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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 46 (2021)!

In this issue we are presenting scientific articles, which deal with urgent problems of language, culture, communication, and education, as well as issues on health and environment, Law and Public Administration.

The collected papers are devoted to actual education issues of the problem of primary school teacher training in inclusive education in modern pedagogical discourse, ethical and psychological aspects of educational experts business relations on conducting institutional audit, as well as methodological support of professional development of teachers of preschool education institutions. Special attention has been paid to the investigation of psycholinguistic theories in word-making processes, poetic aspect of floristic metaphors in Latin and English pharmaceutical terminology, and aesthetic aspect of emotiveness of poetic texts.

Articles of the section innovation, work, society focus on international cooperation against corruption in public authorities, theoretical foundations of using information and communication technologies in public administration decision-making processes, corporate culture in a medical institution, structural and functional organization of personality reflexive competence in modern psychology, as well as on issues of determining the context of restricted information security, international standards regulating labour of underage workers and classification of invalid transactions in present law doctrine of european countries.

The scientific issue also contains theoretical and empirical researches in health such as the investigations of fibrinolytic activity in heart tissue in hypothyroid and hyperthyroid rats under the influence of exogenous melatonin and blinding conditions (enucleation), the description of key features of arterial hypertension combined with obesity according to non-alcoholic fatty liver disease (steatosis and steatohepatitis). A new insight has been gained into such problems ahygienic assessment of the conditions of psychiatric medical staff in health care facilities and physical therapy for emergency abdominal surgery in Ukraine as well as neuropsychological determinants of dyslexia in schoolchildren.

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

**Maciej Rudnicki**



**LANGUAGE, CULTURE, COMMUNICATION****ETHICAL AND PSYCHOLOGICAL ASPECTS OF EDUCATIONAL EXPERTS  
BUSINESS RELATIONS ON CONDUCTING INSTITUTIONAL AUDIT****Lyudmila Aleksieienko-Lemovska**

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**Summary**

The article considers the basic principles of professional ethics of educational experts in conducting institutional audits of educational institutions, including the rule of law, public interest as the main criteria of professional activity of an expert, professional competence, exclusion of self-profit actions, objectivity and independence, confidentiality of information, etc. The rules of interaction with representatives of educational institutions engaged in educational activities are presented. Emphasis is placed on the psychological aspects of business relations and relationships with colleagues. It is noted, that the work of an educational expert does not only require comprehensive knowledge of legislation in the field of education, but also includes certain moral obligations based on generally accepted norms, which guide the expert in conducting institutional audits in educational institutions.

The Code of Professional Ethics of an institutional audit expert in educational institutions is a set of moral and ethical obligations and requirements based on generally accepted norms, which experts have to follow during the institutional audit procedure in educational institutions.

The following theoretical research methods were used to solve certain problems: systematic analysis, comparison, systematization, classification and generalization of scientific and methodological literature on the problem; method of systematic analysis of philosophical, psychological-pedagogical, sociological literature for theoretical generalization of leading scientific approaches; interpretation of key provisions of the study.

**Keywords:** professional ethics, psychology of business relations, competence approach, educational process.

*DOI: <https://doi.org/10.23856/4601>*

## 1. Introduction

The urgency of this problem is caused by: the changes in the legal aspect of national education, updating the legal and regulatory framework of Ukraine; objective requirements for the development of a system for ensuring the quality of education in educational institutions; society's requirements for educational experts capable of self-development and self-education in the innovative professional environment; the need to ensure a high level of pedagogical interaction between educational experts and participants in the educational process; the need for a systematic approach to the problem of developing professional competence in the field of education; the need for practice in methodological support of the process of implementing a competence-based approach in the professional training of educational experts; activation of the role of professional competence, relevant in the context of modernization of modern pedagogical education.

Changes taking place in the modern education system are determined by the need for increased teachers' professional development and professionalism, their professional competence. The competence-based education model arises from education modernization aimed at preparing the individual for life, identity formation, as well as general preparation for the fulfillment of the whole range of social functions. As a result, there is a shift in the assessment of educational outcomes from the concepts of "education", "good breeding", "preparedness" to the ideas of "competence" and "competency". Professional and pedagogical competence covers the field of knowledge and methods of forming a set of skills and determines the dependence of the development of this competence on the quality of professional activity.

The work of an expert does not only require a comprehensive knowledge of legislation in the field of education, but also imposes certain moral obligations, based on generally accepted norms, which guide the expert in conducting institutional audits in educational institutions and measures in the framework of state supervision (control) in education.

The purpose of this study to develop is the basic principles of professional ethics of educational experts in conducting institutional audits of educational institutions.

The methodological basis of the research is developed based on taking into account the provisions of functional-activity, axiological, universal, personality-activity approaches.

## 2. Business relations of the educational experts'

The realization of systemic educational reforms is envisaged by the changes that have occurred in the legal aspect of national education, updating the regulatory and legislative framework of Ukraine: the Laws of Ukraine "On Education", "On Secondary Education" and others. The dominant feature of these changes is human-oriented education, that is, education for a person, and its core is the developmental, cultural-creative content of teaching and educating a responsible, competent person. It is noted that education is a State priority, which ensures the innovative, socio and economic and cultural development of society.

According to Ukrainian legislation, the institutional audit, the purpose of which is to assess the quality of education and the quality of educational activities of an educational institution, involves experts – teachers who have passed certification and / or have the highest qualification category, Heads (deputy heads) of educational institutions that have passed the institutional audit, as well as other specialists with higher professional education and / or professional qualifications of a teacher, practical work experience in an educational institution for at least 5 years and have undergone appropriate training.

Under conditions of modernization of education, the transition from theory to practice requires competent thinking from a modern specialist. A competent specialist is characterized by knowledge in his subject area, personal and humanistic orientation, possession of modern pedagogical technologies, the ability to integrate with experience, creativity in the professional sphere, the presence of a reflective culture. Key principles emerging from theoretical approaches features characterizing human morality (*Tomasello M., Vaish A., 2013*).

The work of an expert does not only require a comprehensive knowledge of legislation in the field of education, but also imposes certain moral obligations, based on generally accepted norms, which guide the expert in conducting institutional audits in educational institutions and measures in the framework of state supervision (control) in education.

Since the teaching profession is simultaneously transforming and managing, the concept of a teacher's professional competence expresses the unity of his theoretical and practical readiness to carry out teaching activities and characterizes his professionalism. In this regard, professional competence is determined by the level of manifestation of professional readiness for the implementation of professional activity (*Edwards R., 2006*). The professional competence of an educational expert is the ability to solve professional problems, tasks in the context of professional activity; the stock of knowledge and skills, which determines the effectiveness and efficiency of labor, a combination of personal and professional qualities. It is determined by a motivated desire for continuous education and self-improvement, a creative and responsible attitude to work. The competence of a specialist – teacher is manifested in his knowledge, awareness, authority in the pedagogical field (*Sharmakhd N., Piters Dzh., Bushati M., 2018*).

The professional competence of educational experts in conducting the institutional audit of educational institutions is an integral multi-level professionally significant characteristic of the personality and activities of a specialist, based on effective professional experience; reflecting the systemic level of functioning of methodological, methodological and research knowledge, skills, experience, motivation, abilities and readiness for creative self-realization in expert activity, presupposes an optimal combination of methods of professional scientific-pedagogical and pedagogical activity (*Aleksieienko-Lemovska L., 2020*).

So, thus, the need to develop the educational experts' professional competence in conducting institutional audit in educational institutions is due to new trends in the information society associated with the accumulation of scientific knowledge and the need to find effective mechanisms for its transfer and use.

### **3. Basic principles of an expert's professional ethics**

The Code of Professional Ethics of an institutional audit expert in educational institutions is a set of moral and ethical obligations and requirements based on generally accepted norms, which experts have to follow during the institutional audit procedure in educational institutions.

The Code defines the rules of moral conduct of specialists who have been trained according to the curriculum which includes the establishment of the authority of an individual as an expert who can be involved in conducting an institutional audit in educational institutions.

The Code aims at strengthening the standing of public authorities and experts involved in conducting institutional audits in educational institutions as part of expert groups.

The code also aims at the increase of educational institutions' confidence in the results of experts' conclusions and helps with providing a common moral and legal basis for agreed and effective actions during the conduction of institutional audits in educational institutions.

### 1. The principle of Rule of law.

An expert is obliged to strictly follow requirements of the Constitution of Ukraine, Laws of Ukraine «On Education», «On the Basic Principles of State Supervision (Control) in the Sphere of Economic Activity», Resolution of the Cabinet of Ministers of Ukraine «On procedures of the Education Quality Monitoring», decree of the Ministry of Education and Science of Ukraine «On procedure of the institutional audit of educational institutions», provision of the State Service For Education Quality, provision of Department of The Sate Service For Education Quality in region, etc.

In private life, an expert is also obliged to comply with the law and not to directly or indirectly contribute to the commitment of offenses by others.

The expert should promote the establishment and practical implementation of the principles.

### 2. The Principle of Public Interest.

The interests of society, the interests of educational institutions are the main criteria of an expert's professional activity.

During the work an expert is guided by the moral principles of honesty, trust, justice, respect, reliability and responsibility.

The expert has no right to subordinate the public interest to the private interests of individuals or groups, to act in favor of private interests, to make anything that can harm the society, or to condition the performance of official duties to personal interest.

### 3. The Principle of Professional Competence.

An expert is obliged to refuse to provide professional activities that go beyond professional competence or do not correspond to the profile of his or her activity.

An expert is responsible for the validity of their conclusions in order to prevent the possibility of revocation or reconsideration of the decisions taken.

An expert is obliged to maintain the required level of their professional competence.

### 4. The principle of Exception of profiteering actions.

This principle includes honest and selfless performance of expert's duties, integrity of the expert.

It also includes the absence of any promises contrary to the appointed responsibilities.

### 5. The principle of Objectivity and independence.

An expert's conclusions and recommendations should be based on objective information.

Prevention of anyone's personal bias and elimination of any form of pressure from any party involved in the institutional audit that can influence the objectivity of the experts' conclusions.

Adherence to the constancy and integrity in the production of reporting documentation despite possible pressure in order to alter the results of the institutional audit.

6. The principle Rules of interaction with representatives of educational institutions engaged in educational activities.

Restraint and patience;

Exception of incorrect statements, rudeness, tactlessness;

Respect to the colleagues' decisions;

Demand for complete and objective information.

The expert is responsible for the concealment or falsification of information and in case he did not insist on complete information;

Ability to act clearly and take decisions in stressful situations;

Do not allow public statements about the progress and preliminary results of the institution audit.

7. The principle of Confidentiality of information.

Keeping the confidential or sensitive information secret;

Not using any confidential information in personal interests, interests of third parties;

Publication or other disclosure of confidential information is not a violation of professional ethics in cases where it is allowed by the educational institution or public authority, taking into account the interests of all parties, and when it is presupposed by regulations or judicial decisions.

8. The principle of Relationships with colleagues.

Do not discuss colleagues' personal or professional qualities, as well as to evaluate their work;

Do not present for public discussion or publication any information that defames colleagues;

In the situations of conflict and manifestations of contradictory assessments all parties have to ensure transparent discussion of all (including opposing) opinions, avoid conflicts of interest, resolve all disputes on the basis of facts and openness; all parties have to adhere to a collegial model of decision-making.

According to the definition of the "professional competence" concept, it is proposed to assess the level of the educational experts professional competence in conducting institutional audit in educational institutions using three criteria: possession of modern pedagogical technologies and their application in professional activities; readiness to solve professional subject problems; the ability to control their activities in accordance with the accepted rules and regulations.

#### 4. Conclusions

The analysis of the current stage of the professional pedagogical education development allows us to assert that the improvement of the training system and retraining of educational experts in conducting institutional audits in educational institutions should be considered not only from the point of view of mastering the theory and teaching methods, mastering pedagogical concepts, but also from the point of view of high level of their readiness and ability to solve non-traditional pedagogical problems in various situations of the educational process, determining the need for systematic purposeful work to develop the professional competence of educational experts, that is, to introduce a pedagogical model of its formation.

The work of an expert does not only require a comprehensive knowledge of legislation in the field of education, but also imposes certain moral obligations, based on generally accepted norms, which guide the expert in conducting institutional audits in educational institutions and measures in the framework of state supervision (control) in education. The Code defines the rules of moral conduct of specialists who have been trained according to the curriculum which includes the establishment of the authority of an individual as an expert who can be involved in conducting an institutional audit in educational institutions.

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## EVOLUTION OF PSYCHOLINGUISTIC THEORIES IN WORD-MAKING PROCESSES

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### Summary

This article analyzes the evolution of linguists' views on the psycholinguistic nature of the grammatical structure of language, in particular the word-formation system, from single observations and individual thoughts of scientists to specialized studies of monograph and dissertation level. The question of singling out grammar, including word-formation, as a self-sufficient object of research in the context of the formation of psycholinguistics as an autonomous scientific branch is considered. Attention is drawn to the fact that Ukrainian academic community is less interested in psycholinguistic aspects of word-creation of an individual than their foreign colleagues. The problem of analysis of word-formation innovations from the point of view of modern psycholinguistic concepts is touched upon. A special interest of psycholinguists to consider children's speech word-creation, as well as derivational features of an individual's speech during ontogenesis is highlighted. Mention is made of the empirical side of considering word-formation as a complex psycholinguistic process of verbal unit generation and reception. It is indicated on the remarkable promise and importance of this scientific field for further research, especially in the aspect of expanding the theoretical and methodological basis for further empirical study and description of the psycholinguistic nature of wordsmithing.

**Keywords:** communicative act, language, speech, thinking, consciousness, psychology of language, word-formation process.

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### 1. Introduction

The rapid development of innovative technologies and, above all, the intellectual globalization of the world pose a serious challenge to the identity and historical normalization of existing sign systems. We mean, first of all, that the language and, accordingly, its speakers do not have time to verbalize the realities, phenomena, events, etc., by means of the national codes themselves. Modern speech practice, in our opinion, often has the character of reflection, an attempt to integrate certain semantics into the structures fixed by the system. There is no doubt that the observed trend is rooted in changes in worldview, in particular language, the picture of the world of the individual, caused by the dynamics of the psyche.

It is now a widely acknowledged fact that the human brain operates at extremely high speed as a result of the high volume of processed information, the flow of which is not diminishing but rather increasing and widening. In the globalized information flow, people often experience, on the one hand, a general marriage of nominative units adapted as much as possible to the national language code, both in terms of content, the other is the need for repeated verbalization to be understood from one's own subjective beliefs. Regardless of the reasons for the search for ways and means of implementation in the communicative act of the nominative formulation, the key role in this process is assigned to the grammatical formulation of the

language, the key role in this process is given to the grammatical design of the language, in particular word-formation and shaping, which enables us to decode the different levels of prosody and the tightness of words, and to perceive and create these verbal fragments in the future.

In view of this, of particular interest is not only the very nature of language as a materialization of thought, as a representation of those processes that take place at the level of awareness or intelligence, but also the mechanisms and regularities of formation, corriging and actualization of the base of word clichés depending on the needs of a particular communicative act. Thus, today the attempts of domestic and foreign representatives of the scientific community to understand, first, the psychological mechanisms of creation and implementation of derivative expressions of the national language become of great importance, secondly, to explain the nature of formation and production of models and forms at the level of an individual medium, and thirdly, to describe the processes of reception and interpretation as the essential elements of people's mental activity. In this context the relevance of our work is caused by the foremost specificity of the object itself – the psycholinguistic nature of derivation, as well as the necessity to understand the level of elaboration of the problems, the level of the development of problems related to the psycholinguistic dimension of word-processes, representatives of academic schools in different countries and the need to identify discursive moments and gaps in the study of the subject matter. Considering the above, the article's aim is to establish the evolution of linguistic theories of word-formation from the sporadic attempts of scholars to establish the link between thinking, the main goal of the study was to establish the link between thinking and speech and the grammatical structure of the language to the comprehensive studies of derivation as a mirror image of the total mental processes of the individual's brain activity.

## 2. Grammar in psycholinguistics: a historical overview

In a similar or analogous way, the above questions are of interest to the academic community since the beginning of the 19th century. The basis for scientific study of the problem was laid down by W. von Humboldt (*Humboldt, 2000*), who, by differentiating between language and speech, tried to explain the nature of their connection to thinking. Calling this approach metaphysical, I. Baudouin de Courtenay (*Baudouin de Courtenay, 2017*) argued on the psychic nature of language and appealed to the reality of brain activity, as represented by the language of the individual. Furthermore, the scientist was the first to identify the morpheme as a unit at the psychological level. F. de Saussure (*Saussure, 1998*) argued for the importance of analogy in the processing of words in the language and believed that derivation did not take place at the moment of word creation, as the individual components of the word are already present in the brain's memory, and are the result of a disorderly mental operation similar to calculus. In fact, the scientist has reached the psycholinguistic level of conceptualization of the language phenomena and their perspective of integration into the language system. His ideas were developed in the works of L. Scherba (*Scherba, 2004*), whose research, especially in the field of vocabulary, was carried out in the early stages within the limits of the psychological concepts that were available at that time. It was thanks to the scientist that the notion of the *psychophysiological organization of the individual* emerged in the scientific community, and that it is formed and implemented due to the language experience.

The founder of the psychological direction in Ukrainian linguistics is O. Potebnya (*Potebnya, 2019*), whose last works on lexicology were mostly concerned with different aspects of Slavic word-formation. With the differences in views on the relationship and interaction between the elements of the triad *thought – speech – language*, the researchers came closer to



an understanding of that there are complex psycho-physiological processes that accompany not only the language, but also certain acts of speech and understanding of that speech. Having formulated this idea, O. Dittrich (*Dittrich, 1913*) raised the question of the consumer to introduce the psychology of language as a separate scientific discipline. 1913 F. Kainz (*Kainz, 1969*) in his work *Psychology of Language* realizes this idea, trying to create a clear theoretical and methodological basis for the psychological analysis of linguistic phenomena. It should be noted that the term *psycholinguistics* was introduced into the scientific community by American psychologist N. Pronko (*Pronko, 1946*) in 1946, but the formation of the discipline dates back to 1951, particularly with the creation of the Committee on Linguistics and Psychology, and its residual autonomy in 1953 and a workshop of the same committee in Bloomington (USA). The work resulted in the consolidation of theoretical foundations and the elaboration of promising lines of empirical research in psycholinguistics (*Osgood et al., 1954*).

### 3. Modern understanding of the psycholinguistic character of word-formation

The evolution of different tendencies of psycholinguistic studies is described in the work of O. Leontiev (*Leontiev, 2014*), who in particular studied the psychological basis of derivation. Since the creation in 1958 The Psycholinguistics and Mass Communication Theory Department of the Institute of Language Studies of the USSR became active in the study of the concept of *the psychological reality of word-formation processes* (*Shahnarovich, 1974: 132*). It should be noted that after Ukraine gained the status of an independent state, the domestic scientific approach in this field became more and more limited, while abroad, especially in Europe, it became more and more popular.

With the branching of psycholinguistics as a science into separate fields we can state a stable interest of scientists, mostly foreign, to study various aspects of the psycholinguistic nature of human speech, in particular word-formation, within the framework of multidisciplinary studies. It should be noted that Ukrainian linguists have tried to investigate this topic only in the last decades. Thus, A. Zagnitko (*Zagnitko, 2007*), examining modern linguistic theories in complex, turns also to general ideas about psycholinguistic aspects of word-formation and grammar. Summarizing the views of the psycholinguists, the scholar focuses mainly on the creation of new words on the meaning of familiar to the speaker by means of highly productive derivational instrumentation through analogies to the grammatical constructions often created by the individual (*Zagnitko, 2007: 77*). In this context, the researcher actualizes the notion of *folk etymology*, which is associated with the well-known to philologists' quasi-story *Puski beati*. A. Zagnitko's conclusions are based on the achievements of the St. Petersburg school of psycholinguistics, in particular on the works of L. Sakharny (*Sakharny, 1985*). The psycholinguist tried to find out in an empirical way the mechanisms of word creation, especially of new words, and to find out the factors of actualization of derivational links in a language for reproduction of ready-made verbal samples and production of occasional ones.

### 4. The psycholinguistic basis of word-formation in the reception of Ukrainian academics

Currently the psycholinguistic theory of neologization, developed by the foreign researcher S. Togojeva (*Togojeva, 2000*) in 1986, directly appeals to the connection of word-formation processes with mentality and intelligence. Unfortunately, Ukrainian linguists have not presented any similar research of monograph or dissertation level on the mentioned problems. However, there was an attempt to analyze the psychological background of

M. Wingranowski's wordsmithing on the basis of the Neographics Laboratory *Neolex-Rivne* (Vokalchuk, and Braun, 2010). The described situation, presumably, is explained by the exclusion of the human factor from the structural-semantic analysis of neoderivatives (Popova et al., 2017). It is difficult not to agree with this conclusion of the researchers, because in psycholinguistics word-formation is analyzed primarily from the point of view of the human factor. The complexity, in fact, also lies in the absence of absolute relevance between the spoken and perceived message within the boundaries of the communicative act itself.

It should be noted that at the Hryhorii Skovoroda University in Pereiaslav a scientific and practical conference *Psycholinguistics in the Modern World* is held regularly, during which the above-mentioned issues are often discussed (Kalmykova, 2018). B. Norman, a Belarusian researcher, has used a large amount of language material to explore the mechanisms of activation of verbal processes in the mind of a speaker and a listener (Norman, 2011: 127). The most studied nowadays both in Ukrainian studies and studios abroad is the formation of verbal activity, in particular verbal competence, in ontogenesis (Kalmykova et al., 2008). Looking back on the above facts we can state that psycholinguistic approaches to teaching various aspects of word-formation can hardly be called a little-researched scientific field, however, there is a lack of domestic research at the monograph or dissertation level, which would provide a substantive, systematic and consistent overview of the subject matter.

## 5. Conclusions

The proposed analysis of the achievements and prospects of psycholinguistic parameterization of word-formation processes is just a separate attempt to summarize the views of experts on the relationship between grammar, speech activity, thinking and consciousness, which indicates the need for further development of this direction not only and not so much on the theoretical and methodological level, as on the practical one. Taking into account the importance of the theoretical and methodological basis for empirical research in the field of psycholinguistics, especially in the aspect of human speech, because it is a field of the first order, this is a field aimed at experiment, study of phenomena in dynamic, inventory of existing linguistic theories and approaches to word-formation as a component of people's mental activity, that it is, on the one hand, the result of the process of an individual's active brain processes, and on the other hand, accompanies them, mirroring certain states and changes in competence at the level of the linguistic picture of the world or idiostyle, provides grounds for stating the stable interest of the academic community. In the long term, it is worth turning to the following aspects of the themes developed: to find out the place of grammatical, in particular word-based, system in the psycholinguistic scientific paradigm; to establish the main derivation categories and definitions that are operated by scientists; to reveal discursive and variant aspects in psycholinguistic theories of derivation; to identify the points that have not fallen into the category of those developed by the academic community; to point out the perspective and relevance for the further study of psycholinguistic parameters, mechanisms and tools of word-formation.

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## ARTICULATION OF THE PROBLEM OF CONTINUOUS PRIMARY SCHOOL TEACHER TRAINING TO WORK IN CONDITIONS OF INCLUSIVE EDUCATION IN THE MODERN PEDAGOGICAL DISKURS

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### Summary

In this article it was investigated the diskurson the one hand for understanding the modern state of problem`s articulation of continuous primary school teacher training made on the basis of a review of normative documents and literature and inclusive education on the other hand. It was analyzed the evolution of views on (1) education of children with special educational needs and (2) approaches to understanding the teacher training to work in inclusive classes with projection on continuous professional development and conception of continuous education. The analysis of normative international and domestic documents, literature of continuous training of teachers and professional activity in terms of inclusive education, practical implementation in Ukraine, new demands to professional competence of modern teacher allowed us to show a sequence of contradictions. In conclusion, the sphere of inclusive education is developing rapidly in Ukraine in the last 10 years which resulted in development of the law and development in science researches in the field of inclusion. Only teacher who is integrated to the system of continuous training and is interested in self-development can integrate principles of inclusive education.

**Keywords:** humanization, educational environment, professional competences, education during the whole life, International context of the understanding continuous professional training and inclusion, domestic context.

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### 1. Introduction

The main ideas of the modern education are humanization and continuity. The concept of humanization of educational sphere is revealed the most eloquently through realization of the direction of inclusive education. With taking into account the conceptual and terminological paradigm of the word experience of reformation the educational sphere the role of high-quality training of specialists for implementation inclusive education to educational institutions of any level is being actualized. In particular the problem of continuous primary school teacher training to work in conditions of inclusive education is a particularly pressing issue now in Ukraine as the first institutionally mandatory bridgehead within which inclusive education is introduced. Besides that we see not only the problem of primary specialist training as especially urgent (in paradigm of university education), but also a problem of providing the system of continuity of primary school teacher training to work in conditions of inclusive education. That means firstly the sustainable systemic and systematic professional development of primary school pedagog, that is based on the principles of conscious attitude and motivation of teachers to self

improvement within the profession, and also – intuitively regulated and controlled accountability for dynamics of professional development of workers of inclusive classes to adapt different directions and the content of inclusive education to the world innovations and also promoting the exploratory and creative nature of the professional activities of the employees of inclusive educational cultures.

The goal of this article: is to investigate the diskurs, on the one hand, for understanding the modern state of problem`s articulation of continuous primary school teacher training made on the basis of a review of normative documents and literature and on the other hand inclusive education.

Our task: to trace the evolution of views on (1) education of children with special educational needs and (2) approaches to understanding the teacher training to work in inclusive classes with projection on continuous professional development and conception of continuous education.

## **2. International context of the problem of teaching the children with special educational needs**

The international context of the question is very important for understanding that state of readiness that this ideas had when they came to Ukraine, who and how adapted them to realities of Ukraine and which development that received within Ukrainian pedagogical diskurs and within the diskurs of public administration measures in the field of inclusion.

So, on the tenth of December 1948 with the resolution 217 A (III) UN General Assembly approved and proclaimed “General human rights constitution”. The declaration lays the foundation for the further development of ideas about general education for all people. This ideas were approved and developed in “Declaration of the human rights”, that was adopted by the resolution 1386 (XIV) UN General Assembly from November 20<sup>th</sup> year 1959. It says, that “a child must be provided by the law and the other means with the special protection and it must be given the opportunities and favorable conditions, that will give it an opportunity to develop physically, mentally, morally, spiritually and socially in a healthy and normal way in the conditions of freedom and dignity”. Also the fifth principle of declaration is a thesis “child who is physically or socially disabled or is mentally handicapped, there must be provided a special regime, education and care, that is necessary in view of its special state”. The initiated ideas about accessibility of education and the necessity of adaptation the education system to the needs of completely all members of the process was continued and fixed by “Convention for the Suppression of Discrimination in Education” from December 14<sup>th</sup> 1960, that was adopted during the Geneva XXIII International Conference (1960) on public education. Conference has approved the principle of inadmissibility of discrimination and proclaimed the right of each person to education. The next stages on the way to inclusive education were indicated by the appearance of documents that were comprehensively aimed at meeting people needs with special educational needs from the most young age. In the “Declaration of the social progress and development UN”, that was adopted by the Resolution of General Assembly UN from 11<sup>th</sup> of December 1969, the important thesis about protection the rights and providing a welfare of <...> disabled people; the provision of protection a people, that are suffering from physical and mental disabilities. And also the thesis about the goal of “...increasing the overall level of education during the whole life”. In two years, on December 20<sup>th</sup> 1971, it was adopted the “Declaration about the rights of mentally retarded people”, where states that “...mentally retarded person has right on a proper medical care and also a right on education...”. “Declaration of the

rights of personas with disabilities” from December 9<sup>th</sup> 1975 enshrines the right of people with disabilities on education and socialization (in general this two concepts are inseparable from each other). There is also one important document that amounted a format of social ties with the children with special educational needs, it's the “Convention about the children rights” (20<sup>th</sup> November 1989) in editions with changes approved by the resolution 50/155 UN General Assembly from 21<sup>th</sup> December 1995. Un State approves that “...incomplicable in mental or physical development child should lead a full and worthy life in conditions that provide her dignity, contribute to the feeling of self-confidence and facilitating its active participation in the life of society”. Individual article attention is drawn to the purpose of providing an inferior child access to education services and professional training. The resolution 48/96 UN General Assembly from December 20 year 1993 “Standard rules for providing equal opportunities for disabled” states that UN State should encourage public dialogue to protect the rights of disabled. The deeper understanding of the ontological, educational and medical-rehab side of disabled life should be a part of educational programs for all children and should be included in training courses for teachers and professional of all stages.

The most important document on the way to inclusive education and at the same time the point of irreversibility of the process if “Salaman Declaration on Principles of Policy and Practical Activity in the Field of Education of Personas with Special Needs and Action Frames for Personas with Special Educational Needs”, was approved by the United Nations Conference for education of personas with special educational needs: access and quality (Spain, the 7-10<sup>th</sup> June 1994). One of the principle thesis is categorical suggestion of the necessity and urgency of education provision for children, youth and adults with special educational needs in the borders of the conventional education system. Conventional schools with the inclusive orientation were defined as the most effective means of combating discriminatory treatment against people with the special educational needs, and also it were defined the benefits of teaching people with special educational needs in order to create a friendly atmosphere in a communities, to build inclusive society and providing for everyone.

On the wave of rhetoric of the Salamanca declaration there was approved a “Convention on the Rights of Persons with Disabilities” from 13<sup>th</sup> of December 2006, that was ratify in Ukraine on 16<sup>th</sup> of December 2009 and came into force on the third of June 2010. Article 24 of Convention was dedicated particulary to the questions of education. The convention was supplemented by a report from the European Commission “Children rights for all! Implementation of the Convention UN on the Rights of the Child for children with mental disabilities” year 2006. This report was intended to understand the children with developmental disabilities not only as children with physical health disabilities, but also as children with mental health disabilities, because the reports of many European Countries said about exclusion of children with intellectual disabilities against the background of the official movement towards the expansion of inclusion.

“The Council of Europe’s Strategy on the rights of the child” (2016-2021) reaffirmed its course towards inclusive education. With the requirements of the time and with all peculiarities of child’s life in the information age, the Council of Europe initiates joint study on specific opportunities and risks for children with disabilities in the digital environment”. The strategy of the Council of Europe is based on the recommendations of the Council of Europe for deinstitutionalization and life of children with the disabilities in a social life.

In a paradigm of clear direction of the Ukraine’s movement towards European integration the main role plays European policy documents on compliance with European standards in the field of human rights. Especially the “Action plan for Ukraine for 2018-2021 years”, that

was offered by the Council Europe states that European Council will support the international informational campaign to promote respect for and understanding of vulnerable groups, as well as measures to combat discrimination and intimidation in the education system. IN a global understanding of dominants of inclusive education an important role plays “New guidelines for UNESCO’s inclusion policy in the field of education” (2009).

Meanwhile the triad of regulatory acts of ratification of inclusive education as a fundamental approach to people with mental and physical disabilities consists from such international documents ( in addition to the previously named) as Salamanca declaration and the frameworks for action on the education of persons with special educational needs (1994); Convention on the rights of people with disabilities (2006); New guidelines of the UNESCO’s inclusion policy in the field of education (2009).

During many years the policy on disabled people was changing: it has evolved from the conventional care for disable people in the corresponding institutions to that point where children with disabilities now have the opportunity to receive an education and people that became disable in the old age can receive rehabilitation care. Because of the education and the system of rehab measures disable people became more active in advocating the evolution of international and state policy for disabled people. After the second Word War the following concepts as integration and engaging disable people to the normal social life that reflected a progressive understanding of potential abilities of disable people. But even now under the definition of “inclusive education” in the countries that are the main providers of inclusive education, the definition itself is determined here and there with some semantic and corresponding procedural and implementation differences.

On the international level the idea of inclusion is considered mainly in avoiding the exclusion from the student environment those who have any special educational needs through the support of their needs. Such definition is the most close to that adopted by the “Law of Ukraine on Education” from 05.09.2017 № 2145-VIII, where inclusive education is a system of educational services that are guaranteed by the Country and are based on the principles of non-discrimination, taking into account human diversity, effective engagement to the educational process all of its members”, and inclusive educational environments is defined as “the unity of conditions, approaches and methods of its realization for the coeducation teaching and development the students with taking into account their needs and abilities.

### **3. Domestic context of the problem of children with the special needs education**

Analysis of treatment the approaches to children with the special needs education in Ukraine give us the opportunity to separate a few periods of it. A period that is related to the expansion the network of special educational institutions (1950-1991). A period that became the first stage of transition to inclusion in education in the conditions of independent Ukraine (1991-2010). From 2010 due to now is a period of implementation the inclusive classes to convenient schools and decreasing the number of special and boarding schools (*Bilous, Constantyniuk, 2018*). Historically the trends to invent inclusive education, with the understanding close to modern, can be noticeable on the territory of Ukraine yet from twenties-thirties years of the XX century (*Kolupayeva, Taranchenko, 2016*). In particular its about the opening of defectological faculty of Kiev pedagogical university, the dean of the University was at that time G. S. Kostiuk in 1921-1923 and in the years 1929-1933. Here was the training enabled for specialists to work with mentally retarded children and also with children who had hearing issues. On the 8<sup>th</sup> of July 1931 the board of the People’s Commissariat of

education approved the decision about inventing the general compulsory education of disable children of the age 8-15 years from the 1<sup>st</sup> October 1933 (Gavrilov, 2009). The times of Soviet Ukraine are unfavorable for the inclusive education development. That's why we can not see the full historical movement in the direction of inclusive education in Ukraine as it is in the most European Countries. There was no law on special education in the Soviet Union because only 1,5% from the whole number of children, who had a need in a special psycho-pedagogical support were engaged to the educational system due to the end of 1990-1991 (for example there were 12% of children with peculiarities of psycho-physical development got the special education in the countries of the West Europe at the same time) (Gavrilov, 2009). As the result of this state of affairs in Ukraine at the time of gaining state independence there was almost no legal framework that could be identify the status of child with the special educational needs and could guarantee its right on education in the special educational institution or in conventional School.

The culmination of movement to inclusion became the order of the Ministry of Science and Education of Ukraine "About approval the conception of inclusive education development" (from 01. October 2010 № 912). It generalized all previous achievements of the legal framework for the implementation of inclusive education and defined the next directions. This order convincingly states the need for the special teacher training and retraining to work with children with special educational needs in the circumstances of inclusive education. In general for the modern stage of implementation the inclusive education in Ukraine are common: optimization of special educational institutions and cross-cutting implementation of inclusive approaches.

Improving the system of training and retraining of pedagogs that work in conditions of inclusive education also states from the Constitution and find its embodiment through the system on measurements of reformation the approaches to their primary state (within higher education institutions) and through the further teacher training.

#### **4. International context of understanding the continuous professional teacher training**

In the word the idea of continuous training the professional and its integration in the spectrum of social fields of person's in working age activity independently of geological characteristics or with the other words on a international level was happened when the words transitioned to the industrial economics. The additional factors that determine the demand for lifelong learning in XXI century are: wide access to the information, fast technological development, strengthening global interaction, changes in the field of education and also increasing the level of qualifications and skills for the beginning of professional activity (entry-level job) (Gaymer, 2006: 128). In the paradigm of continuous education interests of employer and employee are satisfied. Services of continuous education can be traditionally provided by governmental, non-governmental commercial, and non-commercial organizations (Gaymer, 2006). If the term of continuous education carries more institutional character in the foreign perception, the term "education during the whole life" is a personally oriented notion of modern didactics. Likewise, if continuous education means mostly institutional events of qualification upgrading, which are clearly marked in time and localized, education during the whole life has broader semantics, involves many levels and subjects of educationally adaptive endeavors of a person who is learning. Education during the whole life by having clear personal orientation can involve a facilitator-tutor, however, the facilitator has to be qualified in the provision of an educational environment which gives a person opportunity to improve oneself and to achieve one's goals of education.



Thus, on a global level, concepts of continuous professional development (education), education during the whole life, and inclusive education are basic indicators of humanization of the educational environment. Such conceptualization of the main educational trends is focused on formulated goal № 4 among 17 sustainable development goals as “to provide inclusive and quality education and to ensure general possibilities of education during the whole life” (UN, 2005; UN, *n.d.*). Despite a clear declarative-directive character of movement to inclusive education, the problem is still topical, for countries with the lower income particularly. For example, during the conference in Geneva in 2019 “Unlimited education: Education during the whole life and inclusive education” which was organized by UNICEF and UNESCO together with several international organizations, a claim was recognized and recorded in the accounting report that adequate access to pre-school, full secondary and higher education is still a problem to many countries, the for the most marginalized segments of the population, to children and young people with disabilities, particularly (UNECE, 2019). Additionally, in the UNESCO final report 2020 “Inclusion and education: all is everyone” the goal is formulated to ensure till 2030 that all boys and girls would receive free, equal, and quality primary and secondary education which will bring relevant and effective educational results.

### **5. Continuous primary school teacher training to work in the context of inclusive education as a strategy educational task of Ukraine**

Inclusive education together with the problem of continuous specialists’ training, teachers in particular, who are engaged in the implementation of inclusive education, are among the strategic educational issues of Ukraine as a country. Their proper satisfaction is the fulfillment of the social duty of a country to its citizens and is also a guarantor of the progressive development of the country, strengthening its positions in the world scene.

The document of the European agency in special needs and inclusive education (with the support of UNESCO) “The broadening of teachers’ possibilities in promotion of inclusive education” (European Agency, 2015: 26) has the essential meaning for mutual integration of inclusive education and continuous teachers’ training concepts. Paragraph 5.4 “Inclusive approaches to education” indicates the norms of individual professional teachers’ development: teaching is shown as a learning activity; teachers are responsible for their education during their whole life. Teachers’ university education is only the basis of continuous professional education and development.

Contemporary official directive and reporting documents of the world community are appealing to the issue of quality practicing teachers’ training to work with inclusive classes. Thus, in “Inclusion and education: all is everyone” (2020) report a single paragraph “Programs of inclusion within teachers’ training without a break from work have high demand in teachers” the problem of an acute need of teachers’ training of pedagogic tactics, methods, techniques, and procedures of inclusive education is articulated (UNESCO, 2020).

Active development of inclusive education issues in Ukraine goes together with the fundamental reformation of the whole educational system and the implementation of New Ukrainian school (NUS). Directly, implementation of the reform started in 2017 and now involves the whole area of elementary school. The essence of NUS is perceived only in synergy with principles of inclusion as non-violent law of equal access to education for individuals of all categories regardless of physical, social, or other characteristics. Program documents of NUS allow inclusive education through the creation of conditions for studying pupils with disabilities together with children of their age, the implementation of individual programs of development for them.

This engages not only the corrective and rehabilitative measures, providing necessary learning tools for children with special educational needs but also proper psychological and pedagogic support that mostly teacher initiates and controls. Moreover, teacher's and pupil's personality within NUS are simultaneously perceived through the paradigm of education during their whole life. The ability to learn during the whole life is marked in a special document MSE "New Ukrainian school: a conceptual framework for secondary school reform" (2016) as one of the ten basic competencies of NUS. It is described as "the ability of searching and assimilation of new knowledge, acquiring of new skills, organization of educational process (own and collective)". The algorithm of teacher's competency is always conceptualized through a personal effective government of resources and information flows (that is actual during digitalization and the domination of fake information); the ability to determine own educational goals and means of their fulfillment; creation of individual educational and professional trajectory; ability to assess critically and objectively the results of one's study, especially the ability to study during the whole life, i.e. systematically and to enrich the pedagogical worldview culture and expand professional competencies all the time. It is stated in the concept of New Ukrainian School that "the role of the teacher is important". To sum up, the primary feature is "the image of teacher who is creative and responsible and constantly develops himself/herself". Motivated and successful teacher is called to work constantly on the development of personality and professional skills and knowledge.

## 6. Conclusions

In conclusion, the sphere of inclusive education is developing rapidly in Ukraine in the last 10 years which resulted in development of the law and development in science researches in the field of inclusion. Only teacher who is integrated to the system of continuous training and is interested in self-development can integrate principles of inclusive education.

The analysis of normative international and domestic documents, literature of continuous training of teachers and professional activity in terms of inclusive education, practical implementation in Ukraine, new demands to professional competence of modern teacher allowed us to show a sequence of contradictions. There is certain contradictions in social-pedagogical sphere which is in difference between social order on implementation and releasing inclusive education in domestic pedagogical practice and lack of qualified teachers to embody inclusion. The other contradiction is fined in the theoretical field. There is a necessity of training teachers for schools and kindergartens in terms of inclusive education and there is lack of reasoning in science, technology and methodology of such trainings. On the practical methodological level there is a contradiction in terms of necessity of training teachers for implementing inclusive education and lack of programs and methodological support. The search for solutions of stated problems is a perspective direction of scientific researches.

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**PARADIGM TRANSFORMATIONS OF THE VAMPIRIAD  
OF THE END OF THE XX – THE BEGINNING OF THE XXI CENTURY  
IN THE DILOGY “EMPIRE ‘V’” – “BATMAN APOLLO” BY VICTOR PELEVIN**

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**Summary**

The modern vector of transformations of the artistic image of a vampire is of special interest and agrees with what we have seen since the end of the XX century – the tendencies of consistent sympathy of writers to legendary-mythological images with traditionally negative symbolic meaning. V. Pelevin’s diology “Empire ‘V’” – “Batman Apollo” is organic to the tendencies of the modern world vampiriad and reflects the paradigmatic changes of this corpus of interpretations.

The purpose of our article is for the first time to define the paradigmatic transformations of the artistic vampiriad of the end of the XX – the beginning of the XXI century and to determine of their reflection in the diology “Empire ‘V’” – “Batman Apollo” by V. Pelevin. Also we identify two interrelated basic clusters in the evolution of the vampire image for the first time: the justification and exaltation of this image in the literature, and the embodiment of aspects of national identity in it. V. Pelevin combines artistic and documentary discourses, in his fantasy world he paradoxically synthesizes historiosophical reflections on the fate of the people and appeals to various moments in the history and modernity of his country. The novelty and politicization of the Pelevin’ text is an innovation for the vampiriad, although in the fantasy genre the reception of national social realities is now becoming typical.

**Keywords:** fantasy, legendary-mythological image, interpretation, adaptation, superhero, national identification.

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## 1. Introduction

Active development and genre flexibility of modern fantasy cause its functional universalization, the appeal to the potential of legendary-mythological structures in artistic modeling contributes to this. Perhaps the most productive in this sense is the image of a vampire, which has paradigmatic changes in the end the XX – the first decades of the XXI century. They have not been studied and are of scientific interest, as they are to some extent a component of the fantasy structural transformations of this time. In connection with the relevance of the problems of national myth-making (which are fully revealed in fantasy), it is important the systematic study of the modern metamorphosis of one of the key concepts in this genre of already the XXI century – vampirism, which is metaphorically used by writers in revealing of a wide spectrum of spheres – psychosexual, gender, political, artistic etc. Representatively, the conceptual changes in the modern functioning of the vampire image are reflected in Victor Pelevin’s diology “Empire ‘V’” – “Batman Apollo”, in which the key image, in addition, acquires a clear gender and national labeling.

The purpose of our article is for the first time to define the paradigmatic transformations of the artistic vampiriad of the end of the XX – the beginning of the XXI century and to determine of their reflection in the dilogy “Empire ‘V’” – “Batman Apollo” by V. Pelevin. Also we identify two interrelated basic clusters in the evolution of the vampire image for the first time: a) the justification and exaltation of this image in the literature, and b) the embodiment of aspects of national identity in it. The comparative nature of our article determines the appropriate leading research method, which is logically supplemented by mythopoetic, hermeneutic and gender methods.

The artistic parameters of the image of a vampire in V. Pelevin’s philosophical dilogy (as well as the dilogy) are extremely superficially designated (*Polotovskiy and Kozak, 2012; Osmukhina, 2016*). The plot of “Empire ‘V’” was compared with “Harry Potter” by J. K. Rowling aspectually (*Dyakova, 2007*), but the nature of the evoked similarity was not determine.

The formation of the image of a vampire in literature and cinema with a dotted analysis of individual basic works (*Beresford, 2008*) is revealed from the current methodological positions to a certain level, its functioning in folklore and English literature until the end of the XIX century is defined, but about a thorough coverage of this figure in the XX century is harder to say, in the first decades of the XXI century – impossible: here we have a sporadic research of certain problems of transformation of the vampire image on the material some literature and cinema works. Exceptional adaptive data of the vampire-character and the rapid growth of the corpus of its interpretations in the end of the XX – the first decades of the XXI century did not lead to a fundamental study of the evolution of the “avatar of horror” (*Hollinger, 1997: 225*) during this period. B. Nevskiy tries to trace the patterns of vampire image modification (*Nevskiy, 2009*), M. Leavenworth and M. Isaksson research the overcoming its classical canon (*Leavenworth, Isaksson, 2013: 2*). Consideration by these researchers of the image in a much limited artistic field without taking into account the metamorphoses of such traditional structures makes it impossible to see the logic of the laws of transformations of the vampire-character in the context of movements of legendary-mythological structures of this type.

We note the practical absence in the analysis of Western European and North American scientists of the Eastern European artistic vampiriad (as in «Encyclopedia of the Vampire: The Living Dead in Myth, Legend, and Popular Culture» (*Encyclopedia of the Vampire, 2011*)).

## 2. Justification and exaltation of the image of a vampire

The evolution of the modern vampiriad is indicative in the context of the dynamics of socio-cultural transformations, and its key image undergoes radical changes in the end of the XX – the first decades of the XXI century. The mass non-classical interpretation of the image of the vampire contributes to the formation in the minds of modern culture of a new paradigm based on the “justification of the vampire” (*Senf, 1988: 6*) and its elevation. We consider this tendency as a fragment of systemic shifts in the interpretive corpus of traditional images in general.

The reflections of V. Pelevin's characters reflect the transformation of a vampire from the category of “evil” to the category of “good”. Thus, in “Empire ‘V’” the innocence of a vampire in his nature is emphasized, which stimulates the sympathy of the recipient: “You can not... condemn a mosquito for being a mosquito” (*Pelevin, 2006: 117*). Pelevin’s Hera and Rama ponder in unison: “...there has been a PR-campaign for the rehabilitation of vampires in the world for many years” (*Pelevin, 2006: 163*) – “...just a fountain of compassionate understanding and love was poured out on vampires...” (*Pelevin, 2006: 163*). The transition from

“evil” to “good” in the vampiriad is gradual and conditional: from the depiction of the actions of the classic vampire, we observe a movement in favor of the psychological development of the motivation and emotion of the image, and this leads to empathy and prepares a recipient for acceptance version of “good” vampire (*“Interview with the Vampire”* by A. Rice, *“Blood Price”* by T. Huff). Psychological deepening of this image promotes the division of vampires into positive and negative.

Due to the philosophical approach, V. Pelevin’s dilogy most conceptually depicts the civilization of vampires. “Empire ‘V’” reflects the growing popularity in literature and cinema of the love affair between a vampire and a human, as we see in “The Vampire Diaries” and “Night World” by L. J. Smith, “Vampire Kisses” by E. Schreiber, “Underworld” by dir. L. Wiseman, “Twilight” by S. Meyer and others. Following Bella Swan by S. Mayer, Lada marries a vampire from the “Legend of the Night” by Y. Lazareva. The love of vampires for their peers in “Empire ‘V’” and “Batman Apollo” also can be found in “Twilight” by S. Meyer, “Vampire Academy” by R. Mead, “Vampire Nation” by dir. T. Chapkanov, “Watches” by S. Lukyanenko (in a broad sense) and others. We note, that the image of groups of vampires which secretly exist among humans (as in *“Interview with the Vampire”* by A. Rice) and which refer to human neutrally (as Cullens in “Twilight” by S. Meyer) contributes to the emergence of vampire social communities, that openly position themselves among people and are not seen as to be destroyed: so, the idea of the coexistence of man and vampire arises. Among such artistic works are “Guilty Pleasures” by L. Hamilton with her vampire Church of Eternal Life as an instrument of “voluntary vampirism”, and also “Vampire Nation” by dir. T. Chapkanov. We consider the “symphony of people and vampires” repeatedly emphasized in V. Pelevin’s novel to be the principal moment (Pelevin, 2006: 91, 164).

The revolutionary thesis about the soul of a vampire is varied by S. Meyer in “Twilight”, V. Vasilyev in “Black Palmira’s Face”, B. Stableford in “Empire of Fear” and some others writers. This position finds a conceptual form in Pelevin’s metaphorical sense: in “Empire ‘V’” – “vampire spirituality” (Pelevin, 2006: 81), and in “Batman Apollo” – “vampidentity” (Pelevin, 2013: 271); “God-seeking vampires” are discussed here (Pelevin, 2013: 100). Some vampires of the dilogy choose the “spiritual path” (Pelevin, 2006: 366) and conclude: “God is present in us” (Pelevin, 2006: 364). Such cultural “phenomenon” is consistent with the world practice. In T. Huff’s “Blood Price”, the vampire Fitzroy is baptized and reads a prayer; a vampire monastery with a priest is depicted by Y. Lazareva, S. Grahame-Smith (*“Abraham Lincoln, Vampire Hunter”*) etc.

The associative-linguistic demythologization of Batman’s name and its transformation in the second part of the Pelevin’s dilogy into the supreme image of the vampire world in general are correlated with Brooker’s position about changing the character of this superhero in the end of the XX century (Brooker, 2001: 319).

Similarly, unusual talents and the superpowers of vampires in “Twilight” by S. Meyer, “Vampire Rising” by J. Henderson, etc., combined with the emergence of non-human morality indicates the approach of a modern vampire to the figure of a modern superhero. Let’s compare Pelevin’s accent with the hints at the modern superheroes in the Meyer’s intertext in connection with the emphasis on the power of vampires compared to humans: these are hints at the figure of Spider-Man and Superman (Meyer, 2009: 79). At the same time, Bella Swan’s desire in the first book of “Twilight” to become a superman is connected with a transparent gender imperative: «I can’t always be Lois Lane... I want to be Superman, too» (Meyer, 2009: 413).

We consider the ability of a vampire in the literature of the turn of the XX–XXI centuries to give or return life as a precedent. In vampire family from T. Litovchenko’s novel a son is

born; vampires in the “Night World” by L. J. Smith are able to continue the genus too. After the appearance in the literature of the figure of a dhampire, the ability of vampires to procreate is key in the evolution of the analyzed image and brings it closer to the man. The “humanization” of vampire-characters includes the birth of people in their families (as in “*The Dark Knight*” by E. Schreiber).

Pelevin’s vampires create their own kind by implanting a so-called tongue into humans, and speak of humanity as a result of their genetic experiments, acting like its own parents. Moreover, in the context of the “undead” reinterpreted here, it is stated that, compared to the upper class of vampires, “...people... are simply dead” (Pelevin, 2013: 75). Since V. Pelevin represents contemporary Russian prose, the eastern cultural vector, expressed in the intertext of his dilogy (Dracula talks about his path of enlightenment and the agreement of vampires with Buddha (Pelevin, 2013: 284–287)), probably corresponds to the general position of “noticeable” orientalization”” Modern Russia (Demchuk, 2014: 229).

As in some other contemporary writers, it is systematically emphasized in Pelevin’s novels the superiority of the vampire over man from the vampire’s point of view (Pelevin, 2006: 17, 79). For example, in “Twilight” by S. Meyer, vampires are likened to gods (Meyer, 2009: 312, 261, 277). At the same time, in the dilogy the figures of non-humans are rethought on a formal basis; according to S. Polotovskiy and R. Kozak, these are allegorical “real masters of Russia” (Polotovskiy, Kozak, 2012: 172).

Thus, in the analyzed novels by V. Pelevin a new tendency of depicting vampires of the end of the XX – the first decades of the XXI century is presented: here vampires are able to form a majority in society, to displace people and become a new type of society. If in “Day-breakers” by dir. P. Spierig and M. Spierig humanity is a source of blood for vampires, in Pelevin’s “Empire ‘V’” and “Batman Apollo” humanity supplies vampires with energy (Pelevin, 2013: 17, 79), and vampires here are “psychic” (Beresford, 2008: 156).

In such a systematic vision of rethinking the image of a vampire, we take into account the range of its incarnations with a tendentious variable actualization in modern literature and avoid the categoricalness of some researchers who absolutize popular transformations of this image (as Z. Sazonova do).

### 3. Aspects of national identification in the image of a vampire

Rethinking the image of a vampire in line with the relevant world tendencies of transformation of the end of the XX – the first decades of the XXI century, V. Pelevin turns to it with a certain ideological purpose. The high saturation of the text of the dilogy with foreign vocabulary and the representation of the Russian national element in a characteristic satirical tone (as in playing the name of the current president of Russia (Pelevin, 2013: 74) or its state symbols (Pelevin, 2013: 172)) are the way to contrast the writer’s rejection of pro-Western movements in Russian culture. We are talking, for example, about “...the most vulgar sign of our time: the habit of giving foreign names to shops, restaurants and even novels written in Russian, as if to say – we... are advanced, offshore, renovated. It has long caused me nothing but nausea” (Pelevin, 2006: 75). The writer addresses in the dialogue of generations to the Solzhenitsyn spirit (Pelevin, 2006: 15, 76, 291) and contrasts his national culture with others (in particular: “I literally felt how the light French mind was bent... under the monstrous pressure of Russian discourse” (Pelevin, 2013: 244)). V. Pelevin critically assesses the state of spirituality of the modern fellow tribesman (“The “spirituality” of Russian life means that the main... product in Russia is not material goods, but show-offs” (Pelevin, 2006: 83)), he states the reason for

Russia's "eternal youth" ("this youth was obtained at the cost of a complete rejection of identity...") (Pelevin, 2006: 386). V. Pelevin also diagnoses the modernity of his country: "The recent history of Russia has corrupted the people once and for all, without any hope of cure" (Pelevin, 2013: 304).

