pryntsyppy shchodo hromads'koyi uchasti u protsesi pryynyattya politychnykh rishen: rekomendatsiyi, pryynyati na 1295-tomu zasidanni zastupnykiv Ministriv Komitetu Ministriv Rady Yevropy vid 27 veresnya 2017 roku.*, 2017: URL).

Development of local and regional concepts of digital democracy makes it possible to analyze current state of e-democracy and identify priority measures for particular region or locality. Formation of policy of digital participation in electoral process is a new approach. This approach helps to respond quickly to global challenges that exist in society, as well as to preserve individuality of the territory in accordance with peculiarities of democratic processes.

It is important to understand that policy-making regarding the use of digital democracy tools at the regional or local level requires consideration of existing level of democracy, trust in government institutions and willingness to cooperate.

5. General recommendations for implementation of the resource-technological mechanism of electoral communication

In order to establish the processes of digital democracy, we offer general recommendations for organization at the local level:

1. To form systematically a thorough organizational vertical of state policy in the field of digital democracy to outline a given vector of development, calculate the necessary resources, stimulate the use of related areas, involve stakeholders from different fields in the formation and implementation of digital democracy policy.

2. To stimulate the need for broad involvement of citizens in understanding main trends and directions of implementation of digital democracy, as well as in its implementation at both national and local levels.

3. When carrying out organizational measures in the field of digital democracy, take into account the state of democracy development and legislative changes related to this area, global technological trends and aspects of implementation in this area, given that technical process is faster than legislative changes.

4. Focus on implementation of state policy in the field of digital democracy on local governments and civil society representatives as key actors / triggers of modern transformational changes.

5. To form common standards and approaches to creation of digital democracy tools at all levels of government to ensure access of citizens to electoral process, to intensify their participation in it (*Levchenko O.*, 2018: 72-73).

NGOs have already become rightful players in decision-making processes. With rapid development of digital technologies, structural changes in state institutions and constant demand for change from society, it is non-governmental organizations that have the opportunity of significant impact on mechanisms of interaction between the government and the citizens. Civil society takes a share of the responsibility for effective and sustainable development of the state.

The World Bank's 2015 World Development Report focuses on how people actually think and make decisions using data from a variety of studies, rather than simply making their

own assumptions (*Kastels M., 2007: 103*). And already in the report of the World Bank on the change in the nature of work for 2019 (*Karchevska O. V., 2012: 15*), (World Development Report “The Changing Nature of Work”) emphasizes that digital technologies allow companies to quickly increase or decrease the scale of their activities, blurring the boundaries of companies and challenging former production models. Moreover, this report became an example of transparency, as in the process of development it was published weekly online for public review and comment.

According to researcher S. Mendelsohn, digital age has upset the balance of power between the state and the citizens, making the issue of sovereignty more flexible (*Datsiuk S., 2011: 34*). It is noted that if state sovereignty and power are transformed, it will ensure not only the use of digital technologies, but also organic spread of demand for transparent government activities, public participation in political processes and public events. Citizens’ participation in electoral processes is closely correlated with the principle of good governance, which leads to a higher level of transparency and accountability of institutions. It also improves quality of management decisions, as institutions receive information about various possible consequences that decisions might have. Otherwise, institutions might not have access to that data. In addition, one of the most important effects of civic participation is implementation of decisions that are made (*Dubas O. P., 2010: 118*).

When studying sustainable development of digital democracy, special attention should be paid to digital competencies of citizens and their desire to use these tools in electoral process. It is important to realize that both public authorities and civil society organizations working in this field, promoting tools of digital democracy need to understand the benefits to the final beneficiaries, the users.

Important issue is the problem of digital inequality. Together, these aspects can lead to dominance of digital minority over other users, which cannot be allowed in order to maintain representativeness of all target groups in decision-making and further implementation of decisions by public authorities.

It should be noted that there are few active citizens, even fewer are consciously active, and therefore, there is danger of domination of this part over other users of resources and participants in the processes. This is especially true in rural areas, certain social groups cannot be included. In this case, a “digital vacuum” is created, where all problems seem to be solved, but it does not solve the real problems of society, but only the problems of some citizens who use its goods and services, contributing to stratification of society, not its integration (*Duz O., 2010: 234*).

Part of the public or public authorities can promote the position of expecting the citizens themselves to want to use tools of digital democracy. However, this argument is not justified, as significant part of management processes affect the majority of citizens. Thus consequences of decisions made, will affect everyone, not only those who participated in the decision-making process. Exclusion of certain categories narrows the legitimacy of decisions made, provided the process was transparent and open.

Therefore, it is necessary to identify two possible options for development of digital tools in electoral processes. This is an approach that makes it mandatory to use tools, or to provide other methods of motivation to use the tools and methods.

And it is non-governmental institutions that can stimulate involvement of citizens in the electoral process through use of digital tools (*Duz O., 2010: 234*).

In fact, such systematic activities lead to gradual interaction between citizens and public authorities. It is important not only to carry out informational and educational activities, but

also to systematically raise the issue of expanding the number of interested citizens, participating in the decision-making processes important for the settlement or the country in general.

Ukraine has already developed many effective and efficient software products aimed at improving lives of residents, but citizens themselves may not know about them, may not be able to use them, or the problems that developed product solves are irrelevant in this region or locality. We suggest using a mechanism within which non-governmental organizations stimulate implementation of digital democracy processes. In this case, civil society institutions can serve as a catalyst for implementation of digital democracy (*Duz O., 2010: 234*).

Authorities must develop tools of participation independently and directly interact with residents. The tools can be developed by NGOs themselves and aimed at interaction with authorities or with residents themselves, or at interaction between the government and citizens in general.

In order to optimize the process of digital democracy, it is proposed to activate institutions of civil society – one of the subjects of electoral process, to develop and make decisions to accelerate promotion of electronic elections and improve the quality of electoral communications by Internet resources.

Authorities can develop digital democracy tools together with representatives of CSO civil society institutions (CSOs).

CSOs may or may not be involved in digital democracy processes, but it is this aspect that affects both the cost of tools themselves and distribution of functions related to digital democracy.

CSOs fulfil four functions:

1. Development and design of digital democracy tools.
2. Educating residents on proper use of existing digital democracy tools.
3. Animation (constant involvement of citizens) in the use of tools.
4. Advocacy (promotion) of digital democracy tools.

The more CSOs are involved in the process of digital democracy, the faster they advance to electronic elections and the quality of electoral communications will improve (*Velychko N. E., Levchenko O. V., Sakalosh S. YE., Yaskevych A. Y., 2018: URL*).

This is why it is extremely important to create mechanism and conditions for CSOs to take part of the responsibility for functioning of electoral communication through digital democracy. It is also worth noting that motivation to use these tools should be developed. After all, even with effective electoral communication and cooperation between authorities and non-governmental organizations, there is an important aspect of actual involvement of citizens in electoral process, to facilitate their needs of using such tools.

6. Conclusion

If we consider digital democracy in the context of political changes taking place in Ukraine, decentralization processes can be a stimulus and catalyst for its implementation. It is public organizations that have sufficient resources and capacity to facilitate dialogue, to participate in systemic changes of citizens' involvement in the electronic election process.

Systematic approach to formation of digital democracy processes to involve citizens in the electoral process with participation of CSOs promotes proper communication between government and community.

It is noted that for digital democracy processes to be effective there is a need to cover life cycle of decision-making processes from initiating the problem of involving citizens into

electoral process to joint implementation of their chosen decision and, if necessary, choosing additional measures to correct or change the situation.

In order to accelerate promotion of electronic elections, it is suggested to use resource-technological mechanism by involving civil society institutions into cooperation with authorities based on participation in implementation of Internet electoral communications, which will improve the quality of resources for electoral process, development of tools for digital democracy in Ukraine *Velychko N. E., Levchenko O. V., Sakalosh S. YE., Yaskevych A. Y., 2018: URL).*

It is also noted that participation of CSOs in implementation of information and communication support of electoral processes based on the principles of participation affects the cost of resource-technological mechanism and increases efficiency of distribution of functions between the subjects of digital democracy.