The specifics of the intertext of the Pelevin's dilogy, revealed by us corresponds to the world tendency of the first decades of the XXI century on the reflection in the fantasy of national socio-political realities (as in "Half-Life" by S. Green, "Pan's Labyrinth: The Labyrinth of the Faun" by G. del Toro and K. Funke, "The House in Which Time Was Lost" by V. Granetska, A. Nikulina and M. Odnoroh and others).

Defining through Rama the ambivalent essence of Russian life "...as a combination of European sophistication and Asian lawlessness..." (Pelevin, 2006: 210), V. Pelevin forms the image of his modern homeland, referring primarily to the concepts of poetry "Le Bateau ivre" by A. Rimbaud (Pelevin, 2006: 292), "The mind does not understand Russia..." by F. Tyutchev and the film-cycle "Alien" by dir. R. Scott, J. Cameron, and others (Pelevin, 2006: 385–386). The fixation in Hera's remark of the futility of the search for a "national idea" ("They painfully grope, and every time at the last moment it jumps off" (Pelevin, 2006: 302)) exactly corresponds to the definition of the atmosphere of time in scientific discourse.

S. Meyer also emphasizes the Americanness of her characters through national opposition in "Twilight". And the Cullens' Americanness is emphasized by their love of baseball («It's the American pastime» (Meyer, 2009: 303)).

Despite the pessimistic summary of the wise vampire Enlil Maratovich from Pelevin's dilogy that "the Russian mind is a European mind lost between cesspools and police booths without any hope of salvation" (Pelevin, 2013: 316), the writer hopes in a good future for Russia.

Against the background of modern writers turning to the image of a vampire to emphasize the female gender, analyzed novels by V. Pelevin resonate with clear accents of the male gender. The clear superiority towards women here is reminiscent of similar intentions in S. King's prose. "Killed and intimidated" (Pelevin, 2013: 92), the Pelevin's man is forced to survive in the circumstances of "female sexual terror" (Pelevin, 2013: 91), and his remarks addressed to the woman are cynical, offensive (Pelevin, 2013: 92, 436). Dracula is a "misogynist" here (Pelevin, 2013: 121). Let's compare this with Bella Swan's feminist views in S. Meyer's "Twilight" (for example, the heroine is working on a study on the possible misogyny of W. Shakespeare (Meyer, 2009: 124)).

What is new in V. Pelevin's dilogy is the systematic emphasis on the obligation to observe tradition in cultural development. The writer places a metaphorical discussion of the appropriate questions among vampires focused on their nationality ("Be proud, Rama, that you are Russian. Russian vampire...") (Pelevin, 2013: 319) and conscious of their citizenship ("I'm not just a vampire. I'm also a citizen of his country" (Pelevin, 2006: 278)).

The motif of national pride is pervasive in the dilogy and is combined at the same time with criticism and sympathy for the people: "The Russian mind... gave birth to the world's greatest artistic culture, which in fact is the reaction of the soul... extremely strong and incomparable in its meaninglessness of suffering" (Pelevin, 2013: 317). The failure of Russia in the "ideological" market (Pelevin, 2013: 297) and the remark of the American vampire about Russia as a "police state" (Pelevin, 2013: 111) are dissonant here. The painful reaction of the protagonist – the vampire Rama to criticism of all things Russian is also characteristic (Pelevin, 2013: 111, 407). It is asserted in one of the appeals to Rama, that Pelevin's contemporaries are physically deprived of the opportunity to know the truth because of the conditions in which



they live: “Your generation no longer knows the classical cultural codes. [...] The era of quotations from mass culture has come...” (Pelevin, 2006: 273).

As we can see, V. Pelevin combines artistic and documentary discourses, in his fantasy world he paradoxically synthesizes historiosophical reflections on the fate of the people and appeals to various moments in the history and modernity of his country.

It is noteworthy that this type of modeling of national image acquires typicality in modern fantasy: for example, in English literature by distinction (as opposed to the French) and criticism of Englishness by S. Clark in “Jonathan Strange & Mr Norrell”, S. Green in “Half-Life”.

#### 4. Conclusions

The modern vector of transformations of the artistic image of a vampire is of special interest and agrees with what we have seen since the end of the XX century – the tendencies of consistent sympathy of writers to legendary-mythological images with traditionally negative symbolic meaning. V. Pelevin’s dilogy is organic to the tendencies of the modern world vampiriad and reflects the paradigmatic changes of this corpus of interpretations. In his philosophical and metaphorical artistic world, vampires have spirituality, love and shape society, higher than human, as well as approaching the level of superheroes and “deities”, they give life. But the gender bias of this dilogy is polemical. The novelty and politicization of the Pelevin’ text is an innovation for the vampiriad, although in the fantasy genre the reception of national social realities is now becoming typical. In forming the image of his country, V. Pelevin follows the classical path; in his critique of the modern state of his nation we see love and hope.

The proposed article is able to enter into a larger study of V. Pelevin’s prose in a fantasy context. Such a study is perspective, because the writer is original and productive as a representative of the Joyce-type of myth-making, also in his novels V. Pelevin continues an intensive search for solutions to current problems of modern national and European identity.

A systematic study of the ideological component of the fantasy of the XXI century, in our opinion, will help to understand the universality of this genre and the way of reflection in modern literature of urgent socio-cultural questions. The principal task also is to unify the fantasy terminology.

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## EVOLUTION OF ALDOUS HUXLEY'S OUTLOOK

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### Summary

The evolution of Aldous Huxley's outlook is considered in terms of cultural studies. The metaanthropological approach traces how the artist's attitude to the human personality and its place in the universe was changing. A comparative analysis of the artist's works from different periods of creative activity shows that along with the evolution of the artist's outlook, the outlook of his characters was changing. It is shown how the spiritual searches of A. Huxley and his characters developed from the ordinary level of outlook in early novels, through personal one in novels that offer an anti-utopian model of culture, to the philosophical level of outlook in the *Island* novel. It was found that the outlook of his characters from the early period of the artist's work is limited by the framework of ordinary being and outlook, which leads to the lack of self-confidence, the impossibility to make decisions, the inability to think creatively. In those novels which offer an anti-utopian model of culture the characters' outlook gains the features of independence, critical thinking, creativity, self-knowledge and self-improvement, which means achieving a personal level of both outlook and being. In the *Island* novel the outlook of A. Huxley's characters gains the hallmarks of philosophical outlook, which inner integrity, harmony and creative character are typical for. This analysis embraces A. Huxley's early novels from the 1920s and 1930s, philosophical novels offering anti-utopian models of culture, and the last philosophical novel *Island*.

**Keywords:** ordinary outlook, personal outlook, philosophical outlook, culture, cultural studies, self-actualization.

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### 1. Introduction

The originality of the topic lies in the fact that for the first time in Ukrainian cultural studies the evolution of A. Huxley's outlook is traced. With the help of metaanthropological analysis it is proved that the outlook of A. Huxley has developed from the ordinary to the personal and reached the level of the philosophical one. This process was reflected in the philosophical novels from different periods of the artist's work.

The relevance of scientific solutions is due to the fact that in today's contradictory world, art leads the artist and the reader to the true humanistic development of the individual, to new opportunities for literary work and for understanding the essence of culture. Giving a cathartic experience to a person, artistic creativity glorifies the human essence in its spirituality and ability to create.

The purpose of the article is to comprehend the path of A. Huxley from the ordinary outlook to the personal one and from the personal outlook to the philosophical one as well as the reflection of this genesis in the philosophical novels of the artist. Achieving this goal requires the solution of such scientific tasks, as to represent the artist's ambition of self-actualization as a guarantee of his spiritual growth; to present A. Huxley's convictions about the outlook of a

creative personality; to analyze A. Huxley's early novels from the 1920s and 1930s, philosophical novels offering anti-utopian models of culture, and the philosophical novel *Island*; to show how the philosophical novels of the artist reflect the evolution of his outlook.

## 2. The main text

*On the question of self-actualization of the artist.* A culture is a research field where the efforts of philosophers, culturologists, art critics, historians, literary critics and representatives of other branches of humanities are synthesized. Today, from everyone who came into this world not as a bystander, but as a personality and a creator of their own style of creative thinking, life requires the development of "the ability to see the world mostly in their mind's eye through the prism of their intellect and personal experience of the culture" (*Mohyl'nyy, 2002: 291*). The main writer's task is to self-actualize in the world, that is, to reveal his creative potential. This process requires courage, ability and deed. The result is a prolific work, which culminates in the creation of unique cultural artifacts. Self-expression by the means of literature is a difficult way to self-actualize in the world, because "the word obeys the most talented and the most hard-working ones" (*Bilous, 2014: 58*). This path is the path to the philosophical outlook, when the self-actualization of the author's personality results in cultural artifacts. For J.-P. Sartre, "man exists as long as he self-actualizes" (*Sartre, 1990: 333*).

Cultural studies explore the genesis and the development of culture as a distinctive human way of life. Its universals are general representations of human cultural experience, ontological general constants of human existence, including man, his being and outlook. A person's outlook is a system of their views on the world, on their place in it and their attitude to people, to the surroundings and to himself. The outlook is a living substance that needs constant development, improvement, and eventually, if such a process takes place, the ordinary outlook reaches the level of the personal one and then goes to the philosophical level.

This process is a subject in a study of metaanthropology, which is one of the tendencies in the development of the outlook and anthropology school of Kyiv, initiated by Academician V. Shinkaruk and continued by N. Khamitov. The metaanthropological approach divides human existence into ordinary being, critical being and transcendent being, which correspond to the ordinary, personal and philosophical outlook (*Khamitov, 2019*). According to N. Khamitov's observations, the true self-actualization of man is his integral self-actualization in ordinary, critical and transcendent beings (*Khamitov, 2019: 80*). The metanthropological approach is an idiosyncratic method of cognition that induces scientists to study the problem of the artist's path from the personal to the philosophical outlook, and makes it possible to comprehend this path.

*A. Huxley's philosophical reflections on the outlook of the creative personality.* Creative work always requires a bright personality, and that is proved by A. Huxley's life and creative achievements. As a great humanist (as he is called by Dennis Gabor, a famous British physicist of Hungarian descent, A. Huxley's contemporary) (*Aldous Huxley. A Memorial Volume, 1966: 68*), A. Huxley devoted his entire life to serving humanity, while trying to involve people in spiritual growth and self-actualization being a role model himself. The writer's desire for self-actualization is an indicator of their personal maturity and enables the achievement of the philosophical outlook, because "the comprehension of Eternity is possible only through self-actualization" (*Khamitov, 2019: 6*).

A. Huxley expressed his thoughts on man, his personality and self-actualization in philosophical essays. In particular, the problem of the artist's way to creative perfection is covered in

the essay *Music at Night* (Huxley, 1970: 83). In another essay, *Literature and Science*, A. Huxley defines the main themes of the artist's creative comprehension which are man and nature (Huxley, 1963: 108).

A comparative analysis of the artist's works from different periods (A. Huxley's early novels from the 1920s and 1930s, philosophical novels offering anti-utopian models of culture, and the last philosophical novel *Island*) shows that with the evolution of the author's outlook his attitude to the personality and their place in the universe was changing. The spiritual searches of A. Huxley's characters as well as the author's searches went from the ordinary level of outlook in the early novels, through the personal one in the novels that offer an anti-utopian model of society and to the philosophical outlook in the *Island* novel.

*Reflection of the evolution of A. Huxley's outlook in philosophical novels.* In A. Huxley's early novels (*Crome Yellow*, *Antic Hay*, *Those Barren Leaves*, *Point Counter Point*) the focus is on the life of the society of that time, in particular, that part of it to which the author himself belonged. The writer pays much attention to the problem of formation of the outlook of those characters who possess a creative personality, while implementing his own way of finding perfection into the world of art. A. Huxley shows that his character's outlook, when limited by the framework of ordinary being and outlook, leads to the lack of self-confidence, the impossibility to make decisions and the inability to think creatively.

Alongside with A. Huxley's spiritual growth, his characters also grow. According to G. Woodcock, in the case of A. Huxley, his outlook changed just like his views on human abilities (Woodcock, 1972: 173). The 1930's and 1940's novels that offer an anti-utopian model of culture (*Brave New World*, *Ape and Essence*) serve as an example here. The characters of these novels, violating the borders of the ordinary outlook, gain such features as independence, critical thinking; creativity awakes, self-knowledge and self-improvement become necessary, which means achieving a personal level of both outlook and being. Such a character does not agree to become a "cog" without individuality in the totalitarian system, at the same time the method of "brainwashing" does not work for him, and ultimately, he is ready to sacrifice his own life for personal freedom.

Huxley's spiritual searches culminated in the creation of the perfect personality in his latest work, the philosophical novel *Island*. The writer's appeal to Eastern culture, its high spirituality and life practices made it possible for him to participate in solving one of the key contradictions of human existence, that is, man and nature, expanding the boundaries of human outlook and being, deepening the love for the Other. In the *Island* novel, the outlook of A. Huxley's characters, as well as his own one, gains the hallmarks of philosophical outlook, which inner integrity, harmony and creative character are typical for.

### 3. Conclusion

Man's path to perfection, including that of an artist, is endless. The top of creative evolution is obscure. A. Camus is right when he says that "the struggle for the peak only is enough to fill a person's heart. Sisyphus is considered to be happy" (Kamyu, 1990: 308). A. Huxley made strides in various fields of creative activity due to his versatile talents, high intellectual level, creative spirit and sincerity. Curiosity and persistent searches for a spiritual ideal contributed to his self-actualization, which is reflected in his philosophical works. They have become the paragons of development for mankind, approved by author's own experience, when he managed to go from personal to philosophical outlook.

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## METHODOLOGICAL SUPPORT OF PROFESSIONAL DEVELOPMENT OF TEACHERS OF PRESCHOOL EDUCATION INSTITUTIONS: PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS

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### Summary

With the help of encyclopedias, dictionaries, reference books the article reveals the definitive characteristics of such basic research concepts as: methodological assistance, methodological work and methodological support. Based on the development of psychological and pedagogical research, the concepts of methodological work and methodological support are analyzed and differentiated. The domestic regulatory documents are cited, which reflect the issues of methodological support for the teachers. The elaborations of the main directions and forms of methodical work with teachers (mass, group and individual) are presented, the classification of principles and functions of methodical support is given. The list of interactive forms of methodological support for preschool teachers and their impact on improving methodological support for teachers is outlined. The concept of the professional development of teachers, components of professional development, their essence and structure are highlighted, as well as ways of influence of the methodological support on its improvement are outlined.

The article, based on reputable modern researchers and practitioners, defines the directions, features and psychological and pedagogical conditions for providing methodological support for the professional development of teachers of preschool education institutions. The problems of implementing methodological support for teachers in preschool institutions are listed and analyzed, as well as prospects for improving its effectiveness are outlined.

**Keywords:** professional development of teachers, components of professional development, pedagogical competence, methodological support, diagnostics of teachers.

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### 1. Introduction

Constant updating of the content and technologies of education makes it necessary to systematically update the forms of organization, methods and content of methodological work. The current stage of development of preschool education is characterized by the search for new approaches in pedagogical theory and practice. One of the important issues of education reform defined in the State national program «Education» («Ukraine XXI century») is «updating the content, forms and methods of preschool education, in accordance with the age characteristics of preschool children» (*State national program «Education» («Ukraine XXI century»), 1993*).

An important factor in improving the quality of education is the high level of competence of the teacher, which, in turn, depends on the effectiveness of the methodological support system. New requirements for the personality of a preschool teacher and the range of his functional responsibilities justify the need to study the problem of his professional development, ways and methods of optimizing this process. One of the mandatory conditions and effective ways to optimize the process of acquiring the proper level of professionalism by preschool teachers, as well as the success of their adaptation in the system of professional work, is to provide directions for methodological support for their professional development.

## 2. Formulation of the purpose of the article

The purpose of the article is to study the aspects of implementing methodological support for the process of professional development of teachers of preschool education institutions.

## 3. Presentation of the main material of the article

Our task at the first stage of the research was to work out the definitive characteristics of the main concepts of the study: «methodological work» and «methodological support». For this purpose, we have used encyclopedias, explanatory and spelling dictionaries, reference books, and so on.

In the Academic explanatory dictionary of the Ukrainian language, the concept of «support» is defined in several contexts: as an action with an indication to support; as something that support an action, phenomenon; as a group of people supporting someone; as an addition of something. Thus, the genesis of the concept of «support» is the joint actions of people based on mutual assistance to each other in a common cause. Related words to the concept of «support» are: «cooperation», «interaction», «mutual assistance» (*Academic explanatory dictionary of the Ukrainian language, 1979*).

Dialectical analysis of the term «methodical work» comes from «methodical» and is mainly interpreted in two meanings: 1) consistent, systematic, acting according to the plan; 2) one who acts according to the rules of the methodology, is connected or belongs to it (*Nochvolod, 2008: 126*).

In the Comprehensive Dictionary, the concept of «methodical» is interpreted as «a set of interrelated ways and techniques of expedient conduct of any work; teaching about methods of teaching a certain science, subject» (*Busel et al., 2005: 522*).

In the dictionary of basic concepts from the course «Pedagogy» we find the following definition of methodological work: a form of organization of purposeful activity of a teacher to improve their professional level. Methodological work contributes to the mutual enrichment of members of the teaching staff with pedagogical findings, provides an opportunity for young teachers to learn pedagogical skills from older and more experienced colleagues, ensures the maintenance of the spirit of creativity in the teaching staff, the desire for search (*Antonova et al., 2014: 49*).

The dictionary-reference book on pedagogy defines methodological work as a special structural and organizational form in an educational institution; part of the continuing education of teachers, educators (*Myzherykov, 2004: 203*).

In the Encyclopedia of Education, methodological work is defined as integral, based on the achievements of science, educational innovations, a specific analysis of the state of the educational process, a system of diagnostic, search, analytical, informational, organizational



activities and measures aimed at comprehensive improvement of the professional skills of each teacher, the development of the creative potential of the teaching staff as a whole and improving the quality of educational work (*Kremen et al., 2008: 497*).

The need to modernize the methodological work of teachers led to the introduction into pedagogical practice such concepts as «support», «scientific and methodological support», «co – creation» (*Muromets, 2008: 321*).

According to the Comprehensive Dictionary, the word «support» means an action meaning «to accompany, to accompany»: «To go, with someone as a companion; to seeing someone off to a certain place. Go, go guarding» or «showing the way to someone», «watch who or what is moving away, add something to something» (*Busel et al., 2005, 1415*).

Similar concepts to» support «are – «cooperation», «assistance» (*Maksymenko, 2013: 7*). In addition, semantic analysis of this concept allows us to draw conclusions about the presence in the content of this concept of three components: subjects-fellow travelers, the person accompanying them and the path that they pass together (*Mishchenko, 2016: 239*).

Thus, based on the development of a number of reference sources, we drew the following conclusions: the concept of «support» provides training, pedagogical assistance and maintenance, provides not a solution to the problem for the teacher, but the organization and stimulation of his amateur activities and creating conditions for solving his own problems. At the same time, it emphasizes the non-interference of one subject in the activities of another until they feel the need for interaction.

At the second stage, the content of our work was the development of domestic regulatory documents on methodological support. Our analysis of the documents showed that this issue is reflected in such documents as: the Laws of Ukraine «On education» and «On preschool education», the Approximate regulations on the methodological office of a preschool education institution», etc. Thus, Article 54 of the Law of Ukraine «On education» states that teachers are obliged to «constantly improve their professional and general cultural levels and pedagogical skills; perform an educational program to achieve the learning results provided for by education applicants; promote the development of abilities of education applicants» (*Of the Law of Ukraine «On Education», 2017*).

The Law of Ukraine «On preschool education» defines the tasks of scientific and methodological support for the preschool education system, in particular: training, retraining and advanced training of teachers of the preschool education system (*Law of Ukraine «On Preschool Education», 2001*).

In «The approximate regulations on the methodological office of a preschool education institution», the issues of methodological support are presented more specifically and in detail. In particular, it is indicated here that the center of assistance for the teachers of preschool education institutions on ensuring the holistic development of the child, his physical, intellectual and creative abilities through education, training, socialization and the formation of necessary life skills is a methodological office. Among the main tasks of the methodological office we see: creating a reflexive and innovative environment in preschool institutions; identifying promising pedagogical experience in the staff of preschool education institutions and beyond; providing practical assistance to young specialists; ensuring the implementation of advanced training of teachers; forming and/or replenishing, updating the information data bank (catalogs or card files on electronic or/and paper) on the content of preschool education; promoting the participation of the staff of preschool education in innovative educational activities; informing teachers about regulatory documents in the field of preschool education, various types of educational literature on preschool education and periodicals professional publications, providing practical

assistance in their use, etc. (*The approximate regulations on the methodological office of a pre-school education institution, 2018*).

Processing the results of research by psychologists and teachers on the issue of methodological support was the content of our work at the third stage. A deep analysis of scientific research has given us the opportunity to identify certain areas of research, namely: 1) the content and organization of methodological support in the context of methodological work in educational institutions of various levels (I. Bekh, N. Vasylenko, M. Voitsekhivskyi, N. Dudnichenko, I. Zhernosek, A. Zaichenko, A. Kocherga, S. Muromets, S. Makarenko, I. Romanyuk, L. Sysoeva, T. Sorochan, T. Sushchenko, etc.); 2) the study of the issues of the organization of methodological support of educational activities and practical experience in preschool institutions (G. Belenka, A. Bogush, K. Volynets, N. Gavrysh, A. Goncharenko, N. Dyatlenko, O. Kovalenko, L. Kozak, O. Kornieieva, O. Kocherga, K. Krutii, M. Mashovets, L. Melenets, T. Pirozhenko, O. Polovina, T. Ponomarenko, I. Romanyuk, G. Smolnikova, I. Tereshchenko, etc.).

In most studies, methodological work is considered as one of the components of the system of advanced training of teachers. Thus, in the dissertation research of O. Korneeva, based on the research of I. Bekh, G. Bielienskaya, A. Bogush, N. Gavrysh, A. Goncharenko, N. Dudnichenko, I. Zhernosek, I. Romanyuk and others, determines that the organization of methodological work with preschool teachers is a purposeful work of a teacher-methodologist with teachers in order to increase their pedagogical skills and evaluative-reflexive activity of methodological orientation. The content of the methodological work is the teacher's awareness of the needs of society in the form of a social order regarding the results of his professional activity and their implementation, which is carried out on the basis of advanced pedagogical experience (*Korneeva, 2012*).

According to I. Romanyuk, methodological work in preschool institutions is an integral part of the unified system of continuing education of teachers, a system for improving their professional skills. The author considers that the main task of methodological work is to provide real assistance to teachers «in the development of their skills as a complex of professional knowledge, skills necessary in working with children and their parents» (*Romanyuk, 2019: 56*).

K. Krutii notes: «methodological work in a modern preschool educational institution should be as flexible as possible, namely, to promote the development of creativity, initiative, and improve the quality of the educational process. The solution of these problems lies in the search for new content, forms and methods of working with the pedagogical team» (*Krutii, 2004: 4*).

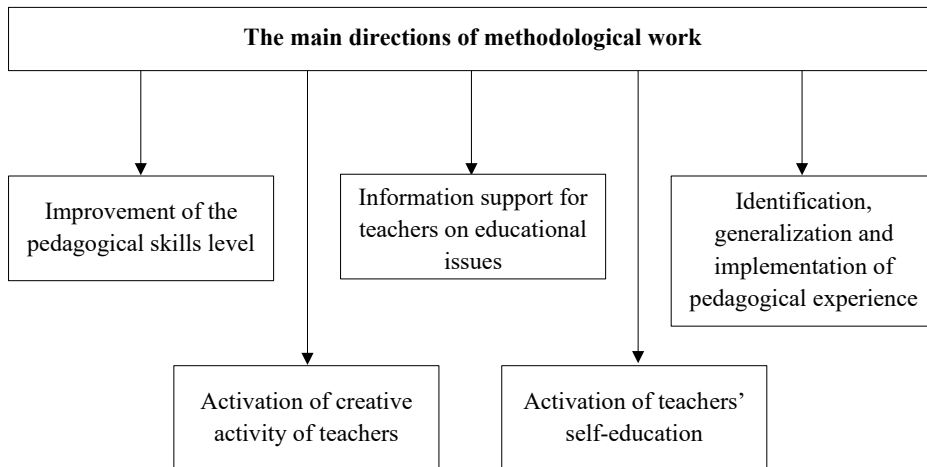
I. Zhernosek defines methodological work as a specially organized activity of the teaching staff, which creates comfortable conditions (environment) for improving the teacher's skills. The more fully teachers use the opportunities of the environment, the more successful is their free and active self-development and the level of educational activity of the educational institution, «its functions are to determine the system of measures aimed at achieving the best results» (*Zhernosek, 2001: 5*).

It is worth noting that until recently, the functions of methodological work were mainly limited to directing and monitoring the activities of educators. However, the reform of the entire education system, which is relevant in time, including the modernization of preschool education, requires updating the methodological work.

N. Dyatlenko notes that» on the threshold of the third millennium, the Ukrainian educational system has reached transformational limits, the multi-vector nature of which is striking in its diversity and unpredictability. «The scientist points out the need for specialists who «in modern fleeting changes in the education system have the ability to work with others for

the predicted result, prevent and resolve conflicts, reach compromises, respect human rights, observe the socio-cultural diversity of history» (Dyatlenko, 2009: 58).

Based on the research materials (I. Zhernosek, O. Kornieieva, K. Krutii, etc.), we will determine the main directions of methodological work in a general form (Scheme 1.1):



**Scheme 1.1. The main directions of methodological work**

The leading technology of methodological work that most meets modern requirements is methodological support – a set of various forms of partnership interaction between educational entities, measures that provide assistance to specialists in overcoming difficulties throughout their professional activities. In modern psychological and pedagogical research, there is no single definition and interpretation of the concept of «methodological support» (Oliinik, 2009: 20–22).

Modern researchers note that in contrast to traditional forms of training, methodological support of the teacher's activity has the following advantages: individualization and flexibility; has a greater potential of an instrumental nature; to a greater extent takes into account the dynamics of development of both the teacher himself, the institution in which he works, and the system of permanent interaction in general; more multidimensional, as it provides constant interaction of the teacher with other subjects of training (Muromets, 2012: 325).

On the vector and targeted orientation of methodological support, modeled on the principles of a competence-based approach (social, professional and personal), depending on individual requests, needs, motivations of each individual teacher or teaching staff, its professional capabilities, notes S. Makarenko. Among the types of support in terms of content are distinguished diagnostic, informational, educational, methodological, scientific, as well as consulting, expert, organizational, network and service support. Since these types of support are integrated in content in the system of methodological work, all of them are considered as scientific and methodological support (Makarenko, 2018).

The defining foundations of scientific and methodological support, according to T. Sorochan, are:

- democratic – the ability to take into account different approaches, points of view, collegiality in making a certain decision;
- situation of choice – creation of several variants of programs, models of activity, technologies that provide prerequisites for conscious choice;

- self-realization – disclosure of the personal potential of each participant in the pedagogical process;
- co-creation – joint activity of subjects who strive to achieve new quantitative and qualitative results (Sorochan, 2005: 77).

Scientific and methodological support as: Subject-subject professional interaction against the background of mastering and implementing innovative methods and technologies in the educational process is defined by T. Sorochan (Sorochan, 2012: 35).

The approaches to the concept of scientific and methodological support indicated by scientists (S. Makarenko, V. Muromets, V. Oliinyk, I. Romanyuk, T. Sorochan, I. Tereshchenko, etc.) determine the renewal of its principles and functions in the context of methodological work (Scheme 1.2):

<b>Principles of the methodological support of teachers</b>	<b>Functions of the methodological support of teachers</b>
diagnostics	advisory
democratic	educational
systematicity	expert
continuity	corrective
sequence	moderation
succession	adaptive
concreteness	informative
efficiency	research
flexibility	prognostic

**Scheme 1.2. Basic principles and functions of the methodological support**

Despite the variety of functions, scientific and methodological support is an integral system of interdependent actions and activities aimed at the professional growth of each subject of educational activity; the process of interaction in the teaching staff during the (internal) organization of methodological work in the institution.

The concept of «methodological support» provides pedagogical and psychological assistance and support that provides not the solution of the problem for the teacher, but the organization and stimulation of his amateur activities and the creation of conditions for solving his own problems. One of these conditions is the creation of an educational information space of the institution. A significant role in the implementation of this task is played by scientific periodicals, primarily professional pedagogical publications.

Scientists A. Bondarchuk, N. Didenko, M. Kyrychenko, A. Oliinyk, T. Sorochan and others define the content of methodological support as a complex of interrelated, organized, purposeful actions aimed at helping the teacher solve complications that may occur during educational work. At the same time, it is important that participants of methodological support should become equal partners of this interaction, although they may have different levels of scientific training or mastering practical experience (Oliinik, 2009: 20–22).

Based on the study of psychological and pedagogical research authored by L. Aleksieienko-Lemovska, I. Dubrovina, I. Zhernosek, I. Kondratets, K. Krutii, I. Romanyuk, I. Tereshchenko, etc.), we have identified the use of various forms of work with teachers in the context of methodological support. Scientific and methodological support involves the use of various interactive methods of working with teachers: business game, training, quest, workshop, case-method, debates, discussions, etc. (*Dubrovina, 2018: 9*).

Noteworthy are the results of V. Muromets' research, in which the author identified the stages of using methodological support (Scheme 1.3):

Stages	The main content
Search	Collecting, summarizing and clarifying information. Search for possible solutions of the problem.
Modeling	Systematization of accumulated information. Monitoring of results (monitoring). Defining the purpose, objectives, content, form and methods of work.
Designing	Drawing up a plan for joint activities of all subjects of the pedagogical process. Organization of problem-related forms of work.
Support	Practical implementation of acquired ideas and their elements. Implementation of a previously planned sequence of actions.
Reflections	Comparing the results with the goal set. Analysis of the degree of implementation of ideas, conclusions.

**Scheme 1.3. Stages of using methodological support** (*Muromets, 2012*)

Using this technology, it is possible to provide scientific and methodological support for the activities of teachers in various areas of educational work, since the activity of providing methodological support here is algorithmized, clear, and transparent.

Thus, the analysis of the results of scientific and pedagogical research allowed us to find out that methodological support is considered as a complex of various forms of methodological work, which is a specially organized, planned activity. In the process of methodological support, favorable conditions are created for the scientific and methodological formation and growth of all participants of the educational process. The main purpose of methodological support is to implement professional and pedagogical self-realization of each member of the teaching staff. The result of methodological support is a qualitatively new activity of teachers, which is manifested in their professional competence and, most importantly, in improving the quality of educational work with children and interaction with family members of pupils.

Since another issue of the study is the professional development of teachers of preschool education institutions, at the fourth stage we turned to its study. It should be noted that this issue is very relevant in psychological and pedagogical research of recent years, as evidenced by the presence of theoretical works and individual publications. Thus, the aspects of professional development of a specialist are reflected in the works of E. Zeier, E. Klymov, T. Kudryavtsev,

A. Markova, V. Shadrykov and others. Based on the analysis of the main provisions of the theoretical works of these researchers, we came to the conclusion that in the modern psychological and pedagogical literature there is no single approach to substantiating the essence of the concept of «professional development». This analysis allowed us to reveal that the term we are analyzing is considered by modern scientists as:

- the process of professionalization of the individual, the result of which is the achievement of social maturity, the development of new professionally important qualities of the individual, the transition to the next level of professionalism (*Markova, 1996: 308*);
- the level of performance of a person's professional activity (*Kudryavtsev, 1986: 105*);
- the degree of professional maturity (*Super, 1957*);
- social situation of development and leading activity (*Zeier, 2013: 416*).

In psychological and pedagogical research, there is an ambiguity in the understanding of the concept of «professional development» by representatives of various scientific approaches. In the works of G. Ball, E. Zeier, E. Klimov and other representatives of the activity approach, professional formation is considered as the process of entering a person into a profession, the psychological passage of certain stages of professional development, the main indicators of which are the formation of professional experience and professionally important qualities (*Klimov, 1996: 512*). From the standpoint of a system-structural approach, the professional development of a person is considered through the interrelation and integrity of professional abilities and professionally important qualities that determine the success of activity (*Povarenkov, 2002: 160*). Representatives of the value-motivational approach (O. Borysova, I. Sapogova, N. Selezneva, V. Serzhantov, V. Shadrikov, etc.) consider the development of professional motivation based on the formation of value orientations to be the main aspect of professional formation (*Selezneva and others, 2007: 80–88*).

According to L. Mitina, the effectiveness of professional development of a future teacher is determined by objective indicators that allow assessing the degree of individual compliance with the requirements of the profession, and subjective indicators that reveal the degree of compliance of professional activity with the requirements of the individual (*Mitina, 1990: 58–64*).

It is valuable that a number of researchers (M. Bityanova, I. Verbytska, S. Kyrdyankyna, etc.) consider the issue of methodological support as a means and technology of professional development of a specialist. In particular, M. Bityanova considers support as a system of professional activity of the pedagogical community, aimed at creating socio-psychological conditions for successful training and psychological development of the future specialist in interaction situations. In addition, according to M. Bityanova's definition, «Support refers to a philosophy of work that creates a combination of the goals of pedagogical practice and focuses on the main thing – on the personality of children» (*Bityanova, 1995: 64*).

According to the research of S. Kyrdyankyna, methodological support of professional development of a specialist is «a scientifically based way of interaction of the accompanying (mentor, experienced specialist) and the accompanied (teacher), aimed at continuous self-development in the profession, due to quantitative and qualitative, meaningful and structural transformations of the individual, which will lead to natural improvement, to gradual growth in the profession» (*Kyrdyankyna, 2011: 27*).

In our opinion, I. Verbytska's research deserves special attention. Based on taking into account the requirements and social expectations of a modern educator, I. Verbytska formulated the following directions for implementing methodological support for the professional development of a teacher:

- improving the professional competence of all participants of the educational process;

- providing the necessary analytical and informational materials;
  - pedagogical designing;
  - monitoring and evaluation (diagnostics);
  - providing the necessary assistance to participants of the educational process (in accordance with their individual needs);
  - ensuring the quality and availability of internet services;
  - creation of creative centers, in order to improve the professional skills of teachers;
  - use of interactive forms of improving skills in the professional activity of a teacher
- (Verbytska, 2018: 467–469).

Based on the analysis of scientific sources, it is possible to substantiate the judgment that the process of methodological support for the professional development of preschool teachers should have internal (personal) and external (environmental) components. The internal component is to ensure the personal development of a preschool education specialist by forming (providing) a number of stimulating factors. The most important among them is the development of motivation for professional development and improvement, as a set of motivating factors that determine the activity of the individual (Podkorytova, 2018: 96–99).

Both at the stage of professional education, and in the period of further professional development of a preschool teacher the most important condition is to improve its professional competence. This factor applies both to the internal component (professional self-improvement) and to the external one (advanced training courses, pedagogical mentoring, etc).

An important component of the internal component of professional development is the teacher's acquisition of ways to effectively overcome the causes and, most importantly, the consequences of professional stress, which involves teachers mastering the technologies of reflection and self-reflection.

The external component of methodological support for the process of professional development of a preschool teacher provides the implementation of all possible areas of methodological assistance, according to the regulatory documents regulating this issue. The most important of them, in our opinion, are ensuring a holistic pedagogical environment, focusing on professional development and adaptation of young teachers, improving their professional competence and forming the motivation of specialists for effective innovative pedagogical activities (Sitnik, 2015: 41–47).

#### 4. Conclusion

The analysis of theoretical sources gives grounds to assert that the modern view of professional development implies its understanding as a productive development of the individual in the process of mastering his professional activity. Successful professional development of a preschool teacher is possible, in our opinion, by providing appropriate methodological support.

Based on the analysis of the achievements of modern psychological and pedagogical thought, as well as regulatory documents, we came to the conclusion that methodological support for the professional development of preschool education teachers should be implemented by organizing activities taking into account the internal and external components, the content and structure of which is described in this study.

Summarizing the above, we conclude that this approach will optimize the process of professional adaptation of young teachers, increase the level of their professional competence and, most importantly, the quality of educational work with preschool children and cooperation with the families of pupils.

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## TRADUCTION DES NOMS DES FILMS FRANÇAIS : ASPECT LINGUOCULTUREL

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### Résumé

L'article proposé étudie les moyens de traduction en ukrainien des particularités linguistiques et culturologiques des noms des films français. En particulier, on détermine les caractéristiques lexicales et sémantiques des titres français et les voies de leur reproduction dans la langue cible à travers le prisme de l'approche culturologique. Les titres représentant une situation verbalement codée qui est modélisée par le film se concentrent sur l'attention particulière du spectateur. A cette fin, ils sont brillants, attirants, expressifs. Les fonctions principales des noms des films sont les suivantes: nominative, c'est-à-dire la présentation au spectateur de l'idée principale du film; informative, à savoir la transmission des informations principales; publicitaire, pour attirer le public; pronostique, c'est-à-dire l'addition des éléments associatifs; pragmatique, qui vise à influencer et à exciter les sentiments humains.

Il a été constaté que les noms propres, les anglicismes, les chiffres, les onomatopées sonores sont largement utilisés dans les titres des films français. Lors de la traduction, on recourt à des moyens et à des transformations tels que: la traduction littérale, la translittération, la substitution lexico-sémantique, l'addition et l'omission des éléments.

**Mots-clés:** titre du film, caractéristiques lexicales et sémantiques, culture, moyens de traduction, français, ukrainien.

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### 1. Introduction

La première connaissance du spectateur avec le film commence par son titre. Après l'avoir lu, le spectateur crée son idée et sa première impression de l'œuvre d'art. Ainsi, le succès du film dans le pays de sa distribution, la sympathie du public et le montant dépendent aussi du titre.

Notre étude est consacrée à la problématique de la traduction des titres des longs métrages français en ukrainien. Le cinéma est un loisir très populaire, un phénomène artistique et social qui occupe une place importante dans la vie des gens et fait partie intégrante de la société moderne depuis plus d'un siècle.

Aujourd'hui, les films francophones sont projetés partout dans le monde, notamment en Ukraine. Il existe parfois des problèmes et des difficultés avec la perception et la compréhension de l'information par différentes cultures. C'est pourquoi il y a un besoin de traduction de qualité non seulement du contenu des films eux-mêmes (dialogues, monologues, histoires), mais aussi de leurs titres d'une langue à l'autre. De plus, il est important de transmettre des idées ancrées dans les titres par les cinéastes.

Plusieurs savants étrangers aussi bien que les linguistes nationaux ont traité le problème de la traduction des titres des films dans leurs recherches. Cependant, un certain nombre de questions a échappé à l'attention des chercheurs, notamment la représentation des valeurs linguistiques et culturelles dans les titres des films français et leur traduction en ukrainien, ce qui détermine l'actualité de notre travail.

Ainsi l'objectif de notre étude est d'établir les moyens de traduction en ukrainien des caractéristiques linguistiques et culturelles des titres de longs métrages français.

Pour atteindre cet objectif, les tâches suivantes sont formulées :

- définir la notion du nom de film et établir ses fonctions principales;
- identifier les caractéristiques lexicales et sémantiques des titres;
- d'établir les stratégies et les moyens utilisés lors de traduction en ukrainien des noms des films français.

Pour une étude approfondie des particularités de traduction en ukrainien des noms de films français ont été utilisées les méthodes suivantes:

- la méthode d'analyse linguistique, à savoir l'analyse de composants pour déterminer la sémantique des noms des films français; l'analyse contextuelle afin d'approfondir l'interprétation significative des modèles identifiés;
- la méthode empirique de généralisation et de classification des résultats de la recherche, leur application dans la pratique;
- la méthode comparative pour identifier les caractéristiques qualitatives et quantitatives des noms de films français et ukrainiens.

## **2. Les noms des films et leurs fonctions**

Le titre du film est un type particulier du nom propre, dont l'étude est liée à sa spécificité fonctionnelle, à la définition de son contenu, de son idée, ainsi qu'aux problèmes de sa compréhension et de son interprétation en tant qu'élément principal de la structure informationnelle du film.

Le nom du film est défini comme un énoncé verbalement codée qui représente la situation modélisée par le film (*Hromova, 2013: 17*). C'est-à-dire qu'il s'agit d'une expression concise de l'idée principale du film.

Afin d'attirer l'attention, les titres des films sont souvent marqués de manière expressive; ils sont brillants, expressifs, ce qui améliore la perception ultérieure du film.

La plupart des linguistes qui avaient étudié les noms des films distinguent leurs cinq fonctions principales: nominative, informative, publicitaire, pronostique et pragmatique (*Kazakova, 2002: 49*).

Le nom du film remplit une fonction nominative, considérée comme ontologique, puisque le titre est la première étape de la connaissance du spectateur avec le film. La réalisation de cette fonction ne dépend pas des modèles syntaxiques et structurels, ce qui indique l'universalité et l'intégrité de celle-ci (*Barhudarov, 1975: 98*).

La fonction la plus importante est informative, car le but principal du titre est défini comme la transmission du sens du film afin de préparer le spectateur à ce qu'il verra à l'écran avant de le regarder. En quête d'un film nécessaire ou intéressant pour le spectateur, le dernier fera d'abord attention à son titre (*Kazakova, 2002: 53*). Cette caractéristique peut être considérée comme dominante, car elle sert de critère principal lors de la création d'un nom du film.

Le rythme de vie accéléré et la sortie d'un grand nombre de films par an, ainsi que le manque constant de temps libre chez l'homme moderne, entraînent une plus grande sélectivité

et une plus grande attention dans le choix du film. La mise en œuvre de la fonction publicitaire est notée comme la capacité du titre à devenir le plus provocateur et le plus intrigant, grâce à l'utilisation des moyens et des figures stylistiques, des particularités sémantiques et syntaxiques, assurant ainsi le succès du film et en attirant plus de spectateurs. La fonction publicitaire est responsable de la formation d'une certaine perception chez le public, retenant l'attention et renforçant le sentiment d'attente (*Hromova, 2013: 97*).

La fonction pronostique est considérée comme un processus d'anticipation, c'est-à-dire un mécanisme mental complexe de prédiction par le spectateur du contenu du film d'après son titre. Le spectateur prédit, formule et construit consciemment ou inconsciemment dans son imagination le contenu du film caché dans le titre. Au cours de l'anticipation, le spectateur s'appuie sur l'expérience individuelle, le lexique, ainsi que sur les connaissances générales de base.

La fonction pronostique est réalisée par l'adaptation sémantique c'est-à-dire en ajoutant des mots associatifs qui relient le titre au genre et au sujet du film. Les noms des films doivent être relativement simples et faciles à retenir.

La fonction pragmatique est comprise comme l'utilisation du langage pour une influence intellectuelle, émotionnelle ou volontaire sur le spectateur potentiel (*Arkhypova, 2002: 89*). Le nom du film forme la perception du spectateur et provoque généralement chez lui curiosité, surprise, indignation, confusion, déception etc.

Ainsi l'équivalence, l'adéquation, l'adaptation, la concision et bien d'autres aspects déterminent certaines caractéristiques et fonctions des noms de films et nécessitent une approche particulière de leur traduction.

### 3. Caractéristiques lexico-sémantiques des noms des films sous l'aspect de traduction

L'approche linguo-culturelle joue un rôle très important dans le processus de traduction des titres des films, car l'accent mis sur la culture détermine le choix de certains moyens de traduction, tels que l'omission ou le remplacement des éléments du titre, s'ils sont inacceptables dans cette culture pour des raisons idéologiques, esthétiques ou morales ou ne correspondent pas correctement aux associations par rapport à la culture de la source.

Le choix des moyens de traduction des noms des films français en ukrainien est déterminé par les caractéristiques lexicales et sémantiques que nous avons identifiées, telles que :

- 1) la présence des noms propres;
- 2) l'emploi des anglicismes;
- 3) l'utilisation des chiffres quantitatifs;
- 4) l'emploi des onomatopées sonores.

Les recherches montrent que lors de la traduction, les spécialistes ont souvent recours à des moyens et à des transformations pour une traduction adéquate, telles que la traduction littérale, la translittération, la substitution lexico-sémantique, l'addition ou l'omission des éléments, l'adaptation, etc.

Un exemple d'utilisation de la traduction littérale peut être les noms de films suivants, dans la traduction desquels la correspondance lexicale et sémantique de l'original a été conservée:

«*Les vacances du petit Nicolas*» – «*Канікули маленького Ніколя*»;

«*Mon meilleur ami*» – «*Мій найкращий друг*»;

«*La famille Bélier*» – «*Сім'я Бельє*»;

«*Mon roi*» – «*Мій король*».

A.B. Kamenets exprime l'opinion que la traduction littérale des titres est utilisée en l'absence de réalités socioculturelles intraduisibles et du conflit entre la forme et le contenu

(Kamianets, 2007: 164). Nous devrions réfléchir à cet axiome. L'analyse des titres originaux français et de leurs versions ukrainiennes traduites montre que dans certains cas les titres sont intégralement conservés, par exemple:

«Olé!» – «Оле!»;

«Qui?» – «Хто?»;

«La bouche de Jean-Pierre» – «Губи Жан-П'єра».

Dans d'autres cas les titres subissent des transformations partielles ou radicales lors de la traduction. Par exemple:

«Quand l'amour s'emmêle» – «Коли втручається любов»;

«Les garçons et Guillaume, à table!» – «Я, знову я і мама»;

«Amour & turbulences» – «Кохання без пересадок».

Le deuxième moyen de traduction des noms est défini comme la translittération, lorsqu'il y a un transfert précis des signes d'une écriture par les signes d'une autre, dans laquelle chaque symbole d'un système d'écriture est transmis par le signe correspondant d'un autre système d'écriture (Batiushchenko, 2015: 94). Ce moyen de traduction est également utilisé pour les noms de films avec le nom propre du héros. Habituellement les noms propres peuvent être transmis par translittération (au niveau de la graphie) ou transcription (au niveau des phonèmes). Des exemples des noms des films sont les suivants :

«Paris-Manhattan» – «Париж-Манхеттен»;

«Les nouvelles aventures d'Aladin» – «Нові пригоди Ала,одіна»;

«Marguerite» – «Маргарита»;

«Coco avant Chanel» – «Коко до Шанель»;

«Les frères Sisters» – «Брату Сістерс».

Lors de la traduction des titres, les noms uniques sont entièrement conservés par translittération. Les noms mélodiques et beaux sont dotés de magnétisme, attirent l'attention. Les titres de films sont intéressants et faciles à retenir. Les films avec des noms propres dans les titres sont attrayants car un personnage brillant, original et remarquable apparaît dans l'imagination du spectateur.

Un autre moyen de traduction des noms de films est la substitution, qui peut être due à des raisons à la fois linguistiques et extralinguistiques. Les parties du discours, les formes des mots, les structures syntaxiques d'une phrase, le sens des mots peuvent être remplacés. Cependant, quels que soient les remplacements effectués par le traducteur, ils doivent toujours être motivés et ne doivent pas conduire à un changement dans la structure pragmatique de l'énoncé et du texte dans son ensemble, violation des normes de communication linguistique dans la langue de traduction (Komissarov, 2001: 153). Ce moyen de traduction est assez courant, il inclut des substitutions de type général, c'est-à-dire lexical, ainsi que la concrétisation, la généralisation et d'autres.

Par exemple, dans le titre suivant «Les petits touchoirs» – «Маленькі секрети» en cas de la traduction littérale du mot *touchoir* comme *хустинка* le sens principal du film se perd, car il s'agit des secrets qui ont été racontés en compagnie d'amis.

Le film «Les émotifs anonymes» raconte une histoire de deux jeunes amoureux timides qui tentent de surmonter leur peur et d'arranger la vie personnelle. La traduction littérale du mot *émotif* ne représente pas suffisamment le message principal du film, c'est pourquoi les traducteurs ont utilisé la concrétisation en le traduisant comme «Анонімні романтики».

Le moyen suivant utilisé dans la traduction des noms de films consiste en divers additions, c'est-à-dire l'élargissement du texte de la langue cible par rapport au texte original, motivé par des raisons linguistiques et extralinguistiques (Komissarov, 2001: 158). Ces éléments de

traduction servent souvent à révéler mieux l'intrigue, indiquant le genre du film. De brefs commentaires supplémentaires sur le titre original français donnent au public un certain ton émotionnel. On estime que la traduction qui élargit le concept est causée par le désir du traducteur de fournir plus d'informations ou de luminosité. Il est possible que les traducteurs considèrent qu'il est important d'introduire des mots-clés dans le titre ukrainien afin de combler l'insuffisance sémantique et de genre du titre original.

Ainsi, lors de la traduction du titre français «*Knock*» comme «*Афера доктора Нока*» on a utilisé la transformation consistant à ajouter des éléments lexicaux afin d'intéresser les spectateurs potentiels. Etant donné que le nom Knock lui-même n'est pas suffisamment informatif pour attirer l'attention des gens, l'addition d'une profession (médecin) et le mot «афера» a un effet pragmatique important sur le public et crée une intrigue.

Citons encore quelques exemples plus frappants de l'application de cette transformation en traduction :

«*Saint Laurent*» – «*Сен-Лоран. Стиль – це я*»;

«*Dalida*» – «*Любов і пристрасть. Даліда*»;

«*Victoria*» – «*У ліжку з Вікторією*» ;

«*Fanfan*» – «*Аромат кохання. Фанфан*».

Un autre moyen courant de traduction des noms des films français est l'omission. Les raisons d'utiliser cette transformation, opposée à l'addition et aussi appelée comme «compression», peuvent être linguistiques et extralinguistiques (Komissarov, 2001: 159).

Le titre français «*Le Fabuleux Destin d'Amélie Poulain*» signifie littéralement «*Казкова доля Амелі Пулен*». Dans la distribution ukrainienne, les spectateurs ont regardé ce film intitulé «*Амелі*». Le traducteur a prédit qu'un nom attrayant français dans le titre suffirait à distinguer le film des autres, et qu'il serait facile à retenir.

Un autre exemple illustre est le film «*Les deux amis*» – «*Друзі*», où le traducteur a omis le chiffre deux, estimant que le film peut recevoir un nom plus général. C'était peut-être une allusion à la célèbre série populaire «*Друзі*», dont la mention devrait faire des certaines associations et intéresser les spectateurs.

Il est à noter qu'il y a des titres qui ne correspondent pas dans la langue cible à l'original. Il s'agit de la traduction libre sans tenir compte des composantes formelles et sémantiques du texte source (Korobova, 1994: 39). Cette technique s'explique par le fait que le titre remplit en traduction certaines fonctions pragmatiques, dont la réalisation exige l'emploi des moyens linguistiques appropriés. Les noms de films suivants montrent cette approche de traduction. Par exemple, «*Lolo*» – «*Матусин синок*».

Dans ce film, Lolo est le personnage principal, qui est très attaché à sa mère et contrôle sa vie personnelle. L'expression «*матусин синок*» dans la culture ukrainienne est péjorative, et ce cas ne fait pas exception. Ainsi, c'est pour la réalisation de l'effet pragmatique que la transformation de l'adaptation a été utilisée.

Dans certains cas, l'adaptation provoque une transformation complète des noms propres des héros dans les titres français, par exemple :

«*Omblin*» – «*Я стану краще*».

Dans le drame psychologique «*Omblin*» de S. Kaza (littéralement «*Омблін*»), on raconte au spectateur les situations de vie difficiles d'Omblin, qui a donné naissance à un fils en prison. Pour être avec un enfant, une fille veut sortir de prison. Le titre ukrainien «*Я стану краще*» non seulement ne déforme pas l'essence du film, mais, au contraire, est une sorte de clé pour le comprendre.

L'exemple suivant est le titre de la comédie de Jean Junio, qui raconte les aventures du drôle de personnage Budu: «*Boudu*» – «*Щастить, як потопельникові*». Une telle traduction ironique du titre dans la distribution ukrainienne forme une certaine image du film, promet au spectateur un passe-temps facile et amusant.

L'histoire biographique intitulée «*Victor Young Perez*» raconte le destin tragique du célèbre Français Victor Perez – un boxeur, champion du monde, qui a vécu à Paris avant la Seconde Guerre mondiale et a été tué dans un camp de concentration. Le nom de Victor Perez est inconnu pour la majorité de la population ukrainienne. Cette histoire avec une traduction littérale de «*Віктор Янг Перез*» ne serait plus attrayante que pour le public français. Par conséquent, le titre de ce film dans la traduction ukrainienne est «*Жорстокий ринг*», ce qui attire l'attention des cinéphiles – les fans de combats, d'arts martiaux et d'effets spéciaux.

Les traducteurs connaissaient bien les intrigues de ces peintures, changeant complètement les noms français et considérant leurs propres versions plus avantageuses. Il est évident que le succès du film auprès du public dépend du titre bien choisi. On pense parfois qu'un changement radical du titre, allant jusqu'à la création d'un nouveau, est nécessaire pour attirer l'attention du spectateur sur le visionnage du film, pour l'intriguer. Les professionnels hautement qualifiés n'ont pas peur d'expérimenter avec le texte et sont constamment à la recherche de nouvelles façons d'attirer l'attention du public. Ainsi, la comédie française «*Rien à déclarer*» dans la distribution nationale s'appelait «*Митниця дає добро*», alors que le titre se traduit littéralement comme «*Нічого декларувати*».

La comédie se moque de l'inimitié locale entre les douaniers français et belges. Le nom français «*Rien à déclarer*» est utilisé de manière symbolique et ironique, prédisant le genre et l'intrigue du film. Pour adapter le titre, une citation préférée de tous, légère et bonne a été tirée de la comédie soviétique «*Біле сонце пустелі*». Une indication directe de celle-ci promet bonne humeur et plaisir lors du visionnage d'un film français. Ce qui était important pour le traducteur c'était une phrase symbolique dans l'espace culturel ukrainien. Pour inspirer confiance et séduire le public, les traducteurs ont pris en compte les passions et la mentalité de l'auditoire national.