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LEADERSHIP DEVELOPMENT IN UKRAINE IN THE CONTEXT OF EDUCATIONAL TRENDS OF WESTERN EUROPEAN COUNTRIES

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Summary

At the current stage of Ukrainian state integration into European community, country leaders face new challenges that require improving efficiency of public management and public administration based on democracy and human-centeredness. Urgency of public leadership development in Ukraine is closely related to the foreign countries' experience study on the mechanisms of formation and development of public leadership, characterized by a high level of moral values, responsibility, communication, modesty. The new management paradigm, being introduced in public administration and public management in Ukraine, also requires introduction of new qualities in public leadership, manifested through establishment of moral values in the leader's personality, leader's behavior in public service reform. According to the author, such qualities of leadership as delegation of powers in public authorities, intersectoral cooperation in public administration determine development of leadership in the context of educational trends in foreign countries.

The author believes that today an important aspect in the development of public leadership is the mobilization aspect of the efforts of all leaders and subordinates of public authorities and leaders of civil society institutions to overcome crises and do complex reforms in public administration. Such crises include ensuring stability in global fight against the COVID-19 pandemic. However, problem of public leadership development in this aspect has not been properly reflected in modern scientific sources.

The article reveals priority models of public leadership of Western European countries as a prerequisite for formation of successful personality, successful leadership qualities, the trend of which is such an important factor as publicity, because before the 90s of the twentieth century not all government officials in European countries were public.

Keywords: leadership models, leadership qualities, personality of the leader, typology of leadership, current stage of Ukrainian state integration into European community

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1. Introduction

Focus on leadership transparency in Western European countries has been part of a major shift in the role of senior officials, as they have been expected to demonstrate public leadership (*E. Page and V. Wright, 2017*). This was one of the important trends in the development of leadership as officials until the 90s of the twentieth century. not all were public.

In the article, we will consider features of development of public leadership in Scandinavian countries – Sweden, Denmark, the Kingdom of Netherlands, Norway; Switzerland and the Federal Republic of Germany. After all, new management paradigm, actively implemented in domestic public administration, requires formation of new qualities in public leadership, which

are manifested through assertion of moral values of the individual, his behavior in communication, self-management, stressful situations. Such leadership qualities as ability to self-educate, delegation of authority, transparency (transparency, openness and activation) and transformational cooperation determine a new style of leadership development in Western European countries, which will be useful for implementation in Ukraine.

2. Developmental features of public leadership in the Scandinavian countries

The Scandinavian countries are a bright example of how to build a model socio-political system with a highly developed economy, a high standard of living, respect for rights and freedoms in fairly harsh climatic conditions.

Kingdom of the Netherlands determines that one of the important human factors of a person involved in public administration, adaptation to new challenges is personal "quality". Therefore, bureaucracy in this country is required to have continuous training, in particular in the field of e-democracy. There is no doubt that information and communication technologies, opening new opportunities not only for modernization but also for greater transparency in activities of the government and leadership, contribute to increasing democratic participation of citizens in the political life of the state and development of leadership.

In this context, much attention is paid to continuing education, distinguishing between long-term programs aimed at particular career and short-term training for specific tasks or jobs. What is the connection and interaction between the government, public and private universities on the training of public servants (*F. Meer, A. Kerckhoff, D. Osch, 2017*).

We should also highlight one more feature of political and administrative system of the Netherlands that influences development of leadership, describing this feature as interaction between politicians and officials. Yes, politicians with administrative experience, after completing their political careers, in most cases hold administrative positions at various levels. It is this experience that gives officials the opportunity for understanding, contributing to effective interaction and formation of leadership teams in public administration. It is obvious that principle of publicity reveals personality of the leader, accompanied by acquisition / change of ideas about his professionalism, values, implementation as a manager, etc., which may define / not define the leader as a person to be followed.

Sweden is one of the most innovative and cooperative countries in the world, presenting itself as a global leader of changes to promote and support the concept of sustainable development. Success of this concept requires coordinated efforts of the entire system of public administration, according to which the country's development policy is based on a unique mix of innovation and cooperation. So-called policy labs help government agencies meet the needs of society, successfully make regulatory changes and facilitate innovations that will stimulate social sustainable development (*Van der Hoven R.2017*).

Main providers of public services in Sweden are local municipalities, whose work is based on the following principles: *democracy* – all public power is exercised through people by universal vote, representative democracy and parliamentary system; *obedience to the law* – public authorities must strictly abide the law; *objectivity* – impartiality and equal treatment of all people; *freedoms* – free formation of opinions and freedom of expression; *respect* – public authority must be exercised through respect for freedom and equality of every human being; *efficiency and service* – activities of public sector should be carried out cheaply and with the highest possible quality, as soon as possible, given the available resources (*Swedish Council for Strategic. 2019*).

According to the current constitutional legislation of Sweden, right to establish system of public administration, status of the civil service and its conditions is given to the Riksdag, management of administrative structures of the center and the local level is done by the government.

The first group includes “political officials”- ministers, their deputies, heads of government departments, prosecutors, governors, police chiefs etc. It is specific that the basic composition of senior and middle administrative staff does not depend on the political orientation of the government, and therefore is unchanged. For such employees, promotion is permissible, but transfer against their will or dismissal before reaching the established age is not allowed. Municipalities are independent of the central government and determine financial status and staffing at their own reasonable discretion. Their employees do not belong to civil servants group, at the same time there is no such thing as “the rank of civil servants” (*Swedish Council for Strategic. 2019*).

Civil servants are required to have high professional level and relevant personal qualities. Training of civil servants in Sweden is carried out in universities, their education has traditionally been economic or legal, corresponding the essence of Anglo-Saxon approach to education. However, when receiving professional education, civil servants have a strong training in the field of law, but improving the quality of work is associated with application of interdisciplinary approach, which expands their opportunities for successful management.

Application of training programs in the context of interdisciplinary approach, allows you to develop and improve systematic and critical thinking, communication skills, self-organization, creativity, teamwork skills, etc., undoubtedly contributing to development of leadership.

Turning to analysis of officials’ professional development in Norway, we see no retraining. They adhere to imperative that winning the competition gives every specialist a reason to fully perform their professional duties. At the same time, the system of advanced training of public servants is built mainly on self-education. This applies to the process of self-acquisition of knowledge and skills individually and during all types of courses.

So, in order to make a career, take senior position in Norway, become a leader, improve your financial well-being, you have to study continuously.

A Norwegian public official can apply to educational institution and study on his / her own. Such services are most often provided by Higher Public Schools, conducting free courses on democracy development, involvement of citizens in the development of society, creation of conditions for self-development, self-realization, training of leaders, etc. The defining form of professional development is self-education, which develops leadership by providing important competencies. In performance of functional duties, quality of their implementation directly depends on the ability of an employee to self-educate, which is considered a standard of public service (*Meer, F.M. van de, Kerkhoff, A.D.N., Osch, D.A.G.T. van. 2014: 22-25*).

3. Development of transformational leadership in Switzerland and Germany

Switzerland is a federal parliamentary republic, its public administration is governed by provisions of the Constitution (1999), basic principles of which are respect for federalism and democracy.

Swiss governance is based on fundamental principles such as neutrality and direct democracy. Practice has shown that transfer of powers from the center to cantons and communities increases the efficiency of public administration in the country. An important achievement of Swiss democracy are various tools of direct democracy, allowing citizens to be active in referendums, legislative initiatives, elections, public meetings of voters and more. Civil servants

and their leaders need to introduce new ways and methods of leadership that allow them to most fully perform their tasks. This also means lifelong learning is necessary, and it can be carried out in leading higher educational institutions. One of them, in the system of professional training of civil servants and their leaders, is the Institute for Advanced Training in Public Administration (Institute for Advanced Studies in Public Administration – IDHEAP).

This institute trains government officials, their management and those who plan to work in the public sector after graduation. IDHEAP curricula are approved at the level of confederation, and the Master's degree in Public Administration has been accredited by the European Public Administration Accreditation Association. Training of students in IDHEAP is carried out within the framework of the main programs: master's degree in public administration, as well as public management and policy, doctorate in public administration (*Faculté de droit. 2015*). Next to teaching, IDHEAP conducts research and consulting on public administration, professional training for members of administrative bodies, aimed at developing leadership.

One of the features of Switzerland is great attention paid to recruitment of future civil servants. Selection of candidates in the public administration system takes place in open competition and interviews with potential direct management. The search uses well-known social networks Facebook, LinkedIn, as well as specialized portals, in particular: Federal jobs portal: www.stelle.admin.ch/stelle/fr/home.html, specializing in recruiting civil servants. Among other important requirements of recruiters for future officials is professional education that matches the position; higher education corresponding the level of bachelor, master or doctor.