Une autre comédie «*Un heureux événement*» lors de l'adaptation a reçu le nom badin dans la distribution ukrainienne «*Сексу багато не буває*». Le titre français attire l'attention du spectateur sur les problèmes survenus dans une jeune famille après un événement heureux – la naissance d'un enfant. Le nom français est ironique, puisque d'après le sujet la naissance d'un enfant a causé des problèmes et des conflits dans le couple. Les distributeurs de films ukrainiens ont décidé de remplacer complètement le nom français en choisissant le titre ukrainien plein d'esprit qui évoque involontairement des expressions telles que «*грошей багато не буває*», «*горілки багато не буває*» etc.

Le mélodrame intitulé «*Mes chères études*» a été présenté au public ukrainien sous le titre «*Студентка за викликом*». Un titre audacieux destiné à un jeune public dicte au spectateur l'intrigue du film.

Les versions de la traduction des noms des films présentées ci-dessus sont attrayantes. Ils affectent les sentiments et les émotions du public, encouragent le visionnage. Cependant, il y a de fortes critiques des cas où les promoteurs ukrainiens déforment délibérément et déraisonnablement le titre pour rendre l'image plus réussie dans la distribution. Ainsi la comédie dramatique française «*Intouchables*» est sortie en Ukraine sous le titre de «*1+1*». Une histoire intéressante raconte une amitié entre un aristocrate handicapé et son assistant noir, joué par l'acteur Omar Si. En Ukraine ce film a eu un énorme succès.



L'une des interprétations de «l'inviolabilité» des personnages principaux du film est que les personnes handicapées et à la peau noire semblent être «inviolables», car dans une société tolérante on communique avec elles avec beaucoup de prudence, de peur les offenser. Une traduction littérale de ce titre, à notre avis, conserverait son originalité et présenterait l'idée originale des réalisateurs, étant plus pertinente que la traduction ukrainienne.

Donc, on peut affirmer qu'il n'y a pas de titre parfait, qu'il n'y a pas non plus d'une seule adaptation correcte en langue étrangère. Le titre du film et sa traduction sont déterminés par des facteurs culturels et linguistiques, et leur perception est purement individuelle. La reconnaissance ou la désapprobation des titres sont généralement causées par les préférences personnelles des spectateurs et des critiques de cinéma.

Comme exemple, prenons le titre d'une comédie «*Sa majesté Minor*» qui porte le nom dans la distribution ukrainienne «*Мільйон років до нашої ери 2*». Malgré le titre ce film n'est pas une suite du film «*Мільйон років до нашої ери*». Il s'agit d'une autre comédie satirique tournée par un autre réalisateur. Les spectateurs attirés par l'analogie fictive du titre, ont été indignés et bouleversés par le «faux» nom. Cependant l'intrigue du film lui-même a provoqué une discussion animée parmi les critiques de cinéma et les cinéphiles. Des avis contradictoires ont affecté un grand nombre de scènes de sexe, de la bonne musique, un jeu d'acteur, des références à des mythes anciens.

Lors de visionnage du film le spectateur percevra ce qui se passe à l'écran à travers le prisme d'un titre intéressant. Un nom inhabituel restera dans la mémoire du spectateur, puis sera facilement restauré et reproduit. L'un des titres qu'on peut considérer comme réussi pour attirer un large public est le titre comprenant des chiffres. Par exemple:

«3 cœurs» – «3 серця»;

«99 francs» – «99 франків»;

«5x2» – «5х2»;

«8 femmes» – «8 жінок».

Les titres pareils ne sont pas typiques pour la distribution de films ukrainiens et suscitent un intérêt supplémentaire chez les spectateurs potentiels.

#### 4. Conclusion

Ainsi la tâche des titres français est de maximiser la transmission du sens et de l'idée générale du film et d'attirer l'attention du public cible. Les noms des films français peuvent être courts et longs, mais ils sont toujours spectaculaires et intrigants. Des noms propres, des anglicismes, des chiffres, des onomatopées sonores et de courtes phrases mystérieuses sont souvent utilisés. Quant à leur traduction, c'est souvent le recours à l'adaptation pour refléter les réalités de culture.

De plus, à une époque de forte concurrence, il est important non seulement de créer une traduction équivalente au titre original, mais aussi de le rendre attractive pour le public cible. Les noms de films français traduits en ukrainien conservent leur qualité. Les titres transformés lors de traduction affectent l'esprit de l'auditoire potentiel, évoquant divers types d'associations.

Lors de la traduction, l'un des grands principes est le niveau d'équivalence de l'original. Dans la plupart des cas, le titre dans la traduction et l'original se correspondent, mais il existe des situations où il est nécessaire de s'écarter de ce principe compte tenu des spécificités nationales et culturelles de la langue et des connaissances de base de ses représentant. Afin de traduire adéquatement les noms de films français en ukrainien, des moyens et des transformations

tels que la traduction littérale, la translittération, la substitution lexico-sémantique, l'addition ou l'omission des éléments, l'adaptation ont été utilisés. Ainsi, le problème de la traduction des noms de films n'est pas seulement linguistique mais aussi culturel et moral.

Une piste de recherche ultérieure consistera à déterminer plus précisément les aspects concernant les particularités grammaticales et stylistiques de traduction en ukrainien des noms des films français.

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## FLORISTIC METAPHORS IN LATIN AND ENGLISH PHARMACEUTICAL TERMINOLOGY

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### Summary

The article highlights metaphorization of floristic vocabulary in Latin and English pharmaceutical terminology. Nominations of plants are considered to be motivated semantically: the inner form of metaphors proves explicit or implicit one. There are used the cognitive method (works by Y. Stepanov (*Stepanov, 2001*), V. Telia (*Telia, 1988*), A. Wierzbicka (*Wierzbicka, 1969*) and method of metaphor (works by N. Arutyunova (*Arutyunova, 1990*), G. Lakoff and M. Johnson (*Lakoff et al., 1980*), V. Telia (*Telia, 1988*) for the research. The article focuses on primary floristic nominations and secondary ones based on associative peculiarities. The comparative method enables to examine the specificity of floristic metaphors in Latin and English. The research has found motivation of metaphoric nomination in English and Latin medical terminology. In addition, there have been found similar and peculiar features in nominations of plants, flowers, bushes, trees in English and Latin of medicine.

The process of metaphorization is inherent for majority of Latin and English pharmaceutical phytonyms. It leads to the conclusion that metaphorization proves considerable process for comprehension of specificity of different national linguistic view of the world.

**Keywords:** metaphor, phytonyms, floristic lexemes, Latin terms of pharmacy, English terms of pharmacy, similar and peculiar features, metaphorical models, phytonymical components.

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### 1. Introduction

Linguistics has always studied metaphors in different languages. Metaphorical nominations are known to play the key role in medical terminology, especially in Latin and English pharmaceutical terminology.

**The aim of the article** is to examine floristic metaphors in Latin and English pharmaceutical names of plants, flowers and trees.

**The object of the research** is the most famous pharmaceutical Latin and English names written out in the prescription.

**Topicality** is determined by widespread usage of Latin and English metaphors in pharmaceutical names of plants. The most of these metaphors derive from Greek and Latin mythology: mythological characters, events, associations etc. It has become apparent in recent years that translation of metaphors have been still the aim of researchers because the national linguistic view is different for representatives of different cultures.

**Scientific novelty** implies correlation of the “metaphor” with Latin and English floristic names of plants.

**Methods of research.** Latin floristic mythometaphorical names of plants are examined by means of the cognitive and method of metaphor. These methods contribute to study the explicit and the implicit forms of English and Latin metaphors.

## 2. Approaches to the concept “metaphor”

Metaphors have been studied in the works by G. Lakoff and M. Johnson, V. Telia, A. Wierzbicka. According to G. Lakoff and M. Johnson, metaphor is considered to be a means of comprehension of the thing in terms of another. G. Lakoff and M. Johnson described the main metaphorical models, highlighted metaphorical systematicity, defined peculiarities of metaphor and metonymy, outlined metaphorical coherence. These famous scientists found out that metaphors allow us to express our feelings and abstract concepts.

Semantic structure of metaphor has two components: its meaning and the image of its accessory subject. Researchers Zhdanova E., Abzhamalova N., Svich N. give examples: white of the egg, white of the eye, howl of animals, howls of the wind, wave of a river \ sea and wave of tenderness, fever and love fever etc.

Arutyunova outlines types of linguistic metaphor: nominative, cognitive, imaginary, generalizing metaphor (as the result of cognitive metaphor). In the base of metaphor there can be put similarity of various signs \ features of an object: colour, form \ shape, volume, purpose, position etc.

Cognitive linguistics (G. Lakoff, R. W. Langacker (*Langacker, 2000*), L. Talmy (*Talmy, 2000*)) considers metaphor not only as a linguistic phenomenon but as a mental, cultural one that enables to highlight the national specificity. Conceptual metaphor is believed to be the main way of modeling reality. In this case conceptual metaphor proves a kind of mental process. Meanwhile, cognitive metaphor defines a lexeme as a mental product formed by certain culture. For example, one of English metaphors is the metaphor “person-island”. This metaphor is perceived as a geographical category but as personification of the specific inner world of an Englishman with his aspiration to privacy and isolation.

## 3. Latin and English floristic metaphors

One of the famous plants is *Adonis vernalis* (*Latin*) translated into English as *pheasant's eye*, *spring pheasant's eye*, *yellow pheasant's eye* and *false hellebore*. *Adonis* is a character from Greek mythology, very handsome hunter (*Dvoretzkyi, 1998:29*). Once *Adonis* was attacked by a wild boar and died. Another name of this plant, *pheasant's eye*, emphasizes the resemblance between the flower and the red eye of a pheasant. It is worth focusing on the fact that it is preferable to use latinized form of this name of the plant in academic literature. However, in some academic reference books one can find English name (*pheasant's eye*) next to latinized form.

The well-known flower by the Latin name *Narcissus* has English name *daffodil*. According to Greek mythology, *Narcissus* is a handsome young man who despises everybody (*Dvoretzkyi, 1998:503*). *Narcissus* was punished by the goddess *Nemesis* for his scorn: the young man fell in love with his own reflection. The English name *daffodil* is associated with the colour of the flower. In addition, it is worth outlining that a *daffodil* is a national emblem of the Welsh. In the Welsh culture a *daffodil* can be related to the people from Wales, their culture, traditions, customs and mentality.

The Latin name of the plant *Atropa Belladonna* (Latin pharmaceutical name *Belladonna*) is known by the English name *belladonna* or *deadly nightshade*. The genus name *Atropa* derives from the name of one of the three goddesses of fate in Greek mythology: she cut the thread of life, after that a human died. So far the Latin \ the Greek name of the plant is associated with death, which is explained with the toxic of *belladonna*: the foliage and berries are very toxic.

They can affect the organism and lead to death. As Latin name, as English name *deadly nightshade* emphasizes the toxic of the plant.

The name *bella donna* is translated from Italian into English as “beautiful woman”. In the Middle Ages and the Renaissance women used the herb of the plant for eye-drops. Eye-drops with *belladonna* dilated the pupils of the eyes: it was considered to be very attractive and seductive.

The Latin name of the flower *Hyacinthus* is translated into English as *common hyacinth*, *garden hyacinth* or *Dutch hyacinth*. This is Greek borrowing. In Greek mythology *Hyacinthus* or *Hyacinthos* was a young man protected by the god Appollo. Hyacinthos was killed by an Appollo’s discus accidentally during a game. According to the legend, a beautiful violet flower appeared from Hyacinthos’s blood. In ancient Greece the flower was the symbol of sadness, sorrow, grief and mourning. Meanwhile, in ancient Rome the flower was believed to be the symbol of joy, gladness, mirth, sunshine and youth. It was related to celebrations in honor of the goddess Flora, the goddess of spring. Young girls and women weaved into a hair flowers of *hyacinth* for attracting men’ attention. Nowadays, in addition to mythological origin of the name *Hyacinthus*, the name *hyacinthus* \ *hyacinth* highlights only the place of flourishing: such flowers flourish only in the season of rains (*hyacinth* means “the flower of rain”).

The Latin pharmaceutical name *Delphinium* is known by the English name one *larkspur*. The most of species are toxic ones. There are several explanations to the origin of the name. According to etymology, the name “*delphinium*” comes from the Latin “dolphin” due to the resemblance of the shape and the body of the dolphin. If one consults an ancient Greek dictionary, he \ she finds out that this word means “*larkspur*”. The plant got such name because of similarity of the sepal to cavalry spur. The literal translation from German is *knight’s spur*, from English (there are several names) “*spur of a lark*”, “*heel of a lark*”, “*funny spurs*”, “*claw of a lark*”, from French “*foot of a lark*”. It is worth focusing on the fact that there is another version of the origin of this plant: the name derives from the name of an ancient Greek city Delphie surrounded by these flowers. In Delphie a famous temple to Appollo was situated and a delphian oracle. To sum up, it leads to the conclusion that the base of Latin nomination is the shape of the flower. The Greek nomination is associated with geographic position.

One more famous flower is *Protea* (Latin name), also called *fybos* or *sugarbushes*. The flower was named after the sea-god Proteus, a well-known character from ancient Greek mythology. This god had ability to change his appearance. The *Proteaceae* family got its name after this sea-god due to inconceivable variety of shapes and sizes. The *Protea* flower produces a large amount of nectar, hence the English common name “*sugarbush*”. The *Protea* flowers represent huge heads with cluster of flowers in the center surrounded with large bright bracts. Immense flowers produce from 6 up to 10 flower heads for one season.

It is worth outlining that the *Protea* flower decorates the coat of arms of republic of South Africa. The *Protea* flower is known to be the national flower of South Africa.

The flower with the Latin name *Convallaria majalis* is known by the English one as *lily-of-the-valley*, *may bells*, *our Lady’s tears* or *Mary’s tears*. All the plant of the flower is toxic. However this flower is used in pharmacy for preparation of medicines. As a raw material, herb, the foliage and flowers of the plant are used as components of cholagogic remedies at cholecystitis and cardiotoxic medicines. *Lilies-of-the-valley* are widely availed as the base of perfumes. There are several legends relating to the origin of the name “*lily-of-the-valley*” and a flower by itself. The *lily-of-the valley* grows in the greenwood, pine forest, glades, the edge of the forest on the valleys or a kind of the lawn reminding the valley.

As for the origin of the flower, in Roman mythology the goddess of the hunt Diana running from fauns covered in beads of sweat which dropped on the ground and turned into fabulous flowers. The famous fairy-tale about Snow White and seven dwarfs by the brothers Grimm tells us about Snow's White necklace. Accidentally Snow White tears and scatters the pearls of the necklace which changes into fragrant flowers. In the fragrant flowers sunbeams appear and dwarfs use them as flashlights. In the epoch of the Middle Ages people were trying to find hidden treasures by means of the *lily-of-the-valleys* flowers.

The *lily-of-the-valley* is also called as our *Lady's or Mary's tears* because her tears shed on the Holy Cross turned into the *lily-of-the-valley* flowers.

The *lily-of-the-valley* represents the symbol of purity, happiness, luck, chastity and humility. In France, on the First of May, people celebrate the *lily-of-the valley* day. This flower is the official flower emblem of the Swedish province Gästrikland. To sum up, one can draw the conclusion that dominant motivated sign is the peculiarities of the plant (fragrant scent) and the place of growing (valleys).

The well-known plant with the Latin name *Leonurus cardiaca* is *motherwort* in English. There are several translations for *Leonurus* from Latin into English: *motherwort*, *throw-wort*, *lion's ear*, *lion's tail*. The most common name is *motherwort*. In English this plant got such name due to healing characteristics for treating uterine diseases and female disorders.

In Latin the lexeme *Leonurus* is known to derive from *leo* (lion) and *oura* (tail) due to inflorescence. The adjective "*cardiaca*" highlights that the plant is good for treating heart diseases. So far the dominant motivated base for metaphor in English is designation. In Latin the dominant base is shape. Designation or usage for treatment figures only as the accessory sign \ feature in Latin.

#### 4. Conclusions

All the above mentioned leads to the conclusion that a large number of nominations highlights shape \ form, size, appearance, resemblance with the shape of an animal as in English (*lily-of-the-valley*, *larkspur*, *pheasant's eye*) as in Latin (*Convallaria*, *Delphinium*, *Leonurus*, *Protea*); landscape (*Convallaria* \ *lily-of-the-valley*, *Delphinium* \ *delphinium*). Sometimes the metaphorical nomination serves as the means of symbolizing human's emotions: *hyacinth* is the symbol of sadness, sorrow in ancient Greece and, on the contrary, this is the symbol of joy, happiness and sunshine in ancient Rome.

It is worth focusing that a plant or a flower can figure as the national emblem or the symbol of the country or the province regardless of the language of nomination of the plant: the *lily-of-the-valley* symbolizes the Swedish province Gästrikland; the *Protea* flower is associated with South Africa; the *daffodil* flower is the symbol of the Welsh culture.

In English there are floristic nominations which keep their vivid internal form: *pheasant's eye*, *larkspur*, *lily-of-the-valley*, *sugarbush* etc. The metaphorical meaning develops imaginary opportunities of internal form of floristic nominations.

The comparison of floristic metaphor in English and Latin admits to draw the conclusion that in process of modeling metaphoric meanings the most topical implicit meaning proves transfer of the nomination "flower – part of an animal's body". The least widespread meaning in English is the implicit meaning "flower – colour" (*daffodil* is also light yellow colour); in Latin the least topical meaning proves "flower – ability of changing shape \ appearance" (the *Protea* flower).

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## TRAINING OF FUTURE AIRCRAFT MAINTENANCE ENGINEERS FOR IMPROVING PROFESSIONAL COMMUNICATION

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### Summary

The aim of the paper is to study the problem of future aircraft maintenance engineers' training for improving professional communication. Higher aviation educational institutions ensure that graduates master communication skills and acquire communication competencies that allow them to solve typical tasks of their work. Due to internalization and globalization of aviation sphere, communication in the international airports is carried out in English. However, the level of English proficiency of future aircraft maintenance engineers is not sufficient to communicate effectively while performing professional tasks. To solve the problem the pedagogical conditions of future aircraft maintenance engineers' training for improving professional communication are suggested (enhancing motivation to communicate through active interaction and creating situations of success in the classroom; modeling professional communicative situations to ensure the practical orientation of training; use of technological innovations for self-analysis and self-education). The defined pedagogical conditions are implemented through specially chosen methods: interactive (ice-breaking, warming up activities, training exercises, etc.), case study, role playing, ICT (based on Learning Management Systems MOODLE).

**Keywords:** pedagogical conditions, readiness for professional communication, professional activity, future aviation maintenance engineers, aviation specialists.

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### 1. Introduction

Aviation in Ukraine has been actively developing: new airlines are constantly appearing, and their fleet is expanding. As a result, there is a need to train high-quality specialists for aircraft maintenance who perform this job for airlines. Ukraine is one of few countries in the world with a full cycle of aircraft development and it occupies a leading position in the world market in the sector of development and production of transport and passenger aircraft. This industry requires qualified specialists to satisfy its needs.

Higher aviation educational institutions ensure that graduates master the system of skills and acquire appropriate competencies that allow them to solve typical tasks of their work. According to the Ukrainian state education standard of the specialty «Air Transport» one of the main competencies is English proficiency.

The legislative and regulatory documents, in particular the laws of Ukraine «On Education», «On Higher Education»; ICAO standards and recommended practices; recommendations of the European Organization for the Safety of Air Navigation (Eurocontrol); ICAO Circulars № 323-An / 185 «Recommendations for Aviation English Language Training Programs»; ICAO documents № 9835 An / 453 «Guide to the implementation of ICAO language proficiency



requirements» highlight the importance of professional communication in aviation. Pilots, air traffic controllers and aviation engineers work in the international environment, which requires special attention to linguistic factor.

Due to internalization and globalization of aviation sphere, communication is carried out in English. The aircraft maintenance engineers use English while communicating with pilots of international flights, organizing aircraft maintenance and testing in multinational team, working with technical documents and manuals, filing reports, socializing in international aviation companies, going to business trips abroad, interaction with foreign colleagues. Therefore, knowledge of English is considered to be a mandatory component of professional future aviation engineers' training. However, the reality demonstrates the lack of professional communication skills of future aircraft maintenance engineers. As a result, they are not ready to work in the multicultural professional environment. The analyses of the surveys of working aviation engineers revealed difficulties during communication in English with pilots of international airlines, with foreign colleagues on business trips, during advanced training abroad, making reports and other technical documents.

The problem of training aviation specialists for professional communication was the object of research made by O. Vasiukovych, E. Kmyta, O. Kovtun, O. Moskalenko, H. Pashchenko, S. Tymchenko, I. Fainman and others. The researchers (L. Baranovska, N. Glushanytsia, O. Hnatiuk, A. Kokareva, E. Luzik, O. Kaverina, L. Konoplianyk, O. Panchenko, and others) devoted their works to the problems of future aviation engineers' professional training. At the same time, the issue of future aircraft maintenance engineers' training for improving professional communication has not been the subject of scientific research.

## **2. Defining pedagogical conditions of future aircraft maintenance engineers' training for improving professional communication**

The purpose of higher education is to train a highly qualified competent specialist capable of solving complex professional problems. The education sector is under the process of constant reformation to ensure this goal, to find new ways and means to improve training. Aviation specialists are not the exception due to increasing international requirements and demands from employers. There is a need to identify the factors and possibilities of education content, which is an effective tool for modeling professional training. Substantiation and implementation of effective pedagogical conditions will increase the level of professional communication of future aircraft maintenance engineers. In this study, we interpret pedagogical conditions as a set of interrelated and interdependent circumstances that affect the organization of the pedagogical process and contribute to the effectiveness of future aircraft maintenance engineers' training for the formation of all components of professional communication.

The analysis of the theoretical foundations of the problem under consideration, interviews and surveys of specialists in the aviation industry, teachers of aviation education establishments allowed determining the following pedagogical conditions, the impact of which will most effectively affect the process of readiness for professional communication:

- enhancing motivation to communicate through active interaction and creating situations of success in the classroom;
- modeling professional communicative situations to ensure the practical orientation of training;
- use of technological innovations for self-analysis and self-education.

### 3. Enhancing motivation to communicate through active interaction and creating situations of success in the classroom

The first pedagogical condition – *enhancing motivation to communicate through active interaction and creating situations of success in the classroom* – emphasizes the role of motivation for forming communicative competence. I. Zimnyaya (*Zimnyaya, 1991: 100*) states that motivation is a set of different irritators (needs, motives, feelings, interests, etc.); it determines, stimulates, and encourages a person to perform an action that is included in the activities defined by this motivation.

The positive atmosphere in the process of language acquisition is identified among the factors, which influence the formation of motivation to learning. In particular, A. Shchukin (*Shchukin, 2004: 24*) mentions the additional factors motivating to learn the language. These are the attractiveness of the material, the nature of methods, psychological environment and the teacher's ability to find an individual approach, subjective characteristics of students, skills and willingness to learn, teacher's personal traits. L. Podoliak and V. Yurchenko (*Podoliak, Yurchenko, 2008: 164*) note that the formation of learning motives is possible only in the activities organized by the teacher. In their opinion, to ensure a stable motivational sphere it is necessary to do the following: to enrich the content of educational material; to highlight the social significance of future professional activity; form an idea of future professional life; to help to understand the short and final learning goals, the importance of self-study; to assist with analyses of the literature; to maintain the psychological climate in the study group; to cultivate a responsible attitude to learning.

Interactive learning is a contributing factor to language learning. It is interpreted by T. Rozumna (*Rozumna, 2012: 5*) as 'subject-subject interaction based on the dialogue of a teacher with students and students with each other, which is built on the principles of cooperation and involves the uniqueness of participants and their equality, variability of each person's position on perception, understanding and active interpretation of other people's opinions'. The researcher proves that to provide such interaction there should be the following factors: presence of positive relationships between the participants; cooperation; reliance on student's personal experience; inclusion of 'bright' examples and facts in the educational process; availability of various forms of student activity and their regular change; inclusion of internal and external motivation; mutual motivation of students.

Interaction in the classroom appears when the teachers are motivated, because they set up positive and friendly relationships with students. In the classroom the teacher maintains motivation for communication through the use of interesting material, cooperation and use of experiences, which stimulate mutual motivation on the part of students. N. Navolokova (*Navolokova, 2009*), the researcher of effective pedagogical technologies and innovations, notes that the formation of deep internal motivation is one of the aims and objectives of interactive learning, so this fact proves the significant impact of interaction on student's motivation.

O. Pometun notes that 'without the opportunity to discuss, ask questions, study and even teach others, real learning does not happen' (*Pometun, 2007: 15*). In such training, the teacher is a facilitator, and interpersonal communication and cooperation help to achieve optimal learning outcomes. Interaction helps to prepare students for professional communication, in the process of mutual problem solving and discussion the students are engaging in professional development.

Creating situations of success is important for motivating future aircraft maintenance engineers, because it is aimed at involving the 'motive of achievement'. According to

S. Zaniuk (*Zaniuk, 2002*), success from activity depends not only on ability, knowledge, skills and abilities, but also on motivation to achieve. A person with a high level of motivation to achieve works harder, tries to get higher results, purposefully achieves goals. The extent of a person's motivation is measured by the influence of the following factors: the importance of success, hope for success, subjectively assessed probability of success, subjective standards of achievement. Among the main factors interfering communication are the fear of being underestimated and peers' disapproval. Reducing the motives for failure and motivation to achieve success ensure the effectiveness of training in future aircraft maintenance engineers' professional communication.

The methods that are used for creating friendly atmosphere in the classroom are taken from training method. There are different ice-breaking and warming up activities, training exercises. The example of these methods can be the exercise 'Chair of success'. It is aimed at improving a positive perception of future, development of self-confidence and motivation. In the center of the audience there is a magical 'chair of success'. The teacher explains that the one who sits in it becomes a successful, self-confident person. The player sits down in a chair and talks about his future, about his profession, about his life success, how he came to it. This student says: "I am a successful person, I do my favorite things. I am confident in my abilities, my dreams come true, my plans come true. I am happy, I am open to development, my life is how I create it". Believing in abilities and success projects the student's behavior.

#### **4. Modeling professional communicative situations to ensure the practical orientation of training**

The second pedagogical condition for future aircraft maintenance engineers' training for professional communication – *modeling professional communication situations to ensure the practical orientation of training* – is mainly connected with applying activity and contextual approaches in the pedagogical process. The essence of the activity approach lies in the fundamental role of activity in human life: the personality does not only come out in the activity, but also is formed. The contextual approach involves 'immersion' in professional activities in the learning process. The researcher A. Verbitskiy defines contextual learning as 'where the subject and social content of the future professional activity is modeled, and the mastering abstract knowledge as sign systems is placed on the canvas of this activity' (*Verbitskiy, 1991: 33*). At the core of contextual learning there is a problem situation that motivates to focus on knowledge to solve the problem. The subject and social modeling of future professional activity is done through active teaching methods.

O. Tarnopolskyi emphasizes that in teaching foreign language speaking the priority should be given to the communicative approach, because it 'creates the conditions that are as close as to the real conditions of foreign language communication and models them' (*Tarnopolskyi, 2006: 243*). In the center of communicative approach is a problem situation. The professional communicative situation is the initial factor of communication, which motivates the specialist to interaction in the professional environment. The linguist F. Batsevych interprets a communicative situation as 'a specific communicative situation, which includes communication partners and which encourages its participants to interpersonal interaction' (*Batsevych, 2004: 337*).

Researcher O. Bernadska (*Bernadska, 2004*) notes the advantages of modeling professional communicative situations in developing foreign language communication skills, namely: the presence of novelty elements, creativity; way to get rid of monotony; creating an

atmosphere of communication during the lesson; improving the quality of foreign language teaching. The scientist offers stages of pedagogical modeling of professional situations: problem statement, model construction of a certain pedagogical situation, choosing a way of its application, realization of the model in educational process, analysis of the received results. O. Bernadska gives the classification of professional communicative situations types: situation-exercise, situation-illustration, situations-assessment, situations-request for information, situation-presentation, and situation-problem. The experimental study of implementing the system of professional situations demonstrates the intensification of the learning process and thus promotes the formation of communication skills.

L. Yakubovska (*Yakubovska, 2002*) experimentally proves that applying educational role-playing games of professional orientation in the process of learning a foreign language helps to solve a range of important tasks effectively: intensification of the learning process, giving it a creative character; acquisition of communication experience in foreign language in the context of the future profession; development cognitive and professional motives; formation of a holistic view of future professional activity, its specifics and functions; improvement of communicative skills and abilities of social interaction, individual and collective decision-making; increasing the academic performance.

A. Dranko (*Dranko, 2016*) also proves the effectiveness of modeling communicative situations in the formation of the future aviation professionals' readiness for professional interaction. In the pedagogical experiment the following results were obtained: in the experimental group 54% of cadets were with a high level of professional interaction during training in comparison with the control group with the result – 35%.

Aviation is a progressive, rapidly changing and innovative industry. The teachers involved in the educational process of flight schools must constantly improve and keep up with the scientific and technical process. It is natural for technical specialties, however, for an English teacher such tendency is a challenge and it leads to insufficient practical orientation of English for specific purposes. There are difficulties in filling the course content for aviation professionals with case studies, problem situations and real examples. This is especially challenging in institutions where cooperation between departments is more formal, as the teachers are limited by the lack of knowledge in technical subjects. To solve the existed problem higher educational establishments need to use the potential of aviation departments for designing professional and communicative situations for professional communication skills.

The subject matter of professional communication situations for future mechanical engineers is based on their professional responsibilities. We have identified the main areas of professional and communicative situations: 1) communicative support of technical processes of aircraft maintenance and repair; 2) interaction with other services on professional issues; 3) business trips abroad to other airports on professional issues; 4) communication about technical documentation in English.

The case study method is one of the best how to use professional and communicative situations for improving communication skills. The students are given cards describing professional situations and asked to work in groups to discuss them. The cards include reports from Aviation Safety Reporting System. For example, Card 1. ASRS Report No. 863354 (*material taken from Fisher, 2016*):

*“During the preflight inspection I [pilot] noticed fluid underneath the number two engine cowling in the vicinity of the drain mast. Upon finishing the aircraft inspection I briefed the Captain and called Maintenance from the jetway telephone....I also showed the Captain three digital photos I had taken of the leak.*

*The Captain then called Maintenance and asked that the mechanic (who signed off the write-up) return to the aircraft. When the mechanic returned, the Captain requested I show the mechanic the leak so that we were all on the same page....When we got to the engine I showed him the fresh fluid on the ground and also wiped a sample off the bottom of the cowling (he never bothered to bend down to look at the underside of the engine). He tried to convince me that this was normal. I told him that I disagreed and he said, 'Well, I already signed it off!'*

*As I returned to the aircraft he continued to lecture me about how fluid coming off the engine was normal. At one point he tried to pass off the fluid as an overservice of engine oil. The mechanic continued to lecture me, at times raising his voice, as we made our way up the jet-way. He was very argumentative. In the cockpit he continued to interrupt me as I tried to advocate to the Captain my point of view. At one point he became very agitated and said that fluid leaking from the bottom of engines is normal and that this was just like the DC-8, 727, etc. He also said that if we want he can pull everyone off the airplane, delay the flight for over an hour, open up the cowling, and run the engine. Then he pointedly said, 'but, I will tell you right now, I won't find anything!' The discussion continued for some time which resulted in a pilot delay".*

The students answer the questions:

1. What is the problem in the case?
2. Why do you think this situation occurred?
3. What are the possible solutions of this problem?
4. How would you behave being an aircraft engineer?

Thus, modeling professional and communicative situations in future aircraft maintenance engineers' training will ensure the practical orientation of the subject, improve the process of acquiring professional communication skills, and increase motivation to communicate.

### **5. Use of technological innovations for self-analysis and self-education**

We have defined the third pedagogical condition of future aircraft maintenance engineers' training for professional communication as the use of technological innovations for self-analysis and self-education. The role of information and communication technologies (ICT) in education is difficult to overestimate today. A. Andreev (*Andreev, 2002*) notes that the society informatization is an important feature of the modern stage of development. Since the 70s of the last century, the process of society informatization has become global and has covered not only affluent countries but also developing ones.

Self-analysis is a contributing factor for the formation of a reflective attitude to professional activity. It helps to understand the personal inner world and activity, to compare expectations and results, to identify features and qualities for further detailed study. L. Terletska characterizes self-analysis as 'a difficult, gradual process, sometimes painful and unpleasant, requiring all available constructive energy' (*Terletska, 2012: 153*). The researcher notes that attempts at constructive self-analysis are of great importance as they provide an opportunity for self-realization. As a result of self-analysis the self-esteem is formed, which is 'a person's judgment about the degree of presence of certain qualities, properties in comparison with a certain standard, sample' (*Terletska, 2012: 155*). Self-analysis is the main structural component of self-identity, which plays an important role in self-regulation. Thus, in the process of developing professional communication, self-analysis helps to move forward, correct existing drawbacks and continuous self-improvement.

The process of communication is constantly changing, so communicative competence is improving throughout life. This is especially necessary in the field of foreign language

communication. Self-development of future aircraft maintenance engineers' communicative competence includes continuous vocabulary expansion, improving grammar skills, active listening and speaking, the result of which is self-education, which is reflected in mastering knowledge from various sources and using them in professional communication.

The main resources of English professional communication for aircraft maintenance engineers can be the following: aviation books, operating instructions, aviation documentation, professional periodicals (aviation newspapers, magazines); Internet; television programs; video, audio information (podcasts, YouTube channels); webinars, online classes, workshops; various courses; excursions; travelling abroad. Of course, some resources are beyond the influence of a teacher, such as travelling abroad and foreign excursions, however, the teacher has an opportunity to motivate students to such activities, talking about their impact on the development of English professional communication.

The characteristic features of professional communication training with the use of ICT are constant increase of information, the presence of a wide range of technological innovations, rapid change of technology and their obsolescence. The role of self-study with the use of ICT is highlighted by the number of scientists (*Andreev, 2002; Kyselova 2011; Plachynda et al., 2019; Tyshchenko, 2016*). O. Tyshchenko emphasizes the role of self-education in professional training and notes that 'self-education is the result of education and a prerequisite for the effectiveness of the latter' (*Tyshchenko, 2016: 161*). The researcher notes that education and self-education are interconnected due to several factors: 1) self-education contributes to the accumulation of knowledge, the formation of intelligence, the development of mental strength and abilities; 2) self-education is an informative process, a component of mental self-education, which produces the qualities necessary for successful knowledge acquisition; 3) self-education is not the same as self-study, because self-education is a purposeful voluntary improvement of personality through self-study.

O. Kyselova defined the features of self-education in the modern information and educational environment, which are at the same time the advantages of their use in the future aircraft maintenance engineers' training (*Kyselova, 2011: 7*): openness and dynamism of self-education information space; expansion of self-education forms; absence of time and territorial restrictions on its implementation; variability of self-educational electronic educational and information resources; indirect access to Internet sources; availability of additional opportunities for self-control.

Curricula for future aircraft maintenance engineers provide a significant number of hours to self-study. Higher education is still looking for ways to organize self-study effectively. The researchers of aviation specialists' training by means of ICT (*Plachynda et al., 2019*) note that up to 60% of the time was allocated for independent work in aviation specialists' training. Analyzing the theoretical frameworks on ICT for self-study and the fact that students actively use gadgets in everyday life, they proposed the use of MOODLE system for self-study and experimentally proved its effectiveness. Among the advantages of using the platform are the following: reliance on students' IT habits; access to information 24/7; convenient structuring of material; ease of evaluation; ease of updating material and editing; ease of task planning; use of audio and video materials; automated student rating system; self-check; psychological and physiological comfort; objective assessment (without human error), etc. The negative aspects of the implementation of the MOODLE platform are the following: time-consuming technology of placement of educational materials; inability to identify the person performing the task (the ability to perform tasks for a friend); lack of self-discipline in students; temporary lack of access to the resource due to technical problems; loss of communication; non-socialization and

lack of public speaking skills; the difficulty of training teachers to use the web-based platform MOODLE, etc.

For future aircraft maintenance engineers we suggest using Learning Management Systems (LMS) MOODLE where they can find all necessary resources for self-development and self-study. The material is organized according to the curriculum including tests for self-analysis, links to video and audio recourses, vocabulary lists, additional exercises, etc.

## 6. Conclusions

Thus, we have identified the pedagogical conditions for the formation of future aircraft maintenance engineers' professional communication training, namely: enhancing motivation to communicate through active interaction and creating situations of success in the classroom; modeling professional communicative situations to ensure the practical orientation of training; use of technological innovations for self-analysis and self-education. The selected conditions are closely interrelated and affect other components of the structural and functional model of training future aircraft maintenance engineers for professional communication. Further research is seen in experimental verification of the proposed conditions.

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## THE SPECTRUM OF ESTHETIC CATEGORIES IN WORKS OF STANISLAV ORIKHOVSKY (1513–1566)

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### Summary

For a long time, Ukrainian and Western European scientists have included all the Latin works to the Catholic values and brought exclusively to Polish literature, and therefore denied the penetration of humanism and Renaissance within the boundaries of the Orthodox Eastern Slavonic world, forgetting that Ukrainian scientists, to which Stanislav Orikhovskiy belongs, not indirectly through Polish teachings acquired leading pan-european ideas, but themselves were part of the european renaissance intelligency.

In the culture of Ukraine XIII-XVII centuries there are no interpretations on esthetic issues. However, there are grounds to consider certain reflections on the problems of art and art work in connection with questions of faith and its symbols, values of knowledge and role of sensual experience in the cognitive activity, values of indifferent attitude of a person to the world and to faith and earthly destination of a person. Now, brought into the scientific circulation little known, and even quite unknown, mainly Latin sources strongly testify that the epoch of revival, with its esthetic ideals, has not passed Ukraine as a component of Europe.

Stanislav Orikhovskiy (1513–1566) is one of the most prominent personalities in the Ukrainian and Polish culture of Renaissance: Philosophy, historian, publicist, polemist, esthette, speaker.

The article focuses on the fact that one of the first, in the national renaissance cultural opinion, who considered the question of esthetics was Stanislav Orikhovskiy. In works on esthetics, he devoted a lot of his place to problems of good and evil, as a humanist put the importance of man in dependence on her personal qualities, personal integrity, talent and ability to realize them.

Interest in esthetics was revealed clearly, complete it, quite concrete content. In his works he considered and outlined ways of solving various problems, in particular, ethical and esthetic.

The spectrum of esthetic categories of the Orikhovskiy is mainly represented by the following: Heroic, beauty, beautiful – creative; raised – low; harmony is chaos. AND parts: Comic – tragic; irony, mezzis.

**Keywords:** Esthetic ideal, harmony, symmetry, honesty, spirituality, irony, humanism.

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### 1. Introduction

Becoming Stanislav Orikhovskiy Roksolanin, his heritage in the field of esthetics only begins to be part of the context of national cultural opinion. Now in scientific circulation the works of the thinker are introduced, translated by modern Ukrainian language. The task of culturologists is to write this to the history of culturological science.

The purpose of this article is to look at the esthetic ideas of the thinker in a new way, to determine the essence of his vision of the genesis of esthetic categories. The relevance and novelty of the investigation is that it presents a whole range of esthetic categories in the heritage of the thinker and analyzes philosophical-esthetic views S. Orykhovsky in the context of the polyphony of ideas of the good of revival, taking into account the fact that heritage S. Orykhovsky for a long time was the subject of studying only Polish scientists.

The article examines one of the important aspects of S. Orykhovsky's activity, namely the range of esthetic categories, which was supported by the scientist in his works, the creative ways of which significantly influenced the further development of spiritual and cultural processes not only in Ukraine, but also in Poland. All this is not yet sufficiently studied, although the need for such a kind of knowledge is great.

## 2. Natural and esthetic genesis

Ancient thinkers in their works, tried to reveal the essence and nature of esthetic, in particular beautiful, and expressed on this occasion a number of interesting and deep thoughts. Special merit in this matter belongs to Aristotle, «Poetry» which can be considered a treatise from esthetics. The medieval esthetics were formed in new historical conditions, when feudalism came to change the slave-master society, and the form of consciousness and spiritual influence, in particular in Europe, became Christian religion. Quite another idea about esthetic was formed in the epoch of revival, esthetic consciousness of which in general has a transitional character and contains tendencies both ancient and medieval, and the next stage of esthetic thought. A significant influence on the formation of consciousness at this time has been made by a panel anthropocentric world through which art has become the leading form of public consciousness. From now on, as in antiquity, the main attention is paid to the person and her earthly life, artistic form, which is an optical integrity and order, which correspond to reality; proportions of the human body are proclaimed by the canon of artistic image. Alberti, Leonardo da Vinci, Dürer and other artists, as well as art theorists, directed the development of esthetics on the art-policy path. Beauty and its contemplation are in them a kind of spiritual set, which is not addressed to anything specifically, and at the same time is an invaluable asset of the individual (*Orikhoviana, 1891*).

If we talk about Ukrainian renaissance hunters, theoretical considerations about esthetic problems can not be found frequently in their works. The same to personality Orykhovsky, then he interest in esthetics revealed clearly, but he filled it, quite concrete content. The spectrum of esthetic categories of Orikhovsky is drawn mainly by the following: Heroic, beauty, beautiful – creative; raised – low; harmony is chaos. And parts: Comic – tragic; irony, mezzis. In this article we will stop only three: Heroic, beautiful, beautiful.

## 3. Understanding the heroic category

In the middle ages people appreciated and became famous primarily for aristocratic origin, age of family, titles. So social inequality of people was formed. Noble respect was an inseparable sign of high origin: Only aristocrat was recognized as capable of true greatness of soul, heroic pupils. Instead, the humanists set the importance of the person depending on her personal qualities, personal integrity, talent and ability to realize them. The representative of aristocratic family, according to the humanists, should earn a chance of their noble deeds, their heroic deeds or worthy memory of the descendants of the public, or charitable activity, etc. The nobility of the intellect, not the origin, the value of the person for her personal merits, not

for aristocratic titles, were the basis of the thoughts about the man. In Ukraine, these humanistic principles have been based on or not the most consistent personality Orikhovskiy, who wrote that kindness and kindness are not inherited from parents, as name and estate, but acquired. He criticized those who, proud of their origin, without knowing, in fact, what is the nobility, and in the address to the king advised him to surround himself by advisers not for title, but by their abilities and practical deeds. Orikhovskiy also stood on the position of equality of all states of society before God and the law, and believed that none of them had a mental advantage over others. And therefore, he concluded that they do not deserve the higher happiness in the social hierarchy, those who «are there only because of their origin» (*Orikhoviana, 1891*).

Works of art Orikhovskiy was inhabited by a large genre diversity. Samples for investigation he finds mainly in ancient historical literature and modern. The outstanding figures of history were for him the same «engines of history», and therefore their actions and pupils consider the expensive investigation, and they all propagate and break. The most worthy for investigation was considered the antique heroes of the homerevsk poet; Macedonian kings – Filipa and Alexander the Great; Persian monarchies – Kira, Kserksa; roman military and political figures; Ancient Greek commanders and statesmen – Pavsania, Pericles, Temistoklahat, etc.

From the mythological heroes the most popular was Hercules (Hercules). The characteristic feature of the views of Orikhovskiy was his conviction in the possibility of influence on the course of historical events, not only Christian God, but also other supernatural forces. Their implementation is primarily the anti-Olympic gods; as well as anti-hero and mythological characters, etc. Especially honored our hunter fate (Fortunu), which crowns its elected members, does not help them; it can be generous, happy for those who care about their honor and glory. From the lava of fate talent in battle; from it «at least, nowhere to get», it is subordinate kings and princes; They believe in the fate, even though it is sometimes unspoken even with the great princes; there is a crime, a betrayal; may be taken away. At the same time, it is not omnipotent, inferior to human kindness and importance, and is not presented too high if people themselves do not promote it (*Kshyshtof, 2004*).

The heroization of personality, the emphasis of individual positive qualities (bravery, nobility, etc.) was characteristic for culture of the epoch of revival and its philosophical basis was renaissance nepoplatonism. Such heroization of the personality with an emphasis on its solid activity was characteristic and Ukrainian XV – the honor. XVII century Life in Ukraine of that time was dynamic, dramatic and very controversial. Historical circumstances required the characteristics of strict, free, power, capable of decisive actions. The personalities with such traits have been outlined, in particular, S. Orikhovskiy. The subject of his historical reports was the action of prominent personalities, eminent «heroes» of historical days, their actions and pupils considered to be an example and an example for investigation. Orikhovskiy wrote both about the welfare of the Polish hat and about the military flight of Ukrainian Cossacks, which they witnessed in the struggle against Turkish-Tatar aggression. Drawing one of such battles, which took place under Sokal, he heroine behavior in fight Fredrija Gerburt, as well as courageous not to retreat from worldly affairs and transition to ascetic mobility, and in noble heroic deeds, in service of the welfare as the highest goal is seen by our hunter the meaning of life. They were united with him and kept the pressure of the tatar army in a fearless manner.

#### 4. The range of beauty in the Renaissance sense

Beauty – an aesthetic category, which means perfection, a harmonious combination of aspects of the object, in which the latter causes the observer aesthetic pleasure. Beauty is the

most important category of culture. In its aesthetic perception, the concept of beauty is close to the concept of beauty, with the difference that the latter is the highest degree of beauty. However, beauty is a more general and multifaceted concept, largely eclectic. The opposite of beauty is ugly. In the Renaissance, instead of the popular in the Middle Ages definition of *memento mori* (the meaning of which was the argument of neglect of earthly life and preparation for the afterlife), there is a new slogan of humanists – *memento vivere* (remember to live) – means: here on earth. The human becomes the object of study, its earthly tastes, joys, feelings are rehabilitated. Literature and art glorify the beauty of the world of nature and man in it. Artists define the laws of beauty, which, according to Dürer, cannot be calculated mathematically and which are therefore not absolute, but based on «human judgment», find their highest justification where they can rely not only on mathematical and logical justification, but also on experimental necessity, when they are based not on the imagination of one person, but on the nature of this reality. Art is derived from the vast experience of «knowledge of the mind of nature» (*ratio naturae*). «Because, indeed, art is hidden in nature; whoever can get it from there, he has it.» Art, according to Dürer, has two equal points of reference: reality and reason. Renaissance anthropocentrism is now based on the following indisputable truths. (*Lytvynov, 2000*).

As for Orikhovsky, the category of beauty appears in his works very often and in a wide range. His oratory can be beautiful (eloquence, style of speech, locality, ideas, forms. The works of the thinker are beautiful and perfect. In particular, the Italian humanist Paul Ramnuziy wrote to Orikhovsky in the preface to *The Reader*: In my opinion, the speech you gave at the funeral of King Sigismund of Poland contains, and conceals, much more than it seems at first glance. the placement of certain parts of it – all this leads me to think that the speech is worthy to be read by even the most learned. And I will gladly make sure that it is published for the use of scientists. end: I don't want what we present for thoughtful reading to be neglected until it is fully understood. that Rusyn. (*Kshyshtof, 2004*).

The Italian did not spare Orikhovsky words of surprise and affection as the first Polish writer in whose works he saw a treasure trove of beauty. Polish contemporaries also spoke about Orikhovsky's extraordinary and multifaceted talent. Thus, the famous Polish figure Fritz Modzewski wrote that Orikhovsky «adorned Poland with science and numerous testimonies of his talent.» Perfection and beauty of the form of our thinker's works were noted by later Polish researchers. Thus, in Orikhovsky's speeches T. Sinko saw the «treasury of beauty», drawing attention to the «accuracy of argumentation and the beauty of the form» Turk «, although he added that the author owes this to Demosthenes and Cicero». (*Losev, 1978*) Finally, Keller, as if summarizing all the positives in Orikhovsky's work, notes that Orikhovsky himself became «an ornament of his Russia, which for him was synonymous with simplicity and severity, as well as synonymous with healthy morality and purity of faith» (*Lytvynov, 2000*).

Completely in the Renaissance spirit, S. Orikhovsky composes a real anthem of female beauty, especially in the work «On Celibacy». We are excited by the temptations of the female body when we not only see it, not only hear about it, but even when we think about it. «All Orikhovsky's apologetic, laudatory statements about women should not be listed. in our opinion, it is as if the quintessence in his eulogies to a woman-wife, mother, beloved: A woman wins everything and surpasses everything. The ancients marveled at its beauty and compared it not with some decay, a low-value thing, but with the sun itself, the radiance of which illuminated everything. Therefore, a woman, who is the light and decoration of a man's house, is rightly considered to be some kind of sun in human life» (*Orikhoviana, 1891*).

That is why even the wisest and very strict philosophers consider the young ephebes to be iron and strange because they are not touched by their beauty when they meet women, and

the girl they meet does not disturb their hearts. The Supreme Court of all Greece has accused the famous prostitute Frina in a criminal case. When she could not be protected lawyers, she tore her clothes and exposed the Persian. In this way she defended herself: amazed by the charm and beauty of her body, the judges released the girl. That's how much nature weighs, that's what a woman's beauty can do even in court. Neither the eloquence of the lawyers nor the integrity of the judges resisted her charms.» (*Kshyshtof, 2004*).

Distinguishing the aesthetic categories of beauty and beauty, which are unique to women, Orikhovsky, however, notes: The weaker a woman than a man, the stronger the mistress is due to its charms, which have a special power that captivates the souls of men. Women confuse us so much that even if we wanted to, we did not have the strength to get rid of them. At the same time, Orikhovsky notes that beauty (beauty, charm) is a powerful weapon of women that no knight could resist. Therefore, the question arises: who does not like whom? Rotterdamski also pondered this question, writing: «To take at least external beauty, its women are rightly valued above all in the world and with its help tyrants even tyrants». (*Orikhovskyi, 2004*).

As for the beauty of speech, eloquence, the ancient philosophy and all ancient literature, we can say was permeated with elements of arrogance, which Plato in his aesthetics put almost in the first place. At the same time, he singled out two points: a political speech seeks first of all to convince the listener, and a solemn speech seeks to please the listener. Thus, in the first case, the most important was the power of speech, and in the second – considered the most important beauty – the beauty of form. Eloquence, as the ability to speak beautifully, inspiringly, convincingly was highly valued in Europe and later, in the Renaissance. In Ukraine, the art of eloquence was highly valued by Orikhovsky, who himself had a remarkable oratory, «without which, he believed, not only civil peace but also external war could not do.» He cites an interesting episode from ancient times: «When Philip, Alexander's father, defeated the Athenians at Heronea, he clapped his hands with great joy, running among the army and shouting: „I defeated you!“ And that Demosthenes did not take part in the battle. But because on the advice and persuasion of Demosthenes the Attians began to fight against Philip, he believed that he had defeated not Attica, but Demosthenes himself, whose language the king feared more than the troops of the Attians» (*Orikhovskyi S. Vybir tvoriv, 1972*). Scientist T. Sinko, Oreshovsky owes to Demosthenes the ability to argue, and Cicero – the influence of the spoken word. (*Losev, 1978*).

Orikhovsky studied eloquence directly in Italy, in particular, in Bologna, as he himself tells (*Roterdamskyi, 1993*). As a result, Orikhovsky himself soon became a role model at home and a source of pride abroad, where he was also known and popular. Here, for example, is what the well-known Polish historian Cromer wrote in the already mentioned letter to Orikhovsky about this: And I was proud of your glory, because I see in you my compatriot and friend, and therefore the rays of your glory fall on me» (*Synko, 1939*). According to the Ukrainian thinker, language is a great gift: it created the state, gave rights to people, built cities, taught all the virtues of people and finally showed them the way to activity and spiritual salvation» (*Synko, 1939*) king about the improvement of the old and the establishment of new «schools of eloquence», which would be the necessary speech.

## 5. The category of beauty

Beautiful is a category of aesthetics, which expresses the facet of aesthetic development of the world, which corresponds to the ideal of man and is accompanied by a sense of aesthetic pleasure. The measure of beauty is symmetry, harmony, proportion, the ensemble of its natural properties. Among other aesthetic categories, special attention is paid to the beautiful. It tops

the list of aesthetic values and is an indicator of spirituality and humanity, perfection and freedom, and the main concept of aesthetics as a science. Beautiful for man in nature, in society and in himself, is everything in which he finds perfect and life-affirming, desirable and harmonious, selfless and ennobling. Therefore, beauty is as important and necessary for man as good, good and happiness, will and creativity. As without happiness, so without beauty the destiny of the person loses sense, and life – prospects. Striving for beauty, a person has important values and is active, overcomes obstacles and fights for their implementation. In contrast to the ancient notion of nature as an eternal and beautiful fact, as well as its medieval understanding as a result of the creation of a supernatural personality, Renaissance man first felt nature as an aesthetically significant concreteness, as a subject of disinterested self-sufficient contemplation and pleasure. For Renaissance man, nature was a spiritually rich, beautiful reality, which she sought to master artistically.

As for Orikhovsky, he operates in the category of «beautiful» most often in three cases: when he talks about women, the form of government in Poland and art. The woman in him is the most tender, the most charming, the most pleasant that nature has created. And who gave her husband a woman as a wonderful means of consolation to which to go. Therefore, marriage is the best form of relationship between men and women. Therefore, celibacy contradicts «the best guides in life – nature and common sense» (*Kshyshtof, 2004*). Women, I swear to God, have more pleasure than men of prudence, more charm than we have, more order to which we go. At the same time, he calls the witnesses of the biblical wives of Samson, David or Solomon, but also the example of the prostitute Phryna. (*Lytvynov, 2000*).