Prerequisites also include national languages, each municipal employee must speak at least two languages (71% German, 22% French, 7% Italian). Personal qualities, ability and wish to continuously learn and self-improve are also taken into account. (*Van der Hoven R. 2017*).

Germany has a system of educational institutions that deal with advanced training of civil servants. Federal Academy of Public Administration under the Ministry of Internal Affairs takes the key spot in it. Special in this process is the general direction of training, not associated with transfer of knowledge, rather with development of a certain way of thinking and behavior of employees.

In advanced training, preference is given to practical classes, rather than lectures or other classes in the room. Therefore, internships take place both at work and abroad.

Priority is given to interactive teaching methods, under the guidance of teachers, aimed at organizing discussions, brainstorming, "round tables" for individual or collective search for solutions to various problems that arise or may arise during their professional activities. Civil servants develop the habit of improving competence in the process of independent learning through problem-solving method.

Advanced training of senior civil servants – leaders-managers is carried out at the Federal Academy of Public Administration of Germany. A wide range of curricula, thematic plans and other materials for self-study allows students to create methodological tools to support the self-educational activities of the head (official) throughout his career. It is important for educational programs to be built on a modular principle, making them flexible. There is an opportunity to create various training courses and programs that meet public needs – specific community or certain area. The content of training programs informs the employee about the knowledge and trends in the field of his activity, encouraging the participants to master them (*Kalashnyk N. S.2013:48*).

Therefore, in order to confirm the right for a higher position and to pursue a successful career, there is a need for continuing education. Interesting fact is that compulsory subjects are studied in specialized educational institutions of public administration, and electives – law

of a particular land, relevant innovative technologies and development strategies, including leadership, are studied by a public servant independently. It noteworthy that to replace a senior position one must pass a qualifying exam.

High School of Public Administration in Germany has a European Institute – the Institute for Cross-Border Cooperation with France, and the High School itself maintains numerous partnerships with institutions in other countries (*Poradnyk iz suchasnoho ta efektyvnoho upravlinnya lyuds'kymy resursamy. 2013: 12*). Active, real and continuous self-education creates conditions to confirm the status of a civil servant, influencing development of leadership, which contributes to his career advancement.

4. Analysis of developmental trends in public administration of Poland

In recent decades, a perfect system for civil servants' training has been developed in Poland. However, reaching such result was not easy. With the beginning of administrative reform in the 1990s in Poland, due to implementation of the New Public Administration Concept, there was an urgent need for appropriate civil service personnel and its leadership, who could ensure clear and organized implementation of changes in state building.

1. The main legislative act regulating process of training civil servants is the Constitution of Poland (April 1997), defining main tasks of the civil service, namely: “ensuring professional, high-quality, impartial and politically neutral performance of the state tasks.” (p. 153) (*Kuc B.R., Moczyłowska J.M. 2009 :146*).

The Law on Civil Service (1996, 1998, 2006, 2008, 2015), in addition to important issues of building public administration, defines approaches to the civil servants' training. In particular, the Law defines following types of training of civil servants: central training, general training, training as part of individual program of professional development of a civil servant, special training. Training for civil servants is organized in order to deepen knowledge and develop skills necessary to perform tasks of the civil service. Each type of training has its own goals

Central training is organized for civil servants in order to support and implement tasks of the civil service; dissemination of the principles of civil service and principles of ethics of civil servants; dissemination of personnel management standards; developing ability to coordinate work at the level of governing bodies and between them; dissemination of knowledge necessary to perform civil service tasks.

General training is organized in order to develop knowledge and skills of civil servants, which are essential for the successful performance of civil service tasks.

Training as a part of individual program of the civil servant' development is organized to acquire knowledge and skills outlined by the specified program.

Special training is organized in order to deepen and update the knowledge and skills of civil servants in the field related to tasks of the management bodies. (*Rozporządzenie Prezesa Rady Ministrów z dnia 24 czerwca 2015 r. 2015; Ustawa z dnia 18 grudnia 1998 r. o służbie cywilnej. 1998; Ustawa z dnia 21 listopada 2008 r. o służbie cywilnej. 2008; Ustawa z dnia 24 sierpnia 2006 r. o służbie cywilnej. 2016*).

Among important documents that define special policy for the training of civil service professionals in Poland, it is worth noting two documents such as: “Educational policy of the civil service” (2012) («Polityka szkoleniowa w służbie cywilnej») and “Directives on implementation of civil service training policy” (2012) («Wytyczne dotyczące wdrażania Polityki szkoleniowej w służbie cywilnej») (*Polityka szkoleniowa w służbie cywilnej. 2012; Wytyczne dotyczące wdrażania Polityki szkoleniowej w służbie cywilnej.2012*).

The first document is theoretical, the second – practical. The first presents analysis of the current functioning state of civil service, the second – a collection of practical instructions, showing step by step how to better build an effective internal system of civil servants. These documents introduced special policy for training civil service professionals, facilitated the search for ways to develop and plan careers of civil servants, and training activities provided in it are aimed at effectively filling the gaps in civil service, which is undoubtedly important for high quality of services to the population.

It is also worth noting that the special policy on training of civil servants is constantly being improved.

5. Educational trends of Poland to work in the European Union structures

2. In the context of special policy on the civil servants training, special attention is paid to the training of civil service leaders. Due to preparation of civil servants for active participation in the structures of the European Union and introduction of managerial model in public administration, which required a new type of civil servant, the so-called change leader, able to activate other people to perform tasks. (*Rozporządzenie Prezesa Rady Ministrów z dnia 24 czerwca 2015 r. 2015*).

In 2002 were trained the following offices – staff of the Office of the Prime Minister were trained; Ministry of Finance; Ministry of Economy; Ministry of Labor and Social Policy; Ministry of Agriculture and Rural Development; Ministry of Justice; Ministry of Interior and Administration; Ministry of Foreign Affairs; Ministry of Environment; Ministry of Health; Masovian and Silesian Voivodeships within the framework of the European program “Strengthening Management Capabilities” with such partner institutions as: Office of the Council of Ministers of Great Britain and Northern Ireland, Public School of Public Administration of the Kingdom of Denmark, National Institute of Public Administration of the Kingdom of Spain. (*Działania Urzędu Służby Cywilnej mające na celu poprawę funkcjonowania administracji publicznej. 2011*).

In 2003, annual studies were organized for CEOs as representatives of strategic personnel of public administration in order to deepen knowledge in the field of application the rule of law and fair management methods, as well as formation of leadership competencies and managerial skills. Topics of the courses included problems of civil service functioning, observance of legislative procedures, administrative law, problems of organization, management, supervision and control (*Gierelo K. 2003:134*).

In 2004, the European project “Raising the awareness of members of the public administration corps on ethical dilemmas” was implemented with participation of the Greek consortium Center for the European Constitution– Themistocles & Dimitris Tsatsos Founion i Diadikasia Business S.A. (*Plan szkoleń centralnych w służbie cywilnej na 2011 r. 2012*).

In 2003–2004, trainings were organized to strengthen Polish management administration and develop corps of leaders in order to effectively implement public administration standards. Among issues addressed during the training were: access to public information, customer service techniques in public institutions, quality management of customer service, challenges for modern leader of a public institution, strengthening innovation of public administration, principles of public dialogue, etc.

In 2007–2009, the Civil Service Department under Operational Human Capital Program (Priority V “Good Governance”), co-financed by the European Social Fund, implemented a project: “Training of people appointed to high government positions”. Purpose of the project

was to form leadership qualities in the heads of government agencies, organizations and departments. (*Plan szkoleń centralnych w służbie cywilnej na 2011 r. 2012*).

To reach this goal, a central training was organized “Modern leadership in public organization of change – the role of leadership positions in the civil service” (*Nowoczesne przywództwo w organizacji publicznej na rzecz zmian – rola wyższych stanowisk w służbie cywilnej*) (*Nowoczesne przywództwo w organizacji publicznej na rzecz zmian – rola wyższych stanowisk w służbie cywilnej. 2013*). for employees having positions in the civil service, who introduce significant changes in the functioning of the state, economics and society.

In 2014, trainings were organized for employees of the Office of the Prime Minister, various ministries and voivodships) on the topic: “Ethics, anti-corruption and conflicts of interest in order to provide elected leaders of the civil service with relevant knowledge that would contribute to ethics and transparency of managing administration (*Tomaszewska A., Szymański R. Szkolenia centralne w 2014 r. 2014: 14*).

In 2018, central trainings of civil service leaders (employees of ministries and voivodship administrations) took place within the framework of forming a culture of decency and honesty in civil service in order to support their performance of functions of ethical leaders. Classes took various forms: lectures, practical classes in groups, discussions, role-plays, coaching, situation analysis, etc. (*Plan szkoleń centralnych w służbie cywilnej na 2018 r. 2019*).

The National School of Public Administration plays a special role in training leaders in Poland (*Krajowa Szkoła Administracji Publicznej im. Prezydenta Rzeczypospolitej Polskiej Lecha Kaczyńskiego*) im. Prezydenta Rzeczypospolitej Polskiej Lecha Kaczyńskiego). This higher education institution is not typical for Poland. It was established in 1989 in response to radical changes in the country at the time. The aim was to create a new type of European-style educational institution that would strengthen Polish civil service. The National School is subordinated to the Chairman of the Council of Ministers of Poland, trains staff for local self-government and senior civil servants of Polish administration, trains and retrains civil service personnel, including leaders. Purpose of the National School of Public Administration is to train highly professional employees of administration and leaders of public administration (*Kempa B. 2017*).

Politicians, scientists, graduates of the school note positive aspects of its activities. For example, regular meetings of civil servants-practitioners, leaders of public administration are interesting. The first such meeting of “Community of Human Management Practitioners” (“Wspólnota Praktyków ds. HR (Human Resources) in public administration” took place in 2013. These meetings raise various issues related to human resource management (law, ethics, corruption, economics, social issues) with participation of students of the National School of Public Administration (*Oferta szkoleń 2018*).

6. Conclusion

Thus, analysis of foreign experience in leadership development within the context of educational trends in foreign countries (experience of Sweden, Norway, the Netherlands, Switzerland, Germany, Poland) shows that European integration has led to interactions in this process. The outlined unanimity is revolving around understanding and awareness of civil servants, managers-leaders importance of lifelong learning, importance of recruitment and non-admission to this cohort of random, unprofessional people. This allows us to assert the idea of importance of updating the experience and educational trends of European countries and creative adaptation of them in Ukraine.

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SOCIO-POLITICAL ACTIVITY OF THE BROTHERS MYKHAILO AND BOHDAN HORYN IN MODERN UKRAINIAN HISTORIOGRAPHY

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Summary

In recent years there has been a growing academic interest in studying the socio-political activities of particular personalities of the dissident human rights movement in the Ukrainian SSR, which led to declaration of Ukraine's independence in 1991.

The article has analyzed the researches and historical literature of Ukrainian scientists who have mentioned the activity of Mykhailo and Bohdan Horyn in their scientific contributions.

Based on the factual materials, the author has divided into groups and characterized historical works dealing with different aspects of dissident, samizdat (literal meaning "self-publishing"), socio-political and state-building activities of the Horyn brothers.

Following the results of processed data, it has been established that the role of M. and B. Horyn, as one of the key personalities who facilitated the achievement of Ukraine's independence, was poorly elucidated in the scientific literature. Thus, the study of activities of the above figures contributes to a better understanding of the historical processes taking place in the USSR in the second half of the XXth century.

Keywords: historiography, dissidents, political prisoners, samizdat, Ukrainian dissident movement, human rights movement.

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1. Introduction

In the context of modern Ukrainian state building, both social and scientific interest in the historical processes associated with the evolution of Ukraine's independence is steadily on the rise.

The current state of the socio-political situation in Ukraine brings about the issue of the role of prominent figures, who uncompromisingly struggled for the realization of the idea of creating an independent state and the elimination of the Soviet system as to be harmful and detrimental to the Ukrainian people.

The brothers Mykhailo Mykolaiovych and Bohdan Mykolaiovych Horyn are notable among such outstanding historical personalities who worked hard to restore the Ukrainian national consciousness of the population and strengthen Ukraine as a sovereign state.

The socio-political activity of the Horyn brothers has become the focus of attention of the academic community over the recent decades. It has been caused by the considerable interest associated with the personalities who made a significant contribution to Ukraine's independence. It is worth remarking that in the 1990s – early 2000s the general public knew the names of Viacheslav Chornovol, Levko Lukianenko, Stepan Khmara who were iconic figures of the dissident and human rights movements and before long – the leaders of democratic opposition parties, active participants of the socio-political life of the young sovereign state. Instead, the activity of the brothers M. and B. Horyn, whose contribution to the revival of Ukrainian statehood was no less remarkable, was undeservedly dumped out in the cold by researchers.

It is worthwhile to state that when M. Horyn completed intense political and public activities in 2006 and B. Horyn had given up active state and political action in 1998, there were no critical and objective studies which came to grips with the main periods of their becoming socio-political figures, conditions in which values, worldview and objectives towards the development of the Ukrainian society as a part of the USSR were shaped. Taking into account the before mentioned, it stands to reason that the personalities of the Horyn brothers need in-depth study under the framework of a special research.

Considering the available academic literature, covering general problems of the functioning of the Ukrainian national liberation movement in the second half of the XXth century and individual aspects of activities of the Horyn brothers, it seems expedient to divide the historiographical research into the following groups:

- general works which deal with the specifics and patterns of the Ukrainian dissident and human rights movements and the engagement of the Horyn brothers in them;
- special academic papers which focus on activities of the Horyn brothers in the socio-political life of Ukraine.

2. The former historiographical group of sources

The contributions of the former historiographical group examine the activity of the Horyn brothers in the context of dissident and human rights movements in Ukraine. The first publications on the history of the Ukrainian dissident movement appeared in the early 1990s. Among them, the scientific manuscripts of the following researchers should merit attention: O. Bazhan, V. Baran, Yu. Zaitsev, B. Zakharov, H. Kasianov, Yu. Kurnosov, A. Rusnachenko.

In particular, historian Yu. Kurnosov has paid heed to the issue of origin and evolution of the opposition movement in the UkrSSR in his monograph “Dissidence in Ukraine: (‘60s – the early ‘80s of the XXth century)” (*Kurnosov, 1994*). However, the paper cursorily regards the activities of the Horyn brothers.

Researcher H. Kasianov carries out a thorough analysis of the dissident movement as a socio-cultural phenomenon and examines the issues of formation and activities of the opposition in the Soviet state in details (*Kasianov, 1995*). The paper demonstrates the division of the dissident movement by directions and trends in accordance with the tactical and strategic tasks of the participants, focuses on the national, territorial and social composition of the dissident movement, and highlights the methods of applying repressions against dissidents. In the author’s opinion, the movement of defiance emerged and existed exclusively due to the intellectuals, including the Horyn brothers. Historian H. Kasianov concurrently notes that there were some controversies between Kyiv and Galician centers of dissidents concerning the methods of struggle of the Sixtiers. The author marks the Horyn brothers insisted on using the experience of the Organization of Ukrainian Nationalists (OUN) in promoting the views and ideas of the union. At the same time, another activist of the dissident movement I. Svitlychnyi considered it expedient to develop the “culture-mongering” direction as a safe and the only possible option in the existing conditions.

The study of the features of the formation and development, periodization of the national liberation movement during the “Khrushchev Thaw” occupies pride of place in the work of A. Rusnachenko (*Rusnachenko, 1998*). The author thoroughly distinguishes the directions of the opposition movement – national, human rights, cultural, and labor. The monograph’s special part is devoted to reviewing the activities of the local dissident centers, their role in the establishment of the all-Ukrainian opposition network of dissidents. A. Rusnachenko

points out the Horyn brothers had a clear and distinct role in the opposition movement, which involved important function of distributing samizdat on the way towards the independence, albeit over time.

Therefore, historians O. Bazhan (*Bazhan, 2000*) and Yu. Danyliuk (*Danyliuk, 2000*) focused in their collective papers on the beginning period of crystallization and consolidation of the Ukrainian national movement. It is worth mentioning the authors carried out the analysis of dissemination of opposition sentiments against the Soviet system among the religious movements and groups, including national minorities and ethnic communities, and identified their specifics. The researchers summarized that following independence, many leading figures of the UHG (Ukrainian Helsinki Group) took a firm state position, which is confirmed by the active participation of the Horyn brothers in the parliamentary election campaigns of the 1990s and the election of B. Horyn as the deputy of the first and second convocations, and M. Horyn – of the first convocation of the Verkhovna Rada of Ukraine.