Orikhovsky mastered the political theories of ancient philosophers, especially Plato and Aristotle, whose works were about the «best» system of government, but thought quite original. The best, in his opinion, form of government is a class monarchy, in which the king is elected, but not by all the people, but only the nobility, vol. the thinker prefers a class of monarchy in which the king's power would be limited by law. The kingdom, according to Orikhovsky, is the best state system primarily due to the election of the king and the subordination of everything in the state to the laws. The course of Orikhovsky's thoughts led to the recognition of the monarch as a noble king. He therefore rejected the thesis of the heredity of the throne. The elected ruler became the executor of the will of the nobility: what could be more beautiful than that the one whose power you have the highest and who was not born a king, but you made him king, would use the sword you gave him, only according to with your will? «As for the laws, they are the best, according to the thinker, when all citizens participate in their creation» (*Kshyshtof, 2004*).

Regarding the artistic preferences of Art. Orikhovsky, there is not much evidence here, but they are there. And that is quite significant. In particular, as already mentioned, he met in Wittenberg with prominent German artists Albrecht Dürer and Lucas Cranach the Elder. He later even interpreted Dürer's artistic credo, praising the Germans precisely for «combining exceptional courage with outstanding wisdom and respecting all the arts, all the fine sciences that belong to human virtues» (*Synko, 1939*). Orikhovsky was not an artist, but he had an excellent oratory and writing style – as evidenced by many testimonies, including the appreciation of his talent by Italian intellectuals, in particular, Paul Ramnuzi, who wrote to our thinker: «I will not allow your outstanding and beautiful the poem traveled through Poland as a work by an unknown author, while the real author is known and highly respected. I'll take care of it. « And again: “You seem to me the most worthy of your great people to know the beautiful through you. Many people liked your speech very much, the main thing is that it is full of thoughts that could only appear in the head of a well-mannered person» (*Kshyshtof, 2004*).

## 6. Conclusions

The Renaissance for ethics is a period of affirmation of a new ideal of man – a person who is aware of his social and spiritual independence, freedom of will and thought. At this time there is a reorientation from the knowledge of God to the knowledge of nature and man, from theocentrism to anthropocentrism, the recognition of human self-worth, the glorification of his dignity and creative potential.

Finally, it should be emphasized that the ideas that are dominant in the works of S. Orikhovsky, contributed to the formation of national identity, a sense of patriotism, human dignity. In addition, these ideas contributed to the assertion of the value of the individual and his freedoms. Such tendencies developed in the context of the Western European humanistic society. This is valuable given Ukraine's European choice, when it is important to overcome outdated nihilistic stereotypes, including prejudice against the inability of our thinkers to philosophically and aesthetically comprehend reality.

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## INTERACTIVE TECHNOLOGIES OF TRAINING TEACHERS FOR ORGANIZING LEISURE ACTIVITY

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### Summary

Features of preparation of future teachers for carrying out of interactive training technologies in the course of the organization of leisure activity in the conditions of rest in summer camps are examined. It is noted that various forms of leisure activities in the summer camp can support the emotional health of children, overcome their own shortcomings, form the will and character.

Advice and methods for conducting the case method are given: selection of material (material should be selected in such a way as to reflect the problems that participants may face in real life); the availability of alternatives (the situation around which the discussion takes place should have been sufficiently diverse and have several solutions).

The advantages of the case method are described: realism (the use of this method significantly complemented the theoretical aspects of the problem); pressure reduction (case method gave a unique opportunity to study complex or emotionally significant issues in a safe training atmosphere, not in real life, with real threats and risks in case of making the wrong decision); active interaction (communicative nature of the method provided an opportunity to provide a quick but very important assessment of the issues under discussion and the proposed solution).

It is proved that interactive pedagogical technology in the process of organizing leisure activities of a person (as a set of a series of consecutive actions aimed at achieving a result) was based on the principles of voluntariness, positivity, responsibility, partnership.

**Keywords:** interactive training technology, case method, leisure activities for children, summer camp, future teachers.

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## 1. Introduction

In the conditions of pedagogical innovations changes in activity of professional educational institutions acquire special value. This implies a reorientation of forms and methods of organizing the educational process, which would correspond to the peculiarities of the current socio-cultural situation and the tasks of updating the system of vocational education.



From these positions, the application of innovative modeling in the training of future professionals is important for the formation and development of professional competence of professionals.

## 2. Presentation of the main research material

Modern practice of pedagogical activity involves the use of various forms technological in their content and process. They attract more and more attention of both theorists and practitioners (I. Bekh, A. Kapska, V. Kravets, V. Sidorov, S. Kharchenko), as they provide an opportunity to constantly update knowledge and skills in accordance with the requirements of the time. Therefore, the main issue facing pedagogical practices now is the acquisition of skills and abilities of personal self-development, increasing the level of professional competence, which is largely solved by introducing interactive technologies, organizing the transfer of socially significant information, finding answers to questions: "how to teach, how to create the necessary conditions" (*Bachkov, 2000: 198*).

This is the application of interactive learning with deep social content. The peculiarity of interactive learning is that the learning process is carried out under the condition of constant, active interaction of all its members. This is the use of business, role-playing games, discussions, conferences. Their goal is to change and improve the behavior patterns of participants in the learning process.

Analyzing their own reactions and the partner's reactions, the participant changes his model of behavior and consciously adopts it, which allows us to consider interactive methods not only as a learning, but also education process (*Velichko, Karpievich, 2001:100*).

Definition of previously unsolved parts of the overall problem. In the study, we reveal the features of training future teachers to conduct interactive technologies during the organization of children's leisure activities in the conditions of recreation in summer camps. The special value of meaningful and interestingly organized summer leisure is that it can help to realize all the best that is potentially inherent in the child. Various forms of leisure activities help to maintain emotional health, overcome personal shortcomings, form will and character.

The problem of summer leisure was studied by V. Bochelyuk, V. Pimenov, who considered the structure, functions and principles of leisure activity; E. Aknaev, M. Bushanets, T. Melnychuk singled out the organization of work in the field of leisure in their works.

The purpose of the study is to reveal the features of training future teachers to conduct interactive training technologies in the process of organizing leisure activities in the conditions of recreation in summer camps.

We note that one of the effective forms of interactive learning is training. Its main feature is the feeling of new ideas on one's own experience, this is one of the conditions for the development of professional competence of future specialists. It should be noted that training in the form of training sessions is an unusual, unconventional form and a rather complex technological structure, the implementation of which by the teacher-trainer creates conditions for multilevel communication between all participants. One of the main requirements when using interactive methods – the coach's own participation in group interactive classes (*Velichko, Karpievich, 2001:87*).

This occurs under the condition of building an educational process based on learning by using specific experience developed by the American researcher D. Kolb (*Thorn, Makkej, 2001:76*). He considered the process of interaction in learning as a sequential change of four phases:

- specific experience – it is assumed that the group leader creates conditions for the acquisition or updating of specific experience by participants on the basis of existing;
- reflective observation – conditions are created for the analysis of the acquired experience, discussion of the observations connected with its reception;
- abstract conceptualization – is the relationship of their own conclusions and inferences made in the previous stage, with scientific theories that are relevant to the main content of the curriculum. It is important that these theories complement or interpret in their own way the results obtained by the participants;
- active experimentation – is a test in practice of the formulated hypotheses, the use of previously obtained information.

In our work, we focused on training as an interactive form of learning, respectively, the specialist who conducted these classes was called a coach.

According to these ideas, the training process was implemented within the closely related components that formed the scheme of pedagogical interaction.

1. Purpose. The purpose of educational training was to raise awareness about the problem, change attitudes to the problem, the formation of positive motivation, creation and development of skills of adaptive behavior.

2. The content of the training was determined by the stated goal and target group.

3. Method. The method of training was understood as a method of teaching, i.e. a way of realization of the purpose of training limited by framework conditions, through interaction of subjects of educational activity.

4. Framework conditions. For an effective training process, organizational aspects were taken into account: the condition of the premises, selection of the necessary handouts, start and end times, training duration.

5. Participants. The target group to which the training was directed was determined. Just the target group influenced the goal and the content of the training process, according to which the training methods were selected.

6. Teacher-coach. Specialist, on the ability and qualification of which the success of the training process depended (*Bachkov, 2000: 100*).

In general, the structure of classes had three main elements: beginning, main part, final part. The beginning of the training included the following components:

Introduction:

1. To define conditions of carrying out of training: it was necessary to define, to what problem study is devoted, what questions will be considered.

2. Determine the urgency of the problem: explain the reasons for this training, its advantages over others.

3. To interest participants. People are willing to learn when they are interested. It was necessary to demonstrate how interesting the training program was, how meaningful, useful and necessary was the information.

4. Present the program of training sessions: the concept of regulations, which clearly recorded the key points of training sessions (time and main elements).

5. Tell about yourself.

6. To acquaint participants of a training course. This procedure was performed using a variety of introduction techniques.

7. Create a favorable atmosphere. It was necessary to give the group the opportunity to discuss their anxieties, to determine their expectations, and thus to win their sympathy.

8. Adopt the rules of work during training sessions. This part of the introduction was extremely important, as it was future-oriented and largely determined the effectiveness of the entire training process.

The main part was determined by the objectives and content of the training course. However, we note a few rules that were characteristic of the main part of the training.

1. Research of the subject. It was necessary to gather all the materials and information related to the topic of the training, it gave confidence to the trainer.

2. Distribution of the collected information on topics that the participants had to know.

3. Time distribution. An important component of the training course, because depending on the main tasks it was necessary to clearly define the time for coverage of problematic issues.

4. Organization of educational material.

The final part is an opportunity to:

1) give answers to questions that were insufficiently covered during the main part;

2) determine how effectively the group members have mastered the proposed material and provided information (theoretical material, practical skills);

3) determine whether the expectations of group members have been met;

4) to determine the prospects for the application of the acquired knowledge and skills in the real life of the participants.

The most popular methods used in the training sessions were: the case method (problem situations), brainstorming (brainstorming), discussion.

We will give an example of using the method of cases (problem situations) in practical classes on the subject "Methods of educational work in the camp". Students got acquainted with the strategy of behavior in conflict situations. The teacher announced the purpose of the lesson: to help make the conflict a positive rather than a negative experience in all cases where it is possible. Then he organized a group discussion on the following issues:

- Is it possible to manage without conflict in life?

- How often do we face conflicts?

- What is a conflict?

The next step was the simulated creation of a conflict situation.

Examples of conflict analysis.

- Conflict between the counselor and the child over the evaluation of his work. This may be a "violation of the rules of the game" (if the teacher is not really objective and has different requirements for different children). It can be a conflict of values (different ideas about the good and bad answer; what the child should know and how to respond). Finally, it can be a purely psychological, personal conflict.

- Conflict between teachers-organizers over the schedule. This can be a conflict of lack of resources: it is usually not possible to build a schedule to suit everyone.

- Conflict between the counselor and the child due to the fact that the child refuses to participate in the collective creative work. This is most likely a conflict of interest. The teacher is interested in the child performing well in the competition and showing good results of the counselor's work were noticed. The child does not want to spend time repeating and studying the "unnecessary" scenario of the educational event.

- The counselor was a little late, and the whole detachment left the holiday. This may be a conflict over the uncertainty of functions and responsibilities. (It is not written how many minutes the children have to wait for the counselor when he is late. The children have decided – 5 minutes, the counselor thinks more).

- The child was reprimanded for making noise during the educational event. This is often a conflict of interest. The teacher is interested in the working environment, the child feels a natural need for activity.

In the practical classes, we discussed with the participants received information, asked questions in order to make students understand that finding those responsible for the conflict does not solve the problem, and this is not where we should focus our efforts:

- Is it always possible to determine in a conflict who is right and who is wrong?
- If we find the culprits, does that mean we have resolved the conflict?
- Does the party found guilty always agree with such a decision?
- What approach to conflict illustrates the desire to find the culprit? (Approach from the position of force, as usual, provides for some sanctions against the perpetrator).
- What is more important: to assess what has already happened, or to find a solution on how to proceed in the current situation in future?
  - How can this conflict be resolved?
  - How are such conflicts usually resolved?

As a result of the discussion, the definition of the conflict was formulated together with the participants.

Conflict is a clash of opposing, incompatible tendencies (needs, interests, values, attitudes, plans, etc.) in the mind of an individual, in interpersonal interactions and interpersonal relationships of individuals or groups of people.

Concluding that conflict is a normal and necessary part of our lives, the Teacher talked about the types of behavior in conflict, illustrating the basic strategies of behavior, using the classic conflict example "Distribution of orange". Then he talked about strategies for behavior in conflict.

Example "Distribution of orange" (*Bachkov, 2000: 97*).

Free orange catches the eye of two people at the same time, and each of them at the moment the orange would not interfere. What shall I do?

- An orange can be divided, right? This is a strategy of compromise.
- Each party can take possession of the fruit personally, using physical strength, social status, psychological influence, age or gender privileges.
- Orange can be disposed of as follows: throw it out the window, give to a third party, crush. This is a strategy of evasion: no object – no conflict.

The fruit may become the property of one of the parties of the conflict as a result of the selfless act of another. It is a strategy of concession – the abandonment of one's own goals for the sake of another person's goals.

Finally, the situation around the orange can be solved in this way.

Two happy citrus owners sit down at a round table to slowly discuss mutual expectations, fears and anxieties. During the conversation, it may turn out that one of them needs orange juice due to beriberi, and the other needs orange peel. The orange is festively cleaned, and the opponents leave completely satisfied. This option is called cooperation.

The practical lesson was about strategies for behavior in conflict.

Evasion is effective in situations where the partner has objectively greater power (authority) and uses it in a conflict of rank. When communicating with a complex, conflicted person, you should also use every opportunity to avoid conflict.

Flexibility is natural in situations where the problem is not as important to the person as to his opponent, or the relationship with him is an independent value: they are more important than achieving a goal.

Counteraction is a strategy for serious circumstances and vital problems. It is usually effective in extreme situations.

Compromise, or "bargaining for mutual concessions" is effective in situations that require a quick result. "Division" of needs is necessary to maintain the relationship, especially in cases where it is really impossible to reconcile the interests of the parties.

Cooperation is not so much a strategy of behavior as a strategy of interaction. It is indispensable in close, long and valuable for both partners relationship, with equal status and psychological power. It allows partners to resolve the conflict without giving up their goals (*Bachkov, 2000: 103*).

The teacher offered to analyze the sources of conflicts:

- Lack of resources. Occurs when something is very small and not enough for everyone. ("We shared an orange. Many of us, and he – one ...")
- Differences in values. There are people with different beliefs, with different ideas about what is bad and what is good.
- Conflict of goals and interests. This occurs when actions aimed at achieving the goals of one person hinder the achievement of the goals of another or when the most convenient for one party behavior (state of affairs) is extremely inconvenient for the other party.
- Differences in tastes and preferences ("There is no friend to taste and color").
- Violation of the rules. Occurs when someone violates an agreement or mutual rules.
- Uncertainty of functions and responsibilities. This happens when the rules are simply not set and everyone understands them the way he wants, and then accuses the other that he understands them in his own way.
- Psychological needs. It is important for everyone to feel confident, needed, free, responsible. If the actions or presence of another interfere with the satisfaction of these needs, there is a personal (psychological) conflict (*Velichko, Karpievich, 2001:99*).

Participation of students in practical classes in interactive trainings provided an opportunity to carry out, meeting the needs of the individual, the following types of activities: communication with peers, organization of meaningful leisure, testing their own strength, finding their place in society.

The trainings helped to meet the basic needs of the individual in a variety of creative activities, recognition and respect from others, self-realization and self-affirmation, satisfaction and success, contributed to the development of social competence and responsibility.

Students' participation in interactive activities formed certain life skills necessary for personal development. These include in particular the following skills:

- effective communication (which were practiced at the formal (conducting classes) and informal (personal) levels);
- awareness of one's own individuality;
- understanding the individuality and uniqueness of other people;
- independent decision-making, self-control of their own behavior, self-esteem, self-awareness;
- leisure culture;
- ability to adapt to changes in the social environment.

In the course of interactive training activities, participants practiced the ability to carry out reflective and self-assessment activities, goal-setting, which was one of the components of the "self-concept" of the individual (*Klarin, 1995: 78*).

In the process of organizing interactive training work in practical classes on the subject "Methods of educational work in the camp" (for example, trainings "Strategies of behavior

in conflict", "My approach to conflict"), we have consistently identified such stages (procedures) as:

- assessment of the need, resources and opportunities for the use of training;
- training of specialists (teachers-coaches) to organize and conduct work in children's health and recreation facilities;
- organizational and methodological support by teachers-specialists of classes by students-instructors during the "School of counselors";
- monitoring the activities of specialists and students-instructors in children's health and recreation facilities;
- correction of the activities of teachers-specialists and students-instructors in accordance with the results of monitoring (*Pometun, Pirozhenko, 2002: 99*).

When planning and organizing interactive training work, we defined the purpose, objectives, expected end result, sequence of procedures (stages), methods, tools and techniques of tasks performance, goal achievement, methods of evaluation and monitoring.

Interactive pedagogical technology as a set of successive actions aimed at achieving the result was based on the following principles: voluntariness, positivity, responsibility, partnership.

The principle of voluntariness provided for free choice by participants of their participation in leisure activities.

The principle of positivity provided that the "information link" in summer leisure activities to promote health should be based on the following conceptual provisions: health is the highest value, life can and should be satisfying, and the individual must make the most of opportunities to achieve well-being, in all spheres of life.

The principle of responsibility was based on the fact that the participation of students in leisure activities required them to take some responsibility for the end results, as well as willingness to be responsible for their own actions and deeds (in today's world the problem of responsibility is becoming increasingly important). It allowed to create conditions for participants not only to receive the necessary information, but also to have the opportunity to develop important life skills of effective communication, responsible decision-making, self-control of their own behavior, adaptation to changes in the social environment.

The principle of partnership was that the interests and feelings of all subjects were constantly taken into account in the educational process and interpersonal communication.

### 3. Conclusions

Interactive techniques (case method (problem situations), brainstorming, discussion) allowed to create conditions for participants not only to receive the necessary information, but also to be able to form important life skills of effective communication, responsible decision making, self-control of their own behavior, adaptation to changes in the social environment.

The principles of voluntariness, positivity, responsibility, partnership were formed, which meant that in the educational process and interpersonal communication the interests and feelings of all subjects were constantly taken into account.

We see prospects for further development in the study of the potential of interactivity in the context of creating guidelines for the implementation of training, innovative modeling in the training of future professionals during the organization of leisure activities in children's summer health and recreation camps.

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## AESTHETIC ASPECT OF EMOTIVENESS OF POETIC TEXT

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### Summary

The study looks for ways of analyzing the aesthetic aspect of emotiveness in a poem. To accomplish the aim, the author undertakes an attempt to study the essence of the image of aesthetic feeling. Since a poetic text appears to be a complex unity of notional, emotive, and aesthetic codes, the methods of cognitive analysis are employed to formalize deep cognitive and emotive constructs that give rise to aesthetic senses within a poetic text. The study relies on the statement that an image of aesthetic feeling has an emergent nature which means that it appears in the process of poetic text writing as a result of a creative impulse of the author (O. Mandelstam). In the study, the image of aesthetic feeling is regarded as an emotive image of the highest level. On the one hand, it is directed at some well-established aesthetic categories, and on the other, it reveals the author's attitude to them which is manifested through a sophisticated network of images. A step-by-step analysis of Shel Silverstine's poem "A Light in the Attic" has been suggested to illustrate a possible way of uncovering image(s) of aesthetic feelings inscribed in the text.

**Keywords:** emotiology, cognitive linguistics, emotive unit, image of aesthetic feeling.

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### 1. Introduction

Despite numerous researches dedicated to different categories of poetic texts, many aspects of poems still remain uncommented and unexplained. Among the issues that require further clarification is the aesthetic side of emotiveness of a poetic text. Since a poem appears to be a "semiotic vehicle" of deep aesthetic senses on the one hand, and a container of emotional images of its addresser, on the other, it is necessary to find out how these layers of information interact to produce emotiveness of a higher level which leaves far beyond the basic emotional images of the author.

Poetic texts incorporate three main codes closely connected with each other: the notional, emotive, and aesthetic. Each of these codes taken separately is extensively highlighted in research works within different branches of poetics. Thus, the *notional code* is being investigated within the cognitive paradigm of linguistics, which aims at explaining how the knowledge that a person acquires from the natural environment transforms into networks of images that underlie the verbal design of a poetic text. In this field, researches are mainly focused on concepts modelling and ways of their organizing in poetic texts to produce intricate senses (Tsur R., Byelyekhova L., Marina O., Gorchak T., Malashchuk-Vyshnevskaya N.). The *emotive code* of poetic texts is studied in the realm of emotiology which is also known as linguistics of emotions (Shakhovskiy V., Bolotnova N., Freeman M., Vorobyova O.). The researches in this field aim at uncovering the ways how emotional images of the addresser are implemented in poetic texts. Since human cognition is inseparably connected with emotions, this approach also relies on cognitive linguistics methods and data to model the dynamic configurations of



emotional images in poetic texts (Tsur R., Freeman M., Redka I.). Finally, poetic texts would never have been poetic if it had not been for their *aesthetic code*. Research work in this direction is centered upon clarifying the issues of aesthetic functions of fictional texts and poems in particular (Gliebkin V., Bolotnova N.); correlation of emotional images and aesthetic categories (Knaller S., Nieborsina N.).

The current research **aims** at revealing the essence of an image of *aesthetic feeling* of the addresser construed in a poetic text. In other words, the aim of the paper is to comment on aesthetic aspects of emotiveness in a poetic text which basically presupposes setting the links between the codes mentioned above. The aim can be achieved through the following steps: 1) identifying notional and emotive codes in poetic texts; 2) setting the correlation between them in the text under analysis; 3) considering the peculiarities of aesthetic features of poetic texts in general; and finally, 4) setting the correlation between the notional, emotive, and aesthetic codes in the text taken for analysis. The case will be illustrated on the basis of the poem "A Light in the Attic" by Shel Silverstein.

## 2. Notional and emotive codes in poetic texts

In any work of art, a code is regarded as a system of images specific for every creative method. A poetic image is verbal in its nature. However, its structure is by far larger than its verbal design. In cognitive poetics, a verbal poetic image is regarded as a three-dimensional structure incorporating verbal, conceptual, and preconceptual levels (*Byelyekhova, 2002*). Verbally, the image can be represented by such figures of speech as metaphor, metonymy, or oxymoron. So, basically a verbal image is any linguistic means that is based on the tenor-vehicle-ground model in the classical terminology or the one that is based on some kind of conceptual mapping in terms of cognitive linguistics.

On the conceptual level, the poetic image is based on mapping which is regarded as a conceptual mechanism of projecting a bundle of features from one concept onto the other on the basis of analogy (metaphor), stand-for relations (metonymy), and contrast (oxymoron) (*Lakoff and Johnson, 1980; Byelyekhova, 2002*). The preconceptual level of such mappings is represented by subconscious forms such as cultural and psychological archetypes (*Byelyekhova, 2002; Tsepkalo, 2021*).

Poetic images are never used in isolation within a poetic text. They are rather organized into specific networks to create more complex unities like extended metaphors or other hybrid formations. The notional code of the poem gets enacted by the force dynamics of the emotional schemata (*Freeman, 2013*) of the images. Emotional images that poetic images trigger appear to be the uniting force in poetic texts. In other words, the networks of verbal poetic images are stipulated and then accompanied by the emotional images. The latter appear not in the chaotic form, but in specific configurations. Before we get down commenting on their nuances, let us first clarify some points in the terminology of emotiveness.

*Emotionality* of the author gets reflected in *emotiveness* of the poetic text that he / she creates (*Shakhovskiy, 2016*). Emotiveness is explained as a category which comprises the form, content, and functions of linguistic means that render the nuances of the author's emotional experience in texts including the poetic ones. In this case, the form is constituted by the figurative means that possess emotionogenic power (or emotion-triggering potential). The content appears to be an emotional image or their scope of the addresser. The figurative means are often intended to render the emotions of the author. So, such they fulfill the emotive function in poems. Thus, we approach the definition of the emotive code of the text which is regarded as

verbally marked, conceptually, and pragmatically predetermined system of emotive units that encode various emotions of the addresser and reflects the author's intention and the general pathos of the text (Bolotnova, 2013: 259).

Emotiveness of poetic texts is represented by emotive units. "Emotive unit" is a term that denotes an emotional image / feeling encoded in the text with linguistic means (Shakhovsky, 2016). To illustrate the case, we will take the lines from the poem by E. Dickinson: "'Hope' is the thing with feathers – / That perches in the soul". In this fragment, the feeling of hope is presented through the periphrastic image that uncovers its tremulous and at the same time life-affirming features.

Emotive units fall into different groups depending on the criteria that underlies their grouping. With regard to the ways of encoding the emotional information, emotive units fall into nominative, descriptive, and expressive (Shakhovsky, 2016: 45). Nominative emotive units name emotional images directly in the text, for example, *sadness, joy, fear*, etc. They are rarely used in poetry due to their scarce capacity to render the unique individual feelings. Expressive and descriptive emotive units are more frequent in this respect. Expressive emotive units are the cases of the figurative language use. The author's emotions give an impetus for their appearance and they get fixed in such units. The term "descriptive emotive unit" speaks for itself: the cases of description give an insight into situations in which the person may experience some sort of feelings.

The above given classification correlates with the other one: emotive units can be explicit (nominative) and implicit (expressive and descriptive). Implicit emotive units can be traced in a literary text only if its context is taken into consideration.

On the basis of contextual criterion, emotive units can be classified into micro, meso, and mega units (Redka, 2020). They appear within the emotional situations created in the text. Micro emotive units converge to create meso units in the text which are usually marked by contrastive features. Their interaction creates the mega emotive unit which represents a complex emotional image of a higher than basic level. It can be either an image of cultural, social, or aesthetic emotion of the addresser.

The reverse process of reconstructing the emotional experience of the addresser by the recipient of a text is enabled by the methods of conceptual modelling of the emotional images. The ultimate goal of it is the model of emotiveness that renders the information about the intensity and valency of the emotional image (or images).

Summing everything up, we will mention once again that notional and emotive codes go always together. They may coincide in the form which embraces both notional and emotive content.

### 3. Aesthetic code in poetic texts

Every poetic text unfolds its own aesthetic programme. In other words, the linguistic means are directed at its implementation. It presupposes setting the correlation between the content of the text and aesthetic categories such as *the beautiful, sublime, tragic, comic, ugly, plain*, etc. (Briedikhin and Davydova, 2016: 212). It becomes possible only through the analysis of emotional imagery in poems.

It is believed that there are strong correlations between emotions of a person and the aesthetic categories (Boriev, 1988: 37-101). For example, calmness, joy, and emotional balance are associated with such aesthetic concept as harmony; embarrassment with chaos; laughter with the comic; courage with the heroic, etc. In a poetic text, the emotive model which forms

itself on the basis of the author's conceptual map correlates with the aesthetic categories that are shaped by the social and cultural context he/she lives in.

Since basic concepts converge to produce more sophisticated networks of senses (macroimages and metaimages) in a poetic text, the emotional images also undergo the process of development: they interact creating meso and mega emotive units. Megaemotive unit appears to be a complex construal which represents social or cultural emotions that are marked by aesthetic values. In other words, they are called "aesthetic emotions".

There are several approaches to defining the notion of an "aesthetic emotion". It is defined as: 1) an emotion of a higher level that is generated by the addresser in the process of poetic text writing (*Mandelstam, 1967; Knaller, 2017; Nieborsina, 2016*); it usually comes as a result of creative impulse of the poet; 2) pathos of a literary text (*Malm, 2012*); 3) a reaction of the recipient to the literary work (*Nünning, 2017*). The third definition does not go in line with the current research; therefore, we will pay more attention to the first and the second ones.

Aesthetic emotions do not have special forms of expression in poetic texts and manifest themselves in specific ways (*Knaller, 2017: 21*). Methodologically they are the most difficult object for analysis. They provide insights into one's personality through the reaction and assessment of particular situations (*Knaller, 2017: 21*). Aesthetic emotions never appear as simple reflections on life situations. Specific features of aesthetic emotion lie in juxtaposing the approved and disapproved attitudes towards a particular object (*Knaller, 2017: 22*) which results in such processes as purification, sensibilization, insights formations, etc. that are experienced by the author.

Aesthetic emotion correlates with the term "pathos" (from Gr. *πάθος* meaning *feeling, emotion*) which is defined as the author's style or manner of rendering his emotional elation and inspiration (*Malm, 2012: 267*). The meaning of the word *pathos* points at some kind of embarrassment and lack control as to emotions and passions (*Malm, 2012: 267*). Thus, the aesthetic emotion manifests itself in the so-called "form of pathos" (the term had been suggested by S. Eisenstein).

Aesthetic code of a text forms itself on the basis of the image-bearing code which also has an emergent nature, especially if we take into account the statement that poetic images are generic ones: they give rise to other poetic images in poems (*Mandelstam, 1967*). All these poetic processes go in line with *aesthetics of spontaneity*, the principles of which have been formulated by O. Babelyuk (*Babeyuk, 2015*).

Thus, let us conclude that the aesthetic emotion emerges in the process of creative writing, gets fixed in the fictional text in the "form of pathos", through which it is communicated to the recipient.

#### 4. Aesthetic feeling as a construct: a study of "A Light in the Attic"

Let us now consider how the codes mentioned above interact to produce imagery of aesthetic feelings of the author in the poem "A Light in the Attic" written by the American poet Shel Silverstein (1930-1999) (*Silverstein, 2010*).

##### **A Light in the Attic**

There's a light on in the attic.  
Thought the house is dark and shuttered,  
I can see a flickerin' flutter,  
And I know what it's about.

There's a light on in the attic.

I can see it from the outside.

And I know you're on the inside... lookin' out.

The analyzed poetic text is intended for children. On the one hand, it contains simplistic linguistic means including two cases of colloquialisms (*flickerin'*, *lookin'*). On the other hand, its imagery is organized so that it produces a riddle which can be easily solved.

The poem is based on the networks of contrastive images, with *the attic* and *light* forming the focus of the author's attention. Thus, we can single out two image-bearing spaces: 1) that of the house with the attic and light on in it and 2) that of the observer (the persona), marked by the pronoun *I*.

The image-bearing space of the house is marked by the adjectives *dark*, *shuttered*. The contrastive part of the dark house is *the light in the attic* which manifests itself through the image of *flickering flutter*. As the poem unfolds, the image of the dark house loses its dark features and instead it is getting lighter until it finally transforms into a human being, whose presence is acknowledged with the pronoun *you*. Despite short form of the poetic text, the author plays on the central image enriching it with unexpected details. Thus, the cumulative image is construed in the text: the shuttered house becomes lit, and in this light the features of a human being become visible whose consciousness presumably throws light from within. We deal with the allegoric image which gets restated in the second half of the poem. So, the text is based on the network of conceptual metaphors which progressively generate one another: the stranger is a shuttered house → the attic is head → eyes are the source of light → eye contact is light shedding. Finally, the emergent image makes itself visible through *I – you* interaction in the text: socializing is light exchanging which entangles the message of the text.

The author's artistic play on *dark* and *light* images is mediated by the emotional attitude towards the situation he reflects on. Such creative steps result in appearance of the emotional situation which can be called "Human Acquaintance": the bundle of emotional images creates specific emotiveness in the text. The emotive units in this poem are implicit. They can be reconstructed on the basis of 1) the theory of colour symbolism Max Lüscher (*Lüscher, 2004*) that enables decoding of emotional images on the basis of colour preferences of a person and 2) the context of the poem.

The image of dark colour (pertaining to the house) is associated with lack of knowledge of the observer; it signals about the intrigue and interest. Light colours, on the contrary, possess the opposite axiological meaning. They stand for hope, optimism, anticipation of positive events. In the context of the poem, together with the light colour comes the insight that communication brings some things to light.

As image-bearing space in the poem unfolds, dark image gets superseded by light which acquires more intensity. On the verbal level of the text, the dark image appears only once and it is specified with the attribute *shattered*. Contrary to this, the light image is foregrounded and intensified by the repetition: *There's a light on in the attic*.

The image of light is not shade specific. It more deals with some sort of illumination – the dynamic image of emotional power that comes from within a person and correlates with emotions of hope and excitement. Thus, the emotive units are organized into a so-called "peak" with the most positive image appearing on the top as the source of light that clears up darkness. So, the conceptual nodes are organized to create a gradation, and this gradation is accompanied by the emotive climax. Thus, we come across the emotive unit of positive valency and rising intensity – the image of *exciting comfort* of friendliness and communication.

The emotive trajectory of the poem which represents the curve that tracks the flow of a person's emotions including such emotive nodes as *intrigue – interest – excitement*.

So, it becomes clear that the imagery of aesthetic feelings is not a superfluous formation. It forms itself gradually together with the notional and emotive codes in the text. In the context of the poem, the image of aesthetic feeling is all about the value of human contact which is as precious as light.

## 5. Conclusions

All three codes in poetic texts are interconnected. The notional code of a poem is stipulated by the emotions of the poet and gets accompanied by the emotive code. Both notional and emotive codes appear in the cultural context which determines the aesthetic values of the poetic text. All three codes have the emergent features: they are being formed in the process of poetic text writing and appear as a result of the creative impulse of the author.

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## LENGUAJE OFENSIVO Y SU TRADUCCIÓN EN LOS TEXTOS LITERARIOS

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### Resumen

La traducción literaria es un verdadero "arte verbal" (*Vinogradov, 1978*), que requiere del traductor las habilidades adecuadas y un profundo conocimiento enciclopédico para reproducir y transmitir la esencia ideológica de la obra original. Gracias a la traducción literaria las culturas se enriquecen y se complementan una a otra. En la literatura moderna española y latinoamericana se utiliza cada vez más el lenguaje ofensivo, cuya reproducción adecuada en otro idioma es uno de los problemas actuales de los estudios de traducción. Normalmente, los autores utilizan el lenguaje soez para el discurso vivo de los personajes, la creación de un cierto efecto emocional, la imagen de los personajes.

La reproducción de las unidades comunicativas de este campo léxico-semántico en las traducciones provoca ciertas dificultades, por su contenido semántico-denotativo que no coincide en diferentes idiomas. Por tanto, el traductor debe buscar un equivalente funcional que pueda reproducir de forma natural el lenguaje malsonante, sin suavizarlo ni reforzarlo, y transmitir el efecto que el autor ha creado en su obra. El artículo presenta interpretaciones modernas del concepto del lenguaje soez o malsonante, también describe los problemas y métodos de traducción de este vocabulario al ucraniano.

**Palabras clave:** el español, el ucraniano, lenguaje malsonante, traducción literaria, estrategias de la traducción del lenguaje ofensivo.

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### 1. Introducción

Entre muchos tipos de traducción, las traducciones de los textos literarios se destacan por su especial papel y significado, ya que este tipo de traducción es una de las manifestaciones más llamativas de la interacción de diferentes culturas lingüísticas. La traducción artística es una forma de arte literario donde "los libros ajenos se vuelven propios" (*Duhamel, 1983: 164*), gracias a la cual el lector puede apreciar riquezas espirituales y culturales creadas en las obras de autores extranjeros. El autor crea el texto y lo llena de diversos medios de expresión, y es una especie del desafío para el traductor, ya que es necesario reproducir no solo el contenido de la obra original con su colorido nacional e histórico, sino también transmitir lo emocional y conservar el estilo individual del autor.

Según muchos científicos los estudios de traducción, la traducción literaria es una de las más complejas, porque la obra de arte en sí es una estructura compleja con diferentes niveles interrelacionados (*Novikov, 2003*) (sociocultural, ideológico, de género y de estructura compositiva y de lengua) y refleja visión del mundo, visión poética de la realidad no solo del autor, sino también de las personas que hablan un determinado idioma (*Nekryach, 2008*).

Son diversos los autores como V. Vinogradov, U. Eko, T. Nekryach, A. Popovych, A. Fedorov y otros que han estudiado problemas y peculiaridades de la traducción literaria.

Los expertos en teoría de la traducción como N. Garbovskiy, V. Komissarov, A. Féodorov generalmente distinguen las siguientes características de la traducción literaria: conservación del colorido nacional e histórico en la traducción, adecuación y equivalencia de las unidades lingüísticas utilizadas, contexto del autor y contexto del traductor, combinación de contenido y de forma, conservación del estilo individual del autor y la carga semántica, reproducción de la distancia temporal y espacial, etc. Todo esto es la esencia profunda de los problemas científicos de los estudios contemporáneos de la traducción. Nuestro estudio acarrea una de las cuestiones actuales, es decir, las peculiaridades de la traducción del lenguaje ofensivo.

El famoso científico ruso V. Modestov señala que el lenguaje malsonante, soez es una parte integral de la vida humana y se refleja en la literatura de diferentes pueblos. Así, en el proceso de traducción de las obras literarias, a menudo surgen dificultades asociadas con la reproducción de este tipo de lenguaje, que los autores utilizan con el cierto fin estilístico y emocional y la creación de diversas imágenes artísticas. Por tanto, a la hora de traducir, este conjunto léxico-semántico de vocabulario debe cumplir la misma función y ser percibido de la misma forma que en la obra original (*Modesov, 2006*).

Los investigadores coinciden en que el criterio principal para traducir tal nivel de vocabulario es la equivalencia pragmática, que consiste en encontrar un equivalente emocional en lugar de literal. Es por eso que la traducción de tales unidades comunicativas requiere que el traductor no solo comprenda qué función estilística desempeña una palabrota en la obra para guardar el efecto emocional del original, sino también que tenga en cuenta varios factores extralingüísticos como normas morales, éticos y culturales, tradiciones nacionales, creencias religiosas, opiniones sociopolíticas, etc. de los lectores de la traducción, para que la reproducción de dicho vocabulario no se convierta en un simple insulto.

## 2. Interpretación del concepto de "lenguaje malsonante"

Destacados científicos ucranianos y extranjeros como L. Stavytska, S. Formanova, M. Tkachivska, V. Mokienco, V. Zhelvis, O. Plutsero-Sarno, T. McEnry, P. Anderson, P. Trajil, K. Allan y K. Barridge y otros han estudiado el lenguaje ofensivo.

Hoy en día, los científicos incluyen vocabulario obsceno, abusivo, tabú, invectivas, jergas, vulgarismos, jergas, tacos, palabrotas, blasfemias y ofrecen diferentes clasificaciones de tales unidades comunicativas.

La reconocida investigadora ucraniana L. Stavytska en su trabajo "Lengua ucraniana sin tabúes. Diccionario de lenguaje obsceno y sus equivalentes", define el lenguaje obsceno como palabras y expresiones tabú (prohibido), obsceno (inédito, obsceno, no literario). L. Stavytska valora la obscenidad como el uso del lenguaje que se considera repulsivo, obsceno. Es interesante notar que a pesar de la semántica transparente, esta palabra es ignorada al considerar el vocabulario correspondiente en la sección "vulgarismos", lo que provoca una difusión terminológica no deseada y un caos en el microsistema terminológico: juramento – invectiva – vocabulario obsceno – palabrota. Según la investigadora, el concepto de "vocabulario obsceno" es más amplio que el concepto de "vocabulario de palabrotas", porque el vocabulario de palabrotas es un componente de obsceno (*Stavytska, 2008:16-19*).

L. Klepunts expresa una opinión similar, señalando que el concepto de vocabulario "no normativo" a menudo se pone al mismo nivel con los conceptos de vulgar, obsceno, grosero. Sin embargo, como señala la investigadora, tales epítetos solo se les pueden dar a algunos subsistemas de ese campo de vocabulario. Las observaciones de la investigadora parecen interesantes



al respecto que es sumamente difícil clasificar el lenguaje malsonante debido a los procesos de migración de ciertas unidades léxicas de un grupo a otro (*Kleputs, 2009*).

El investigador ruso V. Zhelvis unió todos los tipos de agresión lingüística bajo el término "infectiva". El científico considera este concepto en dos sentidos: 1) cualquier manifestación verbal de agresión hacia el oponente y 2) violación verbal de un tabú ético llevada a cabo por medios del lenguaje tabú (*Zhelvis, 2001:75*).

En su estudio, doctora S. Formanova propone un enfoque en el que los conceptos de "infectiva", "insulto", "juramento" se consideran sinónimos, porque, como ella señala, es nominación vulgar, malsonante o tabú del destinatario o tercera persona, que tiene semántica evaluativa y contiene insultos (*Formanova, 2013*).

A. Zhusupova define el lenguaje soez como un grupo socialmente limitado de palabras que están fuera del lenguaje literario. La investigadora propone considerar argo, jerga, vulgarismo como vocabulario no normativo (*Zhusupova, 2014*).

El lingüista británico Tony McEnry cree que el lenguaje soez significa cualquier palabra o frase que, cuando se usa en una conversación cortés, puede ofender. El profesor destaca las malas palabras como uno de los ejemplos de lenguaje soez (*McEnry, 2006*).

Los investigadores L. Anderson y P. Trudgill tienen una opinión diferente. Bajo el vocabulario no normativo entienden declaraciones que son tabú o estigmatizadas (tienen un estereotipo negativo) en una cultura particular. Estos lingüistas creen que tales palabras no deben tomarse literalmente. En su opinión, tal vocabulario sirve para expresar emociones fuertes, estado de ánimo. Un ejemplo interesante en este sentido es la palabra "mierda", que pertenece al vocabulario tabú, ya que está asociada a la función escatológica, es decir, fisiológica del cuerpo humano. Los científicos argumentan que cuando esta palabra se usa para insulto exclamativo, su significado literal y de referencia se pierde, en cambio adquiere un color emocional negativo (*Anderson y Trajil 1992: 53*).

A. Shippers cree que el vocabulario abusivo y no normativo incluye palabras que se usan en sentido figurado y contienen elementos tabú (*Shippers, 2014*).

Científico J. Avila-Cabrera (2015) interpreta este concepto de una manera ligeramente diferente. Incluye palabras abusivas, vulgares en la categoría de lenguaje ofensivo, que pueden ser consideradas en el caso de su uso en el discurso como desprecio o insulto al interlocutor (*Avila-Cabrera, 2015*).

Así pues, el lenguaje ofensivo forma una parte bastante grande de vocabulario del lenguaje, que cubre varios registros, que incluyen dialectos sociales (jerga, argo, coloquialismo y sleng), así como vocabulario estilísticamente reducido (vocabulario obsceno, infectivas, vulgarismos, palabrotas). Es el contexto el que determina la pertenencia de este tipo de palabras a un grupo particular.

### 3. Métodos y estrategias de traducción del lenguaje malsonante

Uno de los principales problemas a la hora de traducir lenguaje ofensivo en una obra de arte es la búsqueda de esos equivalentes que reproducirían naturalmente ese vocabulario del original en la cultura de los destinatarios.

La tarea principal del traductor, trabajando con este tipo de unidades comunicativas, según el lingüista D. Buzadzhi, es hacer que el vocabulario obsceno desempeñe la misma función que en el texto original, y que sea percibido tanto por los lectores de la traducción como por los lectores original, independientemente de la etimología de estas palabras en el idioma original. El experto enfatiza que la palabra abusiva no debe perder el componente

cognitivo de su significado (si es importante), y la traducción no debe fortalecerlo ni suavizarlo (Buzadzhi, 2006).

Los científicos españoles Rojo y Valenzuela destacan que en ocasiones el traductor intenta resolver rápidamente el problema de reproducción de la blasfemia y recurre al uso del inglés, perdiendo la naturalidad del discurso (López et al, 2000).

Al estudiar la investigación sobre el tema de la reproducción del lenguaje malsonante, podemos identificar las siguientes estrategias básicas de traducción del vocabulario abusivo del español al ucraniano: calco o traducción literal, perífrasis, uso de equivalente dinámico, sustitución eufemística y disfémica.

**1. El calco.** La traducción literal fue destacada por los lingüistas franceses J. Darbelne y J.-P. Vine. Esta técnica de traducción consiste en la traducción directa de una palabra o expresión del idioma de origen al idioma de traducción. Los expertos señalan que la traducción literal no siempre es posible, ya que a menudo no existe un análogo léxico adecuado en el idioma de la traducción. Según el investigador V. Modestov hay casos cuando la traducción literal puede suavizar o intensificar el significado de una determinada unidad léxica ofensiva (Modestov, 2006: 246). Vemos algunos ejemplos de tal estrategia de traducción.

*¿Así se llama él, de veras, con esa lisoruta? ¿Rascachucha? (Vargas Llosa, 2013 :358)*

*– А що, у нього справді таке сороміцьке прізвище? Піхвачоса? (Варгас Льоса, 2014: 91)*

*– Mirame bien, viejo de mierda. (Ruíz Safón, 2016 :1306)*

*– Слухай мене уважно, ти, старе лайно (Руїс-Сафон, 2018:517)*

*– Alicia, si no sale usted de ahí voy a prenderle fuego a este montón de mierda (Ruíz Safón, 2016: 1655)*

*– Алісіє, якщо ти зараз не покажешся, я підпалю всю цю купу лайна (Руїс-Сафон, 2018: 653)*

*– Probablemente una puta cara (Ruíz Safón, 2016 : 1631)*

*– Якось епітна шльондра, мабуть (Руїс-Сафон, 2018: 644)*

En estos ejemplos, gracias a la traducción literal, fue posible guardar y transmitir la información emocionalmente expresiva del mensaje, para conservar las características comunicativas de los personajes.

**2. Perífrasis** (reformulación). Esta técnica le permite transmitir los pensamientos del autor en expresiones similares pero no precisas. Gracias a esta decisión de traducción, el traductor conservó y reprodujo la función comunicativa de dichas palabras. Ejemplo:

*La mujer de pelo en el pecho (Vargas Llosa, 2013:358)*

*Жінка вона була хвацька (Варгас Льоса, 2014:150)*

*Usted es un hombre de muchos huevos, toda Piura lo dice (Vargas Llosa, 2013 :360)*

*Ви мужній чоловік, уся П'юра це каже (Варгас Льоса, 2014 :156)*

*El par de huevos mejor puestos que hay en Piura (Vargas Llosa, 2013:381)*

*Він найбільший сміливець у цілій П'юрі. (Варгас Льоса, 2014:159)*

*¡Un matrimonio que además no vale un carajo! (Vargas Llosa, 2013:414)*

*До того ж їхній шлюб мідяка не вартий! (Варгас Льоса, 2014 :172)*

**3. Uso de difemismos.** Al traducir malas palabras, esta estrategia le permite reforzar el significado ofensivo, grosero e inaceptable de la palabra. Esta técnica es apropiada cuando la traducción literal o perífrasis suaviza mucho el significado de la palabra y puede llevar a la pérdida del colorido emocional del texto. Ejemplo:

*Deja de hacerte pelotudo, que no te sienta nada (Vargas Llosa, 2013:414)*

*Не вдавай дупеля, тобі це не личить (Варгас Льоса, 2014 :172)*

*Te has metido en un grandísimo lío del corajo* (Vargas Llosa, 2013:417)

*Можемо запевнити, що ти **по вуха в лайні*** (Варгас Льюса, 2014 :173)

*Un huevón a la vela eso es lo que soy* (Vargas Llosa, 2013 :261)

*Таким собі **довбаком** на поготові* (Варгас Льюса, 2014 :111)

*Si a Dios o al demonio les quedaba un soplo en el cuerpo, continuó, aquel mundo de mierda se acabaría para siempre...* (Ruíz Safón, 2016 :150)

*Якщо в Бога чи в диявола лишилась ще хоть краплина порядності, вів далі Фермін, **цей блядський світ** мусять навіки згинуть...* (Руїс-Сафон, 2018:59)

**4. Uso de equivalente dinámico.** Esta estrategia tiene como objetivo aproximar la reacción emocional y estética de los lectores de la traducción a la reacción de los lectores del original, pero, como señala Y. Naida, la identidad en detalle en tal técnica de traducción, no puede ser. Ejemplo:

*Váyase a paseo* (Ruíz Safón, 2016 :205)

*Ідіть до біса* (Руїс-Сафон, 2018 :80)

*... y menos lo que hacía dejándose embaucar por esa **chola de mierda** con la que fue a enchucharse* (Vargas Llosa, 2013 :423)

*... a надто, коли дав себе окрутити цій **смердючій метусці**, з якою злягався* (Варгас Льюса, 2014 :175).

#### 4. Conclusión

Así pues, el material que hemos estudiado muestra que al traducir lenguaje malsonante de obras literarias españolas y latinoamericanas, los traductores utilizan diversas estrategias destinadas no solo a reproducir el contenido temático de la obra, sino también a conservar el nivel emocional y estético del original y el estilo del autor. La clase más común incluye, en primer lugar, traducción literal, perífrasis, uso de disfemismos y equivalentes dinámicos. Son estas técnicas las que permiten al traductor transmitir mejor las funciones semánticas y comunicativas de los elementos léxicos obscenos utilizados por el autor de la obra.

Un análisis léxico-semántico y funcional-estilístico más completo de textos literarios para el uso del léxico de esta capa permitirá identificar y caracterizar su profundo trasfondo emocional y estético de reproducción artística de la imagen expresiva del mundo trivial cotidiano, donde tienen valor no solo imagen estética, pero también el estilo de vida de una persona, su vida cotidiana.

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## PHYSICS AND METAPHYSICS OF FICTION REFLECTED IN FILM: A CASE OF DECRYPTION

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### Summary

The article deals with religious, materialistic, and mixed interpretations of the thing and the personality as generic entities in the story «Oh, whistle, and I'll come to you, my lad» by M. R. James and its screen versions. The differences found in the versions concern petty and significant deviations from the original story, which influence the initial message. The method used to achieve the results represented in the article combines the ideas of Philosophical Hermeneutics and those of the medieval exegetical method of allegorese applied to deal with obscure passages in sacred texts. The original story treated within the Protestant ideological paradigm gives way to materialistic views that are subject to refutation, reconsideration, and combination with philosophical issues in the screen versions – transponents. The thing as an inanimate object is endowed with personal qualities of a living being; on the contrary, an individual is viewed as a thing with no mind.

**Key words:** episode, medium, retranslation, symbol, transponent.

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### 1. Introduction

*The aim* of the article is to show the ways of interpreting the thing and the personality as generic entities from religious, materialistic, or combined perspectives in M. R. James' story «Oh, whistle, and I'll come to you, my lad» (James, 2015: 76-94) and its screen versions entitled «Whistle and I'll Come to You» (1968, 2010). The *first task* ensuing from the aim concerns dividing the original story and its screen versions into blocks of episodes that reveal the message of the story. The *second task* presupposes finding possible symbolic interpretations of all episodes separately with the abovementioned generic entities included. The article explores ways of treating the same ideas in the original story dating back to 1904 and its later screen versions. The subject of the paper concerns separate symbols analyzed from different perspectives.

The story «Oh, whistle, and I'll come to you, my lad» is a ghost tale for Christmas, still popular since its first publication in 1904 in the collection «Ghost Stories of an Antiquary». The title is a quotation from the poem of the same name by Robert Burns. In the poem, the lyrical character, presumably, a girl, asks her admirer to come secretly, like a ghost, «up the back-stile, and let nobody see» (Burns, 1994: 349).

The story appeared on screen twice, and both adaptations got a shorter title «Whistle and I'll Come to You» (1968, 2010). The original story by M. R. James explores *the metaphysical* from the stance of Protestantism with its disbelief in ghosts and a moderately expressed indirect scorn for «papists, of whom you never knew what they might not have been up to» (James, 2015: 88). The screen versions suggest other approaches to reading the initial message, one of them radically changing it.

While being transferred into another (cinematic) medium, any story undergoes either minor or significant modifications because of fundamental differences between media. A medium, or medial territory (Englund, 2010: 70), is «a kind of representation» (Wolf, 2002: 36) used to tell a story with other reasons for telling it (Ryan, 2014: 25). Any adaptation «takes possession of another's story and filters it» (Hutcheon, O'Flynn, 2006: 18) by retranslation. The term *rettranslation* metaphorises media as other languages with additional semiotic capacities and presumes *the original* and *transponents* – interpretations in other media. All interpretations constitute *the story's matrix* (Ihina, 2018: 87). In the word *transponent*, the element *trans-* indicates other media being involved; the element *-ponent*, meaning «put» (Klein, 1966: 325, 564, 1088), makes the result of retranslation an exponent (of the original story in another medium), an opponent (different from the original), and a component (a part of the matrix). Therefore, the story «Oh, whistle, and I'll come to you, my lad» by M. R. James is the original that makes up the story's matrix with two more transponents, both known under the title «Whistle and I'll Come to You».

The original and its transponents correlate via the system of episodes within the plot. Thus, an episode in the original corresponds to its visual equivalent in a screen version (Verstraten, 2009: 50). Minor modifications concern *transforming* the original (affecting its form); significant modifications deal with *transmuting* the content. In transformations, names or places of action, etc. may change; in transmutations, the plot and the message are subject to thorough reconsideration.

To trace even minor differences in all three variants of the same story and to try various ideological readings in getting to a possible core of the story's message, each episode is to be seen as an integrity of equivalents, either textual or visual.

#### **Methods and data**

The author suggests the term *decryption* to name the method employed to achieve the aim of the article. Prefix *dē-* denotes separation and absence, *crypticus* is for «hidden, covert, concealed» (Klein, 1966: 379, 404). The method presumes detecting implicit information, which needs commentary and interpretation, in the chosen fragments of the original story and its transponents. An operational term to refer to these fragments is *loci suspensi* – the places of suspense, where *suspense* is a feeling of something «alarming but oddly consoling» (Ackroyd, 2011: 4) that accompanies the episodes and endows them with the adventurous air of a mysterious conundrum having a tragic or perilous supernatural tint.

The method of decryption combines hermeneutics with allegoresis. Philosophical Hermeneutics presumes that «a text yields understanding only when what is said in the text begins to find expression in the interpreter's own language» (Gadamer, 2008: 57, 209), i.e. the emergent meaning is co-created by the source of information and the interpreter. Allegoresis is a medieval exegetical method used to deal with clarifying unclear loci – obscure passages (Augustin, 2009: 41; Reuling, 2006: 82; Thiselton, 1992: 159) in sacred texts. It consisted in discovering their (the texts') «inner voices via which individual parts found their totality» (Strauch, 2001: 92-93). Therefore, decryption facilitates eliciting the message by explaining hidden information in a story.