Researcher B. Zakharov attempted to carry out a general examination of the human rights movement in Ukraine (*Zakharov, 2003*). Having characterized a full range of dissident movements and trends in the UkrSSR, the author drew particular attention to the Ukrainian national movement, including individual aspects of the activity of the Horyn brothers. In his opinion, the personalities under consideration deliberately chose the way of uphill and dangerous battle against oppressions of rights and freedoms by the Soviet totalitarian system. The author states that brothers' father belonged to the OUN underground and often was subjected to arrest. In that situation, the Horyn brothers were brought up in such an atmosphere that any day could be last for the whole family. Special attention was fixed on the activities of Lviv Club of Creative Youth "Prolisok" (snowdrop) in the operation of which the brothers took the most active part. The paper marks a leading role of the Horyn brothers in printing and distributing samizdat which became an effective mechanism in sharing reliable information about the real state of affairs in the Soviet society, ideological bias of the Soviet system and repressions against dissident figures. The central role of M. Horyn in creating the UHG program documents is highlighted. In general, the contribution is informative and based on the numerous interviews of participants of the liberation movement.

The paper "Challenges to the system: Ukrainian Liberation Movement of the latter XXth century" written by the participant of the liberation movement I. Hel, which was published after the author's death in 2013 and compiled by I. Yezerka, is of deep scientific interest (*Hel, 2013*). The author traces the evolution of the Ukrainian liberation movement of the latter half of the XXth century and draws attention to the activities of particular personalities and associations. The author also stresses the significant role of the Horyn brothers in the dissident movement. It is noted their major part in preparing and distributing samizdat, creation the network for disseminating truthful information. The issue of permanent oppressions of opposition activists in Ukraine is individually studied. Moreover, the paper establishes the patterns of ideological transformations of dissidents that were reflected in the shift from cultural positions to the formulation of well-managed policy inputs and program documents designed to invigorate the battle for the national idea. It is emphasized the Horyn brothers together with Ivan Svitlychnyi were pioneers in adjusting the mechanism of distribution of the nationalistic documents among the Ukrainian people.

Reference books devoted to the dissident movement in Ukraine and its particular personalities are especially noteworthy. One of the most consistent of them is the encyclopedic reference book "Resistance Movement in Ukraine: 1960–1990" (*Resistance Movement in Ukraine, 2010*). It covers the events taking place on the territory of Ukraine from the 1960s

to the proclamation of its sovereignty. The reference book consists of the biographic data of relevant personalities, information on the creative heritage and press bibliography of the movement's participants. The encyclopedia also includes the biographical backgrounds of the Horyn brothers and their creative achievements. Many articles are dedicated to representatives of the diaspora and foreigners who shared samizdat across the West.

"International Biographic Dictionary of Dissidents of Central and East European countries and the Former Soviet States" completed due to the efforts of Kharkiv Human Rights Protection Group is similar in content and a writing style (*International Biographic Dictionary of Dissidents*, 2006). It contains the substantial biographies of dissidents, involving M. and B. Horyn, and throws light on the milestones of their activities until the book's publication. A great contribution of the authors is manifested in a complex dictionary which enumerates the available opposition organizations in the period under study and the literature they spread.

The papers which deal with the issues of activity of the Ukrainian Helsinki Group and its role in the opposition movement deserve special mention. The most noticeable among them is the first volume of the paper having the same title compiled by V. Ovsienko (*The Ukrainian Helsinki Group of Promoting the Implementation of the Helsinki Accords*, 2001). It is dedicated to the HGG personalities, including the Horyn brothers.

O. Boiko's monograph "Ukraine in 1985 – 1991: the main trends of socio-political development" is devoted to the evolution of the Ukrainian national democratic movement during the years of "perestroika" (literal meaning "restructuring") (*Boiko*, 2002). The author considers the national democratic movement in the context of sweeping political changes in Ukraine. The Soviet public-political organizations, including UHU (Ukrainian Helsinki Union) and NRU (the People's Movement of Ukraine), which were also established due to the efforts of the Horyn brothers are highlighted.

O. Miahka's publication is a well-argued manuscript which touches upon the issue of specifics of interaction between the leading activists of the Ukrainian national liberation movement (*Miahka*, 2008). The scientist has focused on the analysis of the views of the opposition to the regime concerning the matter of the state status of Ukraine. It is marked that in this regard, there were disputes and controversy between UHU (L. Lukianenko, M. Horyn, V. Chornovil) and the representatives of conservative intellectuals – I. Drach, D. Pavlychko and I. Dziuba. The dissident wing regarded its strategic goal only as Ukraine's independence, while the "literature triumvirate" stranded for the possibility of gaining real sovereignty of Ukraine, but within the USSR. It is determined the thesis of creating a sovereign Ukrainian republic under the new union treaty, which provided for an option of establishing direct relations with other Soviet republics, was a compromise idea for the groups. It is beyond argument that such an approach was quite insecure and temporary, as the opposition leaders adhered to their convictions, formally declaring a position that had no real prospects.

The researches devoted to the development of Ukrainian samizdat are worth noticing as well. Thus, O. Obertas's monograph specified activities of the Horyn brothers and their like-minded fellows in producing and distributing clandestine press (*Obertas*, 2010). The scientific manuscript of O. Naumova traces the process of publication of essays of the Ukrainian samizdat by the West publishers (*Naumova*, 2014).

3. The latter historiographical group of sources

The scientific studies of the latter group are directly dedicated to the public-political and culture-mongering activities of the Horyn brothers. It is worth mentioning the endeavors

of Ukrainian scientists to create autobiographic portraits of M. and B. Horyn. T. Batenko's contributions were pioneering in this field: they illustrated particular life periods, the formation of worldview milestones and values of the fighters for the independence of Ukraine (*Batenko, 1995; Batenko, 1997*). Moreover, there was a shot at outlining the periods of opposition activities of the personalities under study. For the scientific investigations, the author used unique interviews with M. and B. Horyn not available at that moment, documents from their personal files, correspondence with team-mates and like-minded fellows.

Another attempt to evaluate the activity of B. Horyn reasonably was expressed in Yu. Zaitsev's publication devoted to the 70th anniversary of the prominent public figure (*Zaitsev, 2007*). In this research, which contains several topical sections, the author seeks to make some conclusions of stormy and consistent life struggle of B. Horyn. The estimation of academician Ya. Isaievych, who decisively states that B. Horyn belongs to that cohort of personalities (the same M. Shashkevych belonged to in the XIXth century), who can be called "activators" of the national consciousness and identity, is eloquent.

The author stresses the views of B. Horyn towards the building of an independent state highlighting that he is characterized by the evolutionary approach, enthusiastic support of the Ukrainian national idea and state position proclaiming "the nation can't exist without the state". Despite an advanced level of the article, it doesn't cover the activities of B. Horyn as the People's Deputy, the role in establishing Ukraine as a sovereign and full-fledged state on the political picture. Taking into account the above, there is the evident conclusion about a particular fragmentary nature of the mentioned paper that, in turn, doesn't downplay the importance of the publication as one of a few currently available.

O. Shanovska's scientific article seems to be quite interesting and informative (*Shanovska, 2016*). The scientist considers character traits and worldview of M. Horyn based on the KGB (the Committee for State Security) archives given the experience of a long term of imprisonment and the fight against the Soviet repression regime. It is emphasized his inviolability and commitment to the idea of struggle for establishing the Ukrainian state, eliminating the totalitarian system, guarantees of rights and freedoms of an individual and the nation.

The article of Ya. Seko, which deals with the features of activities of the Horyn brothers in terms of the creation and functioning of Lviv Club of Creative Youth "Prolisok", is not less important (*Seko, 2015*). In particular, it is determined that in the late 1950s – early 1960s, an individual group of the creative intellectuals, which consisted of artist S. Karaffa-Korbut, litterator M. Ilnytskyi, sculptor T. Bryzh and writer V. Luchuk, was formed around the personality of B. Horyn as well as his brother Mykhailo. It is highlighted that the creative center headed by M. Kosiv was founded in Lviv under the influence of Kyiv allies in late April 1963. The paper marks that B. Horyn didn't take the helm of it due to an advantage of the latter among the party leadership and significant moderation in views. Nevertheless, the Horyn brothers occupied a crucial role in the group operation by maintaining the fundamental awareness-raising activities (literary soirees) which were well-liked and popular with young people.

T. Shelemei dedicated a research to the public activities of M. Horyn in 1961–1965 (*T. Shelemei, 2007*). The author finds out all the factors which affected the formation of the opposition views of dissidents, covers his practical activities related to the organization of cultural events involving Lviv intellectuals, the networking between the Sixtiers, and distribution of samizdat materials.

I. Pidkova allocates an essential role of M. Horyn in establishing the Ukrainian Republican Party (*Pidkova, 2014*). The author states the Horyn brothers together with L. Lukianenko initiated the creation of a new political unit unlike CPSU (the Communist Party of the Soviet

Union), the only legal and monopoly on power at that time. Despite the declared need to terminate the CPSU's operation, the above persons admitted a possibility of the cooperation with well-judging, democratically-minded communists in order to achieve a strategic goal – to fulfill Ukraine's dream to be independent from Moscow. Moreover, it is identified an exceptional role of M. Horyn as a head of the political council of NRU in terms of networking and coordination of the efforts of political democratic parties.

4. Conclusions

Consequently, the analytical historiographical overview of activities of the Horyn brothers confirms they have become an object of the academic interest. The papers devoted to the history of the national liberation movement contain a piece of information on the dissident time of the Horyn brothers, their engagement in samizdat. Research studies on the issues of socio-political life in the independent Ukraine seek to fill this gap. They briefly define a role of M. and B. Horyn in the party building and participation in the work of the Verkhovna Rada of Ukraine of the first convocations.

A positive hallmark of the historical research is the progress in studying relevant personalities caused by the revival of public interest in the events taking place in the days of the Sixtiers and dissidents. However, only a small part of the research is devoted to the Horyn brothers and covers individual aspects of their activities. At the same time, there is a lack of complex research which would fully characterize the importance and significance of the activities of M. and B. Horyn for gaining Ukraine's independence, as well as their participation in the state building of Ukraine.

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THE CULTURAL COMPONENT OF DIPLOMATIC RECEPTIONS IN THE USSR (1941–1945)

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Summary

An important component of the foreign policy activity of state, public and political figures is participation in official government receptions that have informative and communicative functions.

The repertoire policy of concert programs of diplomatic receptions built in such a way not only to inform about state priorities in the field of culture, but also to create a special socio-cultural environment conducive to constructive communication.

The researcher analyzed the content of concert programs of government receptions, which organized during the visits to the Soviet Union by W. Churchill, Charles de Gaulle, I.B. Tito.

The researcher describes a festive reception at the Reception House of the People's Commissariat for Foreign Affairs on Spiridonovka in Moscow on November 7, 1943, which organized in honor of the anniversary of the October Revolution, with the participation of the diplomatic corps, political and military elite, literary and art workers. Studying the Soviet diplomatic protocol during this period expands our knowledge not only in the field of the history of diplomatic relations, but also allows us to judge the peculiarities of the development of Soviet culture, its dependence on the tastes of the leaders and party ideology.

The materials of the Foreign Policy Archive of the Russian Federation (Fund 057 – "Protocol Department") used as sources.

Keywords: international relations, government concerts, diplomacy, art, protocol.

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1. Introduction

The novelty of the research lies in an integrated approach to the study programs of diplomatic receptions during the war period. Their cultural component has not been scientifically analyzed until recently.

The relevance of the study is determined both by the insufficient study of the Soviet diplomatic protocol during this period, and by the fact that knowledge of the laws of the functioning of the latter expands our knowledge not only of international relations, but also of the peculiarities of the development of Soviet culture, its dependence on the tastes of leaders and party ideology. Taking into account the absence of a special study on this issue in Russian historiography, author set the goal to study the cultural component of government techniques with the participation of the diplomatic corps in Moscow in the period 1941-1945.

2. Diplomatic reception in Moscow on November 7, 1943

The main state holiday of the USSR is the anniversary of the October Revolution, celebrated not only in peacetime, but also during the Great Patriotic War of 1941-1945.

The celebrations consisted of several parts. The first was a ceremonial meeting on November 6 at the Bolshoi Theater, to which foreign diplomats were invited. The second part is a military parade on Red Square on November 7. The third is a festive demonstration of workers in front of Lenin's mausoleum, on the guest bleachers of which the Soviet elite and foreign diplomats were accommodated.

The holiday ended with big reception by V.M. Molotov on the evening on November 7, at the reception house of the People's Commissariat for Foreign Affairs (NKID) on 17 Spiridonovka Street.

Stalin was not present at diplomatic receptions at Spiridonovka.

With the beginning of the war, the order of the holiday on November 6 and 7 has changed. The ceremonial meeting took place at the Mayakovskaya metro station. In the early morning on November 7, a military parade took place on Red Square. Participants of it went to the front. There was no reception, the enemy was on the outskirts of Moscow.

In 1942, a ceremonial meeting dedicated to the 25th anniversary of the revolution held in the Kremlin, the parade did not take place.

The great victories of the Soviet army at Stalingrad and in the Battle of Kursk contributed much to the strengthening of cooperation between the USSR, Great Britain and the United States within the framework of the anti-Hitler coalition.

From 19 to 30 October 1943, at the second allied conference of foreign ministers, V. Molotov, K. Hell and A. Eden discussed issues of waging war against Germany and problems of the post-war world order.

As for the program of celebrations dedicated to the 26th October anniversary, in November 1943, Stalin made a report at a ceremonial meeting of the Moscow Council of Working People's Deputies. Neither a military parade nor a demonstration on Red Square held. On November 7 at 20:30, Molotov gave a big reception for diplomatic representatives of foreign states.

After the outbreak of the war, due to the evacuation of the Diplomatic Corps to Kuibyshev, receptions were not hold on Spiridonovka. They resumed after the return of diplomats from Kuibyshev to Moscow. On August 31, 1943, Molotov received them at Spiridonovka.

If the number of those invited to diplomatic receptions in the Kremlin ranged from 30 to 70 people (on October 1, 1941, 100 people were invited), over 500 people present at the festive banquet on November 7, 1943 (*Nevezhin, 2019: 19*).

The reception on November 7 attended members of the government, military commanders, the diplomatic corps and workers of literature and art: writers – A. Tolstoy, I. Ehrenburg; theater and cinema artists – I. Moskvina, N. Khmelev; artists – P. Konchalovsky; composers and music performers – D. Shostakovich, D. Oistrakh, V. Sofronitsky, I. Kozlovsky.

«Soviet diplomats,» Ehrenburg recalled, «were dressed in uniforms that had just been invented. The military attachés of the various embassies sparkled with gold. The generals' breasts were exhausted from the orders» (*Nevezhin, 2019: 19*).

The correspondent of the Sunday Times newspaper and the BBC radio company in the USSR (1941-1946) A. Werth (1901-1968), who was born and lived in Russia until 1917, noted that «dozens of stars from literary, scientific and theatrical spheres». According to A. Harri-man, there were «a large number of Soviet wives whom the diplomatic corps had never seen» (*Nevezhin, 2019: 20*). At the reception, a large concert held with the participation of leading Moscow artists.

The apotheosis of the reception was luxurious banquet. «The table was full of all kinds of food and drinks. The diplomats were chewing on both cheeks. The owners gave them [alcohol] generously. Some quickly got drunk».

For his part, A. Werth stated that reception was gorgeous and they drank too much there (*Nevezhin, 2019: 21*).

The reception took place at the end of the Moscow conference of the Big Three. Tensions remained in relations between the allies by the end of 1943, which caused largely by the Katyn tragedy, which led to the severance of diplomatic relations between the USSR and the Polish government, which was in exile in London. Difficulties in relations were also caused by the problem of opening a second front in Europe by the allies.

3. Government concerts during the war period

One of the main events in Moscow's diplomatic life in October 1944 was the visit to the capital of the USSR by British Prime Minister W. Churchill and foreign minister Eden.

There were members of the Soviet government headed by A.Ya. Vyshinsky, and W. Churchill, E. Eden, W. Harriman with his daughter, A. Kerr, A. Brook, generals Ismay, Burroughs, Dean, Bierce In the central box at a concert at the Bolshoi Theater on October 14, 1944 (*Program, 1944: 24*).