The methodology of the article also relies upon the theory of medial territories (see above), for the material the author works with is the original story «Oh, whistle, and I'll come to you, my lad» and its screen versions, both known as «Whistle, and I'll Come to You». The quotations from the screen versions are supplied with the exact time codes in brackets, such as, for example, 00:16:24, where the first item (00) is for the hour, the second one (16) – for the minutes, the third one – for the seconds. Therefore, the quotation may be easily found in the corresponding source.

## 2. Results and discussion

The original story «Oh, whistle, and I'll come to you, my lad» by M. R. James has two screen versions, both known as «Whistle, and I'll Come to You». The literary story relies on the main and additional blocks of episodes, while the transponents have only the main block.

### *The main block of episodes*

The place of action (locale) in M. R. James' story is «The Globe Inn» in a fictitious town named *Bumstow*. The main character is Dr. Parkins, a young, neat, and precise professor of Ontography who plans to practice playing golf during the dead season and to have a look at the site of the Templars' preceptory not far from «The Globe Inn».

In both transponents (hereinafter Transponent-1968 and Transponent-2010), the character's name is Parkin. In Transponent-1968, Parkin-1 is a bachelor and a professor engaged in some indefinite science, in Transponent-2010, Parkin-2 is a retired astronomer whose wife suffers from some form of dementia and undergoes treatment in a home far from Bumstow. In contrast to the original, both Parkins are elderly men. Parkin-1 is on vacation, Parkin-2 comes to «The Globe Inn» to refresh his old memories about a holiday with his now cataleptic wife.

**In Episode 1**, among the remnants of the Templars' altar, Parkins finds an ancient, though quite plain metal cylindrical object (its description in the *original* is boldfaced below). Later, the object is going to show itself as an enchanted thing used to call forth a supernatural entity.

*He [...] found himself in [...] the base of an altar [...] a patch of the turf was gone removed by some boy or other creature ferae naturae. [...] now followed another little discovery [...] a small cavity [...] it must be an artificial hole in masonry [...] his hand met with a cylindrical object lying on the floor of the hole [...] he picked it up [...] a metal tube about four inches long, and evidently of some considerable age [...] of some slight value at least* (James, 2015: 80).

In *Transponent-1968*, Parkin-1 finds a bone object near an abandoned grave, wonders what it may be, and recalls two idioms aloud: «*Give a dog a bone. Finders keepers*» (00:16:24-00:16:26).

The first idiom – *give a dog a bone* – in the context of the story may relate either to Parkin-1 or to somebody else (who is to get the bone), both subject to canine metaphorization. By taking away the bone, Parkin-1 either invites somebody to chase him or presumes that the bone is given to him because somebody (e.g. some spirit bound to the grave) wants to get rid of him like of a stray dog. It may also be a biblical allusion to dogs as impure beasts or spirits that will rend (*boldfaced below in the quotes from Matthew, 7:6, Philippians, 3:2, and Proverbs, 26:11*):

*Do not give what is holy to the dogs [...] lest they [...] turn [...] and tear you in pieces* (NKJV, 1982: 852).

*Beware of dogs* (NKJV, 1982: 1032).

*As a dog returns to its vomit, so a fool repeats his folly* (NKJV, 1982: 577).

The last quotation hints at Parkin-1 who makes a folly by taking the bone object.

Still, the symbolism here is not limited to the Bible but also relates to pre-Christian beliefs of the dog as a transcendent of ordinary reality, a visitant of cemeteries, psychopomp, and a guardian of the gates to the other world (*Werness, 2006: 136-138*).

The second idiom (*finders keepers*, the first part of *finders keepers, losers weepers*) is a very old saying of dishonesty dating back to Plautus (Siefring, 2004: 106). In the context, it also may be a warning: the one, who has lost the object, is to come after it; it is the principle of Christian ethics, for an «object seeks its owner» (*Hardon, 1981: 390*).

In *Transponent-2010*, Parkin-2 finds a ring while walking along the coastline. He is full of memories about his wife and takes the find automatically.

Therefore, the objects in the original and the transponents are different. In the original, it is a metal tube. In *Transponent-1968*, the tube is made of bone (with corresponding canine allusions). In *Transponent-2010*, the thing is not a tube, but a ring looking like a wedding one.

**Episode 2** in the original and both transponents is rather short and practically uninformative. In *the original*, on his way from the Templars' preceptory, Parkins takes a notice of «a rather indistinct personage making efforts to catch up with him» (James, 2015: 81). In *Transponent-1968*, a dark blurred anthropomorphic figure, barely distinguishable against the dim coastline, appears behind Parkin-1. In *Transponent-2010*, Parkin-2 also sees a vague white figure. Both visual equivalents are silent.

**In Episode 3, in the original**, Parkins observes his find to see that it is a bronze whistle carved on both sides. The carvings seem so obscure to him that he compares them to the words on the wall of Belshazzar's palace. One of the inscriptions is *fur fla fle bis*, the other one is preceded and followed by swastikas and reads as *quis est iste qui venit*, or, in English, *who is this, who is coming?* (James, 2015: 83).

Light-heartedly, Parkins blows the whistle at once to find out *who is coming*. A strange sound elicited from the thing evokes obscure impressions about a quality of infinite distance in it, visions of a wide, dark expanse at night with a fresh wind blowing, and a lonely figure (James, 2015: 83). Throughout the story, the image of wind accompanies the whistle and the figure bound to it.

**In *Transponent-1968***, Parkin-1 also finds the same Latin inscription, translates it, and decides to try the whistle straightaway:

*Quis est iste qui venit. Who is this who is coming* (00:17:56-00:19:19).

*We shall blow it and see* (00:19:23-00:19:27).

**In *Transponent-2010***, Parkin-2 says to the ring as to a living being: «*You're alone waiting for someone to find you*» (00:15:15-00:15:20). Then he reads the same inscription: «*Quis est iste qui venit. Who is this who is coming*» (00:15:41-00:16:00).

The whistles in the original and *Transponent-1968* are made of bronze (in the book) and bone (in the film); the material of the ring in *Transponent-2010* is not specified, but Parkin-2 treats the thing with respect and even speaks to it. The ring, if it is a wedding one, is there to symbolize marriage and to refer to Parkin's demented wife who is always present in his mind. Parkin-2 seems a more serious and profound personality than Parkins or Parkin-1, both being arrogant and complacent.

The material of the whistle in the original may also have some meaningful implications. On the one hand, it associates with the Templars in whose possession the thing might have been, on the other hand, bronze is a physical alloy of copper (brass) and tin with individual qualities.

At the beginning of the 14<sup>th</sup> century, the then political situation made the Templars (a military Catholic order formed to defend the Holy Land) confront the accusations of treason, desecration, sodomy, and Satanism. The trial subsequently lead to fagoting (Pernoud, 2009: 8-9). In the context of the story, the Templars' bad name is an indication of devilry; therefore, any object once owned by them is very suspicious and may represent whatever blasphemous sorcery.

One of the inscriptions, found only in the original, is a number of monosyllabic words *fur fla fle bis*. The name of Belshazzar hints at the symbols on the wall of the notorious king's palace, mentioned in *Daniel, 5:5–29 (NKJV, 1982: 781)*, which were read by Prophet Daniel «one way by taking the words as nouns and interpreted another way by taking the words as



verbs» (Seow, 2003: 80). Thus, mixed up, the words may acquire different meanings: *fur flabis flebis* translates as «thief, you will blow, you will weep»; *furbis flabis flebis* – as «you will blow, you will weep, and you will go mad» (Jones, 2015: 436). From this stance, Parkins appears a thief who is to suffer if he blows the stolen whistle.

The swastikas embracing the other inscription (Quis est iste qui venit) do not have any Nazi connotations, for the story's publication dates back to 1904, but may be ancient apotropaic signs (Quinn, 1994: 5) denoting, once again, a warning in the context of the story. Thus, protective magical symbols restrain the one who is coming. The sentence per se – *Who is this who is coming?* – is an allusion to him who comes from Edom (in *Isaiah*, 63:1): «*Who is this who comes from Edom, with dyed garments from Bozrah?*» (NKJV, 1982: 654).

Edom with its main city of Bozrah stands for a place that signifies all the God's foes and a horror for everyone who passes by it, a desolate wilderness (Kosanke & Manhardt, 2011: 195; Irudayaraj, 2017: 79). In the context of the story, the indication of somebody coming from the realm of horror is enough to show that because of his haughty carelessness, Parkins is doomed to a dreadful supernatural curse. Some punishing force is after him.

The Templars were a medieval order, and their choice of bronze for a magical object may have a consistent explanation within *the iconology of material*, an area of research on medieval art that studies the symbolic significance of the material of an object. Bronze is, on the one hand, an alloy, composite and open to transformations; on the other hand, it has specific *sounding* capacities and is a vessel for sin echoing with faith, for it resonates, according to the laws of *similia*, with the evil and thus secures from it. This way the bell, the same as all other similar apotropaic objects, battles the hellish forces in winds and storms (Weinryb, 2016: 55-56, 75, 135).

Although bronze is an alloy, it was often likened to brass. The modern meaning of the word *bronze* stems from Persian *birinj* (brass and bronze) and Greek *όρυζα* because brass shines like polished rice (Cannon & Kaye, 2001: 71; Forbes, 1971: 285; Klein, 1966: 203; Steingass, 2005: 179). In different English translations of *The Book of Judges*, the Philistines took Samson, put out his eyes, and bound him with fetters of either brass or bronze (NHPB, 2012: 588). Bronze in «Oh, whistle, and I'll come to you, my lad» may likewise allude to this fact, and thus, the material long used for making chains looks appropriate for shackling even a metaphysical entity and fastening it forever to the whistle.

The material in Transponent-1968, together with the whistle's direct relation to winds, is distantly relevant to raising up the dead in *The Book of Ezekiel*, 37:5-10, for Parkin-1 finds the whistle near a forlorn grave and thus has something to do with disturbing a spirit attached to it. He calls forth a metaphysical presence by blowing the dry bone whistle:

*Thus says the Lord God to these bones: «Surely I will cause breath to enter into you, and you shall live. I will put sinews on you and bring flesh upon you, cover you with skin and put breath in you; and you shall live. [...] there was a noise, and suddenly a rattling; and the bones came together; bone to bone. Indeed, as I looked, the sinews and the flesh came upon them, and the skin covered them over» [...] Also says the Lord God: Come from the four winds, o, breath, and breathe on these slain, that they may live.» [...] and breath came into them, and they lived, and stood upon their feet (NKJV, 1982: 762).*

In **Episode 4**, the wind becomes gusty, opens the window, and Parkins tries to shut it (underlined in the quotation below). In **the original**, the wind seems to acquire corporeality (boldfaced) as Parkins pushes this strange entity out of his room as if it were a sturdy burglar.

*The sound of the whistle had so fascinated him that he could not help trying it once more [...] But what is this? Goodness! What force the wind can get up in a few minutes! What*

*a tremendous gust! [...] to get the window shut [...] Parkins was struggling with the casement, and felt as if he were pushing back a sturdy burglar* (James, 2015: 83).

In **Transponent-1968**, the equivalent has no commentary, just the action of pushing a vague figure out, but the upper allusion to the bones risen by the wind in *Ezekiel, 37:5-10* gets its logical development here, for the dry bones, coming to life, get sinews, flesh, and skin that cover them, i.e. corporeality.

**Transponent-2010** has no equivalent.

In **Episode 5**, Parkins tries to go to sleep and sees imaginary pictures with figures. In *the original*, there are two of them – *a bobbing black object* and *a figure in pale, fluttering draperies, ill-defined* (James, 2015: 85). The black object is a man running from the pale one.

In **Transponent-1968**, the equivalent is visualized in detail. In **Transponent-2010**, the pale figure is a plaster female bust, corporeal as well. Something about its menacing features disturbs Parkin-2. Besides, it seems to have turned around on its own since the previous night, so he puts it on a stand to face the window. Then he is trying to go to sleep but fails because of some indistinct sounds and supposes it may be a rat trapped in a wall or under the floorboards (00:26:12-00:26:14).

In **Episode 6**, a chambermaid tells Parkins that somebody has had a bad night in the other bed in his room; all the things are crumpled, bundled up and twisted (James, 2015: 86, 90).

In **Transponent-1968**, Parkin-1 talks to several hotel cleaners who complain that he must have slept in both beds as they are both rumped. He agrees to admit that the strange situation is a phenomenon (00:33:13-00:34:21). In **Transponent-2010**, somebody tries to break in from the corridor. Then Parkin-2 sees a fearful dream filled with a number of key images that he recalls afterwards: a white figure far away against the blurred coastline, his wife pretending to have a baby in her arms, a boy in a wingchair, a crow, and a porcelain doll's head splitting into pieces abruptly and loudly to waken Parkin-2. The episode rather concerns his psychic state than metaphysical matters, and the images may relate to his previous family life, perhaps, the early loss of his kid – the boy whose childhood broke up like a doll's head before its due time. The raven may be present there as an ill omen of near death or a messenger from the beyond (Werness, 2006: 106) as in *The Book of Kings, 17:2-4*: «*I have commanded the ravens to feed you there*» (NKJV, 1982: 316).

In **Episode 7**, in *the original*, Parkins tells his neighbor that the laws of winds are not evident and presumes the night storm came in answer to his call when he blew the whistle (James, 2015: 87). In **Transponent-1968**, Parkin-1 speaks about metaphysics as well, but not of calling winds, but of death and ghosts. He muses on the meanings of death as the end of physical existence (boldfaced below) and ghosts as the spirits of the dead. The word *death* referring to metaphysical existence is underlined.

*Do you believe in ghosts Professor? – I'm not quite certain what you mean [...] I mean there's no broad consensus about what a ghost is [...] The spirits of the dead. The survival of the human personality [...] it has the grammatical appearance of a real question but I wonder does it really mean anything either? [...] We say for the sake of argument that the human personality survives **death** [...] Would we say the same way [...] that someone survived a train crash? [...] We wouldn't want to say he survived death and was very badly injured by it [...] No, no, no, well clearly here we have a logical difference of usage in that death [...] I mean one doesn't talk about anyone being very badly hurt by **death**, except possibly the relatives of the deceased, but never the victim himself* (00:20:46-00:24:21).

Later, he adds a «scientific» definition of ghosts: intelligence disconnected from material body and still alive though not seen (00:36:03-00:36:08).

In *Transponent-2010*, Parkin-2 talks about ghosts with the owner of the hotel to find out who may have tried to break into his room. He is irritated when she supposes a ghost. He discards the definition of ghosts as personalities who have survived physical death (bold-faced below). For Parkin-2, a more fearful ghost type is a body that has survived a personality (underlined). He means his wife who suffers from dementia. Somewhat indirectly, he alludes to the Carthusian duality of body and mind as heterogeneous substances, the body representing the matter, and the mind being something ideal. Therefore, they are fundamentally different. The body is divisible and subject to disintegration (matter rots); the mind is, accordingly, indivisible (Descartes, 2008: 10-11).

*Who was knocking at my door? [...] Perhaps, it was a ghost? – A ghost? **The human personality that has survived bodily death?** – One of those, yes, if you like. – I have to admit I've never seen a ghost; empirical evidence is zero but what I have seen is the opposite – a body that has outlasted the existence of the personality and that is far, far more horrifying than any spook or ghoul you could have a hope to glimpse, believe me. There is nothing inside us, **no ghosts in these machines**. Man is matter, and matter rots (00:37:03-00:37:54).*

The remark about ghosts in machines (boldfaced underlined italics above) refers to a theory polemic to the Cartesian one, which treats the body as a necessary ground for the mind. The latter is not a ghost in the machine; it is fundamentally wrong (Ryle, 2009: 5), for bodies and minds exist in symbiosis: there are mental reasons for bodily actions, and bodily, mechanical reasons for mental actions. The human organism is a complex integrity; therefore, the mind is also a complex integrity, but structurally different (Ryle, 2009: 8). People are not ghost-ridden machines, they are people, and it is a tautology worth remembering (Ryle, 2009: 67).

In both transponents, the *original* conversation about a mysterious nature of winds transforms into theorizing on the nature (physics or metaphysics) of ghosts by searching for a logical correlate that may serve a starting point in finding a definition what ghosts are. This correlate appears to be *death* and ways of understanding it. In *Transponent-1968*, a ghost is intelligence disconnected from material body though Parkin-1 doubts what death may be in this context. In *Transponent-2010*, the opposition *physical vs mental* is introduced where a ghost is not only intelligence without a body, but also vice versa, in accord with the principle of dualism, a body without intelligence.

In **Episode 8**, in *the original*, Parkins confronts something inexplicable. First, he hears rustling and shaking sounds in the opposite empty bed, then he sees a personage with a horrible face of crumpled linen and arms outspread as if it were blind, finally, when the personage leaps towards him, the neighbor bursts into the room to see the scene (James, 20015: 91-92). In *Transponent-1968*, the visual equivalent is rendered in detail. In *Transponent-2010*, Parkin-2 witnesses something trying to break into his room, then the light goes out, and the ghost of his wife appears in front of him shouting loudly: «*I am still here, I am still here, I am here!*» (00:49:33-00:49:50).

Probably, Parkin-2 is wrong to have decided that his wife's body is a ghost without mind. If there is a living body, then the personality is alive since body and mind are indivisible. To think that a living person is a ghost is immoral. Reducing men to the role of machines is as wrong as denying their being ghosts in machines. G. Ryle ironically suggested a «more hazardous leap to the hypothesis that perhaps a man is a man» (Ryle, 2009: 301).

In the original and both transponents, Parkins, as well as Parkin-1 and Parkin-2 confront the unknown and incomprehensible, and the confrontation transforms all three characters. Parkins and Parkin-1 are traumatized neither physically nor mentally (only frightened a little), but

Parkin-2 has a strong shock and dies, perhaps, of guilt. The sound of scratching he heard earlier is a projection of auditory perception from his future when he, unconsciously, in death agony, scratches the floorboards. Thus, the dream-raven seems a true evil omen, the death messenger.

### ***The additional block of episodes***

Additional **original** episodes missing in the transponents concern cleaning procedures after the night event. In **the first additional episode**, Parkins meets his friends, Wilson and Rogers, tells them about the event, and Wilson casts the whistle «as far into the sea» (James, 2015: 93). In **the second additional episode**, the smoke ascends from the back premises of *The Globe Inn* (James 93) to suggest that the bedclothes that frightened Parkins are being burnt at the time. In **the third additional episode**, the metaphysical entity is identified as the creature that came in answer to the whistle, had nothing material about it save a body of the bedclothes, and whose only function was to frighten (James, 2015: 93). In Protestantism, seeing ghosts is not encouraged because of rejecting the purgatory. Accordingly, they are counterfeit demonic apparitions made by Satan (Walsham, 1999: 28; Lotz-Heumann, 2007: 695). Thus, stating the unimportant *function* of the creature made of bedclothes (for it came to frighten and nothing more) agrees with the Protestant explanations of ghosts as something fabricated.

The content in Transponent-1968 has separate details partially differing from the original: the protagonist's name (Parkins vs Parkin), the material of the whistle (bronze vs bone), the place of the find (the Templars' preceptory vs a cemetery), and the field of research Parkin/s is engaged in. Parkins is a professor of something called Ontography, and this detail may be important for interpretation.

In contemporary philosophical studies, Ontography is a Heideggerian school of object-oriented ontology questioning the supremacy of Kantian anthropocentrism over inanimate objects and non-humans. It claims to study limited dynamic interobjectivity (connections between objects) expressed via certain concrete contexts (Bogost, 2012: 36-38). The objects are tool-beings with their own silent background, subterranean otherworld, and withdrawn reality other to that of human reality. They reveal themselves to people only once they no longer immerse in their withdrawn reality and occur in social practice (Harman, 2002: 4-5).

With reference to this study, the story «Oh, whistle, and I'll come to you, my lad» is about such a tool-being that emerges from its withdrawn reality and reveals itself to Parkins. Without his interference, it would have stayed hidden within itself. Besides, a tool-being unknowingly realized in social practice may have unpredictable results, for its use is not clear. Thus, a seemingly trivial action of blowing may be a metaphysical exploit of endeavoring spirit.

The content in Transponent-2010 is transformed as well as transmuted. Transformations refer to the place of the find (a cemetery vs the beach), the protagonist's name and his occupation. The transmuted content concerns additional characters (the demented wife), the find (a ring), and the finale of the story when Parkin-2 dies.

### **3. Conclusions**

Since the aim of the article was to show the ways of interpreting the thing and the personality from religious, materialistic, or combined perspectives in M. R. James' story «Oh, whistle, and I'll come to you, my lad» and its screen versions, the method had to rely on exploring the actual lines of interpretation. A special atmosphere of mysteriousness in the story allows for its symbolic reading via decrypting plot-relevant generic elements, i.e. the personality and the thing, viewed as physical and metaphysical entities. The term *decryption* here stands for

revealing a hidden mystery by way of explaining, decoding loci suspensi (the places of suspense) – certain symbolic data implemented in the original story and its transponents that correlate via the system of episodes within the plot.

*Transponents* are interpretations of the original in other media, ultimate products of retranslation with surplus semiotic capacities and essential modifications, if any. Minor modifications deal with transforming the original by changing names or places of action, significant modifications transmute the content by reconsidering the plot and the message.

The minor differences found in all three variants relate to the place of action (the Templars' preceptory, an abandoned cemetery, the beach), the name, age, and occupation of the main character (Parkins / Parkin, a young professor of Ontography, an elderly professor of some indefinite science, a retired astronomer). The major differences concern the end of the story and some important details that shift the symbolic load of the initial message onto different matters connected with treating the thing and personality from religious, materialistic, or mixed perspectives. The original story interpreted within the Protestant ideology gives way to materialistic views rejected or reconsidered as well as combined with philosophical issues in transponents; besides, the ideas of Ontography are employed to revise the role of the thing as an inanimate object in the original story and its transponents.

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## THE PHENOMENON OF PLAY IN THE CONTEXT OF THEATRICAL AND STAGE ART: TO THE PROBLEM OF UNDERSTANDING

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### Summary

The article analyzes the main approaches to the study of the phenomenon of play, highlighting the key research positions on the way to identify the essence of this phenomenon. In most studies, the phenomenon of play is considered as a cultural universal and the main source of human cultural activity. In this regard, the main aim of this article is to consider the phenomenon of play as a necessary component of musical art, highlighting the importance of play logic in musical and stage genres. Consequently, the triad of the concepts of play – composition – motor ability, forms a single conceptual field, which contributes to the identification of the features of the ways of formation of music. Moreover, in this triad, it is the third component – motor ability – that appears as the first manifestation of the play purpose of the artistic form, which in turn is a manifestation of the inner drama and psychological subtext of the composition, which correlates it with stage and theatrical action, the phenomenon of theatricality, which acquires special relevance in musical art in general, and opera forms in particular.

**Key words:** play, play logic, actional and communicative nature of the play, theatricality, musical and stage genres.

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### 1. Introduction

The relevance of the chosen research direction is explained by the fact that the problem of play and the play basis of human activity can be considered as one of the most complex and requiring in-depth study, which can be confirmed by numerous references to this subject area by researchers of various specializations – psychologists, linguists, art historians, musicologists, culturologists. In the philosophical, psychological, aesthetic and art studies research traditions of the XIX-XX centuries, the problem of the play is considered on the pages of works by I. Kant, J. Huizinga, H. Spencer, E. Bern, F. Schiller, L. Vygotsky, A. Samoilenko, I. Hoffmann, W. Wundt, H.-G. Gadamer, D. Uznadze and many others. For the most part, all researchers agreed that play is one of the most common phenomena in human society and that it determines the processes that occur in human culture. In this regard, the main aim of this article is to consider the phenomenon of play as a necessary component of musical art, highlighting the importance of play logic in musical and stage genres. The research methodology is based on the combination of musicological, historical, psychological, philosophical, culturological approaches that create a single discursive field of our research.

### 2. On the essence of a “play” phenomenon

Much has already been said about the origin of the phenomenon of “play” and the role of the play principle in human activity, but we would like to highlight the opinion of J. Huizinga

that “play is older than culture, because the concept of culture, no matter how unsatisfactory it would be described, in any case presupposes a human community, while animals did not wait at all for the appearance of man, so that he would teach them to play” (*Huizinga J., 1997: 21*). At the same time, the author notes that already in its simplest forms, play is something more than a simple physiological phenomenon or reaction. J. Huizinga points out that “play is a function that is full of meaning. At the same time, in the play there plays something that goes beyond the immediate striving to maintain life, something that brings sense to the action taking place”, and further, “the purposefulness of the play brings to light a certain intangible element included in the very essence of the play” (*Huizinga J., 1997: 21*).

Consequently, without the phenomenon of play, just as without the manifestation of its elements, it is impossible to imagine the existence of a person. So, even Plato said that play is an integral component of both ancient culture and man himself, and also pointed out that the foundations of his ideal state are such components as play, which he understands as the basis of being, laws and people. In her work “Life as a stage play in the representation of the ancient Greeks”, A.A. Takho-Godi examines in detail the views of ancient Greek philosophers on the fundamental principles of the structure of the human community, emphasizing at the same time that it is play in this that acquires special significance, influencing both the person himself and those socio-cultural processes that he initiates (*Takho-Godi A., 1999*).

H.-G. Gadamer wrote that “the play of art is more of a mirror that has been reappearing in front of us over the millennia. In it we see ourselves – often in a rather unexpected or alien form – as we are, as we can be, as we exist” (*Gadamer H.-G., 2006: 168*). The author further writes that the traditional division, which exists almost everywhere, in which there is a distinction between play and serious behavior, indicates a “lost freedom”, since “the preached antagonism between life and art is part of the experience of an alienated world; it is an abstraction that obscures the interdependence of art and life, when the universality of the field of action and the ontological dignity of the play are not recognized” (*Gadamer H.-G., 2006: 168*). Consequently, a significant part of the research, in particular – the works of J. Huizinga, H.-G. Gadamer et al., present the play as a cultural universal, and see the source of a person's cultural activity in play, which can be compared with a generalized idea of the concept of the play genesis of culture. Play, in culture, as J. Huizinga points out in “Homo ludens”, appears as “a given value” that precedes the culture itself, “accompanying and permeating it from its origins up to the phase of culture that the observer himself is experiencing at the moment” (*Huizinga J., 1997: 23*). In other words, the manifestations of play and its presence are found in almost everything that differs from the manifestations of an ordinary everyday character.

J. Huizinga notes that in the play, along with the psychological and physiological components, its aesthetic component is clearly manifested, since the play is simultaneously “redundant and self-interested” (*A. Samoilenko, 2003*); it must be strictly structured, capable of organizing the space around itself and be attractive, beautiful. In other words, the play should evoke bright, joyful, festive sensations. In addition to the above-mentioned characteristics, the play has a number of aesthetic components, which J. Huizinga himself calls, including balance and tension, variation and contrast, opening and resolution, as well as two of its key properties – rhythm and harmony – can be taken as a characteristic of an artistic, as well as musical form (*Samoilenko A., 2003*). The named characteristics can be correlated with the musical composition as its play component, since they actualize the basic rule of the play, which consists of creating a certain artistic convention and a new artificial order created thanks to it, replacing the real one and competing with it. J. Huizinga here also points out one more important property of the play – its ability to liberate, “reincarnate” and thus open up



new resources of vital forces (*Samoilenko A., 2003*). Further, J. Huizinga defines the play as "an action that takes place within a certain framework of place, time and meaning, in a foreseeable order, according to voluntarily accepted rules and outside the sphere of material benefit or necessity" (*Huizinga J., 1997: 44*). This definition reveals the actional and communicative nature of the play, since, on the one hand, it can be the result of public communicative activity, and on the other, it can acquire the character of an illusory, fantasy communication with fictitious partners. The actional or activity component of the play is manifested in the modeling and demonstration of a life or imaginary situation. So, Y. Lotman defines the play as a "special type of model of reality", in which the realization of the behavior of the play type, "different from the practical one, and from the one determined by referring to the models of the cognitive type" is manifested (*Lotman Y., 2002: 390*). The researcher believes that play, as well as art, simulate reality in their own way, and also allow solving difficult life situations by applying a simpler system that allows each time to look at a specific problem in a new way, in other words, leave some place for fiction.

This art studies and culturological position in relation to the phenomenon of play differs significantly from the traditional psychological attitude, in which play is considered as a kind of role-playing manifestation of a person's personal beginning (principle), including the most negative and even destructive manifestations (*Osadcha S. V., 2020*). The aim of this kind of manifestation of play is short-term socio-psychological domination, which can at a certain moment, in a similar artificial way, significantly increase the positive self-esteem of a particular individual. However, such a play rather shows a certain dependence of human consciousness on social rules and established norms, which rather limit the creative and life possibilities of a person, as a result of which such a play is far from free and productive action.

So, discussing the problem of a play, A. Samoilenko comes to the conclusion that "while recognizing the target autonomy of the play process (playing disinterestedness, expediency without a goal, which after the Kantian theory of the aesthetic have become a common place in works of art studies), its productivity and outcome should be recognized as well – as a person's achievement of the highest ("summit", in L. Vygotsky's terminology) degree (and stage) of self-realization (self-actualization, in A. Maslow's terminology), that is, cognition and liberation of his essence, true existential purpose, familiarization with the higher semantic order" (*Samoilenko A., 2003*). A. Samoilenko suggests calling this approach to the phenomenon of play as noetic. According to the author, play, viewed as a noetic phenomenon, encourages the abandonment of all temporary gains for the sake of the main one – gaining oneself as a creative subject; art "teaches" such a play (*A. Samoilenko, 2003*).

In the work of M. Bakhtin "Creativity of Francois Rabelais and the folk culture of the Middle Ages and the Renaissance", play phenomena are considered on the basis of the analysis of laughter culture and carnivalization. The author points out that "the laughter principle and the carnival outlook underlying the grotesque destroy the limited seriousness and all claims to the timeless significance and unconditionality of ideas about necessity and free human consciousness, thought and imagination for new possibilities. That is why great upheavals, even in the field of science, are always preceded by the well-known carnivalization of consciousness that prepares them in advance" (*Bakhtin M., 1990: 27*). And it should be emphasized that the ideas of carnivalization and laughable outlook become harbingers of significant changes in the social and cultural spheres and are conductors of new ideas, which is especially important for us, since the position of M. Bakhtin largely explains the origins of the laughable, grotesque line in musical art.

### 3. Play and its specific artistic and image principles as a necessary component of musical art

The specific play artistic attitudes of a composer or performer and their correlation with individual-style composer attitudes and performing style have already repeatedly become the subject of scientific study and comprehension. This issue is widely discussed in the works of M. Bakhtin, E. Nazaikinsky, A. Samoilenko, V. Klimenko, Y. Lotman, A. Lebedev, M. Maksimenko and others, on the pages of which the phenomenon of play reveals a direct functional relationship with various spheres of human activity (social, psychological, aesthetic, artistic, semantic, communicative). For our research, the works of E. Nazaikinsky V. Klimenko, A. Lebedev, M. Maksimenko, demonstrating the understanding of this phenomenon from the point of view of musical language, are of particular importance.

Thus, E. Nazaikinsky asserts that in a piece of music, play logic is completely subordinated to composition, and is embodied in intonation forms. The author points out that "almost all the found instrumental-play figures... are limited to three perspectives corresponding to the triad "characteristic – emotional – logical": establishing the nature of the emerging syntactic element (its modus and intonation constants), clarifying its relationship to the previous elements and determining the way of appearance (smooth entry, sharp intrusion, juxtaposition)" (*Nazaikinsky E., 1982: 226*). E. Nazaikinsky sees the essence of musical logic in concertizing – "musical play logic is the logic of concertizing, the logic of the collision of various instruments and orchestral troupes, various components of the musical fabric, different lines of behavior, which together form a "stereophonic" theatrical picture of a developing action, but more generalized and specific, than even in musical theater" (*Nazaikinsky E., 1982: 226–227*). It is in instrumental music that the possibility of a quick change of various artistic images arises, which, according to E. Nazaikinsky, owes this freedom from speech, "from singing with the text, from submission to extended lines of monologue speech" (*Nazaikinsky E., 1982: 226–227*).

The problem of play, play logic is directly related to the phenomenon and manifestations of theatricality in musical art. At the junction of different types of arts, the study and various discussions of this issue have repeatedly arisen. One of the first works affecting this subject area were the works of N. N. Evreinov, Russian and French director, playwright, historian, theoretician and theater reformer, an active participant in the cultural life of the first decades of the XX century. In a series of works ("Theater as such" (1912) and "Theater for oneself" (1915-1917)), the author substantiates the meaning and place of the play element in people's lives and touches on the problem of "theatricality", while the final formation of the concept of "theatricality" and "theatricalization" is described by him in two works: "Introduction to monodrama" (1909) and "Apology of theatricality" (1913). Talking about theatricality, N. Evreinov means "an aesthetic monstration of an obviously tendentious nature, which, even far from the theater building, with one delightful gesture, one beautifully intoned word creates a stage, scenery and frees us from the shackles of reality – easily, joyfully and without fail" (*Evreinov N., 2002: 40–41*).

N. Evreinov also touches on the problem of audience perception ("Apology of theatricality"), pointing out the conventionality of theatrical art, where the reality artificially created on the stage does not mislead anyone, since "an agreement is silently concluded between the artist and the viewer at the moment of aesthetic perception ... by virtue of which the viewer commits to such, and not a different attitude to aesthetic visibility, but the artist commits to maintain fully armed such an attitude" (*Evreinov N., 2002: 40*). N. Evreinov proposes a new, expanded interpretation of the concept of "theatricality", presenting it as "the instinct of transformation, the instinct of opposing images taken from outside, images arbitrarily created by a person" (*Evreinov N., 2002: 43*). In his opinion, theatricality goes beyond the theatrical stage

and fills the entire society, and in this understanding, it becomes "an all-encompassing principle of being" (*Dzhurova T., 2010: 19*).

Musical play logic becomes the object of research by A. Lebedev, who focuses his attention on the characteristics of this definition, which the author interprets as the interaction of the composer's thinking with performing understanding and interpretation. The author points out that "the play logic in music took shape in the process of the formation of intonational thinking and therefore is primarily associated not with the play itself, but with the reflection of play activity and play thinking. Play in music is manifested as a reflection of play life situations (*A. Lebedev, 2006: 20–21*). The researcher defines play as a communicative activity that is a product of thinking and the result of emotional reactions. M. Maksimenko, studying the problems of play logic in the composer's work of the XX century, sees the identification of the author's initiative and creative strategy as the main vectors of the problem being studied; performing interpretation of the composer's idea and audience interactivity (*Maksimenko M., 2011*). Of course, we are mainly talking about the research methods of the composers of the second half of the XX century, but in many ways the research algorithm proposed by the author is also relevant for studying the work of composers of other time layers.

V. Klimenko in his dissertation work formulates the concept of "extrapolation of general play principles into the field of musical art" (*V. Klimenko, 1999*). The author defines the types of play structures, among which he names: the play structure of "competition" (the principle of competition), the play structure of the "mosaic" (the principle of combinatorics) and the play structure of "mystification" (the principle of ambivalence) with the definition of the action of the above-mentioned structures on the abstract logical; philosophical and aesthetic; musical and style, compositional; musical and stylistic levels and in the field of interpretation (*V. Klimenko, 1999: 5–6*). Explaining the meaning of these levels, V. Klimenko points out that the presence of the play structure of "competition" creates a special integrity, in which the ambivalence of elements is not accentuated, but a search for new ways of understanding and synthesizing traditions arises, for which the principle of "competitiveness" turns out to be very productive; the play structure of the "mosaic" reveals a tendency towards a combination of stable and mobile elements in conditions of preservation of "a certain initial group of elements" (*V. Klimenko, 1999: 5–6*); the play structure of the "mystification" demonstrates "balancing on the verge of the obvious and the hidden" – in this case, the leading tendency becomes the transformation of text elements into indexes of signs, which can be recognized only by the one who owns the information and therefore is able to decipher it.

#### 4. Conclusions

Creative individuality in the process of an artistic act realizes in its activity antinomic attitudes of the phenomenon of play, which can be designated as "conditional – unconditional (conventional – non-conventional, artificial, illusory – "true", real)" (*A. Samoilenko, 2003: 104*), revealing and thereby emphasizing that artistic impact (composing and performing activities), as well as artistic perception (interpretation of a specific composition or listening perception) equally need knowledge and adherence to artistic rules and compositional boundaries. Hence are the play purpose and various play functions of the composition (form of work) in music.

The key principle here is the play principle, which is expressed in the dialogical play comparisons of a musical composition, in the special principles of musical and linguistic expression, as well as in tempo-rhythmic and agonic relations. The continuity of the pulse of "sounding" and "non-sounding" time helps the performer (and composer) to master the irreversible element of "living time", which musical art reveals even in the most abstract moments – it is always connected with real processes, with action, or even just with movement.

Consequently, the triad of the concepts of play – composition – motor ability, forms a single conceptual field, which contributes to the identification of the features of the ways of formation of music. Moreover, in this triad, it is the third component – motor ability – that appears as the first manifestation of the play purpose of the artistic form, which in turn is a manifestation of the inner drama and psychological subtext of the composition, which correlates it with stage and theatrical action, the phenomenon of theatricality, which acquires special relevance in musical art in general, and opera forms in particular.

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## MELODY AS A FACTOR OF VOCAL AND PERFORMING INTERPRETATION OF THE OPERA IMAGE

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### Summary

The aim of the article is to determine current approaches to the phenomenon of opera melodic, clarify the concept of opera melody, substantiate the priority of vocal and performing interpretation in the formation of an opera image and in the development of an opera musical text. A comprehensive methodology for studying the genre nature of opera and its typological artistic features is proposed. The combination of textual and semantic approaches makes it possible to expand the understanding of the melodic functions of an opera text and its communicative tasks. The scientific novelty of the research is due to the identification of aesthetic, structural and compositional, artistic and psychological prerequisites for the creation of the theory of opera melos as an autonomous discipline that can influence modern opera studies and the creative practice of opera performers. The conclusions of the article indicate the key properties of the opera melody, which make it possible to characterize it as a way of creating an opera speech; emphasize the main factors of the opera melodic speech: the enlargement of the elements of the theme and the strengthening of its discreteness, the altitude-rhythmic fixation of the motivational relief, which makes it possible to convey the sound and content of the word, orientation on the “image of feeling”, emotional fullness and psychological personal reasoning, the requirement of getting used to and rebirth into an opera image and specific timbre predestination, that is, being attached to a certain type of vocal voice.

**Key words:** opera melody, opera speech, opera text, theory of opera melody, European opera melos.

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### 1. Introduction

Mastering the repertoire of European opera, in particular, compositions of the classical and romantic periods of the history of European music, is the basis for the education of opera singers, including Chinese opera singers. Through this repertoire, they discover the importance of studying such an important component of an opera composition, which is melody.

Despite the fact that with respect to the melodic structure of opera, Chinese musicians have already accumulated a certain research experience (*Jan Bibo, 2005; Wu Jining, 2008; Zheng Jing, 2013; Zhu Lu, 2012*), today there are still a number of unsolved problems of vocal performing understanding and recreation of the image content of the European opera melos.

In general, the theory of opera melody is in a state of development, especially from its vocal and performing side; this is due to the complexity of the history and theory of musical melos as a whole, to which B. Asafiev pointed out (*B. Asafiev, 1963*). The traditional teaching about musical forms (*Y. Tyulin, 1974*) does not allow finding all the approaches to opera melody necessary for a vocalist-interpreter. Therefore, the textological approach is more

productive, which, on the one hand, is characterized by analytical depth and consistency, and on the other hand, – by the integrity and breadth of coverage of the factors of musical art (*M. Aranovsky, 1969; A. Samoilenko, 2002*). To this day, E. Kurt's research remains relevant, which allows one to approach opera art as a synergetic phenomenon, to find a certain relay race of ideas between the works of an outstanding Austrian scientist and the positions of modern musicologists, in particular those who develop ideas about the artistic interpretive tasks of vocalists-performers of opera parties.

*The main aim* of this article is to determine the most productive approaches to opera melody as a special genre and compositional phenomenon that is at the center of vocal and performing interpretation. An important aspect of the work is the illumination of the originality of the opera melos in connection with specific image musical and performing positions.

Some modern studies (*O. Sheludyakova, 2006*) make it possible to activate the semantic approach to the melodic content of the opera, to the principles of the melodic construction of the opera text, to confirm the fact that opera poetics in its historical formation is not only closely related to the phenomenon of melody, but also contributes a lot to its semantic individualization. Based on this, the study of opera melos allows us to improve musicological approaches to the melodic properties and possibilities of music in general.

The concept of melody remains today a single and general indication of the organization of musical matter, adjacent to the category of melodics, and this category is positioned as a universal of the musical and creative process. O. Sheludyakova even claims that melodics was the primary, primordial way of being music as an utterance; although it has changed over the centuries-old history of music (in accordance with the understanding of music in each of the eras), it has always remained the leading constructive musical principle, combining the experience of preclassical and classical-romantic periods in the evolution of various European genre forms, including opera (*O. Sheludyakova, 2006*).

## 2. Genre originality of the opera melody

The genre nature of opera has always been distinguished by its particular complexity, revealing not just a synthesis of various types of arts, but their internal intonational and meaningful unity, and this means the common roots of image processes that are realized in various artistic and linguistic ways. The historical period associated with the active development of the opera genre coincides with the time of European culture, when its main subject is the communicative abilities of the human person as a social being with dynamic psychological indicators, that is, the ability of a person to organize both a certain social environment, and his own consciousness, his inner the world – as a world of feelings and thoughts that have social significance and aesthetic sublimity. According to Zhu Lu, the main thing in the opera concept, actually, as in the musical one, is "in the affirmation of the freedom of human choice, human will, human consciousness and destiny". Opera heroes are called upon to give their answers "to the harsh prohibitions of the ancient rock drama" (*Zhu Lu, 2012: 22–23*). At the same time, it should be noted that in relation to opera plots, starting with the compositions of K. Monteverdi and G. Purcell and ending with the compositions of I. Stravinsky and K. Penderetsky, the original dramatic and tragic prototypes acquire new semantic positions due to the dominant musical form of the opera, due to which all opera heroes acquire an expressed lyrical modality.

There are several tasks that are fundamental for a musician-performer analyzing opera art; they are theoretical, but at the same time practical and expedient: tracing the evolution of ways to create the image of a hero in European opera; revealing the unity of the composers'

approaches to understanding the image of an opera hero, which forces us to raise the question of vocal timbres as a determining condition for creating images of leading opera characters; typology of musical characters of opera heroes in the transition to the level of an image dramaturgy.

This level of the image dramaturgy reveals synthetic artistic features of opera characters, however, it allows one to be convinced of the leading role of their musical characteristics, the role-playing purpose of musical and melodic ways of creating the image of an opera hero. At this level of opera poetics study, the opposition between the general logic of the development of the plot and the stage fate of the leading characters, on which the general aesthetic structure of an opera composition – its understanding as an epic or a drama, a melodrama or a cathartic sharpened tragedy, depends.

Consequently, opera image dramaturgy is immediately formed as an internally contradictory, polyphonically conceived and carried out artistic process, all factors of which are determined by the complex socio-psychological context in which the formation of the genre form of the opera takes place, hence its main compositional features are determined.

It should be noted that the genre and semantic aspect of the opera approach can claim to be the leading one in connection with the study of the stage and musical and dramatic nature of the opera. In particular, the vocal presentation of the melodramatic aspect of the opera form, which is very essential in the compositional conditions of an opera composition, becomes the leading means of performing expression. In particular, the performance of the parts of lyrical heroines in operas by Russian and Italian composers of the XIX century is associated with special image, semantic and technical tasks that arise from the need to achieve the melodramatic effect of an opera image in the unity of its visual and auditory sides, that is, both as a visual and sound one.

The dynamic compositional and dramatic functions of the opera image can be revealed precisely at that level of study of the opera form, which is associated with the aesthetic impact of the opera stage, therefore, with the holistic semantic modeling of the opera image using movement and sound, or rather, stage movement and psychological dynamics, the aesthetic meaning of which is concentrated in the sound of the voice of the opera performer, in its melodic representation.

At this aesthetic architectonic level of the opera genre form, it is possible to encompass that systemic unity, which is opera melos – as a set of various melodic characteristics of opera characters, representing their plot and characterological functions. In this case, opera melodies appear as compositional and semantic trajectories of the development of images of opera heroes, with their culminating zones and intersection points, and this is not just the interaction of vocal voices, although they have a special opera timbre expression, but the creation of new intonational models of the human personality, capable of performing with its perfect prototypes.

It is this intonation structure of the opera language that allows us to introduce the concept of the interpretive style of the opera as a specific vocal and performing phenomenon, and also to consider the musical concept of the opera as a system of vocal and performing techniques, dramatic means. The ability of the musical and sound embodiment of an opera idea to acquire conceptual completeness pushes the vocalist's creative personality to the center of the opera text, and in the vocal intonation material to find the main features of the opera melody.

The textological approach to the opera melody allows us to determine the external and internal structural and semantic boundaries of the vocal and performing interpretation, proceeding from those intonation constants, melodic lexemes that entered the arsenal of the opera form in the process of its historical formation and effective stage existence; that means, they organized the process of a musical opera speech.

For opera vocal speech, in its melodic quality – through which its main communicative functions appear (*the melodic quality of the voice is the main thing in establishing the communicative status of a person, as some modern authors assert, for example O. Kataeva, 2011*) – the enlargement and emotional strengthening of musical and expressive technique, up to the ultimate individualization of its meaning are the main; this artistic and functional transformation of the technique can be considered as personification – the consolidation of a certain personal and subject meaning for a specific musical technique, and this enhances the concreteness, independence of a separate intonational and melodic structure, determines its transformation into melodic thematism.

### 3. Opera melody as a semantic model

The semantic functions of the melody in the opera are determined by its addressing, in all meanings and genre positions, to that highest state of a person's positive resonance with the world, which is defined as a state of love. The study of Zheng Jing allows us to assert that the identification of the melodic paradigm, the development of a special melodic style in the opera art of composers of the classical and romantic eras is due to the opera specification of the theme of love. Thanks to the embodiment of this theme, as the leading one and uniting all the plot twists of the opera action, the opera melody really turns out to be “the main solo musical characteristic associated with the accumulation of various semantic properties and the dialogization of stylistic material” (*Zheng Jing, 2013: 37*).

A Chinese musicologist, mastering the European opera tradition, suggests using the concept of "melodic theme", noting that the melodic thematic characteristic of the opera hero's image represents both the individualized side of this image and its generalized meaning. Although the semantic model of the opera as a whole is broader and more diverse than the image and semantic confinement of the melodic theme, the conceptual orientation of the opera concept, its ideological concretization entirely depends on the individual interpretation of the “melodic appearance” of the main character (*Zheng Jing, 2013: 149-150*). According to her observation, the theme of love is realized in the opera as a musical and melodic one, expressed by means of musical stylistics, and it directly embodies the image of an opera character, connecting to it all the means of intonation context. "In connection with the development of the theme of love in opera, the subject of action is the human voice – his ability to individually freely operate with his own voice, as well as individual timbre roles, specific timbre qualities of the characters that oppose the general timbre choral or orchestral side of the opera" (*Zheng Jing, 2013: 163*).

Turning to the analysis of opera compositions, Zheng Jing pays special attention to the leitmotif system of the opera text, thanks to which the melodic theme is able to act not only as a semantic component of an opera composition, but also as a separate representative, which, most often, acquires personified features.

An important observation is that the melodic material of the opera reveals immanent aesthetic and dramatic patterns associated with the interaction of the verbal and musical factors of the characters' opera speech. It is also significant to note that a kind of "horizontal polystylistics" or horizontal alignment and antitheticality of contrasting stylistic complexes, which serve to reveal the psychological polyphony of the leading opera images, appears in the opera melos. At the same time, musical sound is capable of performing the functions of poetic generalization, and the opera melody concentrates and in a peculiar way transforms (which is also facilitated by the performing vocal interpretation) the semantic functions of verbal communication.



Thus, the communicative and semantic functions of the opera melody in a peculiar way dialogize with each other and with the opera composition as a procedural whole. From the point of view of the specifics of the opera image – as the arising not only in the musical sound, but as acquiring the main artistic indicators, the leading properties of opera melodic themes are:

- clarity and accuracy of articulation, dynamism and uplifting, emotional brightness of the musical material (and its presentation), some "enlargement" of the artistic stroke and aesthetic experience;

- inclusion in the whole opera narration, that is, the correspondence of the timbre gradations of the voice, freedom and measure of the performing interpretation to the general plot logic and verbal and musical drama of the composition;

- individualization of musical presentation, in the context of a stage presentation, an opera image.

Together, these aspects of the vocal and performing interpretation provide the persuasiveness of the musical and image opera conception.

#### 4. Conclusions

The sphere of opera melodic reveals a complex character, since it includes a variety of stylistic figures and semantic formulas, not only of vocal, but also of mixed, vocal and instrumental origin. Nevertheless, its distinctive feature always remains the dominant vocal and instrumental intonation, moreover, of an individualized solo nature, easily allowing deviations from the canonical techniques and methods of musical speech. At the same time, opera melodic speech is strictly ordered, that means, it follows the established rules for constructing an opera text, starting with the choice of timbre and techniques of articulation, vocal breathing (voice production) and ending with types of opera characters that also imply stable ways of stage behavior.

An opera melody is characterized by: reliance on the horizontal (subordination of vertical regularities to it), enlargement of the elements of the theme, increased discreteness in order to increase the expressiveness of individual intonations; clarity, high-altitude-rhythmic fixation of the motive relief, which allows, among other things, to clearly convey the sound and content of the word, which is an indispensable part of opera speech, even in the case of its extreme musical and artistic freedom; orientation to sensory experience, to the "image of feeling", first of all, therefore, emotional fullness and psychological personal argumentation, the requirement of empathy from each performer – as not just "reincarnation", but getting used to and rebirth into an opera image; timbre predestination, that is, the attachment to a certain type of vocal voice, hence the attachment to the human personality with its typical, albeit evolving, features and properties.

It is the latter circumstance that allows us to perceive the compendium of opera melodic themes as a kind of encyclopedia of human characters and relationships, emotional projections and ways of experiencing. In its given role, the opera melody captures the highest aesthetic qualities of a person as a socialized active subject.

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## INNOVATION, WORK, SOCIETY

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**Summary**

The article analyzes, summarizes and considers the current state of international cooperation in the fight against corruption in public authorities and identifies the benefits of participation in international anti-corruption cooperation for modern Ukraine. The variability of the existence of definitions of the concept of "corruption" has been substantiated. Defined and characterized by the transnational nature of the modern phenomenon of corruption. The reasons for the increase in the number of corruption offenses and offenses related to corruption are clarified and measures are given to improve this situation. The main directions and levels of international cooperation in the fight against corruption have been determined. The basics of international cooperation of Ukraine in the field of combating and combating corruption in accordance with the Law of Ukraine "On the Prevention of Corruption" are considered. The article analyzes the regulatory and legal groundwork of the subjects of international anti-corruption activities, in particular the United Nations Convention against Corruption. The activities of influential subjects of international anti-corruption policy (GRECO, Transparency International, etc.) have been identified and characterized. The leading role of civil society institutions in the implementation of international anti-corruption policy has been clarified. Practical recommendations are proposed for improving the quality of anti-corruption measures to prevent and combat corruption for modern Ukraine in the framework of international cooperation in the fight against corruption in public authorities.

**Keywords:** anti-corruption strategies, civil society, prevention and combating corruption, international cooperation, public authorities.

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## 1. Introduction

Corruption is one of the most ambitious, taking into account the negative consequences, social phenomena, therefore the fight against it is a priority policy of every conscious state. In modern conditions, an effective fight against corruption is impossible without international cooperation.

At the end of the twentieth century, with the deepening of diversified ties and relationships between different countries of the world and the active integration of national economies within the framework of globalization, the antisocial phenomenon of corruption acquired a cross-border character. In the modern civilized world, corruption is considered precisely a global global threat, and the independent-internal struggle of individual, albeit developed countries, against this phenomenon is experiencing obvious failures. That is why the international community has begun to actively form universal standards aimed at a comprehensive process of preventing and combating corruption. The global scale of the threat of corruption to human development determines the acute priority of combating it among the international community. The objective desire of the world community to reduce the level of corruption has found its logical reflection in the creation and maintenance of the functioning of numerous international anti-corruption initiatives and events, the formulation of the main international documents on the fight against corruption, the creation of mechanisms for international cooperation and regulatory assistance in this area. In the past few decades, the existence and effectiveness of important international anti-corruption documents approved by the United Nations, regional and subregional organizations and the thematic tools for preventing and combating corruption developed on their basis, together have led to stable progress in the development of international anti-corruption cooperation.

The international community, which is concerned about the increase in the number of corruption crimes, corruption offenses and offenses related to corruption around the world, has created a number of basic international documents and instruments to combat corruption. Among them, the "United Nations Convention against Corruption" signed in 2003 stands out for its fundamental nature. The image that international organizations and governments around the world must work closely with society to effectively combat corruption has become the backbone of the 2006 United Nations Convention against Corruption Coalition, an international network of civil society organizations supporting the convention. From this time and moment, a single global-world standard for combating corruption began to form under the influence of state and non-state actors (*Sukhanov, 2014.54*).

The phenomenon of corruption is typical, despite its different level, to all countries of the world, regardless of their political system and level of socio-economic development. The particular relevance of the topic of international cooperation in the fight against corruption in public authorities is the seriousness and scale of existing and potential future problems, as well as the defeat of corruption in various spheres of Ukrainian society and all levels of public administration. The widespread discussion in society of the antisocial phenomenon of corruption as such and its negative consequences and the acute public reaction caused by the high-profile corruption scandals of recent years, confirm the relevance of this problem, and therefore the need for scientific understanding of the acute aspects of corruption issues. This is very important for the effective modernization of the domestic economy, improving the activities of public authorities and improving the quality of public administration at the present stage of development of the Ukrainian state.

## 2. Determination of the problems of international cooperation in the fight against corruption in public authorities

In the modern Ukrainian state, as in all civilized countries of the world, corruption is one of the main political, state-administrative, economic, and therefore socially relevant for solving problems. Corruption is considered one of the most threatening phenomena of modern reality, affects the efficiency and effectiveness of state power, makes it impossible for progressive socio-economic development, threatens the interconnected components of the constitutional system, socio-political structure and national security (*Tsybaliuk and Zherzh, 2017: 293*).

Taking into account the intensive globalization processes, the problem of corruption is becoming more and more clearly expressed transnational character every day. Anti-corruption international cooperation is based on interstate interaction between public authorities, civil society institutions, business structures and a number of other stakeholders in preventing and combating corruption, in its overall result, through joint efforts, it provides meaningful opportunities to combat corruption at the state and interstate levels. It is impossible to analyze international cooperation in the fight against corruption in public authorities without taking into account and using the results of the already existing domestic and foreign scientific heritage, which reveals modern trends in world development, globalization, international conflicts and crises and determines the ways to overcome them.

In this regard, for this research topic, the works of leading specialists in the field of domestic and international relations and world politics are especially important, among which the authorship of such domestic researchers as D. Garbazy, I. Nezhinskaya, N. Poznyak and others and foreign authors, such as T. Alekseeva, G. Kissinger, M. Lebedeva, S. Huntington and others. The problem of combating corruption in public authorities has found its scientific reflection in the works of such researchers as: K. Elliott, E. Lazarev, S. Mikhailov, S. Romanyuk, A. Heiderheimer and others.

Special attention should be paid to scientists whose works are reflected in our case study: V. Vasilieva, N. Zherzh, N. Zelinska, T. Mikhalyova, G. Popov, T. Suprun, V. Sukhanov, K. Tsimbalyuk.

Despite the fact that a number of authoritative domestic and foreign researchers have written a significant amount of anti-corruption works that contain a large amount of information on the formation and implementation of measures to combat this socially negative phenomenon, it should be noted that the current impact of twentieth-century corruption 21st century on the world community and Ukraine's participation in international anti-corruption processes in public authorities, taking into account global and domestic realities are not covered in all aspects.

The need to address the issue of combating corruption in modern Ukraine is more urgent than ever. The urgent need to combat this "social disease" is obvious to all actors in our country. This has intensified the scientific interest in research on a number of aspects of the anti-corruption issue and effective measures to combat and prevent corruption at the national and international levels.

Paying tribute to the existing scientific achievements, it should be noted that despite the significant number of scientific publications, some aspects of international cooperation in the fight against corruption in public authorities for modern Ukraine remain insufficiently covered. This determined the topic, scientific and practical orientation and content of this stage of the study.

Accordingly, the above purpose of the article is to highlight the current state of international cooperation in the fight against corruption in public authorities and to determine the benefits of participation in international anti-corruption cooperation for modern Ukraine.

### 3. Presentation of the main material of the study

One of the key elements of the process of formation and implementation of effective means of combating corruption in modern Ukraine is a clearly defined international legal cooperation in combating corruption, pre-arranged cooperation between different countries at the regional and international levels and participation in thematic measures to combat corruption. prevention and counteraction of corruption developed and implemented by the subjects of counteraction and prevention of corruption.

The twelfth chapter of the current Law of Ukraine "On Prevention of Corruption" of October 14, 2014 № 1700-VII (*The Law of Ukraine "About prevention of corruption, 2014*) is devoted to the principles of international cooperation of the Ukrainian state in the field of combating, preventing and combating corruption. This normative legal act defines a number of thematic provisions, namely: Ukraine, in accordance with the international agreements concluded by it, cooperates in the field of preventing and combating corruption with foreign states, international organizations implementing measures to prevent and combat corruption (paragraph 1 of Article 70). ); international legal assistance and other types of international cooperation in cases of corruption offenses are carried out by the competent authorities in accordance with the law and international treaties (paragraph 2 of Article 70); if international agreements establish rules other than those provided by the legislation on prevention and counteraction to corruption, the rules of international agreements shall be applied (paragraph 1 of Article 71); the competent authorities of Ukraine may provide and receive information from the relevant authorities of foreign states, in particular with limited access, on the prevention and combating of corruption in compliance with the law and international treaties (paragraph 1 of Article 72); Ukraine takes measures to return to Ukraine funds and other property received as a result of corruption offenses, and disposes of these funds and other property in accordance with the law and international treaties (paragraph 1 of Article 73) (*The Law of Ukraine "About prevention of corruption, 2014*).

In order to prepare and implement effective measures to combat, prevent and combat corruption, international anti-corruption regulations are adopted, through which countries try to coordinate the criminalization of corruption and corruption-related offenses and establish common standards and principles for combating corruption. with corruption, the application of which at the national level will contribute to the formation of unified approaches to preventing and combating corruption (*Zelins'ka, 2009: 454*).

Among such acts a special place is occupied by international conventions – multilateral agreements between various subjects of international law, which regulate the relevant relations between them on the whole range of issues related to anti-corruption issues through the creation of mutual rights and obligations. International conventions are the only universal legally binding documents for all subjects of anti-corruption, which define the basic principles, provisions, principles and mechanisms for combating corruption. It is the binding nature of the convention's provisions that makes international conventions a unique tool for defining and implementing comprehensive thematic measures to combat corruption.

Key events in the framework of international cooperation in the fight against corruption at the turn of the XX-XXI centuries were: the adoption of the Federal Law of the United States

of America "On Foreign Corrupt Practices" (1977); the signing of the United Nations Convention against Corruption (2003), creation of the United Nations Convention against Corruption Coalition (2006).

Ukraine's choice of the European integration vector of its development and the transnational nature of modern corruption determine the logical need for the country to join the existing thematic normative revision. The main international conventions governing the fight against and prevention of corruption in which in the legal field the United Nations Convention against Corruption is the United Nations Convention against Corruption, signed on behalf of Ukraine on December 11, 2003 in Merida (United Mexican States) and ratified by the Law of Ukraine on October 18, 2006 No. 251-V; Criminal Convention on the Fight against Corruption, signed on behalf of Ukraine on January 27, 1999 in Strasbourg and ratified by the Law of Ukraine dated October 18, 2006 No. 252-V; Civil Convention against Corruption, signed on behalf of Ukraine on November 4, 1999 in Strasbourg and ratified by the Law of Ukraine dated March 16, 2005 No. 2476-IV.

The most significant of the documents was the United Nations Convention against Corruption, adopted in 2003. With the adoption of the convention, a new stage in the global anti-corruption campaign began, improved the quality of the fight against corruption on a global scale and initiated the development of a global anti-corruption strategy. One of the main problems on the way of international cooperation in the fight against corruption in government bodies is the incomplete implementation of the provisions of international legal acts. The delayed implementation of these provisions is associated not so much with objective economic and socio-cultural prerequisites, as with the lack of political will on the part of state leaders, necessary for the implementation of a comprehensive multi-subject anti-corruption policy (*Sukhanov, 2014:153*).

The Group of States against Corruption (GRECO, Group of States against Corruption) is responsible for monitoring the implementation by countries of their obligations under international conventions. This international organization, an anti-corruption monitoring body of the Council of Europe, is aimed at improving methods of combating corruption in the member states, as well as creating a base for the exchange of positive experience in the field of detecting, preventing and combating corruption. GRECO sets anti-corruption standards for the activities of the member countries of the organization and monitors the practice of compliance with these standards. The organization contributes to the identification of shortcomings in the national anti-corruption policy, submits proposals of a regulatory, institutional or operational nature, and the like. Ukraine is also a member of GRECO.

Prevention, prevention, counteraction and fight against corruption on a global-world scale, as measures aimed at developing respect and observance of human and civil rights and freedoms, can be implemented in several directions. Among the main directions of international cooperation in the fight against corruption, we single out the following: practical (as an example: the provision of the necessary items, substances, etc. for the implementation of expertise, investigation and other activities); informational and educational (as an example: exchange of information between relevant interstate anti-corruption bodies, educational exchange of employees of competent institutions and organizations); rule-making (as an example: participation in the processes of improving the regulatory framework of international cooperation) (*Popov, 2012:141*). Taking into account the nature and type of crime, the directions of international cooperation in the fight against corruption can be typologized as follows: cooperation in the fight against international crimes; cooperation with crimes of an international character; cooperation in the fight against ordinary crime (*Suprun, 2016: 335*). Also, international cooperation in the fight against corruption in accordance with the principle of its organization

can be divided into two such levels: 1) the highest international political level (fulfillment of obligations undertaken in accordance with international treaties; extradition of criminals who have committed corruption crimes, etc.); 2) cooperation at the level of civil society institutions (activities of public organizations; educational and scientific cooperation, measures to increase the anti-corruption literacy of society, the development of modern communication systems; dissemination and popularization of universal values, etc.) (Sukhanov, 2014: 155).

Today, international cooperation in the fight against corruption in public authorities is conducted in several directions at once – both between states and with the participation of transnational entities. At the same time, it should be paradoxically noted that interstate cooperation, although it is the core of the international fight against corruption, remains one of the main reasons for its low efficiency. It is currently not possible to solve the problem of corruption in public authorities through the efforts of only states, in some of which corruption is a means of exercising power, without the support of civil society. As world experience shows, corruption is inherent to one degree or another in all states without exception. Even the states, which are effectively fighting it, are not protected from manifestations of corruption at different levels of government, in particular at the highest. The experience of young states, in particular, post-Soviet ones, such as Ukraine, Azerbaijan, etc., convincingly testifies that the state and civil society, which is at the stage of its formation, lack the necessary capabilities to implement effective measures to combat corruption. That is why international cooperation in the fight against corruption in public authorities is of paramount importance, because only those states that are most open to constructive interaction with the global civil society in the field of preventing and combating corruption will be effective and competitive (Sukhanov, 2014: 156).

According to the data of the International anti-corruption organization Transparency International, in contrast to Ukraine, the level of corruption in Azerbaijan in 2020 increased (from 126th place in 2019 to 129th in 2020 according to the Corruption Perceptions Index) (*The official site of Transparency International, The corruption rating in Azerbaijan, 2021*).

At the same time, the task of combating corruption in public authorities in the Republic of Azerbaijan continues to be positioned as a priority. According to Transparency International, in 2020, compared to 2019, the number of corruption offenses and offenses related to corruption in Azerbaijan increased (*The official site of Transparency International, The corruption rating in Azerbaijan, 2021*). Among the reasons for this situation, according to experts, are: the inability of individual officials to resist the temptation of enrichment, as well as organizational miscalculations: the heads of state and other bodies do not know the norms of anti-corruption legislation; the exactingness of their observance by subordinate employees is low, the work of personnel, legal and other services for government officials is not carried out in a regular manner. As a variable measure to improve the situation, the expert community sees a polygraph test of persons applying for positions with an existing corruption risk; improving the mechanisms for declaring property and income; improving the public procurement system in terms of the timing of the allocation of funds; introduction of a special course on corruption in higher education institutions (Konyuk, 2019).

To significantly improve the situation in the field of combating corruption, such measures are not enough. Ensuring an effective fight against corruption, according to the assessments of relevant international organizations, requires an increase in the role of civil society; protection of freedom of speech and ensuring free access to information on the activities of public authorities and government bodies; involvement of the general public in control over the spending of budget funds; ensuring de facto, not de jure, independence of the judiciary; increasing the level of accountability of administrative bodies to society. The emphasis on accountability, advocacy



and preventive work, despite the importance of this work, is directed more towards the fight against corrupt officials than against corruption as an anti-social phenomenon. If a country aims to eradicate or at least minimize corruption, it is necessary to intensify and improve cooperation with international anti-corruption organizations (GRECO, Transparency International, etc.) (Tolochko, 2020: 293).

One of the key elements of the formation and implementation of a modern effective anti-corruption system is the mutual interaction of countries, especially their law enforcement agencies, at the regional and international levels, as well as active participation in the complex of anti-corruption measures introduced by the Council of Europe, the United Nations, The World Bank, the International Monetary Fund, Interpol and other international organizations (Tolochko, 2020: 293).

In a globalized world, the fight against corruption in public authorities at the national level of states is not seen as mega effective. Taking into account the data of the International anti-corruption organization Transparency International regarding the rating of corruption in Ukraine and Azerbaijan [9], we come to the conclusion that the amount of corruption in the country may depend on the political system and regime. As the past and present show, most authoritarian regimes (Azerbaijan) are more corrupt than young democracies (Ukraine). In this situation, the change of power in the state through periodic democratic elections with the participation of international observers is an effective preventive measure to prevent and combat corruption in public authorities.

The factors of effective fight against corruption have been known to the international community for quite a long time and have been practically tested by it. We refer to the main of these factors: openness of power; transparency and clear clarity of procedures for making government decisions; effective mechanisms of civil society control over the activities of state institutions; freedom of speech, independence of the media, etc. (Tymbaliuk, 2017: 292).

In the context of the international community's understanding of the current scale of corruption, its manifestations and consequences, the main attention of the conscientious international society is paid to the elimination of the root causes of the phenomenon of corruption, and not to the fight against its specific manifestations. Therefore, the legal systems of a large number of developed countries, especially the member states of the European Union, do not tend to use the term "struggle" (and, consequently, its substantive essence) in their legislation. European legislators have enshrined in their thematic legal acts the principles of prevention and prevention of corruption offenses and offenses related to corruption in a specific area of the country's life. The use of the term "fight against corruption" (and, consequently, the implementation of a number of relevant measures) is more typical for the countries of the Commonwealth of Independent States.

Among the developed democracies and advanced countries of the world at the national and international levels, a process is distinguished that is aimed precisely at the prevention and implementation of preventive measures against corruption in order to observe the fundamental rights and freedoms of man and citizen. In particular, this is implemented through the adoption of international normative legal acts, including conventions, declarations, agreements, etc., aimed at cooperation and interaction between different states of the world in the anti-corruption sphere. Although a lot has been accomplished in this direction, however, the eradication of corruption requires both the active implementation of international legal standards, norms and principles for the prevention and counteraction of the occurrence of the phenomenon of corruption in the national legislation of each country, and their most responsible implementation (Vasylieva, 2019: 118).

The complexity of the implementation of preventive and preventive measures is due to the fact that within the framework of its genesis, the phenomenon of corruption has never been one-dimensional. Taking into account modern globalization trends, corruption is emerging as a multi-aspect phenomenon as never before, therefore, in the context of none of the existing scientific approaches, it is impossible to give a single universal definition of the concept of "corruption". In different countries of the world, at the legislative level, definitions of this concept are more or less different from each other. As an example: in accordance with the Law of Ukraine "On the Prevention of Corruption" dated October 14, 2014 No. 1700-VII, corruption is understood as the use by the person specified in part one of Article 3 of this Law of the official powers granted to him or related to them in order to obtain unlawful benefits or acceptance of such benefit or acceptance of a promise / offer of such benefit for oneself or other persons, or, accordingly, a promise / offer or provision of an unlawful benefit to the person specified in part one of Article 3 of this Law, or at his request to other individuals or legal entities in order to persuade this person to unlawful use of the official powers granted to him or related opportunities [8]; in accordance with the Law of the Republic of Azerbaijan "On the Fight against Corruption" dated January 13, 2004 No. 580-III, corruption is understood as the illegal receipt by officials of material and other benefits, benefits or privileges using their status, the status of the body they represent, official powers or opportunities arising from this status and powers, as well as the attraction by individuals and legal entities of these officials to their side by an illegal offer or promise or transfer to them of the specified material and other benefits, benefits or privileges (*The Law of the Republic of Azerbaijan "On Combating Corruption", 2021*). A significant problem is not only the lack of a common, common definition of the concept of corruption, but also the lack of a common understanding, due to the difference of factors, is corruption and what is not. In states that are at different stages of their socio-economic, cultural, educational, political, legal and other types of development, different subjects perceive the same phenomenon in different ways.

With a clear and noticeable difference in methods and means of struggle, successes and failures in the implementation of anti-corruption policy, today there are objectively a number of problems that do not allow states to effectively fight corruption in public authorities. Such problems include: the difficulty of identifying prerequisites, causes, factors of occurrence, etc. corruption; the impossibility of carrying out an objective measurement of the level of corruption (as of today, only the Corruption Perceptions Index still exists) pseudo-confirmation of the government's focus on combating corruption. Until now, there is no universal and precise system in the world that allows one to determine the level of corruption in the state. The presence of this system would help to substantively and thoroughly build a global anti-corruption strategy, form effective principles of international cooperation in the fight against corruption in public authorities and find appropriate means to fight corruption in a particular country (*Sukhanov, 2014: 153*).

In the twenties of the XXI century, the most effective and, probably, the only possible means of combating state and interstate corruption, given its transnational nature, is international cooperation. The leaders of the overwhelming majority of states in the world recognize the need for international cooperation in the fight against corruption in general, and in public authorities in particular, and are ready to participate in it, to one degree or another, despite the difficulties that arise in the implementation of anti-corruption programs, strategies and politician.

European countries began to form their national anti-corruption policies long before the adoption of the United Nations Convention against Corruption. As a result, they differ in their internal content and quality, but in any case they encourage certain thematic anti-corruption activities. Soon after the adoption of the 2006 United Nations Convention against Corruption,

at least 22 European countries formulated and adopted their own state anti-corruption policies, which are distinguished by their quality. It should be noted that in some states, civil society institutions were the initiators and active participants in the development of the draft anti-corruption policy. For example, in Bulgaria, the first anti-corruption strategy in its history was formulated by a public organization. The Group of States against Corruption (GRECO, Group of States against Corruption), an influential anti-corruption monitoring entity in Europe, discovered during its first assessment that Bulgaria, Finland, Greece, Netherlands, Norway, Poland, Portugal Slovenia, Spain and the United States still lacks nationally coordinated thematic strategies across the various anti-corruption policy actors that have been satisfactory in all respects. And only a year or two after the completion of the assessment, Bulgaria, Poland and Slovenia adopted their own strategies and fulfilled their international obligations. Anti-corruption strategy is not absolutely perfect and still is. Even for states that have their own national strategies, GRECO formulated appropriate recommendations for their improvement in order to maximize compliance with international standards and practices (*Tsymbaliuk, 2017: 294*).

Based on the above, we come to the conclusion that a large number of countries with different levels of development are developing and implementing national anti-corruption strategies. This means that states use a systematic approach to create mechanisms to minimize the phenomenon of corruption. Today, each country has an anti-corruption strategy of state development with a mandatory systemic and periodic revision of thematic provisions in its regulatory and legal legacy. It should be noted that as of 24.07.2021 there is no anti-corruption strategy in Ukraine, which leads to a complication of the situation in the field of preventing and combating corruption both at the state and international levels.

Institutions of civil society play an increasing importance in the framework of international cooperation in the fight against corruption in public authorities, to a certain extent they act against the officials of the official authorities. The power of a few states, through the historical tradition of the cultural and political foundations of their life, realizes the need to fight corruption. The paradox arises in the fact that without state and power support, the fight against corruption in public authorities through the efforts of only civil society cannot be a priori super effective.

In the near future, taking into account the intensification of the activities of public organizations and associations, the intensive development of information technologies, the increase in the socio-political influence of social networks of communication, the final completion of the process of formation of a global civil society, which may arise as a leading actor in the fight against corruption in public authorities at the international level, is possible. and therefore, and as a consequence – at the national level.

So, international cooperation in the fight against corruption in public authorities is a multilateral mutually coordinated activity of at least a quintet of the main subjects of preventing and combating corruption: national governments of states, international anti-corruption institutions, civil society, business structures and the expert environment in its various forms and manifestations., appears in the modern globalization world as one of the effective mechanisms for combating corruption in public authorities, and therefore as a component of state policy in the field of preventing and combating corruption.

#### **4. Directions for increasing the effectiveness of the fight against corruption in public authorities of Ukraine**

According to the goal of generalizing the results of the study, set out in the work, it was possible to formulate the theoretical and practical conclusions below.

Analysis of the experience of international cooperation in the fight against corruption shows that in modern conditions corruption has become a real threat to national security and democratic development of most countries of the world and negatively affects all aspects of public life (*Tymbaliuk, 2017: 295*).

The phenomenon of corruption in public authorities and its negative consequences is a global problem in the modern world. It should be noted that, against the background of the fight against coronavirus infections, in world politics, the complex of problems of corruption is not paid enough attention. As one of the global problems of our time, corruption differs from them in a closer relationship with other global problems. It undermines the foundations of a market economy, reduces the investment attractiveness of the state, is a violation of the foundations of democracy, leads to an uneven distribution of income and an increase in poverty. Corruption in public authorities, being a breeding ground for organized crime, international terrorism and drug trafficking, reduces the authority of the state in the international arena and undermines public confidence in the authorities (*Sukhanov, 2014. 154*).

The phenomenon of corruption in public authorities and its consequences are emerging today as an urgent problem for solving the problem for many countries of the world, including Ukraine and Azerbaijan. Despite certain achievements, based on the indicators of Transparency International (*The official site of Transparency International11, 2021*), it should be stated that these countries pay insufficient attention to international cooperation in the fight against corruption in public authorities, especially at the level of interaction of non-state actors in anti-corruption activities. At the same time, in the context of the phenomenon of globalization, participation in this cooperation for these countries is objectively extremely important.

In order to increase the effectiveness of the fight against corruption in the public authorities of Ukraine and Azerbaijan, it is necessary to take a more active part in international cooperation. The leaders of these countries must realize the necessity and effectiveness of communication openness for interaction with the global civil society in the fight against corruption in order to position themselves as an equal subject of international politics.

## 5. Conclusions and recommendations

Taking into account the results of scientific research at this stage, we consider it appropriate to offer some practical recommendations for improving the quality of anti-corruption measures to prevent and combat corruption for Ukraine in the framework of international cooperation in the fight against corruption in public authorities:

- in order to spread the global anti-corruption standard of behavior, it seems expedient at the level of the Ukrainian state, with the involvement of international experts, to create an expert group that would analyze the likely prerequisites for the occurrence of manifestations of corruption in public authorities and take comprehensive measures to minimize them and prevent corruption offenses and offenses, corruption-related;

- the promotion of an initiative by the international anti-corruption community to Ukraine to create a highly specialized international body at the United Nations, which would specialize in the development and implementation of preventive anti-corruption measures in public authorities;

- within the framework of advanced training of civil servants of category "A", introduce into the training program mandatory modules related to the study of the best and best practices of international cooperation in the fight against corruption in public authorities.

We consider the following promising areas for further theoretical and practical research:

- formation of an organizational and economic mechanism for preventing and combating corruption as a factor in ensuring the national security of Ukraine, taking into account international experience;
- interaction of domestic public authorities and international civil society institutions in the implementation of a system of anti-corruption measures.

So, the article formulates and resolves an urgent scientific problem in the field of public administration, which consists in analyzing, summarizing and highlighting the current state of international cooperation in the fight against corruption in public authorities and determining the benefits of participation in international anti-corruption cooperation for modern Ukraine. The results of scientific research, the above conclusions and proposals serve as the basis for theoretical and practical research of mechanisms for preventing and combating corruption and further scientific research.

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## THEORETICAL FOUNDATIONS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN PUBLIC ADMINISTRATION DECISION-MAKING PROCESSES

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### Summary

The purpose of this article is to substantiate the theoretical foundations of using information and communication technologies (hereinafter – ICT) in public administration decision-making processes using the framework of categories and concepts proposed by New Public Management, Joined-up government, Public Value Paradigm, Actor Network Theory and Socio-Technical Systems. The research task is to comprehensively consider the methods, approaches and foundations of using ICT in public administration through these theories. General scientific methods (analysis and synthesis, deduction and induction) as well as the comparative-historical method have been used. Such an approach allows to generalize and comprehend the role and impact of ICT in public administration within the framework of different theories and to offer an empirical application of the developed concepts. Correlation of the considered concepts' theoretical principles with the criteria for public services delivery, the role of citizens, approaches to measuring the performance of public servants makes it possible to conclude the information about the attitudes and requirements for innovations in public administration from the perspective of each of the theories. It can contribute to further study of the ICT's impact on the public administration decision-making processes, predicting the transformational impact of e-governance and theoretical advances empirical application by both public servants and those who hold political positions.

**Keywords:** e-government, innovation, data science, public service, management, performance.

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### 1. Introduction

Public administration decision-making processes is a widely researched topic. In addition, the study of the managerial decision-making phenomenon is interdisciplinary in nature and is studied by representatives of various subject area. The ICT and analytical methods empowerment help to use data in administration decision-making. Rapid progress in data collection and analysis makes it possible to use them in order to build various models in administration decision-making. With this in mind, researchers note that data analysts are increasingly able to influence policy by choosing the research method they prefer (*Lavertu, 2016*).

Separately, researches emphasize the importance of data quality which are the basis of administration decision-making. Data quality problems are key both for processing them using machine methods and for interpreting the results obtained (*Missier et al., 2003*).

Theoretical concepts which help to make managerial decisions using ICT make it possible to comprehensively consider the methods, approaches and foundations of e-governance, as well as try to predict the further development and consequences of such a transformation.

## 2. New Public Management & ICT

The concept of New Public Management (hereinafter – NPM), which is under increasing criticism and critical rethinking, consider the decision-making on improving the efficiency and effectiveness of public administration (*Peters and Waterman, 2004*); (*Osborne and Gaebler, 1992*).

The emergence of NPM set several ambitious goals for governments in public administration and point the right direction for rethinking the public services delivery, defining consumer or client orientated public services, result orientation, greater transparency and openness, responsibility for their decisions, increased competition between private and public delivers of public services as well as decentralization and subsidiarity of decision making.

At one time, NPM proposed structural and organizational changes that were supposed to contribute to public services disaggregation, their decentralization through a broad competition mechanism with the emergence of alternative mechanisms for their delivery, including quasi-markets, when private and public service delivers compete for resources from politicians, which eventually received the definition of "slim State" with "slim Government" through "slim Management" (*Cordella and Bonina, 2012*).

Thus, the government was seen as an enterprise operating according to business laws: less expenses for more efficiency, focus on the result, not on the process, competition, initiative, etc.

One of the examples confirming the above statement is a study of different European countries local self-governments' needs in financial data for administration decision-making and measuring the actions effectiveness of local politicians and managers. S. Cohen and other researchers investigated how public figures at different levels of local self-government, who prefer the NPM approaches, use information about public funds, revenues and expenditures of public budgets to make decisions, and whether the data generated in accounting and financial programs are sufficient, whether they correspond to the existing request for data-driven decision-making (*Cohen et al., 2019*).

At the same time, NPM critics noted the excessive commercialization of management processes, their fragmentation and an approach to measuring the effectiveness of administration decision-making and public services delivery, based on improving the processes themselves, without clear answers about the value the achieved indicators have for citizens.

## 3. Joined-up government

A term "joined-up government" emerged as a response to overcoming the fragmentation and decentralization of government decisions within the framework of the NPM concept. The main idea behind the approach rethinking is that public institutions should cooperate, and the idea that one organization (agency, body, etc.) that acts separately can implement the policy is not realistic (*Perry, 2004*). United by common goals and organizational structure government should form an integrated approach of all management processes coordination that goes beyond parallel bureaucracies and aims at creation a vertically and horizontally integrated public sector (*Benouareth and Gacem, 2019*).

At the empirical level, co-management refers to the "whole-of-government", the main goal of which is horizontal and vertical relations coordination for reducing internal competition and integrated public service delivery as well as general more economical use of limited resources and increasing economic efficiency by eliminating duplicate responsibilities, creating synergies, bringing together different stakeholders, stimulating teamwork and sharing



information. Citizens, therefore, should receive better, uninterrupted and holistic access to services, without fragmentation, which is achieved by closer relations between the deliverers of these services (Keast, 2011).

#### 4. Public Value Paradigm

Public Value Paradigm (hereinafter – PVP) develops the idea of coordinating public administration decision-making and public services delivery through cross-organizational boundaries more (Ling, 2002).

In contrast to individual goals and often opposing judgments, individual goals as a service consumer and object of NPM, public value is the best for the entire group of citizens. Such an awareness radically changes the approach to understanding and designing approaches to administration decision-making and public services delivery.

At the same time, researchers cannot appeal the opinion that public administration relies on the organizational structure and bureaucracy to ensure the homogeneous public services delivery, and, consequently, preserve impartiality and transparency in administration decision-making and public services delivery. Hence, the procedural component of public administration is the result of the need to ensure the impartial implementation of public policy, and therefore, is of the highest value for society (Cordella and Bonina, 2012).

It is worth mentioning that the use of ICT is relevant both within the framework of the NPM and the PVP. At the same time, if we speak about the NPM, ICT is considered as a tool and technology, increasing productivity, efficiency and reducing the cost of a service, but ignoring the impact of technology on the socio-political aspect and public values (Cordella and Bonina, 2012).

In the PVP approach, the use of ICT in public administration is considered as an integral complex of e-governance. While ICT is seen as a “delivery method” of solutions and reforms, meaning a new way of obtaining these data without physical presence with electronic means of identity verification, data and metadata production about the services provided, Cordella emphasizes that this is a very simplified approach that was relevant in the 90s of the XX century (Cordella and Bonina, 2012).

In the modern political and managerial paradigm, the public sector can be focused on the public value creation, and, at the same time, give priority to such management practice that is based on certain goals and focus on efficiency and economy, hence, within the framework of the NPM. At the same time, researchers determine that such public values as equality, trust, accessibility or fairness are difficult to quantify. That is why, within the framework of PVP political aspect should also be taken into consideration itself which contributes to the public administration system (Stoker, 2006).

Awareness of the problem multidimensionality of the effectiveness of decision-making in public administration is a very relevant issue for modern researchers who look for new criteria of transparency and accountability, different from the exclusive and narrow use of economic efficiency indicators.

The increasing use of ICT in public administration has drawn the researchers’ attention to the study of technology impact on the public value creation. Kearns (Kearns, 2004), for example, identifies that ICT can create public value in 3 main areas: public service delivery, outcome achievement and public confidence to the institutions.

Heecks (Heecks, 2008) provides a detailed set of indicators for measuring the impact of ICT on public value creation and even suggests that public sector ICT investments can be

beneficial for citizens and add value to government as a public asset. However, these indicators are based on administrative and economic conditions. Hence, both the social and political consequences of public value creation are measured in terms of administrative and economic criteria in public institutions.

The researchers propose a framework approach that distinguishes public value clusters into those related with management practice and those related with democratic values. The management value group can have parameters and indicators that are commonly used to measure the effectiveness, efficiency and economy of management while the democratic values such as fairness, honesty and trust require additional dimensions. At the same time, researchers admit that such a distinction is factitious and the clusters are likely to overlap. This is especially important when citizens define the public value as an implementation of administrative and economic reforms.

Researches who analyzed the impact of ICT on economic growth gave feasible arguments against using exclusively economic and administrative criteria (*Srivastava and Teo, 2008*). It is confirmed by the fact that the reforms in the public sector, which are implemented with the help of ICT, are often considered in terms of their impact on socio-political changes.

Cordella and other researchers convincingly argued that the main drivers in the public sector differ from the principles and goals of the business world. Public institutions aim at a variety of goals and are intended to providing citizens with a certain level of expected value, responding to the needs of various groups of society. For example, Proper & Wilson (*Proper and Wilson, 2003*) examined performance indicators and their use in health care and education in the United States and the United Kingdom. The researchers concluded that despite the widespread use of performance indicators, “there is little evidence that the use of these indicators improves the efficiency of public services” (*Proper and Wilson, 2003: 265*).

Janssen and other researchers (*Janssen et al., 2004*) analyzed 18 international studies on the e-governments effectiveness and found that they all differ in focus and approach which makes it difficult to compare them with each other, and means different understandings of using ICT in public administration.

Without denying the need to measure the effectiveness and efficiency of public administration decision-making we assume that the list of indicators should be expanded and take into account the ways of interaction between the state and citizens, as well as measure and predict the social and political consequences of making certain decisions and reforms, focusing not only on the analysis of costs and incomes, but also evaluating the public value creation.

According to Moore, the central concept of the PVP is a strategic triangle which stipulates that a strategy for public sector organizations must meet three aspects. Firstly, it should be aimed at creating a certain object or process that is valuable in its essence (i.e. to constitute a public value). Secondly, it should be legal and politically stable (i.e. to attract sufficient and long-term support and related resources from both the authorities and other stakeholders). And thirdly, it should be operationally and administratively feasible (i.e. feasible within existing organizational and external capacities) (*Moore, 1995*).

The main criticism of the PVP and Moore's work as its founder is that the PVP is ambiguous as to whether the concept is an empirical theory or a normative prescription (*Alford John and Janine, 2009*). Alford and O'Flynn also believe that the PVP can have different meanings: “Firstly, it (Moore's triangle – approx.) can be used to diagnose the current situation (...). Secondly, it can help to structure thoughts about what should actually be ... Thirdly, it offers a set of categories for analyzing the behavior of public managers ...” (*Alford John and Janine, 2009*).

In our research we consider the PVP as a system for measuring and managing performance which has empirical value. Kelly, Mulgan and Muers study the public value as the analytical framework for public sector reform. Public value becomes “the value created by the government through the delivery of public services, laws, regulations and other actions,” thereby creating a “rough yardstick which can evaluate policies and public institutions' effectiveness” (Kelly *et al.*, 2002a). Public value, as well as private, include benefits derived from personal consumption of public services. While this may be considered a more sophisticated tool for measuring the public services value, this approach is more holistic, because, in this case, a set of consequences from the government is considered, including long-term ones, which, in general, helps to improve political decisions. As a result, it will help to improve the relationship between government and citizens (Kelly *et al.*, 2002b).

Cole and Parston in their book "Unlocking Public Value" presented an approach to assessing the performance of public servants, and proposed a Public Service Value Model (PSVM). According to a new approach, such a model has a simple way to define, measure and increase the value that a public service provides” (Cole and Parston, 2006). While this concept is based on approaches inherent in corporate valuation and is focused on measuring economic performance, it is difficult to note something new or different from the approach proposed by the NPM. That's why it is a relevant question.

Twizeyimana & Andersson (Twizeyimana and Andersson, 2019) studied the issue of public value as expectations from citizens (according to Moore (Moore, 1995) from the point of view of both developed and developing countries). The study is based not only on measurable indicators, but also aimed at studying changes in the behavior of various actors and how the use of ICT influenced citizens with different social roles (taxpayers, public servants, employees, decision-makers, etc.). The researchers came to the conclusion that regardless of the country's economic development level, the achievement of public value should be understood as the ability of e-governance (governance using ICT) to ensure improved governance, improve the quality of public service delivery and ensure values such as inclusion, democracy, transparency and participation.

Pang and others (Pang *et al.*, 2014) in their turn came to the conclusion that e-government may create the public value through five organizational capabilities: the ability to deliver public services, the ability to involve the public, the ability to co-produce, the ability to create resources and public sector innovativeness.

According to Ndou (Ndou, 2004), the structure of e-governance consists of 3 main components: transformation zones; users, stakeholders and their relationships and areas of e-governance (tools, portals that concern them).

At the same time, the transformation zones are divided into internal, external and relative. Ndou says that internal transformation zones are related to the use of ICT to improve the efficiency of internal functions and management processes. For example, e-governance connects various public institutions structural units or the institutions themselves, thus facilitating the work with information flows. External transformation zones present new opportunities for governments to be more transparent and accountable to citizens and businesses by providing access to more data. Relative transformation zones explain how ICT can lay the fundamental changes in the relationships between citizens and government and affect the democratic process and the very power structure.

Moreover, according to Ndou, there are 4 main groups of stakeholders (users): citizens, enterprises, governments (government agencies and other public institutions, governments of other states) and employees. Electronic transactions and electronic interaction between the

state (government) and each of the groups constitute the e-government network: G2C, G2B, G2G and G2E.

Ndou states that there are 3 main areas for implementing e-governance within these transformation zones: e-Administration, e-Citizens and e-Services and e-Society.

Based on the results of 53 researchers works Twizeyimana & Andersson (*Twizeyimana and Andersson, 2019*) determine 6 aspects of e-government public value:

1. quality of public service delivery increase;
2. management efficiency improvement;
3. opportunities provided by Open Government (OG);
4. ethical behavior and professionalism improvement;
5. increasing the level of trust and confidence in the government;
6. public value and well-being improvement.

Such variety of public administration aspects using ICT has not only theoretical value, but can also be used in practice to evaluate the achievement of government goals in e-governance. As Moore (*Moore, 1995*) pointed out, the e-governance policy and implementation can be seen in terms of public value achievement and the e-governance public value should be understood as the impact of ICT on public policy, goals, actions and services for citizens.

Bannister and Conolly studied the relationship between ICT and public service transformation in the context of public value achievement. They note that "transformation" has become an integral part of e-governance discourse. By transformation researchers understand not just changes, but a radical impact on processes and even on public values. At the same time, researchers come to the conclusion that transformation does not always mean transformation for the better, but can also lead to negative consequences (*Bannister and Connolly, 2014*).

From the point of values view, Bannister and Conolly classify the transformation impact of ICT according to 5 impact directions: scale, scope, integration, speed and capabilities. Moreover, they sum up that not all changes due to the use of ICT are transformational, and where transformations take place, they are not always positive. This is primarily due to the fact that when politicians, practitioners and academics discuss the transformation impact of ICT on public administration they focus on positive changes that ICT adoption can contribute. This group includes techno-optimists who, speaking about the positive impact of ICT, usually only predict it. However, there are also more moderate techno-optimists. Snijkers, for example, noted that there are always conflicts between different values in public administration, and the use of ICT provides new opportunities for their solution. In addition, he is optimistic about the impact of ICT on such a value as privacy. The researcher also states that ICT can be used to create new forms of horizontal control and interaction in the classical Weberian bureaucracy understanding and, accordingly, improve social justice (*Snijkers, 2005*).

The transformation impact of ICT on government and the impact of technology on public sector values is a potentially powerful tool. It can offer one of the approaches to solving the problem of what constitutes the public administration transformation.

## 5. Actor Network Theory

The approach to studying the influence of e-governance on public administration decision-making through the paradigm of public value is also closely connected with the **Actor Network Theory** (hereinafter – ANT).

As mentioned above, according to Ndou, the structure of e-government consists of users, stakeholders and their relationships, as well as online tools in various areas of transformation.

ANT examines the influence of ICT on public administration decision-making precisely from the perspective of influence and mutual influence of all these phenomena. In addition, relationships with actors, who are inanimate, are also investigated within the framework of this theory (Latour, 2005).

ANT is increasingly used to understand the mutual influence of technology and people, including the sphere of public administration. Despite certain limitations, this approach can conceptually be useful for understanding the modern reality complexity, including institutions and organizations' complexity in the public administration system and the active role of technology in this context. Moreover, ANT offers a framework of categories and concepts for understanding what social effects are generated as a result of interactions between different network actors. The key role is that ANT offers such an idea that focuses on the role of technology in social processes formation. And this approach is not only of theoretical value, but can also be useful for practitioners to predict scenarios of medium and long-term results from the use of ICT (e-governance).

### 5.1 Actor Network Theory & Socio-Technical Systems

**Socio-Technical Systems** (hereinafter – STS) is also often used to study the interaction between people and technologies and the complexity of their relationship. The main idea of this concept is the complexity of interactions. In our case, such an approach can determine that public administration is a system at national (regional, basic) level, the technical dimensions are ICT, and the social dimensions are the attitude, use and relationships of stakeholders. Studying these components through the lens of the complementarity of all constituents is important for understanding how the system functions (Adamides, 2020); (Beese Jannis et al., 2015).

The STS focuses on the fact that with technological changes, both in private and public organizations, the need to search for personnel with new knowledge and skills, previously unclaimed or non-existent competencies, is becoming very relevant (Sorensen and Paulsson, 2020).

The concept of social and technical transitions, which has been actively studied since the 1990s (Geels, 2010), attracts special attention of researchers within the STS. As part of these transitions, “carriers” become dominant over time and begin to manage systems and shape social and political changes. The development of the motor industry (Urry, 2004) and the emergence of a microprocessor (Markoff, 1996) had such an impact, which influenced not only the way of moving and processing information, but also caused dramatic changes in all spheres of life. The STS developers are of the opinion that the public relations digitalization, which is taking place nowadays, will have the same impact (Sorensen and Paulsson, 2020).

ANT is based both on the STS theory (Cresswell, 2010) and on inanimate and their influence on social processes. Thus, the actor is defined as “the source of the action, regardless of whether he/she is a person or inanimate”. The peculiarity of this theory is that inanimate (for example, technologies) can have an impact both on a person and social processes. But since such an influence is carried out and is less argued inanimate can also be considered as something that have freedom of action (Mol, 1999); (Doolin B and A, 2012).

However, an actor can interact with other actors and networks that, in fact, give the actor the opportunity to act. This is due to the fact that the interaction is happening by different actors at a certain time and in a certain place (Latour, 2005); (Law, 1992).

Thus, the ANT approach is based on technology that arises from social interests (e.g., economic, professional) and, accordingly, has the potential to form social interactions (Latour, 2005).

Since the emergence of ANT in the 1980s, Latour and Law are the most influential thinkers in this area. They have often been criticized for their radical approach to defining actors, however, with the subsequent rapid ICT development the theory is increasingly becoming popular in the context of studying the processes of using technologies in public administration.

## 6. Innovations

Considering all the theoretical approaches mentioned above, researchers are looking not only for ways to comprehend and conceptualize modern public administration, but also answers about the ICT's role in other spheres of life. This is directly related to the study of the readiness and need for innovations in public administration, their capabilities and limitations and objectives that can be solved.

Public figures increasingly esteem innovations as the basis for organizational changes, a tool for adapting to uncertainty, and an opportunity to increase citizens' confidence in government (*Damanpour and Schneider, 2009*). A. Peralta and L. Rubalcaba consider the concept of management, that is leading in a particular country at the time of innovations implementation, to be an important predictor of readiness for innovations in public administration. At the same time, these researchers also developed a methodology to determine the impact on the willingness to innovate and other criteria which consists of habits, expected efficiency from implementation, duration of production and amount of effort required, cost, social impact, hedonic motivation, favorable conditions, as well as age, gender, and experience in public administration. Innovations in general and their predictors, implementation results, as well as the innovators decision to use technology, tools or innovation practices in public administration are studied in more detail in the framework of the so-called services innovation studies (*Peralta and Rubalcaba, 2021*).

Innovation in public administration is a set of visible and invisible transformations that occur with the use of technological tools and developments. Moreover, the tools and developments are not limited only to software and physical equipment, but also include the practices, methods, skills, knowledge and skills necessary to achieve the goal (*Peralta and Rubalcaba, 2021*).

Table 1

**Correlation of approaches to innovation in accordance with public administration concepts**

Public administration concept	Theoretical principles	Criteria of public service delivery	Citizens' role	Public servants' effectiveness measurement	Approach to innovations
1	2	3	4	5	6
<b>New Public Management</b>	Market relations, competition, hierarchy, public-private partnership	Market value, service competition, efficiency	Consumer who freely choose among various competitive offers	Advantage to economic indicators (savings, cost efficiency, revenue increase)	Introducing new products to achieve economic efficiency. Public servants introduce, people taking political capacity make decisions to use innovations

Table 1 (Continued)

1	2	3	4	5	6
<b>Joined-up government</b>	Cooperation, coordination, single-level, vertical and horizontal integration	Simplicity, single-window system, service integration	Segmented user groups according to various criteria	Economic criteria and citizens' engagement assessment	Priority is given to sharing innovations, mutual mechanisms
<b>Public Value Paradigm</b>	Multidimensionality, trust, value approach, stability, legitimacy	Democracy and efficiency, priority of the public over the individual, inclusion, simplicity	Co-developer (co-author) of solutions	Multicriteria approach with the assessment of public value achievement	Innovation must serve the achievement of public values
<b>Actor Network Theory</b>	Networks (formal and informal), horizontal relations, multicentricity, interactions, inanimate actor	Impact assessment, incl. long-term one, assessment of the role of each of the actors	Actor, who influences every network link by making decisions or performing an action	Time and interaction intensity assessment in correlation with expected / obtained result	A person develops technology, and technology affects the person and social relations
<b>Socio-Technical Systems</b>	Multilevel interactions, complexity of systems	Complexity and structure of business processes	Citizens form a system that is in complex interaction with the systems of government, state, etc.	Rethinking of public service delivery processes in order to meet the citizens' needs	A person develops technology, and technology affects the person and social relations

Source: author's development

## 7. Conclusions

To sum up, the article substantiates theoretical foundations of using information and communication technologies in public administration decision-making processes based on numerous theories:

– strengths and weaknesses of key theoretical approaches are defined: nonconformity of New Public Management to modern demand for public administration and a simplified approach to the role of ICT, both in decision-making and in public service delivery; the requirement for coordination between various public organizations, which is the central idea of the Joined-up government, is a part of other concepts, and at the current level of ICT development is considered as a basic necessity for modern management models. Within the framework of the Public Value Paradigm the attention is paid to the definition and creation of public value as the main task of public administration. At the same time, the markers that could be indicators of the public value achievement haven't studied sufficiently. The Actor Network Theory defines the information and communication technologies as actors that, being created by man, acquire the ability to influence both the way policies are formed and the ways and approaches to public

service delivery. At the same time, although the theory of Socio-Technical Systems does not emphasize the inanimate actors' subjectivity, it considers technologies as predictors and factors of socio-political and socio-cultural transformations;

– the priority research areas related to determining the ICT transformational or auxiliary influence on decision-making in public administration, forecasting the spread of e-governance at various levels of territorial development are singled out. Other issues that will be the next scientific research are technologies development and an increase in the amount of data that can be used both for making management decisions and for improving the quality of public service delivery, as well as the ICT impact on the political landscape and public administration in general;

– the possibilities for innovative approaches introduction to make decisions in public administration within the framework of various theoretical concepts are outlined. It may have empirical value for ICT implementation at various levels of territorial development.

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## CORPORATE CULTURE IN A MEDICAL INSTITUTION

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### Summary

The study outlines the prerequisites for the formation of corporate culture in various medical institutions, as well as the peculiarities of the formation of the Viva clinics' network, which influenced its position in the intra-corporate communication process.

Proposals have been formulated to improve the corporate culture, which takes into account all the shortcomings that are significant for medical staff. The latter were identified through a survey conducted among clinics' network staff. The project includes several corporate events, improvement of working conditions and communication of staff, creation of intra-corporate media and software communication tools.

Both general scientific and special methods of data processing were used in the work. In particular, the analytical-synthetic method of terminological analysis, comparative method, and generalization method was used, which made it possible to determine the degree of study of the topic, to outline the general issues. Induction and deduction methods were also used. The method of survey and questionnaire was used to assess the corporate culture of the Viva clinics' network. The method of comparison was used to assess the advantages and disadvantages of competitors. The descriptive method was used to present the recommended part of the study.

**Keywords:** intra-corporate PR, staff, company, value system, traditions, corporate identity, image.

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### 1. Introduction

Recently, the creation and formation of corporate culture are becoming increasingly important in Ukraine. The dynamic growth of the number of private hospitals in the Ukrainian medical services market requires their managers to constantly improve their corporate culture.

Today, the effective work of the organization is not enough to simply manage and issue orders, it is necessary to influence the behavior of staff, their values, and life goals. Maintaining a high level of corporate culture gives the medical institution a strategic advantage, with the help of a well-established organizational culture there is a rapid mobilization of forces to achieve this goal.

Creating a single value guideline for employees is the key to uniting staff and increasing productivity. This is especially important in the market of medical services because coordinated and coordinated actions of the medical staff save lives.

Unfortunately, as of today, corporate culture in medical institutions of Ukraine is an issue that is not yet receiving enough attention. This state of affairs is explained by the fact that the current legislation and professional norms, in general, regulate the behavior of staff. However, every medical institution in Ukraine, despite all current regulations and government regulations, has its own, unique type of management. All medical institutions build relationships

between staff and patients differently, to the point that they have completely different management decision-making methods and different philosophies.

The successful operation of a medical institution is not always due to the availability of high-precision technical equipment and a large number of resources. It is the existing corporate culture in the clinics' network that usually has a greater impact on efficiency.

The relevance of the chosen topic is due to global changes that have occurred in recent decades in the healthcare market of Ukraine and are accompanied by privatization of property, a significant increase in market participants, price liberalization, increasing the range of goods and services. The formation of an environment of fierce competition has led to the realization of the need to create a corporate image that greatly contributes to strategic stability, provides new benefits that can be associated with the quality of goods and services and the internal characteristics of the medical institution.

The problem of scientific research is the lack of thoughtful planning of corporate culture in medical institutions and a comprehensive approach to the problem of taking into account the socio-cultural characteristics of medical workers in the organization of corporate culture.

## 2. Components of corporate culture in a medical institution

Nowadays Ukraine has a set of problems related to the health care system. First of all, it should be emphasized that what hurts the most here is not the total lack of finances, but many uncoordinated actions in the state system. There is a decrease in the number of skilled health workers because due to low salaries they are forced to look for work abroad. Those who remain in Ukraine are forced to work in hospitals and outpatient clinics, where repairs were last carried out during the Soviet era. The question of the possibility of purchasing new medical devices is not raised at all. There was a kind of fragmentation of the whole system and individualization of medical staff (*Skovronska and Tolokova, 2017: 41*).

That is why the question of the need to unite medical staff within the clinics' network to improve their professional activities. It is worth noting that the corporate culture in a medical institution exists smoothly in itself, even if no one was involved in its formation. Therefore, it is necessary to control the already established organizational culture.

In this case, the official corporate culture of a medical institution is when the medical institution creates clearly defined values, rules, philosophy, norms of behavior, and so on. It is through the creation and implementation of codes and rules that you can document the current corporate culture of a medical institution and improve it.

It is worth noting that the quality of medical services provided depends not only on the qualifications of doctors and the availability of good equipment. One of the leading roles is played here by the quality and coherence of the work of absolutely all staff.

The type of organizational culture of a medical institution lays the foundations for the development of personnel management in Ukrainian medical practice. To have a clear idea of the course that the clinics' network will follow, it is first necessary to develop detailed principles of the corporate culture.

The principles of the corporate culture of a medical institution mean the provisions and principles of personnel management, which are divided into general and special.

The general principles of corporate culture in a medical institution include the following mandatory components:

1. Socio-economic and intellectual development of the clinics' network and its employees.

2. Systematic and comprehensive formation and development of corporate culture.

3. Openness and improvement, because even stable values and principles must meet the scientific and technical process and requirements of the modern economy. The culture of the medical institution is necessarily aimed at openness and readiness for change.

4. Coordination and commitment. Organizational culture should ensure clear coordination of actions of employees and complete coherence in the functioning of the clinics' network.

Special principles of corporate culture include:

1. Free manifestation of the corporate culture. It should be unobtrusive.

2. Consistency, clarity, and relevance of objectives.

3. The relationship "boss-subordinate" is based on politeness, honesty, respect for each other.

4. Personality orientation.

5. Standard. Corporate culture should be a benchmark for employees.

Currently, with the help of the principles of corporate culture in a medical institution, you can influence:

–productivity and quality of work of medical staff;

–motivation of junior medical staff and doctors;

–moral principles of each employee and his business image;

–the popularity of the clinics' network as an employer, which allows you to hire medical staff with the highest qualifications;

–the nature of formal and informal communications and relationships in the clinics' network (Naumenko, 2020).

E. Brown identifies five main elements based on which it is possible to conclude the level of corporate culture in the hospital (Brown, 2011: 38).

1. Artifacts.

2. Values and relationships.

3. Ethical norms.

4. History.

5. Basic assumptions.

Artifacts of corporate culture usually include material and physical manifestations, ie everything that can be seen: office environment, technology, products and services, communication style, corporate holidays, and so on. Artifacts are also divided into several categories:

–material objects (annual report, medical services);

–physical situation (organization of the space of the medical institution, form of medical workers);

–technologies (medical equipment);

–language (specific communication between medical staff, which unites them);

–behavior and rituals (celebration of the day of the medical worker, communication with patients);

–heroes (heroes can be doctors who save lives).

Values and attitudes in a medical institution are certain norms of staff behavior, such as politeness to patients and the manager, and so on. Establishing the order of relations in the clinics' network is due to the desire of management to organize effective cooperation of employees.

Regulated ethics of relations of employees in all parts of structural units, provided that everyone fulfills their professional responsibilities, has a positive effect on the treatment process.

Ethical norms often operate informally in medical institutions, but it is still desirable to formalize them in the form of a code of corporate culture. Ethical norms are based on the values and norms of behavior that are inherent in employees. Every healthcare professional is obliged to base his / her work on the values, beliefs, and ethical norms of the hospital (Makeieva, 2005: 16).

The history of a medical institution has a significant impact not only on the reputation of the institution but also on the corporate culture. After all, the ideas and values that were laid down at the stage of creating an organization are often passed down from generation to generation.

The basic assumptions should be considered beliefs and perceptions that their employees perceive subconsciously, that is, as quite obvious things that are not in doubt. The formation of basic assumptions occurs at the stage of education and development of the doctor and nurse as a person. That is why every health worker must have the correct basic assumptions in their foundations because they have an unchanged form.

Many theories can be used to define one or another type of corporate culture, but today bureaucratic management systems are most often practiced in Ukrainian healthcare facilities. This archaic system orients medical staff to achieve primarily quantitative indicators in their work. The bureaucratic type of organization is characterized by a command-administrative style of management, a clear hierarchy, and unquestioning compliance with rules and job descriptions. Staff is limited by strict adherence to the agenda and certain formal rules. Patients in this type of corporate culture are not taken into account as such, treatment methods are agreed upon without their knowledge and participation in the process. The moral qualities and ethical beliefs of the health worker go into the background, although this is completely incorrect. The desire of physicians to make a profit is growing more and more.