The concert program, which was on October 14, 1944 consisted of two parts. In the first was the first act from the ballet "Giselle" by Adam with the participation of the Honored Artist of the RSFSR, laureate of the Stalin Prize O.V. Lepeshinskaya, Honored Artist of the RSFSR S. M. Messerer and Honored Artist of the RSFSR, laureate of the Stalin Prize A.M. Messerer.

In the second part performed opera vocalists, People's Artist of the USSR, laureate of the Stalin Prize M.D. Mikhailov, Honored Artist of the RSFSR, laureate of the Stalin Prize N.D. Shpiller, Honored Artist of the RSFSR M.P. Maksakova.

The concert ended with numbers, which have prepared by the Red Banner Song and Dance Ensemble of the USSR (artistic director and conductor was People's Artist of the USSR, laureate of the Stalin Prize A.V. Aleksandrov): cantata about Stalin, Russian folk songs, Ukrainian folk song, Russian dance, march from the opera by Gounod «Faust», «Dark Night» by I. Bogoslovsky, dance of the Don Cossacks.

In his memoirs, W. Churchill will write: "a grandiose performance took place at the Bolshoi Theater On October 14. The first was a ballet, then an opera and, at the end of the program, magnificent dances and singing of the Red Army choir. I.V. Stalin and me (W. Churchill. – Auth.) were in the royal box. Audience gave us an enthusiastic ovation" (*Churchill 1955: 228*). After the performance, conversation between the allies continued.

The work of the Protocol Department was highly appreciated by the British side. Fomin gave a letter from British Foreign Secretary on October 18, 1944. In those letter British delegation expressed gratitude «for the excellent work of the protocol department during it's visit <...>. We are deeply grateful for your <...> help for all the time, we take with us the unforgettable impression that Russian kindness and hospitality made on us. We are especially grateful for arranging a performance for us at the opera and ballet theater» (*Program, 1944: 50*). On October 20, 1944 Churchill wrote to Stalin: «<...> The memorable meeting in Moscow showed that when we meet for a personal and frank conversation there are no issues that could not be settled between us. The Russians, with their well-known hospitality, have outdone themselves in this time. <...> I am deeply grateful to you and everyone who took care of us. I Hope to see you soon again» (*Churchill 1955: 235*).

1944 year passed under the offensive of the Red Army, which fought on the territory of European countries. On June 6, 1944, the landing of British and US troops in Normandy began. Part of the French patriots headed by Charles de Gaulle landed with them. V.M. Molotov

approved «a plan for visit the chairman of the Provisional Government of the French Republic de Gaulle on November 25, 1944» (*Plan, 1944: 28*).

Representative of the Provisional Government R. Garro wished program, which should include visit to the Bolshoi Theater, the ballet Giselle and the opera Iolanta. All of his wishes were tool into account. The program finally formed. In the central box with Charles de Gaulle were V.M. Molotov and M.M. Litvinov. French and Soviet flags hung over the box. The anthems of France and the USSR sounded before the performance. Concert of the Red Banner Red Army Song and Dance Ensemble were at the Bolshoi Theater (hymns performed before the start, the box decorated with flags) (*Plan, 1944: 37*).

There were performed «Cantata about Stalin» (music by Aleksandrov), «The death of Varyag» (folk song), a poem about Ukraine (music by Aleksandrov), «Along Mostovoy Street» (folk song), «Smuglyanka» (music by Novikov), «Steppe and the steppe all around» (folk song), «On the sunny Polyanochka» (music by Solovyov-Sedoy), «Red Army Dance» (music by Aleksandrov and Kulikov, staged by Virsky, who is Honored Artist of the Ukrainian SSR) at the concert of the Red Banner Red Army Song and Dance Ensemble of the USSR in the Central House of the Red Army.

The second part began with a march from Gounod's opera «Faust», then sounded «Dreams» by Schumann, «Glorious Sea» (folk song), «Bandura» (Ukrainian song), «Vasya-Vasilek» (Novikov's music), waltz «In the front-line forest» (Music by Blanter), «Dark Night» (music by N. Bogoslovsky). Concert ended with dance of the Don Cossacks (*Plan, 1944: 69*).

The organization of government receptions is an important component in the activities of the Protocol Department. It was necessary not only prepare the lists of invitees, but also approve menu. There were guests at Stalin's breakfast in honor of de Gaulle on December 3, 1944. There were I.V. Stalin, V.M. Molotov, A.I. Mikoyan from the Soviet side, and de Gaulle, Bidault, General Jouin, Garrot and others were from the French (*Plan, 1944: 48*).

There were not only members of the government whom invited to the Molotov reception in honor of General de Gaulle. Also, the diplomatic corps and representatives of the Soviet creative intelligentsia. In this way, Molotov's reception was different from Stalin's breakfast.

The list contains the names of academicians, drama actors, the Bolshoi Theater, cinema, writers, artists, sculptors.

Academicians Alabyan, Bruevich, drama actors Moskvina, Kachalov, Khmelev, Elanskaya, Tsarev, Tarasova, Babanova were awarded to visit Spiridonovskaya Street at 17. The Bolshoi Theater was represented by Kozlovsky, Mikhailov, Barsova, Ulanova, Lepeshinskaya, Melik-Pashaev (Messerer's name has been deleted), writers N. Tikhonov, I.G. Ehrenburg, S. Ya. Marshak, A.N. Tolstoy (K. Simonov, L. Leonov have been written with a help of pencil); artists and sculptors – A.M. Gerasimov, S.D. Merkulov, Kupriyanov, Krylov; film actors – L. Ladygina, N. Kryuchkov, I. Pyriev (G. Alexandrov, L. Orlova, M. Zharov, L. Tselikovskaya have been deleted from the list) (*Plan, 1944: 53-54*).

An invitation to a reception is a confirmation of a high social status (it should be noted, that scientists, artists, writers, sculptors, directors and actors were invited without wives and husbands unlike members of the government).

The President of the Czechoslovak Republic E. Benes again visited the USSR in March 1945. The protocol department began preparations for the visit at the end of February. The delegation consisted of 27 people. There were members of the Benes family (wife, niece), Prime Minister, Minister of Foreign Affairs, Minister of Justice, Minister of Social Security, members of the State Council, etc.

The main point of visit is a special program for the president's wife. It included visits to medical, school and preschool institutions (hospital, kindergarten, school, maternity hospital, etc.).

On March 27, Benes's wife visit to ballet school in the Bolshoi Theater aroused feeling of delight among the guests. At the concert of the schoolchildren, the president's wife especially singled out the senior student Lida Dementyeva. She said that that this girl had a great future (*Visits, 1945: 76*).

Members of the Soviet government, heads of foreign embassies and missions, heads of departments of the People's Commissariat for Foreign Affairs and their deputies were invited with their wives to all official events.

The best artistic forces of the country, the choirs of Pyatnitsky and Sveshnikov, G. Ulanov, M. Maksakova, I. Kozlovsky, D. Mikhailov and others performed at a concert on March 21 in the Red Banner Hall of the Central House of Arts.

On March 24, Benesh's wife visited the Moscow Art Theater (the scene, which is called «Russian People»). The next day presidential couple expressed a desire to see the performance «The Pickwick Club» at the Moscow Art Theater (branch) (*Visits, 1945: 74*).

The «female» component of visit was also reflected in the fact that officials and their wives were invited to Stalin's dinner on March 28 (8 pm).

Dress code was full dress with orders for men, evening dress (long dress) for women (*Visits, 1945: 119*).

On April 1945, marshal I.B. Tito was in Moscow. The protocol department of NKID developed a plan to meet, stay and see the Yugoslav leader.

The day after arrival, Tito visited V.M. Molotov then I.V. Stalin. In the evening, guests were present at the Bolshoi Theater. V.M. Molotov, A. Ya. Vyshinsky and others were in the central box on the Soviet side. Diplomatic corps was invited to the theater. The central box decorated with flags (*Visits, 1945: 119*).

Before the start of the performance, the national anthems of Yugoslavia and the USSR are play. On the second day V.M. Molotov arranges a breakfast in honor of Tito at the NKID mansion at A. Tolstoy Street, 17.