Today the problem of modernization of the corporate culture of medical institutions in Ukraine is acute. It can be done with:

- democratization of leadership style;
- formation of new administrative norms following the cultural peculiarities of Ukraine;
- formation of the value of each employee as a necessary link to achieve the goal;
- implementation of codes.

Thus, in the first section, the essence of the concept of "corporate culture" was considered. Corporate culture is considered to be a set of values, company history, working conditions for employees, relations between employees, etc. It actively influences the development process of the organization and is a key source of increasing the company's profits. With a developed corporate culture, the organization becomes able to carry out planning for several years ahead, while reducing existing risks.

Corporate culture is inextricably linked to the effectiveness of the organization for many centuries. However, active attention was paid to this concept in the United States in the '20-the '30s of the twentieth century. On the territory of the former USSR, the beginnings of corporate culture were also emerging: a plaque of honor, uniforms, children's pioneer organizations, awards for over fulfillment of the plan, and so on. However, it functioned in a totalitarian environment, was completely rigid, and did not justify itself. That is why on the territory of modern Ukraine there was a departure from the "group" and there was an "individualization" of the employee.

A large number of scientists have developed their typologies and types of corporate culture, with their help you can analyze and identify the characteristics that are inherent in a particular enterprise. Therefore, the first section identifies the key components of corporate culture and provides them with a detailed description.

In particular, attention is paid to the issue of corporate culture in health care institutions, but, unfortunately, this topic is not sufficiently studied by Ukrainian scientists. Usually, the corporate culture in a medical institution in Ukraine is based on medical ethics and government regulation.

### **3. Research of the Viva clinics' network corporate culture**

Creating a high level of corporate culture for a medical institution is a successful strategic move that will allow the organization to grow rapidly, have higher profits, and be able to maintain it in times of crisis.

The processed survey data were used to develop recommendations for improving the corporate culture at the Viva clinics' network.

Before starting work on the recommendations for independent analysis, a survey of 50 respondents among medical staff of different ages and qualifications was conducted. The survey was conducted on the Internet using the Google Forms service.

Respondents were offered a questionnaire consisting of 14 questions. The survey was conducted during the week to ensure comfortable conditions for respondents.

About 60% of the surveyed health workers believe that there is an atmosphere of mutual respect in the team, 19% called the atmosphere business, 13% of respondents said they could call the atmosphere friendly. And only 8% said that the collective rule is "everyone for himself."

The moral and psychological climate in the team was highly appreciated in terms of the behavior of the leader. About 65% of respondents said that management in its activities seeks to optimally combine all the processes of the medical institution and the interests of employees. That is, more than half of employees are satisfied with management methods. In general, based on the obtained data, the cohesion of the team was estimated at 4 out of 5.

The vast majority of employees would like to participate more often in joint holidays and spend free time together. Also, to the question "What do you think could affect the greater unity of our team?" 50% said they wanted to see: spending time together, more communication on the Internet, creating a print corporate publication, and more informal holidays. About 30% stressed the need to create a corporate publication, 15% would like to see more informal holidays, and only 5% emphasized the increase in communications on the Internet.

Medical staff was also asked questions about joint recreation, 73% answered in the affirmative to questions about informal game-format meetings.

Based on the information received, it can be concluded that the employees of the Viva clinics' network are satisfied with the state of corporate culture, they consider the team united, they feel good in the team. The vast majority would like to see a corporate publication and more communication in an informal format.

### **4. Tools to improve corporate culture**

The employees of the Viva clinics' network themselves assess the created corporate culture at a high level, but there are some gaps in its formation. The questionnaire collected data from health professionals. The recommendation was:

- creation of a corporate publication;
- creating a mobile application;
- active team building;
- creation of a restroom;

- solving the issue of employees' nutrition;
- emblem of medical clothing.

At the request of employees, a corporate web-site "Viva news" was recommended to create, filled with informational and entertaining content. The pages of the site should contain information about current events of the clinics' network, a look into the past of the clinics' network, the latest news of the world of medicine, medical horoscope. The corporate publication is aimed at a female audience, as most of the employees of the Viva clinics' network are women.

It is also recommended to arrange restrooms for medical staff. The presence of such a room in a medical institution unites the staff, increases the competitiveness of the clinics' network, raises the reputation of the medical institution to the level of European hospitals. That is why a recommendation was proposed in the form of a drawing and design solution for the arrangement of the room.

One of the recommendations is to establish the process of nutrition of medical staff. It was proposed to build a small kiosk where not only staff but also patients can buy the necessary products. Since there are kitchens based on the hospital, you should use the services of a catering company, which will create its menu, taking into account all the features.

It is recommended to more actively involve young people in the formation of corporate culture, which is why several options for team building have been developed. For the cold season, it is offered to visit the quest rooms, and for the warm season – several active games and fun that can be held in nature.

## 5. Conclusions

Healthcare facilities are paying more and more attention to the issue of corporate culture, but, unfortunately, this topic is not sufficiently studied by Ukrainian scientists today. The article highlights the features of the formation and creation of a corporate culture based on medical institutions of Ukraine.

Usually, the corporate culture in a medical institution in Ukraine is based on medical ethics and government regulation and is completely original and unmanageable. This affects the level of patient satisfaction with a particular medical institution.

The processed theoretical information allows us to conclude that the type of organizational culture of the medical institution lays the foundations for the development of personnel management. Medical institutions are often characterized by a bureaucratic type of corporate culture. It aims to maximize control over the implementation of tasks, however, sometimes if you need to make quick decisions, this type of corporate culture can be a hindrance for health professionals.

Corporate culture in a medical institution is a phenomenon, although insufficiently studied, more and more often it appears as a necessity. It is the corporate culture that helps to coordinate all actions, unite medical staff and contribute to the stable future of the health care institution. To have a clear idea of the course that the clinics' network will follow, it is necessary to develop the principles of corporate culture and implement them based on the institution.

The paper proposed recommendations, which include: the creation of an intra-corporate publication, creation of a model of a mobile application for employees, organization and arrangement of a restroom for staff, recommendations for improving the nutrition process of medical workers. Much attention is also paid to team building.



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## STRUCTURAL AND FUNCTIONAL ORGANIZATION OF PERSONALITY REFLEXIVE COMPETENCE IN MODERN PSYCHOLOGY

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### Summary

This article is a theoretical study of the “reflexive competence” concept and other related notions in the context of psychological science. Reflexive competence is viewed as an important component of professional competence and a separate formation of mind that determines the resultant aspect of reflexive activity.

The study is based on the analysis of non-fiction works on the subject matter written by Ukrainian and foreign authors. It shows the diversity of approaches to definition of the “reflexive competence” concept and to detailing of the aspects of its structure.

The article describes the types of reflection and examines every single component of reflexive competence, including cooperative, communicative, personal and intellectual reflection. It also looks at the models of reflexive competence and its individual structural components, such as informational, instrumental, judgmental and motivational, and behavioral.

The article explains why we need to study reflexive competence as a complex formation – a meta-concept, a personal meta-competence that integrates knowledge, abilities and skills acquired in the course of personal growth and associated with the realization of why people do what they do, with identification and resolution of problems that arise in the course of our primary activity, and with the setting of goals and prioritization of personal growth areas.

The work also proves the importance of reflexive competence as a professional growth driver for the officers of Ukraine armed forces and an aspect that facilitates development of other kinds of personality competence.

**Keywords:** competence, reflexive competence, cooperative reflection, communicative reflection, personal self-reflection, intellectual self-reflection, social reflection, individual self-reflection.

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### 1. Introduction

The attitude to the chosen profession, the ability to look at it from the sidelines and to see ourselves inside of the profession play a big role in our personal development as professionals. According to the analysis of some treatises, the scientists investigating into the matter of building the competence of a future specialist refer to the multifaceted concept of “reflexive competence”. The main reason of that is because the self-cognition and cognizing of others are based on the reflexive processes. This is why reflexive competence is seen as a tool of social/perceptive and autopsychological competence. The importance of mastering one’s reflexive competence in into professional activity is indisputable, since it facilitates adequate self-realization of a specialist through the cognition of his or her own abilities and qualities and their resulting development. Reflexive competence plays a paramount role

in the rethinking of a specialist's personal and professional experience, which facilitates development of new professional models and standards that inspire development. Reflexive competence is an important professional growth driver for the personality. It also defines personal growth as the most effective type of development and establishment of professional activity. Reflexive competence is precisely what promotes the development of other kinds of personality competence by activating the knowledge system and the established reflection mechanisms.

Many Ukrainian and foreign scientists, including G. Alekseyev, A. Metayeva, O. Polishchuck, A. Savchenko, I. Semenov, S. Stepanov, G. Shchedrovitsky and others, devoted their time to studying the problem of reflexive competence. Their works describe the essence of reflexive competence, reflection and reflexivity, as well as the structural and functional organization of reflexive competence.

This article aims to investigate the psychological aspects of the "reflexive competence" concept and describe the structure of reflexive competence.

Review and analysis of existing scientific works, synthesis and introspection were used in the article as research methods.

## 2. Current trends of studying the reflexive competence concept

The current trends of evolution are growing exponential when innovative technologies start to prevail over the traditional ones and, as a consequence, the human development paradigm changes. Today's world is characterized by continuous growth of information volumes, increasing importance of personality, intellectualization of its activity, as well as rapid changes in the engineering and technology developments worldwide. "More than 500 old professions disappear and new professions emerge in the same quantity in the global economy every year. In the past, you could acquire professional knowledge as a student and worked successfully and efficiently for 20-25 years after that. Nowadays, the maximum period of your education effectiveness is around 5 to 7 years, and half that much in the sectors that drive technological progress." (Borovik et al., 2001). As a result, professionals are urged to acquire profound knowledge, show personal development skills and ability to learn and upgrade their skills continuously.

Today, psychological science has everything it needs to establish and rapidly develop the competence-based approach to studying of personality. This accelerated the shaping a perspective of competence as an important formation of personality that enables effective self-fulfillment of a person in certain formats of activity.

Most researchers considered the reflexive competence concept as an important component of professional competence or professional activity (Voitik, 2010: 51-56). However, few of them studied the reflexive competence as a separate formation of mind that determines the resultant aspect of reflexive activity (Savchenko, 2017).

One of first definitions of reflexive competence concept was presented by O. Polishchuck. The scientist defined the concept as "a professional feature of personality that enables one to carry out the reflection processes in the most effective and adequate manner, helps achieve one's capacity for reflection, promotes creativity in professional activity and facilitates maximum efficiency and productivity of labor" (Polishchuck, 1995). In the researcher's opinion, this concept must take its place among the existing notions, such as "reflection", "reflexivity", "reflexive readiness", "reflexive culture", etc. The provided definition is more universal, which is why is used by the majority of scholars.

A similar definition of the concept of reflexive competence was provided by V. Raskalinos, defining it as the awareness of a specialist regarding “the processes of actualization of personality, the realization of reflexive abilities in understanding and overcoming thinking stereotypes and the formation of new innovative content” (*Raskalinos, 2011*).

K. Nor and Y. Babayan offer their perspective on the notion of reflexive competence as an integrative personal quality that characterizes the degree of mastering all the aspects of reflexive competences; this perspective suggests a characterization of reflexive activity through knowledge, practice, professional skill and personal experience (*Babayan et al., 2013*).

### 3. The reflexive competence structure

S. Stepanov and I. Semenov made a substantial contribution to development of the “reflexive competence” concept in the leaders’ professional growth system. They also defined the reflexive competence concept as “a complex formation that includes knowledge about role-based structure and positional organization of the collective interaction (cooperative reflection), perception of inner world of others and reasons behind their actions (communicative reflection); acts, behavior and images of “ego” as an individuality (personal self-reflection); as well as knowledge about a subject methods of interaction with it (intellectual self-reflection)” (*Stepanov et al., 1996: 27*).

From the above structure we can see that cooperative and communicative aspects of the reflexive competence concept are the collective forms of activity and relate to social sphere. They constitute social reflection. The personal and intellectual self-reflection both appear as individual forms of thinking and consciousness and are grouped into the category of individual self-reflection.

Let us take a look at every individual component of reflexive competence. The first component is the so-called cooperative aspect of reflection, in other words, reflection realized through cooperative activity. Its object is knowledge about the role-based structure and positional organization of the collective interaction. A. Anisimov, M. Alekseyev, V. Rubtsov, A. Tukov and G. Shchedrovitsky devoted their works the problem of this kind of reflection. They interpret reflection as a “step-out” of a subject to view its activity from the outside (*Alekseyev et al., 1991*). The cooperative aspect of reflection enables coordination of professional positions and joint action of the subjects in collective activity. In this case, the results of reflection are the most important thing, not procedural mechanisms or individual differences in their expression.

G. Andreyeva, A. Bodalev, N. Gutkina, K. Danilin, O. Smirnova and A. Sopikov devoted their works the problem of communicative reflection. Its object is the perception of inner world of others and the reasons behind their actions. The works consider reflection as a significant component of communication and interpersonal perception (*Danilin, 1981*). This type of reflection may bring a new understanding of how a person is perceived by his or her communication partners and lead to changes in the communicative style.

Intellectual self-reflection explorers, including M. Alekseyev, L. Bertsfay, L. Gurova, A. Zack, I. Semenov and S. Stepanov, believe that intellectual self-reflection permits to describe the perception of psychological mechanisms of theoretical thinking (*Bertsfay, 1966*). The authors identify the following types of intellectual self-reflection: extensive, intensive and constructive. *Extensive self-reflection* determines and controls the progression of a problem in a way that is clear to the subject and is realized through beliefs. *Intensive self-reflection*, in turn, expresses questions and judgments, which means that it is directly related to the subject’s

attitude to the object of self-reflection as something doubtful and even confusing. *Constructive self-reflection* simulates a general strategy of reflexive movement using such functional elements as assumption and affirmation.

N. Gutkina, E. Novikova, I. Semenova, S. Stepanov, V. Zaretsky and others devoted their works the problem of personal self-reflection. The scientists indicated that intellectual neologisms are traditionally investigated in the personality structure should be explored hand in hand with the personal neologisms. They found a change in the existence of the initial reproductive personal position of an actor with regard to the future search for solution against the new productive personal position, which in fact is the neologism that emerges when we stimulate the development of personal self-reflection.

#### 4. Reflexive competence concept as a meta-competence of personality

A. Savchenko defines the reflexive competence concept as an important personal meta-competence that integrates the knowledge, abilities and skills acquired in the course of personal growth and associated with the realization of why people do what they do, with identification and resolution of problems that arise in the course of our primary activity, and with the setting of goals and prioritization of personal growth areas. It is reflexive competence that facilitates the development of other types of personality competence through activation of the knowledge system and existing mechanisms of reflection (*Savchenko, 2017*).

Y. Zhukov, L. Petrovskaya and A. Solovyova have the same point of view and notice that “a practitioner becomes a real professional by putting their own practice to self-reflection or at least taking some effort to interpret it” (*Zhukov, 1999: 13*).

V. Metayeva, referring to a number of previous studies based on the acmeological approach (A. Dergach, E. Zeyer, I. Zimnyaya, I. Semenov, A. Khutorskoy), also defines reflexive competence as a meta-competence that helps one achieve the best results in their activity (*Zhukov, 1999: 13*).

There is a widespread model of reflexive competence that includes three components: cognitive (knowledge about self-reflection, about the tools of reflexive activity, and general requirements for professional activity); operational (skills of analyzing one’s own thoughts and actions, self-control and personal growth; reflexive methods that make professional activity more effective at its different stages); personal (ability to plan and forecast one’s capabilities; readiness for creative work and personal growth; empathy).

However, the model of reflexive competence offered by A. Savchenko is more suited to our views. This model includes three levels of reflexive competence functioning: cognitive (representation and control of one’s mental activity), meta-cognitive (adjustment of mental activity self-regulation of reflexive activity), and personal (generation and consolidation of new mental formations through rethinking of current situations, re-interpretation of experience and explanation of the “me – concept”), and it combines four components. The structural components of reflexive competence are: 1) informational component that enables adequate understanding of the problem through generation of adequate representations of the problem, models of the problem solving process, and understanding of ourselves as a subject of reflexive activity (knowledge about reflection and reflexive activity forms, meta-cognitive knowledge of the subject regarding his or her own reflexive activity, model of “self-reflecting me”); 2) instrumental component that enables high productivity of reflexive forms of activity (the system of cognitive, meta-cognitive and personal reflexive skills); 3) judgmental and motivational component that controls performance of actions (system of criteria used for evaluating

the subject's reflexive activity, predicting of his or her own activity, personal growth mission); 4) behavioral component that allows us to act in situations of uncertainty (reflexive strategies of problem-solving, reflectivity as a cognitive and style property, reflexive style of solving of internal contradictions in conflict situations).

## 5. Conclusions

Consequently, we can make the following conclusion: despite certain differences in the views on the reflexive competence structure, all the authors agree that the reflexive competence concept is a complex formation. This is because the subject can put to reflection:

- his or her actions, behavior and “me-” images of their individuality;
- perception of the inner world of other and the reasons behind their actions;
- knowledge about an object and ways of interaction with it;
- knowledge about role-based structure and positional organization of collective interaction.

Comparing reflexive competence and other types of competencies that are studied in psychology, we see that the reflexive competence is a meta-concept, a meta-competence that uses the reflection mechanism to ensure timely adjustment and adequate development of other competencies.

Reflexive competence is essentially the awareness of one's mission, its fulfillment and recognition of the social value the work product by means of comprehensive and multifaceted analysis. In this case, reflexive competence finds expression in the form of analysis of one's activity in terms of both the content and the method of such activity.

Reflexive competence is an important professional growth driver for the personality. It defines personal growth as the most effective type of development and establishment of professional activity. Reflexive competence plays a paramount role in the rethinking of a specialist's personal and professional experience, which facilitates development of new professional models and standards that inspire development.

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## ISSUES OF DETERMINING THE CONTEXT OF RESTRICTED INFORMATION SECURITY

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### Summary

The article analyzes the problematic issues of determining the content of the concept of protection of restricted information, in particular, the authors analyze the existing terminology used by the legislation of Ukraine on the protection of restricted information.

The authors of the article, based on existing legislation regulating such information storage measures as information protection, technical protection of information, cryptographic protection of information, cyber protection, using the deductive method of research derived the definition of “protection of restricted information”.

In addition, using various scientific research methods, the authors of the article highlight the issues of legal uncertainty and contradictions in the concepts of some types of restricted information protection, which are found in the guidance documents on the subject of research.

Also, in the article:

the properties of information are derived and the types of operations with information are determined. This took into account the understanding of the concept of “restricted information”, which was defined by one of the authors in his previous work;

the idea of the content of protection of restricted information is summarized, and also each of properties of the information which make the content of its protection is investigated.

**Keywords:** information security, information with limited access, content of information security, information properties.

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### 1. Introduction

In modern society, information appears, disappears, changes at a very rapid pace. Analysts, analytical software and data center networks do not keep up with the information. There is also information that has the features of creation, processing, transmission, destruction. The subjects of information relations are interested in ensuring the protection of this information. Such information in the Ukrainian legal system is classified as restricted information.



Under the law, national authorities are obliged to take appropriate legal measures to ensure the preservation of this information from the moment of creation, prevention of unauthorized destruction, distortion or access to it.

The analysis of the legislation of Ukraine showed that it does not even contain a definition of the term “protection of restricted information”, given that it is possible only to get a general idea of such information.

Analysis of research and publications has shown that the issue of types of restricted information (secret, official and confidential information) is given enough attention by scientists. Also, public relations related to these types of restricted information are regulated by law, but there is legal uncertainty and inconsistency in the concepts of some types of protection of restricted information, which are found in legislation on the subject of research.

At the same time, the rules of law must be clear for their proper application in practice, and the lack of proper systematization of legislation, preparation of draft acts by various agencies results in a distorted understanding of the content of state-sanctioned rules of conduct, different interpretations.

Therefore, research on the protection of information, the content of the protection of restricted information and analysis of the basic terminology related to the protection of restricted information, on the example of Ukrainian legislation are relevant.

That's why, the purpose of the article is to highlight the results of the analysis of problematic issues to determine the content of the concept of protection of restricted information, in particular the results of analysis of existing terminology used by Ukrainian legislation on protection of restricted information.

## 2. The context of information security

The large explanatory dictionary of the Ukrainian language defines the word “context” in several meanings. However, for our study, we apply the understanding of meaning as a reasonable basis, purpose, appointment of something (*Busel, 2005*).

To understand the meaning of the protection of restricted information, consider the meaning of “protection of restricted information” through the availability of other concepts that are defined by law.

The legislation of Ukraine does not provide a definition of “protection of restricted information”, but it contains several definitions of “protection of information”. This will help us gain an understanding of the content of information security through the analysis of its concept.

Thus, the Law of Ukraine “On Information” stipulates that information protection is a set of legal, administrative, organizational, technical and other measures that ensure the safety, integrity of information and proper access to it (*Law № 2657-XII, Verkhovna Rada of Ukraine, 1992*).

Another definition of information protection is given in the Law of Ukraine “On Information Protection in Information and Telecommunication Systems”, although it is used for a particular information system, but at the level of law defines information protection and for our study its analysis is necessary. This law stipulates that the protection of information in an information system is an activity aimed at preventing unauthorized actions with regard to information in such a system (*Law № 80/94-VR, Verkhovna Rada of Ukraine, 1994*).

Thus, we have two legislative definitions of the term “information protection”. It is important for our study that these definitions are not identical, which will help us to better understand the legal nature of the concepts.

Therefore, the first meaning defines the protection of information as a set of certain measures. The law defines these measures as legal, administrative, organizational, technical and others, which indicates the generality of the meaning, ie the species branching of both methods of protection and types of information. Next, we determine from this meaning the purpose of such measures, ie the object to which such measures are directed, and hence the content of the concept itself 1 (based on the semantics of the word “content”). These measures should ensure the safety, integrity of information and proper access to it. That is, the law defines a number of measures that are taken by uncertain entities in order to ensure certain results and properties of information. These results and properties of information are: its preservation, integrity and accessibility, which in our opinion is excessive for the general concept of “information protection” in the basic information law, because in general it is inappropriate to define such a specific content given the wider range of information properties.

As for the other concept, the legislator defines the protection of information in the information system as a certain activity of unidentified entities, which aims to prevent unauthorized actions on information. An understanding of the term “unauthorized actions regarding information in the system” is also derived from the same act of legislation. Unauthorized actions on information in the system are understood as actions carried out in violation of the procedure for access to this information, established in accordance with the law.

That is, the purpose of information protection in an information system is to prevent actions that are carried out in violation of the procedure established by law for access to information in such a system.

Therefore, common to the objects of information protection in the definitions of “information protection” is to ensure proper access to information. Thus, in our opinion, the first meaning is broader in relation to the second meaning, which determines the protection of information in a particular system. Therefore, common to the objects of information protection in the definitions of “information protection” is to ensure proper access to information.

Both definitions correspond to the areas of application of legislation. However, we believe that the first definition gives a general idea of the protection of information and it should not specify the properties that will be protected, because the term does not reveal what kind of information will be protected in what way.

### **3. The concept of technical and cryptographic protection of information**

Let's move on to the analysis of definitions of the types of information protection, which are reflected in the regulations. Let's start with the most, in our opinion, classically defined in the legislation of Ukraine types of protection of restricted information, namely technical and cryptographic protection of information. Thus, the definitions of “technical protection of information” and “cryptographic protection of information” are given in the Law of Ukraine “On protection of information in information and telecommunications systems”, which states that both cryptographic protection of information and technical protection of information are types of information protection. However, technical protection of information is aimed at preventing leakage, destruction and blocking of information, violation of the integrity and mode of access to information through engineering measures and / or software and hardware. Cryptographic protection of information is realized by transforming information using special (key) data in order to hide / restore the meaning of information, confirm its authenticity, integrity, authorship, etc. (*Law № 80/94-VR, Verkhovna Rada of Ukraine, 1994*).

Analyzing the definitions given in this law, it is necessary to take into account the scope of its application, namely to pay attention to the fact that the definition of technical and cryptographic protections is given in relation to information (not necessarily with limited access) processed in information and telecommunication systems.

Regarding the definition of the types of information protection, which refers to the most normatively regulated type of restricted information – state secrets, the Law of Ukraine “On State Secrets” defines the following:

technical protection of classified information – a type of protection aimed at ensuring the engineering and technical measures of confidentiality, integrity and preventing the blocking of information;

cryptographic protection of classified information – a type of protection implemented by converting information using special data (key data) in order to hide (or restore) the content of information, confirm its authenticity, integrity, authorship, etc. (*Law № 3855-XII, Verkhovna Rada of Ukraine, 1994*).

It should be noted that the legislative definitions of cryptographic protection of information in different laws are in fact identical, but the definitions of the term “technical protection of information” are different, which indicates some inconsistency between legislative acts.

Systematic legal acts for cryptographic and technical protection of information are also Decrees of the President of Ukraine of May 22, 1998 № 505 “On Regulations on the procedure for cryptographic protection of information in Ukraine” and from September 27, 1999 № 1229 “On Regulations on technical protection of information” in Ukraine”.

Thus, the Regulation on the Procedure for Cryptographic Protection of Information in Ukraine gives approximately the same understanding of the above concept of “cryptographic protection of information”, but in the Regulation on technical protection of information in Ukraine the concept of “technical protection of information” differs significantly from the above.

The latter defines technical protection of information not as a type of protection, but as an activity aimed at ensuring such content – confidentiality, integrity and accessibility of information (*Decree № 1229, the President of Ukraine, 1999*). Note that this definition was primary in relation to the above-cited legislative definitions and became the basis for the future formation of a legislative understanding of the term “technical protection of information”.

We paid attention on the fact that the first editions, in particular in 1994 of the laws of Ukraine “On State Secrets” and “On Protection of Information in Information and Telecommunication Systems” did not contain a definition of the terms of the studied types of information protection. In the future, with the development of legal relations in the field of restricted information protection, the conceptual framework of bylaws proved to be more flexible and more responsive to the needs of the area.

By the date of entry into force of the Law of Ukraine “On Amendments to the Law of Ukraine “On State Secrets” (ie until 26.10.1999), which initiated the legislative definition of technical protection of classified information (and cryptographic as well), such a term was already defined by the Concept of technical protection of information in Ukraine, and the Regulation on technical protection of information in Ukraine. That is, legislators, defining this term in the law, already had certain normative developments and ideas in order to express it as successfully and clearly as possible.

The Law of Ukraine “On Information Protection in Information and Telecommunication Systems” (*as amended by the Law of 31.05.2005 № 2594-IV*) only from 01.01.2006 gave an idea of technical and cryptographic protection of information. Therefore, the state initially

standardized the notion of types of protection of state secrets and only six years later defined the same notions for other types of restricted information.

In general, the difference in the legal definitions of this term, in our opinion, is dictated not only by the peculiarity of the legal regulation of public relations of each of the legislative acts, but also by the achievement of technical progress, the development of engineering thought.

The structure of both definitions is the same, both understand this phenomenon as a type of information protection, which through certain measures will ensure the preservation of certain properties of information. However, the differences are in the details, by which we mean the provision of certain properties of information, such as the content of protection, as well as the prevention of certain consequences for information as a result of technical protection of information. Thus, the Law of Ukraine “On Information Protection in Information and Telecommunication Systems” stipulates that the properties of information to be preserved as a result of protection are its integrity and accessibility, and prevents such protection from undesirable effects on information such as leakage, destruction and blocking. In turn, the Law of Ukraine “On State Secrets” stipulates that the properties of information to be preserved as a result of protection – its confidentiality and integrity, and prevents such protection from blocking information. That is, these laws distinguish the properties of information to be preserved. For the former, integrity and accessibility are crucial, for the latter, integrity and confidentiality, and the difference in preventing adverse effects on information is that the former requires technical protection of information to prevent leakage, destruction and blocking, and the latter only blocking.

To obtain a normative understanding of these properties of information, we again refer to the Law of Ukraine “On Information Protection in Information and Telecommunication Systems” and the Regulations on Technical Protection of Information in Ukraine, which provide an explanation of these properties.

Thus, confidentiality – the property of information to be protected from unauthorized access; integrity – the property of information to be protected from unauthorized distortion or destruction; accessibility – the property of information to be protected from unauthorized blocking (*Decree № 1229, the President of Ukraine, 1999*).

Regarding negative influences, the law stipulates that: blocking of information in the system – actions as a result of which access to information in the system is impossible; information leakage – the result of actions as a result of which information in the system becomes known or available to individuals and / or legal entities that do not have the right to access it; access to information in the system – the user gets the opportunity to process information in the system; destruction of information in the system – actions as a result of which the information in the system disappears; unauthorized actions regarding information in the system – actions carried out in violation of the procedure for access to this information, established in accordance with the law; violation of the integrity of information in the system – unauthorized actions against information in the system, as a result of which its content changes (*Law № 80/94-VR, Verkhovna Rada of Ukraine, 1994*).

Therefore, given such interpretations of concepts in the legislation, we conclude that the concept of “technical protection of information”, given in the Law of Ukraine “On protection of information in Information and Telecommunications Systems”, contains duplication, because providing such a property of information as accessibility makes it impossible unauthorized blocking of information, while preventing blocking of information – its availability is ensured.

Formally, the analyzed term indicates the prevention of violation of the access regime, which literally does not determine the preservation of the availability of information. However, given the above definition of the term “access to information in the system”, and also given

that the law interprets “the procedure for access to information in the system” as a condition for the user to process information in the system and the rules of processing this information (*Law № 80/94-VR, Verkhovna Rada of Ukraine, 1994*), we can argue that the impossibility of violating the regime of access to information is a property of information, namely accessibility.

We consider such discrepancy to be the only one in the given concept.

It is possible to consider as a problematic issue the lack of mention in this definition of ensuring the property of information – confidentiality, ie to be protected from unauthorized access, because the law also defines issues of protection of restricted information (*Articles 4, 8*). In contrast, the Law of Ukraine “On State Secrets” defines the preservation of confidentiality of information in the content of its technical protection.

In this regard, it is worth mentioning the term “information leakage”, ie a situation in which information becomes known or available to individuals and / or legal entities that do not have the right to do so. Thus, if the concept mentions the focus of technical protection of information to prevent leakage of information, then by default it indicates that this type of protection is aimed at ensuring confidentiality as a property of information.

In turn, we believe that the definition of technical protection of classified information is balanced for a specific area of legal regulation – the protection of state secrets (necessary and sufficient). The definition, which is not overloaded with inversions, clearly conveys the motive of the term, pointing to the main property of classified information that needs to be provided – confidentiality. However, the universality of the conceptual apparatus of laws must ensure uniform understanding of the definitions of one type of information protection and therefore there is still something for researchers to work on.

In general, the preservation of the properties of information, including restricted information, during its processing is an important content of protection, and ensuring a certain result (goal) of information protection is directly dependent on the properties of information. Thus, the impossibility of information leakage – is consistent with the property of information confidentiality; impossibility of destruction of information – agrees with the property of information integrity; impossibility of blocking information – is consistent with the property of information availability.

Let's look at the properties of information through the prism of the definition of “cryptographic protection of information”. As we described above, the legislators agreed with the apt definition of the term provided for in the Regulation on the Procedure for Cryptographic Protection of Information in Ukraine (*Decree № 505, the President of Ukraine, 1998*). Thus, all the considered definitions indicate the need for confirmation as a result of such protection of the authenticity, integrity, authorship of information.

Thus, the legislation of Ukraine contains a number of definitions of types of information protection. Analysis of each definition allowed us to conclude that such properties of information as confidentiality, accessibility, integrity, authenticity and authorship are the meaning of information protection. In this case, the technical protection of information determines the content of the availability of integrity and confidentiality of information, and cryptographic – the authenticity, integrity and authorship.

#### **4. The concept of cybersecurity**

It is more difficult to analyze the concept of “cybersecurity”, because the term itself does not contain a reference to information. Thus, cyber protection in the Law of Ukraine “On Basic Principles of Cyber Security of Ukraine” (hereinafter – the Law on Cyber Security) means a

set of organizational, legal, engineering and technical measures, as well as measures of cryptographic and technical protection of information aimed at preventing cyber incidents, detection and protection cyber-attacks, elimination of their consequences, restoration of sustainability and reliability of functioning of communication, technological systems (*Law № 2163-VIII, Verkhovna Rada of Ukraine, 2017*).

Based on the meaning of the word “content”, chosen by us to determine the content of the protection of information with limited access, cybersecurity measures are aimed (used for the purpose) at:

- 1) prevention of cyber incidents;
- 2) detection and protection against cyber-attacks, elimination of their consequences;
- 3) restoration of stability and reliability of functioning of communication, technological systems.

All areas of cyber defense do not formally indicate the information or its properties, but for analysis it is necessary to consider the concepts of the terms “cyber incident”, “cyber-attack”, “technological system”, “communication systems”. All of them are listed in the Cyber Security Act.

Cyber incident – an event or series of adverse events of unintentional nature (natural, technical, technological, erroneous, including due to human factors) and / or those that have signs of a possible (potential) cyberattack that threaten the security of electronic communications systems, control systems technological processes, create the probability of violation of the normal mode of operation of such systems (including disruption and / or blocking of the system, and / or unauthorized management of its resources), endanger the security (safety) of electronic information resources.

Cyberattack – directed (intentional) actions in cyberspace, which are carried out by means of electronic communications (including information and communication technologies, software and hardware, other technical and technological means and equipment) and aimed at achieving one or a combination of the following goals: violation confidentiality, integrity, availability of electronic information resources processed (transmitted, stored) in communication and / or technological systems, obtaining unauthorized access to such resources; violation of security, sustainable, reliable and regular operation of communication and / or technological systems; use of the communication system, its resources and means of electronic communications to carry out cyberattacks on other objects of cyber protection.

Technological system – an automatic or automated system that is a set of equipment, means, complexes and systems of processing, transmission and reception, designed for organizational management and / or process control (including industrial, electronic, communication equipment, other technical and technological means) independently from the availability of system access to the Internet and / or other global data networks.

Communication systems – transmission, switching or routing systems, equipment and other resources (including passive network elements that allow the transmission of signals by wired, radio, optical or other electromagnetic means, mobile, satellite communication networks, electric cable networks in the part in which they are used for the purposes of signal transmission), providing electronic communications (transmission of electronic information resources), including means and devices communications, computers, other computer equipment, information and telecommunication systems that have access to the Internet and / or other global data transmission networks (*Law № 2163-VIII, Verkhovna Rada of Ukraine, 2017*).

Returning to the three areas of cybersecurity, we can identify them, taking into account the knowledge of the importance of the components of their content:

1) prevention of adverse events of unintentional nature that endanger the security (safety) of electronic information resources;

2) detection and protection against actions in cyberspace, which are aimed, in particular, at violating the confidentiality, integrity, availability of electronic information resources, as well as eliminating the consequences of such actions;

3) restoration of sustainability and reliability of operation: equipment and other resources that ensure the transfer of electronic information resources; a set of equipment, tools, complexes and systems for processing, transmission and reception.

The law on cybersecurity, by electronic information resources means any information created, recorded, processed or stored in digital or other intangible form by electronic, magnetic, electromagnetic, optical, software or other means.

Thus, electronic information resources in the sense of the Law are always information, and the purpose of cyber protection is to prevent adverse events that threaten the security of information, protection from actions in cyberspace, which are aimed at violating confidentiality, integrity, availability of information, restoration of resources. information, information processing, transmission and reception systems.

Therefore, the content of cybersecurity is: safety of information, protection of information in cyberspace from violation of its basic properties, restoring the stability and reliability of equipment, systems and resources in which such information circulates and / or performs certain operations.

Also, analyzing the concept of cybersecurity, we note that this is a type of protection (including) information, which is more extensive in relation to technical and cryptographic protection of information, because it, among other things, includes measures of these types of information protection. Hence, the content of cybersecurity also includes the protection of information in cyberspace from violating its confidentiality, integrity and accessibility.

## 5. Conclusions

Thus, our study of problematic issues of defining the content of protection of restricted information provided an opportunity to first formulate our own understanding and definition of the concept of “protection of restricted information”, which we base the definition of “protection of information” and take into account, as well as the features of the content of the concept of “restricted information” derived by one of the authors (*Kots, 2019*).

Therefore, under the protection of information with limited access, we mean a set of legal, administrative, organizational, technical and other measures to ensure the confidentiality, integrity and accessibility of information, which in the manner prescribed by law is classified as secret, official or confidential.

In addition, we have identified gaps in national law that do not give the same view on the protection of information with limited access. It was also possible to determine the main properties of information, the provision of which, from the standpoint of Ukrainian legislation, is the content of its protection.

Therefore, it is established that the content of any information protection is to ensure the preservation of information properties. Most of the norms of the Ukrainian legislation on information protection analyzed by us determine that ensuring the confidentiality, integrity and accessibility of information with limited access is the essence of its protection.

The obtained results will contribute to further research of the factors that determine the features of the protection of restricted information and its legal regulation.

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## OVERCOMING SOCIAL ALIENATION IN MARXIZM AND POST-INDUSTRIAL THEORY: A COMPARATIVE ANALYSIS

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### Summary

The article is devoted to the reflection of processes in the economy associated with intangible capital on social development. The author focuses on the problem of social alienation, formulated by Marx, and the possibilities of overcoming it, which are opening up in connection with the transition of the economy to the production of intellectual values. Using the method of comparison, the author explores how this problem is solved by representatives of two philosophical trends – post-industrialism (D. Bell, V.L. Inozemtsev, A. Toffler) and neo-Marxism (V.V. Orlov, J. Baudrillard, A.V. Buzgalin, A. Gorz). Both of them believe that the production of knowledge is incompatible with the commodity nature of the industrial economy. However, supporters of the post-industrial concept believe that overcoming the commodity form is possible within the framework of reforming capitalism, while Marxists argue that the «knowledge economy» is achieved only by transforming of social relations. In addition to the actual economic aspects of this issue, the article examines the problems of creative labor, consumer society, relations between people, conflict of values through the prism of alienation.

**Keywords:** alienation, knowledge, knowledge production, marxizm, post-industrial society, consumer society, postmodernism.

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### 1. Introduction

We live in an era of global economic transformations caused by the spread of a new sphere – the production of knowledge. The old industrial capitalism is moving to the periphery, while the new one – associated with intangible production – is actively developing in the leading capitalist countries. Today, most of the population of developed countries is employed in the service sector and in the creation and processing of information.

The wealth of society has grown many times over: today the intangible capital of leading companies is worth more than their material resources. On this basis, some scholars proclaim a new phase in the development of capitalism, and even its end. A number of economists and philosophers talk about the onset of a post-industrial society, in which the dominant nature of activity will be intellectual creativity. According to the post-industrialists, this society will overcome the main «industrial» forms of social alienation: from the labor process and from the results. The labor process will acquire human features, due to the fact that the production of knowledge liberates the individual, its creative abilities. The inalienability of the results of labor will be based on their inextricable connection with the personality and name of the creator.

However, if some researchers see the overcoming of the division of labor in post-industrial society, then, in the opinion of others, it is to some extent deepening. For example, if earlier the manufacturer himself was engaged in advertising his products, now advertising has become an independent industry, but not self-sufficient, because its goal is the development of

commodity production. This is evidenced by the fact that advertising in the bulk is commercial, aimed at profit. Whereas social advertising with humanitarian goals is much less common. And so it can be said about any creative activity: it is infected with alienation no less than commodity production.

The phenomenon of knowledge production is, in fact, a continuation of Bacon's thesis «*Scientia potentia est*». And in recent decades, humanity has advanced in the ability to manage it. However, will this force be directed only for the benefit, and will its excessive production become harmful? The ambiguous mark that knowledge has left in history does not allow speaking about such a phenomenon as its production with absolute optimism. To answer this question, it is necessary to find out what is the nature of the production of knowledge, including the class one.

The answer to the question about the essence of the production of knowledge also depends on whether the capitalization of knowledge, its transformation into a commodity, is possible. Researchers from all directions unequivocally consider the production of knowledge to be something unprecedented, different from the production of more commonplace things. However, as long as commodity-money relations dominate in society, it is hardly possible to completely free intellectual values from the influence of capital. But postindustrialists believe that if the class of knowledge bearers takes power, this will certainly happen. On the contrary, according to the logic of the Marxists, in the conditions of commodity production, intellectual workers will also turn out to be alienated from the results of their labor, the new proletarians.

Although techno-optimists predict a complete victory for the production of knowledge around the world, so far this process looks like a global restructuring of capital, in other words, the transfer of material production to countries with cheap labor. Of course, from the point of view of the distant future, it is easy to predict that knowledge production will gradually take on a planetary scale, spreading to developing countries. The only question is how exactly this process will take place. Post-industrialists believe that in the modern world there is a confrontation between the industrial and post-industrial structures. Leftist theorists insist that post-industrialism is a global form of capitalism, which should lead to its collapse.

Both postindustrialists and Marxists talk about overcoming objectivity, about a more humane way of life that society will enter after the transformative processes that will befall it during the transition to the knowledge economy. The problem of alienation for both those and others is a fundamental question of a person's attitude to the objective reality he creates. Therefore, the purpose of our article is a comparative analysis of the concepts of post-industrialists and followers of Marxism precisely from the point of view of the issue of overcoming alienation.

The novelty of this topic lies in the fact that the process of accumulating knowledge is interpreted as its production, and the role of alienation in this process is analyzed.

This analysis can be divided into four blocks: on the alienation of knowledge – how capitalism affects the content of the produced intellectual product; about the alienation of man from the labor process – here we are talking about the contradiction between the material nature of the production of knowledge and its creative essence; about the alienation of the result of labor – about how the capitalization of the production of knowledge is possible and what processes occur with capital in this case; on social-class alienation – this point examines the state of society in the transition period between the industrial economy and the «knowledge economy».

## 2. The classical theory of post-industrial society by D. Bell and V. L. Inozemtsev

Theorists of post-industrial society saw the main reason for alienation in the mode of production characteristic of industrial capitalism – a large industrial enterprise organized according to the principle of the division of labor. Man in it was used primitively, as a source of physical energy, while wages were used to restore it, and the main result of labor was alienated in the form of profit. The value was the equivalent of the labor time socially required for the production of goods. According to Daniel Bell, in the new, post-industrial economy, the measure of value will not be socially necessary labor, but intellectual value, inexpressible in terms of commodity-money equivalent (*Bell, 1999: 94-95*). Mass industrial production will come to naught for two reasons: firstly, it will require less and less human participation due to the development of technologies, and, secondly, the value ratio of goods will collapse, because it is impossible to measure the value of knowledge due to its dissimilarity, heterogeneity and lack of a sane criterion. Intellectual workers form a new class, which, existing in parallel with the old industrial workers, will be the bearer of a completely new social attitude, determined not by income or commodity fetishism, but by the level of education and competence. In the coexistence of two denying value systems, postindustrialists see the main reason for social alienation in the transition period to the future society. Bell hoped that people could be taught new values. This requires appropriate education and upbringing.

Bell's concept is based on the axial principle, which assumes the autonomous existence of the axis of productive forces and the axis of property relations, whereas in Marx they are linked, and the conflict between them creates revolutionary situations. According to Bell, social progress occurs only in the area of knowledge production. All subjects of the historical process that have nothing to do with the post-industrial «movement» are pushed aside, and a progressive role is assigned only to those actors who, in one way or another, promote the technologies and values of the post-industrial world. Therefore, the post-industrial future will not affect the old industrial sector which will be more and more separated by a chasm from the «golden billion», and whose life will deteriorate, and alienation from knowledge as a new institution will be added to the previous forms of alienation. For Bell, the emergence of a new class does not affect the life of the old one, although it poses «questions» to the industrial society. This is where the connection between the two societies is exhausted.

The productive forces in a post-industrial society make a leap, but production relations do not change, in Marxist terminology. At the same time, knowledge does not cease to be a commodity either, since the production of knowledge is, in fact, the same labor, but more qualified, more «noble», that is, not subject to equalization. But money still mediates the process of creating intellectual goods. Therefore, the question remains open whether the production of knowledge will not turn into an ordinary conveyor, and whether intellectual labor will not become a kind of ordinary, measurable labor. In the end, will the cognitariat eventually become the new proletariat – a class alienated from the results of its work.

And here a lot depends on the subjective attitude of the employee to the labor process. He must be conscious, free from the dictates of someone else's will – here Bell is in complete solidarity with Marx. According to Bell, the production of knowledge is objectively based on the inner freedom of the personality-creator, which excludes external compulsion to work. Thus, among postindustrialists, the concepts of knowledge production and creative labor are synonymous.

Automatism and hierarchy disappear from production relations, nature and artificially created objects are overcome, and only people and their living communication remain. Bell

denies the division of labor in a post-industrial society; he considers the vertical hierarchy to be outdated. The new organizational structures will meet «the requirements of developing initiative, increasing free time, joint consultations etc.» (Bell, 1999: 461).

Bell's like-minded scholar, the Russian economist Vladislav Inozemtsev, examines a new sociological phenomenon – the knowledge worker. A specific feature of this type of workers is an orientation toward working with information and knowledge, independence from external conditions, professional mobility and, most importantly, a focus on self-realization and self-expression, freedom from material interest. However, Inozemtsev, speaking about independence from external factors of property, in another place defines this independence, rather, as subjective. Since the main motive of creativity is not enrichment, but self-expression of the individual, then «the phenomenon of exploitation can, in our opinion, be overcome rather at the sociopsychological level» (Inozemtsev, 2000: 44).

Information, in fact, will replace capital, since social status will be determined by the degree of actualization, involvement in information flows. There will be no need to compete for the possession of information – it will be available to everyone. Moreover, its reproduction does not require any costs, that is, everyone can take advantage of its benefits. The result of this is overcoming the market, the establishment of more flexible social relations.

Alienation in society will be caused not by exploitation, but by the demarcation of the class of technocrats and representatives of obsolete professions. Intellect, not material possessions, will be the yardstick for social differences. Property differences will also remain, but, as we found out earlier, they will not matter. At least in that part of society where post-industrialism «won». Unlike simple industrial, impersonal labor, the result of intellectual labor cannot be alienated, since it is always associated with the name of the creator, with his personal qualities. Real alienation will be between those who have knowledge and those who do not. Thus, the category of property receives a new content: it no longer means material possession of the means of production based on external compulsion, but the inalienable right to abilities; «Not the sum of material goods, which can be used by everyone who has access to them, but a system of information codes available only to a select few» (Inozemtsev, 2000: 168).

That is, for Inozemtsev, the very specificity of knowledge production by default does not contradict the interests of the individual and denies exploitation. Neither he nor Bell made a distinction between knowledge production and creativity. The second follows from the first and from the fact of overcoming material production. At the same time, the «material» nature of knowledge itself is not considered by them.

### 3. Superindustrial society in the concept of A. Toffler

The American philosopher Alvin Toffler was the most consistent proponent of individualism of all post-industrialists. In his «Metamorphoses of Power», he described the future knowledge society as super-industrial and supersymbolic, a characteristic feature of which is the liberation of capital from material content. The development of money goes to the fact that they first become paper, and then virtual, virtually disappearing from cash. Toffler associated the virtualization of money with the degeneration of mass production and monotonous labor, requiring strict accounting and payment in hard currency. The virtualization of money creates conditions for going beyond commodity exchange and material production, since it becomes possible to create an infinite number of emission centers, and capital turns into speculative, complexly organized and multilevel. But this is a normal process for a society that is moving from a limited material economy to an economy of invaluable knowledge. According to Toffler,

these facts deal a crushing blow to Marxism and classical political economy, «based on the finite nature of capital» (Toffler, 2003: 87). However, the price of the freedom that comes in connection with the disintegration of mass production is the accelerating dynamics of the new society, leading to the mutual alienation of people from each other. Modern relationships often have the character of fleeting communicative practices that are designed to compensate for loneliness, the poor ability of people to disclose and to establish friendships, and the purpose of which is «to exacerbate emotional relationships at the moment» (Toffler, 2004: 451).

Toffler understood the deep essence of alienation in modern society in accordance with his wave theory, the meaning of which is that changes in civilization are caused by waves, which Toffler identified three: agrarian, industrial and super-industrial. Thus, we are experiencing a phase of collision of two waves of civilization development – the second and the third. The transitional period is fraught with uncertainty – the outgoing era still exists, and the new one has not had time to form. It was in the collision of waves that Toffler saw the reason for a deep split in society and the loss of moral and political guidelines, chaos and inexplicable processes in the modern world. The social and psychological changes caused by the change in the mode of production, Toffler called the shock of the future. For these changes to occur smoothly, society must be prepared for them. It is necessary to adapt, to minimize the rapidity of these changes. This is achieved through knowledge. Toffler called knowledge «the democratic source of power». It promotes the development of relations in society, brings people together, regardless of their property status. Between educated people, he believed, there is much more in common than between the rich, so the development of knowledge will help remove property barriers. In the end, knowledge will replace capital, and then the principle of production will fade into the background, and social utility will become the main priority of the economy.

As we can see, Toffler considered alienation to be a serious problem in a society in transition. However, he connected it not with exploitation, but with the accelerating rhythm of this society, the transition to symbolic money and, as a consequence, to the symbolization of human relations, turning into formal practices. Moreover, an individual who finds himself in a situation of changing waves suffers from a collision with an unusual, with a new world, in which its concepts and its inherent values become an attribute of the past. However, the social alienation of the transition period is a payment for progress and overcoming economic alienation, which, according to the American philosopher, remains in the outgoing industrial era.

Thus, according to post-industrialists, the transition to knowledge production is maturing separately from the industrial society, on a completely new socio-technological basis. The industrial era must leave the arena not as a result of the confrontation of classes and the social activity of the masses, but must simply end. History, therefore, develops linearly. This is the main disagreement between Bell and Inozemtsev and the Marxists. For Marxists, an obstacle to creative work is private property, for Bell's followers – material production.

#### **4. The concept of the «knowledge economy» in Marxism**

Although Bell and Inozemtsev considered the problems of Marxism and its empirical ground to be outdated, many of the ideas of post-industrialism were already noticed by Marx himself. In «Capital» and other works of the philosopher, there are statements about universal labor, that is, any scientific work, that relies on the work of predecessors. Scientific discoveries are often unclaimed due to the limited productivity of labor. But they remain in science, and over time, the fruits of universal labor are used by «the most insignificant and miserable representatives of money capital» (Marx, 1960: 116). According to V.V. Orlov, Marx considered

universal labor «a manifestation of the universal creative essential forces of man», thanks to which large-scale and deep forces of nature are involved in production (*Orlov, 2012: 70*). Orlov believed that there is a direct link between universal labor and «computer labor». Computer labor accumulates scattered efforts in different areas (science, education, medicine, etc.), and, thus, it is the quintessence of universal labor, or, one might say, overcoming the alienation of universal labor. Indeed, the computer has brought us closer to the achievements of «universal labor» by making knowledge available. But can we, on this basis, talk about «the liberation of the universal creative essential forces of man»?

Material production has a clear and understandable goal, namely, the satisfaction of material needs, which are always the same, whereas the production of knowledge is multidirectional and does not have clear criteria and boundaries separating it from information. Thus, it can be considered a «postmodern» phenomenon, or a phenomenon of «late capitalism». The chaotic nature of knowledge in a postindustrial society is uniquely confirmed by Bell himself when he speaks of the division of a single social class into professional groups, or situses.

According to Baudrillard, a person's consumer behavior is determined not by his attitude to the object of desire, but by the system of needs imposed by capitalism, which controls production and consumption as a single process (*Baudrillard, 2006: 104*). Baudrillard's systems approach allows us to combine the production of knowledge and the production of needs into one whole. This, of course, does not mean that classical education and fundamental science no longer exist. But still they are alienated universal labor.

In a consumer society, the approach practiced in relation to needs becomes standard for all spheres of human activity – science, culture, politics. Social creativity is not guided by ideas, as a reflection of the interests of certain classes, but by beautifully advertised projects created by capital to divert social progress in a direction compatible with the ideology of capitalism. Russian economists A. Buzgalin and A. Kolganov attribute the consumer society to the era of the decline of the «kingdom of necessity» – when knowledge is already becoming a factor in economic growth, but this growth is contradictory: it occurs in «inverted forms». The world of culture takes the form of informational goods – this is how the concepts of «information society», «environmental protection», «sustainable development» and many others that fix the imaginary content of these concepts arise (*Buzgalin, 2015: 132*). The production of such simulacra is the essence of the production of knowledge as a phenomenon of late capitalism.

### **5. Alienation in the production of knowledge and its overcoming by A. Gorz**

Capital directs the development of science in a quantitative dimension, with an emphasis on the production of consumer goods. Since the time of Baudrillard, nothing has changed in this sense: modern capitalism is the most commodity, the most fetishized in history. It still focuses on a person's free time, seeking to organize it around entertainment at the expense of spiritual development. However, according to the post-industrialists, all these are just remnants of the industrial mode of production that persecuted the mass consumer, and in a post-industrial society capital will move away from exploiting human consumption forces, evolving from the production of goods to the production of knowledge. Thus, all human energy will be directed to the development of science and spiritual values. André Gorz, a representative of the philosophical trend of the «new left», polemicized against this point of view. The transition to a knowledge economy, in his opinion, is impossible under capitalism, and the fact that such a prospect is becoming more and more realistic means the imminent end of the power of capital. He wrote that although there are values that are not intended for exchange and cannot have

a value equivalent, capital is trying to turn it into pseudo-capital by privatizing control over it (Gorz, 2007: 23). The source of the value of knowledge is the restriction of access to it by means of patents, copyrights, licenses, contracts.