Concert was in the CDKA on April 12, 1945. Before the start of the concert, the Yugoslav and Soviet hymns sounded (one verse each). The first part included «Cantata about Stalin» (music by A. Aleksandrov), «Poem about Ukraine» (music by A. Aleksandrov), «Sea Song» (music by A. Aleksandrov), «Twilight of the night fell to the ground» (Serbian song, which arranged by A. Alexandrov), «Along St. Petersburg» (it arranged by A. Aleksandrov), «Steppe and steppe all around» (it arranged by A. Alexandrov), «In the forest near the front» (music by M. Blanter), «Red Army Dance».

The second part included the chorus from the opera «Boris Godunov» (music by M. Musorgsky), «Dreams» (music by Schumann), Ukrainian songs (music by Davidovsky), «Smuglyanka» (music by A. Novikov), «Song of Eremka» from the opera «The Power of the Enemy» (music by A. Serov), an English soldier's song, an American soldier's song, the Don Cossack dance (*Visits, 1945: 170*).

There were members of the Yugoslav delegation headed by I. B. Tito, members of the Soviet government with their wives (V. Molotov, A. Mikoyan, A. Vyshinsky, etc.) at the concert, in the front rows of the stalls.

Soviet scientists, writers, artists (invited with their spouses) were in the hall: academician A.A. Grekov with his wife, academician V.A. Obruchev with wife, academician T.D. Lysenko with wife, K.M. Simonov, S.M. Marshak, V.I. Lebedev-Kumach, I. G. Orenburg,

S.V. Mikhalkov, I.M. Moskvina, N.P. Khmelev, I. M. Sadovsky, A. A. Yablochkina, A. Ya. Tairov, N.P. Okhlopov, K.A. Zavadsky and others (*Visits, 1945: 156-159*).

Molochkov accompanied Tito not only in Moscow, but also during his trip to Ukraine.

On April 18, 1945, a telephone message was sent from Kiev to Vyshinsky. In this letter Molochkov informs that the delegation arrived to Kiev on 17 of April. Inspection of the city and evening's lunch at Khrushchev's dacha were accompanied by Khrushchev. Moreover, marshal Tito visited to the Council of People's Commissars the next day. The plan of the visit included attendance to an architectural exhibition, theater. The April of 19 (the day of departure) it was planned to show to the guests the collective farm.

The telephone message contains a phrase that was not only emphasized in Moscow, but also commented: «In this day and age (at the time of sending the document – Auth.) guests are in the buffet for a snack». The document reads in pencil: «To Molochkov: can we do without such «details»» (*Visits, 1945: 177*).

Next visit to the USSR by the government delegation of Yugoslavia headed by the chairman of the council of ministers, minister of national defense marshal Josip Broz Tito was in May 1946.

The program of visit included official receptions; also, guests were invited to visit:

- May 28 – Maly Theater, performance «Pygmalion»;
- May 29 – Mikoyan Meat Processing Plant, Lenin Komsomol Theater – performance «Cyrano de Bergerac»;
- June 2 – football match at the Dynamo stadium, Bolshoi Theater.

The list for the reception on the occasion of Marshal Tito's arrival on May 30, 1946 (from 18:00 to 20:00) with his wives consisted of several parts. First, members of the government, such V.M. Molotov, A.I. Mikoyan, A.A. Zhdanov, A.N. Kosygin, A. Ya. Vyshinsky and others; then the Ministry of Foreign Affairs of the USSR (members of the collegium, heads of departments and administrations, minister's assistants, deputy minister and employees of the secretariats, the Protocol Department), the Central Committee of the All-Union Communist Party (Bolsheviks), anti-fascist committees, the All-Union Central Council of Trade Unions, TASS, the Moscow Soviet (*Visits, 1946: 8-10*).

There were a lot of famous people, who was attended to the reception. The first one were Soviet scientists (S.I. Vavilov, N.G. Bruevich and others), also journalists (editors of newspapers «Pravda», «Izvestia», «Krasnaya Zvezda», «Trud», «Novoe Vremya», «Red Fleet»), writers (V. Gorbato, G. Mdivani, V. Ivanov), artists (V. V. Barsova, O. V. Lepeshinskaya, S. V. Obraztsov, I. A. Moiseev, etc.), composers (D.D. Shostakovich, T.N. Khrennikov, V.I. Muradeli, S.S. Prokofiev, A.I. Khachaturyan, etc.), artists (I.E. Grabar, K.F. Yuon, A.A. Plastov, A.A. Deineka and others). The last but not least were Soviet military leaders (Marshal G.K. Zhukov, Admiral of the Fleet N.G. Kuznetsov and others), members of Swedish and Icelandic trade delegations, heads of diplomatic missions, which were accredited in Moscow (41 are in total), and technical intelligentsia (directors of factories named after Ordzhonikidze «Dynamo», named after Molotov, ZIS, autogenous plant, etc.) (*Visits, 1946: 12-18*).

4. Conclusions

The repertoire policy of concert programs of diplomatic receptions was built in such a way to not only inform about state priorities in the field of culture, but also to create a special, according to the organizers, socio-cultural environment, that promoted constructive communication.

According to the plans of the organizers, performances at receptions by prominent Soviet artists demonstrated successes of the Soviet regime in the development of culture and, in particular, art.

Special repertoire eclecticism means the presence in one program, for instance, the first act from the ballet «Giselle», a march from Gounod's opera «Faust», a cantata about Stalin and the dance of the Don Cossacks. According to the organizers' intention. It testified about multi-lateral development of Soviet art.

Soviet musical doctrine based on tastes of the leaders and, first of all, Stalin. Based on the works presented, for him folk choreography is equivalent to classical ballet choreography, and folk singing is equivalent to classical opera vocals.

Each of these musical genres is beautiful in its own way, but their presence in one concert looked very original.

A special place in programs was given to the songs of Soviet composers, which written during the period of war and performed by the Red Banner Ensemble of the Red Army Song and Dance of the USSR. Their mere presence on the stage gave the concert an extraordinary solemnity and confirmed those fact that the Diplomatic Ceremony is one of the means of promoting the power of the state.

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THE EXAMPLE OF THE DESIGN OF MATERIALS**NEW ECONOMIC SYSTEM OF SOCIETY DEVELOPMENT****John Sitdson**

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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/xxxxxxxxxxxx>

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.

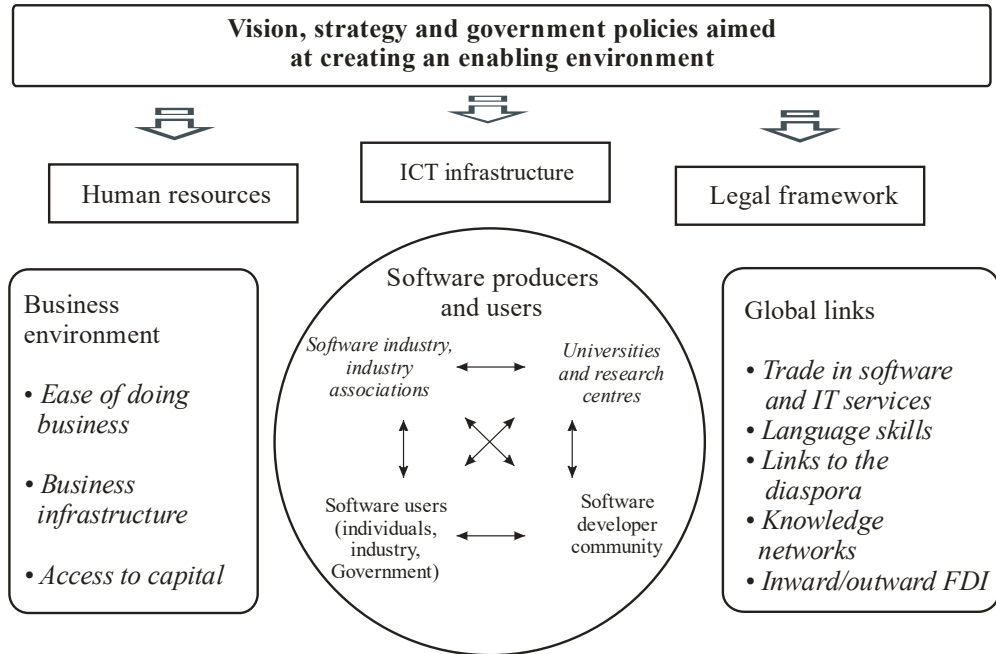
The evolutionary process of the establishment of information society is represented in researches of P. Drucker, who used a notion “information revolutions” (Drucker, 1989). He worked out the theory of the stages of development, which allows deeper understanding of the logic of establishment of information 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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