The production of knowledge originally arose in the bowels of the industrial economy. It was organized according to the same principles as the production of material goods. Thus, for the first time, a division engaged in intellectual work was created in the pharmaceutical company «Bayer» in 1880. Knowledge had no independent value, but its role was in creating the value of goods, while the material component of their price was insignificant. But this, according to Gorz, laid a mine under capitalism: knowledge, in its essence, is a social value, and cannot be a subject of private property – even instrumental knowledge intended for the purposes of specific production. Moreover, according to Gorz, it is instrumental knowledge in the conditions of production automation that can shake the foundations of the capitalist economy, turning into software that makes it possible to complicate production operations, replacing living labor with dead labor. It is increasingly difficult for capital to alienate knowledge by assigning an exclusive right to use it. The development of means of transmission of information, especially the Internet, makes intellectual values available to everyone. Therefore, today there is a separation of knowledge from the commodity, now it can appear in its pure form and freely circulate.

The separation of intangible production from the production of material goods in capitalism takes place in a contradictory form: on the one hand, capital based on the production of knowledge shows tremendous growth, and here Gorz cites the growth of the stock exchange in the late 90s as an example. However, it ends with crises, which, according to the philosopher, stem from the impossibility of commodity alienation of knowledge, the ephemerality of intangible capital. The market for the intangible is collapsing over and over again – this was shown by the crisis of the early 00s, after which Gorz wrote that the collapse would be repeated, which, in fact, happened in 2008, after the death of the philosopher. The issuance of consumer loans in an economy dominated by intangible assets leads to an increase in the internal debt of borrowers, which is offset by the external debt of the United States. This testifies to the crisis of a commodity society, the existence of which contradicts the new reality – the diminishing amount of labor required to produce commodities. Commodity capitalism maintains its existence by issuing money based not on the real economy, but on the exchange, that is, fictitious, value, «on their basis, supporting the consumption mania» (Gorz, 2007: 35). According to Gorz, the only way out is the transition to an economy of abundance, in which a decrease in the required labor will be accompanied by a decrease in the amount of money in circulation, that is, a transition to community relations.

Gorz saw the seeds of community relations in the so-called «digital proletariat», or free programmers. Sociology knows examples of young people 30-35 years old who have taken place in the profession, but have already psychologically «burned out», and who do not want to compete for position in the market. Such specialists retire, living on interest and occasionally advising clients, whereas their main activity is working on free software – not intended for the market, but for free use. Gorz wrote that it is free software that promotes the socialization of knowledge and the creation of new opportunities for communication; «free software is a means with which one can build a network, as well as a means of communication, dissemination, socialization and production of knowledge, ideas and activities» (Gorz, 2007: 54). In the free programmer community, he saw the prerequisites for a new economic relationship that denied commodity production. He defined these relations as a «rental society» – a special system of payment for intellectual and creative work. Payment by rent is more efficient than other remuneration systems in that a person is paid all the necessary means of subsistence, regardless of the result of his work. This will help the person concentrate on creativity and not think about satisfying needs.

Thus, unlike the theorists of post-industrialism, Gorz believed that a contradictory process was taking place in the field of knowledge production: on the one hand, technologies had already developed enough to create inalienable social relations in which wealth would be measured not in the amount of money, but, for example, in free time available; not in the sum of consumer goods, but in creative self-realization. And the shoots of such a society, according to Gorz, already exist. However, capitalism is still trying to preserve the power of money over production, keeping competition and the pursuit of profit as the engines of development, in fact, slowing down this development. The efforts of representatives of large monopolies to curb progress are visible just today. Pavel Durov in a recent article writes about the predatory policy of Apple and Google towards small software manufacturers. Google and Apple have monopolized the app market, forcing smaller developers to pay substantial commissions to list software in the two giants' markets. By what, according to Durov, they stifle innovation in the field of mobile applications. Thus, we see that in the most advanced branch of capitalism – information technology – the usual forms of alienation persist, which slow down the very development of this industry, which, it would seem, lies in the basis of post-industrial society. In general, modern technologies, the Internet, information exchange, electronic payment systems have long allowed transferring the exchange of material goods to a new level, practically eradicating misery. But the use of these opportunities does not go beyond crowdfunding yet.

## 6. Conclusions

As a result, we identified such fundamental differences in solving the problem of alienation among the supporters of the post-industrial society and the philosophers of the left.

Marxists and post-industrialists understood the essence of knowledge production in different ways. Postindustrialists believed that alienation and market necessity were overcome in an economy based on the production of knowledge. The Marxists, on the other hand, believed that under capitalism the production of knowledge is a derivative of the commodity economy, another level of alienation, including not only science, but also sales technologies, marketing, logistics, etc. The weakness of the post-industrialists' position is that they do not distinguish between knowledge and information. They idealize knowledge, speaking about the production of knowledge in general, implying its infinity, its inexhaustibility, independence from the logic of market necessity. Modern Marxists also talk about the decisive role of knowledge production in the economy of the future, in the emancipation of labor. However, this future, they believe, is approaching contrary to the logic of capital, which is trying to materialize the released potential of creativity, to direct the production of knowledge towards the creation of information goods.

Alienation between people has always been the subject of close attention of both Marxists and theorists of post-industrial society. According to the second of them, social exclusion is a conflict of values in the conditions of the transition period from a «factory pipe economy» to a knowledge economy. The main form of this contradiction is the shock of the future, which is expressed in the restructuring of values, misunderstanding in society and depression. At the same time, in the end, the lagging civilization still suffers more, since it is deprived of post-industrial goods and, in fact, turns out to be superfluous, lives poorer and worse. In the end, the bearers of the industrial worldview must be adapted to the new order – then the shock of the future can be minimized. But as the industrialized countries drag down the countries of the golden billion, the confrontation becomes insoluble. Whereas left-wing philosophers believed that the collision of the old with the new, the acceleration of social processes are not in themselves the cause of social alienation. The root of negative phenomena in society lies deeper – in the objectification



of human relations in the condition of commodity fetishism. The property of capitalism to subordinate the surrounding life to the logic of the commodity causes apathy and individualism. A person, understanding the falsity of reality, full of simulacra and empty shells, sees the values of being only in himself and his loved ones. From the point of view of neo-Marxists, it is the degradation of meaning and goals in modern civilization, the subordination of these goals to material interest that leads to the self-alienation of man and society, be it industrial or post-industrial.

Much can be said about the social function of knowledge in modern capitalism based on the public response to the coronavirus. The state in which the society was and continues to be in a pandemic, in many ways resembles the futuro shock we know. However, it was not possible to calm the people down and reconcile the riots by the methods described by the post-industrialists: we did not see any new breakthrough technologies or effective measures to adapt the population. The authorities' actions to combat the pandemic were half-hearted and ad hoc. The fight against coronavirus was and remains in many ways an imitation, and relied not on knowledge and strategy, but on opportunistic and commercial interests. The pandemic did not unite society, but not because there is still little knowledge about the coronavirus, but rather because real knowledge has been supplanted by information noise. In the world of postmodern capitalism, the social essence of knowledge turns out to be leveled out by its instrumental propaganda function.

The central question related to alienation in Marx concerned the alienation of labor: process and result. In the production of knowledge, there is no alienation of the labor process, post-industrialists believe, due to the specifics of the non-material economy, where the main productive resource will be creativity and the personal abilities of each person. Exploitation remains in modern society only as a dying form of production relations. At the same time, post-industrialists do not separate labor from money and private property, believing that its intellectual orientation is sufficient for overcoming alienation of labor. Nevertheless, as we found out that, although intellectual work itself is not a commodity in the full sense, it is ultimately associated with the production of goods, providing their advertising, delivery, sale, etc. And although it does not disfigure a person physically, like the labor of an industrial worker in the time of Marx, but the commodity orientation of intellectual labor is accompanied by moral alienation and degeneration of the creative principle. Certain professions associated with intangible capital are an example of complete moral alienation and coarsening of feelings, for example, brokers who are ready to sell any dubious asset, regardless of the buyer's risk of losing their last savings. Education and upbringing, on which all the hopes of post-industrialists are largely based, are also struck by alienation in the modern world: for example, the transformation of education into a service leads to the fact that the approach to teaching, judging by the Ukrainian universities, becomes formal, and this negatively affects both educational process and result.

Another form of alienation is associated with a person's attitude to the result of intellectual work. The views of the post-industrialists on this score were based on the connection of this work with a specific person carrying it out, which makes this result inalienable. In the production of knowledge, the main result is creative realization, and the issue of profit distribution becomes secondary. An intellectual product cannot be privatized at all, since knowledge is inalienable in principle due to its general availability and ability to replicate. Marxists, on the other hand, emphasize that in cognitive capitalism there is a system of limiting access to knowledge through patents and intellectual property rights. Private ownership of the production of knowledge turns it into an information commodity, subordinates it to the idea of enrichment and momentary tactical tasks. Although people of intellectual labor live well, receiving a substantial income, knowledge loses its potential on the scale of mankind, as there is an alienation of its uniqueness and social value. Capital is trying to build his monopoly on the sale of brands,

on brand charm. It is impossible to say for sure how long capital will be able to privatize the intellect and get out of crises, but Marxists believe that the result is the same – knowledge will lose its monetary value and become available to every member of society.

We can agree with some of the predictions of the post-industrialists. They grasped some very important aspects of the future. But the weakness of their concept is that they do not attach importance to social relations. For them, knowledge acts as a neutral and abstract force. Therefore, post-industrialists have no answer to the question of in what direction the transition to knowledge production will take place, and in whose interests it will be carried out. Whether knowledge will contribute to fundamental goals, or will consumer values be created from it. Modernity requires an answer to these questions.

Thus, we have shown what the commodity character of knowledge consists in. The conducted research allows us to conclude that in order to overcome alienation in society through the transition to intellectual work, it is necessary to deny the remnants of the commodity form.

From our point of view, the overcoming of marketability does not occur only on the basis of some ideal properties of intellectual labor, but must be resolved within the framework of social practice. That is, linear progress does not lead to the elimination of commodity alienation – this requires revolutions. Post-industrialists are also not against revolutions, however, for example, Inozemtsev understands by them any coups, as a result of which the country's economy falls into the orbit of the influence of the «golden billion». In our opinion, the goal of revolutions is public ownership of the production of knowledge. And it is impossible without denying the entire commodity economy. Which includes not only knowledge, but also other inalienable values: labor, land, mineral resources, sovereignty, culture, etc.

Further research should show in more detail what the features of knowledge are in comparison with other inalienable resources, and why exactly it should play a decisive role in overcoming alienation at this stage.

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## INTERNATIONAL STANDARDS REGULATING LABOUR OF UNDERAGE WORKERS

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### Summary

The paper presents an analysis of the international standards governing child labour. It is determined that the right to work is every able-bodied person's inalienable and indispensable right. Under current conditions of social development, the issues of legal regulation of labour of specific categories of workers are becoming of vital importance. It is proved that their regulation is based on differentiation which is defined by the extension of children rights. It is researched that in legislation of most countries, regulation of child labour is allocated in a separate institute whose rules, to a greater extent, correspond to international standards. It is determined that all countries should take measures to protect children's rights and freedoms in the exercise of their right to work. It is proved that the acts of the European Union contain a specified list of children's rights which should be the basis for developing and enhancing national labour legislation. It is determined that labour law, as well as any field of law, is distinguished by unity and differentiation. Unity is characterized by spreading labour law rules for all workers without exception, and differentiation of legal regulation of labour is characterized by the specification of the rules governing labour of specific categories of workers. It is investigated that differentiation of child labour is based on a subjective feature and is determined by the age, physiological, psychological and social factors. It is determined that differentiation of labour of this category of workers implies providing them with additional social and labour guarantees, as well as the use of restrictions and prohibitions when performing certain types of work. It was researched that the main criterion for child labour is differentiation of their age and working conditions. Their basic requirements are established by international rules and implemented in the national legislation.

**Keywords:** right to work; international standards; child labour; occupational safety and health; children's rights; minimum age for admission to employment; working conditions; differentiation of child labour.

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### 1. Introduction

The right to work belongs to one of the main human and civil socio-economic rights; it is inalienable, recognized and enshrined in international legal acts both universally and regionally. It is also warranted by the Basic Laws of all countries without exception. This right is

recognized by most important international acts, including the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the European Social Charter (Revised), Conventions and Recommendations of the International Labour Organization, etc.

In this way, the Universal Declaration of Human Rights provides for that everyone has the right to work, free choice of such work, just and secure working conditions and protection against unemployment (*Universal Declaration of Human Rights, 1948*). In turn, the International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to the opportunity to gain his living by work which he freely chooses (*International Covenant on Economic, Social and Cultural Rights, 1966*). The provisions of para. 1 of Art. 1 of the European Social Charter (Revised) (*European Social Charter (Revised), 1996*) and the Convention concerning Employment Policy, 1964 (No. 122) of the International Labour Organization (*Employment Policy Convention, 1964*) define responsibilities of the State to ensure effective exercise of the right to work. The main goal of the state policy is to provide everyone who is ready to work and/or is seeking employment with opportunities to obtain it. The right to work, achievement to one's capacity for work is indispensable for every person. Under current conditions of development of labour legislation, legal regulation of labour of specific categories of citizens are becoming of vital importance. Due to this, it should be noted that differentiation consists in expanding legal regulation of labour of specific categories of workers, which, in turn, allows to take into account various factors that have a direct impact on the ability of a person to achieve to his capacity in the process of work.

Under current conditions of the European integration, there is a problem of reforming the legislation in regard to social protection of the public, including employment of specific categories of workers, namely minors. The feature is that the world community is very concerned about the distribution and widespread use of child labour, which cannot be considered useful, as long as such labour is difficult and dangerous, which negatively affects the health of this category of persons, their physiological development, and also deprives them the opportunity to receive proper education, etc.

**Aim.** The paper is aimed at studying legal regulation of child labour by rules both internationally and in the member states of the European Union as well as identifying the main directions of reforming it.

**Material and methods.** The methodological basis of the paper is a set of general scientific and special methods of cognition. Using the dialectical method, the problem of exercising basic labour rights of minors is considered. The use of the comparative legal method helps to identify and compare similar components of international legal acts and legislation of foreign countries.

The empirical foundations of the study are provisions of international legal acts on rights and guarantees of minors and legislation of different countries.

## 2. Results and discussion

Problems of legal regulation and protection of child labour are of vital importance in the context of modern social development. Therefore, cases of abuse of the right by employers recruiting minors are of great concern. Recently, employers have avoided entering into employment contracts with this category of persons as employers have a number of additional responsibilities for exercising such workers' rights and guarantees in the performance of work. It should be emphasized that in legislation of most countries, regulation of child labour is allocated in a

separate institute whose rules have to comply with international standards and provide special protection and safeguards for this category of workers (*Kyselev, 1988:223-224*).

Conventions of the International Labour Organization, which are the basis for the development of labour legislation in foreign countries, are of great importance for implementation of children's labour rights. Therefore, one of the approaches in the field of human rights is the need for the implementation of the European standards in the national legal systems. The issue of implementation lies, first and foremost, in the need to resolve the problem of the position of the relevant international treaties in the national legal system and their legal validity (*Tatsii, 2015: 39-40*). In English, "to implement" means "to make something such as an idea, plan, system, or law start to work and be used" (*Macmillan Dictionary*), "to give practical effect to and ensure of actual fulfilment by concrete measures" (*Merriam-Webster Dictionary*).

As for child labour, considerable attention has been paid to the implementation of this right by the International Labour Organization which has adopted a number of Conventions and Recommendations to ensure the right to work and its protection for this category of workers. It should be emphasized that adoption and further adherence to the Conventions and Recommendations regulating labour relations of this category of workers is one of the means of improving the legislation of the members of the International Labor Organization in protection from the use of child labour. The following Conventions should be included in the main instruments of this Organization in the field of children's occupational safety and health: the Convention concerning the Age for Admission of Children to Employment in Agriculture, 1921 (No. 10) (*Minimum Age (Agriculture) Convention, 1921*); the Convention concerning the Compulsory Medical Examination of Children and Young Persons Employed at Sea, 1921 (No. 16) (*Medical Examination of Young Persons (Sea) Convention, 1921*); the Convention Fixing the Minimum Age for the Admission of Children to Employment at Sea, 1936 (No. 58) (*Minimum Age (Sea) Convention (Revised), 1936*); the Convention concerning Medical Examination for Fitness in Industry of Children and Young Persons, 1946 (No. 77) (*Medical Examination of Young Persons (Industry) Convention, 1946*); the Convention concerning Medical Examination of Children and Young Persons for Fitness for Employment in Non-Industrial Occupations, 1946 (No. 78) (*Medical Examination of Young Persons Convention, 1946*); the Convention concerning the Restriction of Night Work of Children and Young Persons in Non-Industrial Occupations, 1946 (No. 79) (*Night Work of Young Persons Convention, 1946*); the Convention concerning the Night Work of Children and Young Persons in Industry (Revised), 1948 (No. 90) (*Night Work of Young Persons (Industry) Convention (Revised), 1948*); the Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, 1999 (No. 182) (*Worst Forms of Child Labour Convention, 1999*); the Convention concerning the Minimum Age for Admission to Employment Underground in Mines, 1965 (No. 123) (*Minimum Age (Underground Work) Convention, 1965*); the Convention concerning Medical Examination of Young Persons for Fitness for Employment Underground in Mines, 1965 (No. 124) (*Medical Examination of Young Persons (Underground Work) Convention, 1965*).

The International Labour Organization specifically regulates the age at which a person can be admitted to employment. In this way, the Convention concerning Minimum Age for Admission to Employment, 1973 (No. 138) specifies that the minimum age for admission to employment shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years. At the same time, para. 4 of Art. 2 of the Convention establishes that a Member whose economy and educational facilities are insufficiently developed may initially specify a minimum age of 14 years, and according to para. 5 such a state shall include in its reports on the application of this Convention a statement (a) that its reason for

doing so subsists; or (b) that it renounces its right to avail itself of the provisions in question as from a stated date (*Minimum Age Convention, 1973*). However, the Recommendation concerning Minimum Age for Admission to Employment, 1973 (No. 146) of the International Labour Organization emphasizes that measures should be taken to ensure that the conditions in which children and young persons under the age of 18 years are employed or work reach and are maintained at a satisfactory standard. These conditions should be supervised closely (*Minimum Age Recommendation, 1973*).

It should be emphasized that, in accordance with the mandate of the International Labour Organization, in the social sphere, international law, first of all, begins with protection of children and their fundamental rights. Legislative activities of the International Labour Organization aim at eliminating child labor, which violates the normal development of the child. The Organization pays special attention to the worst forms of involving children into work. The management of the aforementioned Organization has proposed a system of standards whose main purpose is to create and ensure that children in all countries, regardless of their level of development, are protected from the worst forms of work. These standards are defined by the Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, 1999 (No. 182) (*Worst Forms of Child Labour Convention, 1999*). Members which ratify this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency. To eliminate the use of child labour, the main way is to improve the legislation and practice of the Member States of the International Labour Organization, and, in turn, their proper and unconditional compliance with the Conventions and Recommendations regulating social and labour relations.

Another, rather important international instrument regulating children's and minors' rights is the Declaration of the Rights of the Child adopted by the United Nations General Assembly on 20 November 1959 (*Resolution adopted by the General Assembly 1386 (XIV)*) which proclaims that the best interests of the child shall be the paramount consideration and the child shall enjoy special protection. Consequently, the child shall be given opportunities and facilities to enjoy the benefits of social security including adequate nutrition, housing, medical services, education and be protected against all forms of neglect, cruelty and exploitation.

The most important international legal instrument regulating the protection of children is the Convention on the Rights of the Child adopted by the United Nations General Assembly on November 20, 1989, in which the basic provisions on protection and exercising children's rights are formed. In this way, para. 2 of Art. 2 provides for that States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members. In turn, para. 2 of Art. 3 obliges to ensure the child such protection and care as is necessary for his or her well-being. Art. 32 of the abovementioned Convention stipulates that States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

Regarding exercising the right to work, para. 2 of Art. 32 of the Convention establishes that States Parties shall: (a) provide for a minimum age for admission to employment; (b) provide for appropriate regulation of the hours and conditions of employment; (c) provide for appropriate penalties or other sanctions to ensure the effective enforcement of the requirements (*Convention on the Rights of the Child, 1989*). It should be noted that implementation of these provisions shall be ensured by means of labour law of each of the States Parties. The European

Social Charter (Revised) adopted on 3 May 1996 (*European Social Charter (Revised), 1996*), the Community Charter of the Fundamental Social Rights of Workers adopted on 9 December 1989 (*Community Charter of the Fundamental Social Rights of Workers, 1989*) and the Charter of Fundamental Rights of the European Union adopted on 7 December 2000 (*Charter of Fundamental Rights of the European Union, 2000*) containing the basic standards of safety of all workers, including minors, are of great importance for the development of labour law of the European Union.

In this way, Art. 7 of the European Social Charter (Revised) defines the basic children's and young persons' rights concerning their social protection, in particular, para. 1 provides for the minimum age of admission to employment that generally shall be 15 years. It is subject to exceptions for children employed in prescribed light work without harm to their health, morals or education. In turn, para. 2 of the said Article provides for that the minimum age of admission to employment shall be 18 years with respect to prescribed occupations regarded as dangerous or unhealthy (*European Social Charter (Revised), 1996*). An example of a violation of this paragraph is Germany, since admission to employment of persons under the age of 18 is allowed in the sectors of trade, transport, hotel business, food, although the working conditions in these sectors are dangerous and harmful to health (*Homen et al., 1988:512*).

As for working hours, para. 4 of Art. 7 of the European Social Charter (Revised) provides that persons under 18 years of age shall be limited in accordance with the needs of their development, and particularly with their need for vocational training (*European Social Charter (Revised), 1996*). For instance, pupils deliver newspapers starting at 6 o'clock in the morning during school hours. The Committee of independent experts came to the conclusion that the pupils' rights to favourable conditions for education are violated.

Para. 5 of the said Article recognises the right of young workers and apprentices to a fair wage or other appropriate allowances, and para. 6 provides that the time spent by young persons in vocational training during the normal working hours with the consent of the employer shall be treated as forming part of the working day. Paragraphs 7, 8 and 9 of Art. 7 of the European Social Charter (Revised) should be included in the guarantees provided to underage workers. In this way, para. 7 provides that employed persons of under 18 years of age shall be entitled to a minimum of four weeks' annual holiday with pay; para. 8 provides that persons under 18 years of age shall not be employed in night work with the exception of certain occupations provided for by national laws or regulations; para. 9 provides that persons under 18 years of age employed in occupations prescribed by national laws or regulations shall be subject to regular medical control (*European Social Charter (Revised), 1996*). However, it should be emphasized that a shortcoming of provisions of the Charter is the absence of prohibition on involving children and young persons in employment related to cinematography, performances, advertising, which is dangerous to their moral development and can negatively affect them as individuals. It should be pointed out that rules of the European Social Charter (Revised) define the image of the European Union at the international level. The provisions specified therein shall be strictly complied with by the Union since the list of rights shall be implemented in the course of enforcing their domestic and foreign policies by member states of the European Union (*Communication from the Commission, 2000*).

The Community Charter of the Fundamental Social Rights of Workers adopted on 9 December 1989 is one more European instrument regulating child labour. This document ensures young people's right to receive initial vocational training of a sufficient duration to enable them to adapt to the requirements of their future working life; for young workers, such training should take place during working hours; moreover, it provides for the obligation of

member states to take all appropriate measures to adjust labour legislation applicable to young workers so that their specific development and vocational training and access to employment needs are met. In particular, according to para. 22 of the Charter, the duration of work shall, in particular, be limited – without it being possible to circumvent this limitation through recourse to overtime – and night work prohibited in the case of workers of under 18 years of age, save in the case of certain jobs laid down in national legislation or regulations (*Community Charter of the Fundamental Social Rights of Workers, 1989*).

The Charter of Fundamental Rights of the European Union adopted on 7 December 2000 defines the prohibition of employment of children and occupational safety and health for young people, as well as the employer's duty to create working conditions appropriate to their age, namely, in Art. 32. Moreover, the said category of workers is ensured with protection against economic exploitation and any work likely to harm their safety, health or physical, mental, moral or social development or to interfere with their education (*Charter of Fundamental Rights of the European Union, 2000*).

One of the main special acts regulating child labour in the European Union is the Council Directive 94/33/EC of 22 June 1994 on the protection of young people at work (*Directive 94/33/EC, 1994*). The said Directive establishes special legal guarantees of work of this category of persons, namely: the minimum working or employment age not lower 15 years; guaranteeing that young people have working conditions which suit their age; the employer's duty to inform young people and their legal representatives of possible risks; an appropriate free assessment and monitoring of their health at regular intervals; prohibition of work which is objectively beyond young people's physical or psychological capacity; limitation of the working time of children to eight hours a day and 40 hours a week; prohibition of work by adolescents either between 10 p.m. and 6 a.m. or between 11 p.m. and 7 a.m.; entitlement of adolescents to a minimum rest period of 12 consecutive hours for each 24-hour period; entitlement of young people to a break of at least 30 minutes where daily working time is more than four and a half hours; providing with a period free of any work in the school holidays of children subject to compulsory full-time schooling; allowing the adolescents equivalent compensatory rest time within the following three weeks if their work was used to prevent negative consequences and other circumstances (*Directive 94/33/EC, 1994*).

Furthermore, Art. 5 of the Council Directive 91/383/EEC provides that the appropriate special medical surveillance of young workers shall extend beyond the end of the employment relationship of the worker concerned (*Council Directive 91/383/EEC, 1991*). The acts of the European Union contain a clear list of children's rights which should be laid down as a basis for the development of regulatory statutory acts, respected and adhered to the implementation of the domestic and foreign policies of member states of the European Union (*Communication from the Commission COM, 2000*).

Having analyzed the international standards of legal regulation of children labour, we would like to emphasize that children rights to work are also enshrined at the national level in all states.

Unity and differentiation are inherent to labour law as well as any field of law. Differentiation of legal regulation of labour is characterized by concrete definition of labour law rules regulating employment of specific categories of citizens. Differentiation of legal regulation of employment includes features and specifics regulating labour relations provided for by international standards, national legislation, local rules.

Admission to employment of minors is an important step for employers. To begin with, performing work under an employment contract provides for creation of guarantees for this



category of workers. Employers should take into account the fact that minors do not have significant experience and cannot foresee all hazards and risks that may arise. In turn, employer should carry out an analysis of possible risks, take into account working conditions and adhere to special rules enshrined in labour legislation which determine the special legal status of workers, responsibilities and guarantees of this category of workers.

Differentiation of legal regulation of child labour is based on the subjective characteristics and is conditioned by the age, physiological, psychological and social factors. Taking into account a subjective factor of differentiation leads to the necessity of adhering to guarantees of young workers in comparison with other categories of workers. Differentiation of child labour involves providing them with additional social and labour guarantees, as well as application of restrictions and prohibitions when performing certain types of work. It should be noted that the age is one of the main criteria for differentiation of legal regulation of child labour. The scope of such employment and its conditions can be recognized as an additional reason.

Most countries have age limits and rules for admission to employment of minors, but the problem is that many children are still employed off the record.

In labour law, there is such a notion of legal personality which includes legal capacity and legal competence. It also entrusts a person with rights and obligations and an ability to govern them. Throughout the Western world, labour legal capacity and legal competence are usually differentiated. Legal capacity arises from the achievement of a minimum age for admission to employment, which, according to the general rule, is 15 to 16 years old. With regard to legal competence, it begins from more than 18 years old, and in a number of countries, even from the age of 21 years old (*Kyselev, 1988:52-53*).

International standards impose a low age of labour legal capacity, for example, 15 years old for admission to industrial work and 14 years old for work in housekeeping and agriculture. In countries such as Belgium, Italy, Japan, children are allowed to be admitted to employment from 14 years of age, and in some countries even from 12 years of age to perform so-called "light labour" (Iran, Portugal, India, Mexico, etc.). In our opinion, the abovementioned age for admission to employment is low which violates children's rights to education, healthy growth, childhood.

Admission to employment of an underage person should only take place with the consent of his parents or persons replacing them. In some countries, consent of parents is necessary for entering into all or some types of employment contracts before young people reach legal age. This is substantiated by the fact that adolescents need protection of their interests, occupational safety and health, provision with appropriate guarantees, which, first of all, should be relied upon on their parents.

Describing the age as the main basis for the subjective differentiation of legal regulation of child labour, we believe that rules that ensure exercising the right to work of this category of persons should be mentioned and illustrated by an example of different countries.

In this way, according to the French legislation, namely the Labour Code of France, it is prohibited to employ children before they finish school, namely, before they reach 16 years of age, exceptions are school holidays for persons over 14 years old which is subject to a number of requirements. An employment contract will only be valid if it is executed in French in writing (*Code du travail, 2008*).

Specific age limits and guarantees are also defined in the German legislation. The main provisions of occupational safety and health are contained in the Occupational Safety Act. The Basic Law for the Federal Republic of Germany (*Basic Law for the Federal Republic of Germany, 1949*) prohibits employment of children under 13 years of age. In turn, the minimum

age for admission to permanent employment is 15 years of age. Persons who work before they reach the age of 15 years of age can to achieve to their capacity to work during non-study time of less than three hours a day. The indispensable condition of admission to employment is availability of a medical certificate. In turn, young persons aged 15 to 18 years of age have the right to work for no more than 40 hours a week and eight hours a day. Vacation time is granted in a differentiated way, depending on a worker's age, namely 30 calendar days for workers who are 15 years of age, 27 calendar days for those who are 16 years of age and 25 calendar days for those who are 17 year of age. It is difficult to dismiss an underage person as such a dismissal shall be duly substantiated and warranted by law.

Describing child labour in Poland, it should be noted that Art. 190 of the Labor Code of the Republic of Poland (*Polish Labour Code, 1997*) defines that a young person is a person who has reached the age of 16, but is not yet 18. There is a prohibition to employ young people who have not yet reached the age of 16. It is only possible to employ a young person who has completed at least basic secondary school and presents a medical certificate declaring that work of a given kind does not endanger his health.

In Estonia, legal regulation of child labour is carried out by the Employment Contracts Act (*Employment Contracts Act Republic of Estonia, 2009*). When employing children, laws imposing strict restrictions and rules regarding employment of young people are often an obstacle. In this way, in compliance with the abovementioned Act, an employer shall not enter into an employment contract with a minor under 15 years of age. Exceptions are jobs where duties are simple and do not require any major physical or mental effort, so an employer may enter into an employment contract with a minor of 13–14 years of age. Minors of 7–12 years of age are allowed to do light work in the field of culture, art, sports or advertising. The guaranty of children labour is observance of working time, namely, in the case of an employee who is 7–12 years of age, full-time work means 3 hours a day and 15 hours over a period of seven days; in the case of an employee who is 13–14 years of age or subject to the obligation to attend school – 4 hours a day and 20 hours over a period of seven days; in the case of an employee who is 15 years of age and not subject to the obligation to attend school – 6 hours a day and 30 hours over a period of seven days; in the case of an employee who is 16 years of age and not subject to the obligation to attend school, and an employee who is 17 years of age – 7 hours a day and 35 hours over a period of seven days (*Employment Contracts Act Republic of Estonia, 2009*).

In the UK, the law allows admission to employment people who are at least 12 years of age. However, they cannot work more than 3 hours a day. The labour guarantee is that such persons cannot be involved in harmful work, work in the night shift and in shift impeding the attendance of school.

In the United States of America, a person is legally admitted to employment at the age of 16 years, although as a contingency measure, persons who are 14 years of age are admitted to employment in non-industrial areas. It should be emphasized that in a number of countries, generally, there is no prohibition of night work for children and adolescents (e.g. Japan, Austria, Spain, etc.).

Summarizing the characteristics of such a reason for differentiation as the age, it should be noted that in each country, in accordance with the law, the minimum age for admission to employment of a minor is established and guarantees provided to him are defined. In our opinion, a shortcoming is that often the relevant minimum age for admission to employment is not observed which gives rise to violation of the rights and interests of a specific category of persons.

With reference to the issue of ensuring the working conditions of minors, we would like to point out that they should differ from the working conditions of adult workers. First of all, it is explained by the physiological characteristics of a child and adolescent body, as well as the fact that a major part of such persons does not have a profession and speciality. Although, at the legislative level, it is determined that minors are equated to adults in labour rights, at the same time they are subject to certain safeguards in regard of occupational safety and health, working time, rest time.

In relation to the issue of normative consolidation of the notion of working conditions, the main international rules are: the International Covenant on Economic, Social and Cultural Rights, the European Social Charter (Revised), the Convention concerning Occupational Safety and Health and the Working Environment, 1981 (No. 155) of the International Labour Organization, the Recommendation concerning Occupational Safety and Health and the Working Environment, 1981 (No. 164), etc.

In this way, for instance, in some countries, it is prohibited to use child labour at weekends and on holidays, in harmful, difficult and dangerous jobs, in underground work and in jobs that are contrary to the moral standards; limits on raising heavy things are set for this category of workers, etc.

In the world community, there are different ways to remuneration of child labour. In most countries, there are guaranteed minimum wages, and in a number of countries, these are lower than for adult workers. For example, in France, for people under 17 years of age, wages are 20 percent lower and for people between 17 and 18 of age – 10 percent lower. In Belgium and Luxembourg, the minimum wage scale is determined by the age. In Japan, remuneration depends on the length of service; persons employed immediately after leaving school, lyceum or university rank as the lowest grade.

So, summarizing, we can say that the working conditions for minors and remuneration for child labour are considered and determined by differentiation depending on a number of factors.

Underage workers are a special group of workers and many factors affect their work, a risk of an accident at work. They influence physical, psychological and emotional development, educational level, professional skills, work and experience. The International Labour Organization prepared a report on the World Day for Safety and Health at Work in 2018 which is designed to form a safe and healthy generation. The Report “Improving the Safety and Health of Young Workers” provides insights on how to prevent the risk factors that may occur to workers under 15 years of age, namely, they can be inherent to their age (e.g., stage of physical, psychosocial and emotional development). Relative lack of skills, being in transition between school and work, nature of the work (i.e. shift work, part-time work, and short term, seasonal and on-call work), work characteristics (i.e. work presenting physical, chemical, biological, mechanical and psychosocial risk factors) should also be attributed to the behaviour that generates risk factors (*Improving the Safety and Health of Young Workers, 2018*).

### 3. Conclusions

The basic labour rights and freedoms of underage workers are an integral part of international law. Having analysed these rules, we can talk about a whole range of minors’ rights relied on states to implement. However, in the modern world, the problem is that these rules are often not followed. Comparative legal analysis of international labour rules and labour legislation of some states gives grounds to assert that the legislation does not fully correspond to

the public development. Taking into account the practice of international regulation of the legal status of a child, it should be pointed out that child labour is harmful and dangerous enough for their physiological, intellectual and spiritual development. Legal regulation of child labour is characterized by differentiation which determines the age of a person as one of its main reasons. By international standards, the minimum age for admission to employment is, according to the general rule, 15 years, which, in our opinion, is low and, at least, it should be 16 years of age for a person to exercise the right to work, since employment before this age prevents him from obtaining appropriate education. The duration of working hours of 40 hours per week should apply only to persons reaching the age of 18 years. Summing up the above, we can say that minors actively exercise their right to work, primarily to earn a profit and provide their own needs. With the public development and implementation of legal reforms worldwide, international standards should be revised and amended toward more full protection of labour rights and freedoms of minors in order to be implemented in the rules of national legislation as soon as reasonably possible.

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## CLASSIFICATION OF INVALID TRANSACTIONS IN PRESENT LAW DOCTRINE OF EUROPEAN COUNTRIES

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### Summary

The aim of this paper is providing the analysis of the classification of invalid transactions into void and voidable, which is recognized in many countries. This classification takes roots from the times of Ancient Rome, and was further developed in the 19th century thanks to the works of pandectists, primarily F.K. von Savigny and B. Windscheid. Today many European states are reforming their civil legislation. This fact allows us to take a fresh look at many institutions of civil law. In addition to the traditional approaches that are characteristic of the countries of the pandect system, special attention should be paid to the “*theorie moderne*”, which is widespread in the countries of the Romanesque legal system. In the context of the invalidity of transactions, the article analyzes the provisions of the legislation of the leading European countries – Germany, France, the Netherlands, Italy, Spain, Belgium. Based on the above, it is concluded that this classification of the invalidity of transactions has not lost its meaning and is relevant today.

**Keywords:** invalid transactions, void and voidable transactions, classification of invalid transactions, “*theorie moderne*” of invalid transactions.

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### 1. Introduction

The article is devoted to the analysis of the division of invalid transactions into void and voidable. Despite the fact that this is one of the most common classifications, it has not lost its relevance today. For example, Professor K. Turpin (Cambridge University) is one of the developers of the division of invalid acts into void and voidable. His critics noted that the simple dichotomy of invalidity is incapable of describing the various circumstances in which the law more or less refuses to give legal effect to contracts, marriages or other legal acts (*Turpin, 1955:58*).

### 2. History brief

First of all, it should be noted that this classification has its roots in Roman law.

Distinguishing between invalid transactions in Roman law, novelists identified the following types: 1) non-existent (*negotium nullum*) – contracts in which the rules of form were not followed; 2) absolutely invalid (*negotia irrita*) – contracts that have defects that the judge was obliged to take into account “in his position”, namely contracts concluded by unauthorized persons, contracts with illegal and immoral conditions, and so on. These agreements were considered invalid from the moment of their conclusion and had no legal force; 3) relatively invalid or voidable contracts (*negotia rescindibilia*) – contracts with defects for which the judge was not obliged to cancel them, unless required by the person concerned. These were contracts

entered into by mistake, under the influence of fraud or under threat, as well as unprofitable contracts of minors. Only later, as the legal system in Roman law was simplified, did the novelists introduce a term for the voidable treaties – “conditionally valid”, and also began to consider void non-existent transactions along with transactions with defects of subjects and content.

The contradistinction of void and voidable contacts was introduced by F.K. von Savigny. He distinguished between transactions that were invalid from the beginning due to a violation of the prohibition of the law (*nichtig*), and transactions that can be challenged, but before the challenge are valid despite the defects (*anfechtbar*).

The Commission on the development of the German Civil Code identified possible grounds for invalidity (nullity, non-existence, challengeability and relative invalidity), and noted that nullity and voidability are opposite types of invalidity. Relative invalidity was the third level of invalidity (Windscheid's point of view (*Windscheid, 1840*)). As opposed to, Savigny identified relative invalidity and voidability.

Concepts of void and voidable transactions as two forms of invalidity were developed on the basis of Roman sources by interpreting them first in the Middle Ages and commentators, but mainly in the XIX century by German pandect scientists, which clearly differentiated “*Nichtigkeit*” and “*Anfechtbarkeit*”.

In the original version of the French Civil Code, the term “invalidity” was identical to the term “destruction” (*annulabilité*) and therefore was not invalidity in the current sense. The terms “*nullité, annuler, n'a aucun effet, nulle*” were also not distinguished (*Solórzano, 2010:133*).

### 3. The law of European countries

However, the classification of transactions into void and voidable is recognized in many countries.

In the civil law of Bulgaria contested are contracts that are valid and binding until they are challenged or declared invalid by a party on the grounds provided by law. The definition of void contracts is enshrined in Art. 27 of the Act on Obligations and Agreements of Bulgaria. Invalid contracts are not valid and are not enforceable. Neither party is obligated to perform its obligations under this agreement, and no lawsuits may be claimed against them (*Act on Obligations and Agreements of Bulgaria*).

The division of invalid transactions into void and voidable is also known to the legislation of Spain. Articles 6.3 and 1,258 of the Civil Code of Spain provide that contracts that are contrary to mandatory provisions of the law are null and void, unless this law provides consequences, excellent and of worthlessness. Void are also contracts in which they lack their basic elements, in particular, consent, subject or reason (Article 1.261 of the Civil Code of Spain) (*de Baranda, 2010*).

Professor Yolanda Bergel Sainz de Baranda (Carlos III University of Madrid) notes, that cases of nullity of contracts are most extreme and serious and should protect the public interest. Nullity is *ipso iure*, which means that there is no need to claim to the court. Of course, when the parties there is disagreement as to the existence of such nullity or when one or both parties realized performance arising from the void contract (in this case, everything should return to the situation prior to the agreement as a contract deemed never existing), perhaps may referred to court, but the court decision will be declarative only. Such a claim may be filed at any time, is not subject to the statute of limitations, and may be filed by anyone. Any person with a legitimate interest may invoke the invalidity, and the invalidity of a void transaction may be declared a judge *ex officio*. The Supreme Court (*Tribunal Supremo*) of Spain decided that

even a person who is responsible for the nullity of the transaction, has the right to appropriate legal action (*Tribunal Supremo de España, 2009*).

The voidable contracts have legal force, but they have a certain defect. The voidability in Spanish civil law is called relative invalidity and is intended to protect the private interest, above all, the interest of the party to the contract. The voidability does not occur ipso iure, a court decision is required, and if the limitation of actions has expired (4 years), the contract is considered fully valid. An action for the invalidity of a contract may not be brought by the party which gave rise to the invalidity (Article 1,302 of the Civil Code of Spain). Spanish civil law also gives the parties to the voidable contract the opportunity to agree on its invalidity without going to court (*Solórzano, 2010:133*).

Dutch law also knows classification defects on voidness and voidability. Thus item 2 of Art. 3:40 The CC of the Netherlands says: “Contradiction with the imperative rule of law leads to the nullity of the transaction, and the nullity is formulated as a general rule of invalidity. Voidability is established as an exception to the general rule on the invalidity of transactions, which is contrary to the mandatory rule of law, when the violated rule protects only the interests of one of the parties to the transaction. The Italian Civil Code (Codice Civile) stipulates that a contract is void if it violates the rules of contract law or if its cause (causa) is inadmissible (Article 1418). The claim may be filed by any interested person, and may also be accepted by a judge officio (Article 1421). An action for invalidity is not subject to a limitation period, except for an action for restitution. A claim for invalidation of the voidable transaction may be filed only by the interested party (Article 1441), the limitation of actions is 5 years. It is possible to confirm the legal force of the transaction, which entails the impossibility to void it in the future (*Solórzano, 2010:169-170*).

Nullity in Europe does not require the invalidation of the transaction in court, although it is possible to file a lawsuit to establish its nullity, which is not subject to limitation of actions. But nullity may be set in court without this special claim, citing it as one of the foundation elements of the action. Voidability also means that the invalidity of the transaction following the unilateral, according to the current German law, extrajudicial declaration (§ 143 BGB) – application strictly defined entities, with the possibility of such applications is limited to certain periods (see. § 121, 124 BGB). If a unilateral declaration of invalidity of the transaction is not made in a timely manner, the transaction remains valid, acquiring final and full legal force (*Karapetov, Tuzov, 2016:32*).

#### 4. “Theorie modern”

There should be separately noted so-called modern theory (“Theorie modern”). This theory developed in countries with a Romanesque system of civil law, primarily France, Belgium, and partly in Switzerland, and did not become widespread outside these countries.

The essence of this theory was two main points. First, the invalidity of the transaction was considered as a sanction, which was established in the absence or non-compliance with the necessary conditions for the validity of the transaction. Accordingly, nullity and voidability are the higher and lower levels of such a sanction.

Of course, in classical theory, the invalidity of the transaction is understood as a response of the legislator to certain violations, but the sanctioning, punitive nature of such consequences is not in the first place. For supporters of *theorie moderne* in the understanding of invalidity is the punishment itself, the desire of the legislator to bring a certain phenomenon outside the legal sphere. The intensity of the sanction (nullity or voidability) depends on the severity of the



violation. However, in any case, it means the invalidity of the transaction. From this follows a very important conclusion: the right to invalidate transactions should be given to each person (and this is both voidable and void transactions).

Secondly, according to the proponents of this theory, there are borderline types of invalidity, which tend to be either void or disputable, but in fact they are not (*Goutte, 1929:362*). In general, the Civil Code of France traces the division into void and voidable (for example, Article 1117) provides for the possibility of establishing the division of invalid transactions into void and voidable.

At the same time, the analysis of further provisions allows us to conclude that this idea was not fully supported by the legislator. As an example, we can cite the provisions of the Civil Code of France, which establish the invalidity of transactions without reference to nullity or voidability. For instance, according to Art. 1339, the donor cannot eliminate defects in the form of the donation agreement by any confirmatory act; it is necessary that the donation agreement be re-concluded in the prescribed form. Thus, this construction is similar to the nullity of the contract of gift. At the same time, in accordance with Art. 1340, the heirs or successors of the donor may confirm or approve such a contract, which entails their refusal to void this contract due to a defect in form. This tends to voidability the contract.

Marriage to a mad person is void, at the same time this invalidity can be declared by a judge at the request of the prosecutor.

As a result, it should be noted that the main reason for the predominance of classical theory over *theorie moderne* is that the former is more in line with modern needs. The various theoretical cases of invalidity, which according to “*theorie moderne*” consist in different variants of invalidity, are ultimately reduced to nullity or voidability. Because of the clarity of the signs, these types of invalidity are practical and understandable (*Abt, 2002:4*). The weakest point of *theorie moderne* is that, together with the denial of nullity and voidability, it offers nothing as an alternative.

At the same time, it was impossible not to mention *theorie moderne*, and not only for reasons of curiosity in the study of this issue. After all, it is well known that in law there are also warehouses of invalid transactions, which can not be attributed with certainty to void or voidable. The most famous case – Art. 228 of the Civil Code of Ukraine “Legal consequences of a transaction that violates public order, committed for a purpose contrary to the interests of the state and society” and the existing Article. 208 of the Economical Code of Ukraine “Consequences of invalidation of an economic obligation”.

Accordingly, the question of the division of invalid transactions into void and voidable and, in particular, the grounds and essence of such a division remains relevant.

## 5. Conclusions

Thus, classical theory understands nullity and voidability as two types of invalidity. Nullity means the most severe legal consequences, and voidability occupies an intermediate place between the absolute validity and the nullity of the transaction. In French civil law invalidity means the existence of certain sanctions in the presence of circumstances provided by substantive law. In contrast to classical theory, there are many more degrees of invalidity (there are up to sixteen), and insignificance and disputability are respectively the highest and lowest links of invalidity. Intermediate types of invalidity can also tend to approach nullity or voidability. The « *theorie moderne* » itself does not mean a complete rejection of the division of invalid transactions into void and voidable, and the types of invalidity in one way or another are reduced to a classical dichotomy.

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## EVOLUTION OF LEGAL REGULATION OF SERVICES OF GENERAL ECONOMIC INTEREST IN UKRAINE

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### Summary

The purpose of the article is to show in the historical development the formation of the institute of services of general economic interest (SGEI) in the Ukrainian legal tradition under the influence of European integration strategic actions. One of such actions is the harmonization of Ukrainian legislation with the law of the European Union. SGEI, in the context of another "legal novelty" for Ukraine as state aid as part of competition law, have changed the existing approaches to the distribution of already known subsidies and grants. A set of new rules forced the state authorities to adhere to clear rules, failure to comply with which is fraught with real sanctions.

In the course of the study, it was revealed that the institute of SGEI has already found its reflection and practice in the Ukrainian legal system. But at the same time, all norms of legislation on services of general economic interest do not correspond to the practice of the EU, and legislative changes are necessary to launch reforms in this area.

**Keywords:** SGEI, European integration, state aid, harmonization (approximation), Altmark criteria

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### 1. Introduction

State aid to undertakings is commonplace, but it must be subject to certain rules, especially for those undertakings that provide so-called services of general economic interest. These services cannot be provided without such state support – which allows for different interpretations of such state aid, even when, by all indications, it should be declared incompatible. It is also relevant that Ukraine should take into account the positive trends and development of the institute of state aid to economic entities that provide services of general economic interest not only to harmonize their own legislation, but also to develop uniform law enforcement practice on this issue.

The main purpose of the article is to trace the historical and legal trends in the development of Ukrainian legislation on the regulation of state aid to economic entities that provide services of general economic interest.

Kolosova O. and Lillemiae O. raised the general issues of SGEI in their works, in which the legal nature of services of general economic interest is studied, as well as national legislation, European Union legislation and the case law of the European Court of Justice in this field are analysed. K. Smyrnova covered the general analysis of the problem of legal regulation of state aid in Ukraine, the historical development of its normative-legal consolidation, its adaptation to the EU legislation in her work.

Historical-legal and formal-logical research methods were used to identify patterns of historical development of the system of norms on state aid for services of general economic interest, to determine the formation and features of legal regulation in different periods of this legal institution in Ukraine. The comparative legal method was used to analyse the norms, principles and mechanisms of state aid regulation in the European Union and in Ukraine in order to establish the compliance of Ukrainian legislation with EU law in this area.

For the first time in Ukrainian doctrine, the study consolidates all aspects of the development of legal regulation of state aid to economic entities providing services of general economic interest in our country – Ukraine, based on EU practice, where this mechanism has already achieved some successful development, whose experience is necessary to transfer to the Ukrainian realities.

## **2. The first attempts at Europeanization of Ukrainian legislation on state aid**

Prior to the conclusion of the Association Agreement between Ukraine and the EU, Ukrainian legislation did not recognize such a legal institute as state aid, as well as services of general economic interest.

Until 2014, similar to state aid in the sense of European legislation, subsidies or dotation from the state to economic entities were allocated without any clear rules and forms of control over this activity.

Chernikov D. identifies the following three stages in the development and formation of the legal institute of state aid: "At the first stage (1991-2000), the principles of the Soviet economic system, which consisted of providing direct budget support to undertakings, generally dominated. In the second stage (2001-2005), after the beginning of the budget reform, the introduction of the program-target method in the budget process, there was a certain modernization of state support. Legislation on its provision determines the formal characteristics of recipients, types of support, in some cases determine its time frame. The third stage (2005-2010), related to the intensification of efforts in the direction of international economic integration, was marked by a large-scale reduction of forms of state support without further modernization of the system of its provision, which could be based on relevant international experience and legal standards" (*Chernikov, 2013:4*).

In retrospect, we can recall the attempts of the Antimonopoly Committee of Ukraine (AMCU) to introduce certain rules of state aid control harmonized with European legislation, namely in 2004.

It should be reminded in 2003-2004 the political situation contributed to the active adoption of regulations on the adaptation of Ukrainian legislation to EU law: as an example, we can cite the Law of Ukraine "On the National Program for Adaptation of Ukrainian Legislation to European Union Legislation", according to which competition rules were identified as one of the priority areas for adaptation.

In 2004, the AMCU developed and the Cabinet of Ministers of Ukraine submitted to the Verkhovna Rada of Ukraine the Draft Law № 5469 on State Aid. The draft did not provide for any mention of services of general economic interest, instead there was a rule that the Law does not apply to state aid of a social nature, and special rules may be established for state aid to ensure national security and public interests, according to which competition rules were identified as one of the priority areas for adaptation.

In 2004, the AMCU developed and the Cabinet of Ministers of Ukraine submitted to the Verkhovna Rada of Ukraine the Draft Law № 5469 on State Aid. The draft did not provide

for any mention of services of general economic interest, instead there was a rule that the Law does not apply to state aid of a social nature, and special rules may be established for state aid to ensure national security and public interests.

Also, the current version of the Commercial Code of Ukraine was also adopted. Article 16 of the Code stipulates that the state can provide grants to subjects of managing: on support of production of the vital food, on production of the vital medicines and means of rehabilitation of persons with disability, on import purchases of separate goods, services of transport providing socially important transportations and also to the subjects of managing which appeared in critical social and economic or ecological situation for the purpose of financing of capital investments at the level necessary for maintenance of their activities, on the purpose of technical development which give considerable economic effect, and also in other cases provided by the law. The state can perform compensations or surcharges to agricultural producers for the agricultural products sold by them to the state. The bases and procedure for application of means of the state support of subjects of managing are determined by the law.

The Academic Glossary of the Ukrainian Language defines that a "subsidy" an additional allocation from the state budget to an enterprise, institution or organization to cover overspending and other needs. That is why subsidies are nothing more than a form of state aid in the sense of European legislation and practice on state aid control.

It is also particularly interesting that the grounds and procedure for applying the means of state support of economic entities are determined by law. But at the time of the adoption of such a provision of Article 16 of the Commercial Code (2004), there was no separate law on state aid that would comply with all the provisions of European competition law, but there were still attempts.

### **3. New legislation on state aid for the implementation of the Association agreement EU-Ukraine (2014)**

The next attempt to adopt the Draft Law on State Aid took place after the initialling of the text of the Association Agreement, which provided for Ukraine's commitment to create a national competition system modelled on the EU. In 2013, before the Revolution of Dignity, the Draft Law of Ukraine № 2549 on state aid to economic entities was submitted to the Verkhovna Rada of Ukraine, where in Article 1 item 13 Definition of terms we find a legal definition of services of general economic interest as services, related to meeting the particularly important general needs of citizens, which cannot be provided on a commercial basis without state support.

This Law was adopted on July 1, 2014 and was promulgated by the new President of Ukraine after the signing of the Association Agreement between Ukraine and the EU. Therefore, as we see again, the adoption of such an important law was preceded by appropriate political activity on the topic of European integration, which again comes to the fore.

In addition to this definition in the Law, the term "services of general economic interest" is available in Annex XXIII to Chapter 10 "Competition" of the Association Agreement and is given the following definition: This means economic activities that public authorities identify as being of particular importance to citizens and that would not be supplied (or would be supplied under different conditions) if there was no public intervention. The activity must exhibit special characteristics as compared with the general economic interest of other economic activities. As you can see, the term in the Law of Ukraine "On State Aid to Business Entities" was taken from the current European legislation, as well as the Association Agreement between Ukraine and the EU. The only thing that can be noticed is that in the definition given in the Association

Agreement the formulated part is more in the conditional style “that would not be supplied (or would be supplied under different conditions)”, and in the profile Law of Ukraine – in categorically negative – “...which cannot be provided on a commercial basis without state support”.

Some researchers, such as O. Kulyk, note that this is essential and the definition of "services of general economic interest" provided in the relevant Law of Ukraine does not comply with EU law (Kulyk, 2019). Also, significant problems that prevent us from talking about the final Europeanization of Ukrainian legislation in the field of state aid, in particular the institution of services of general economic interest and compensation provided to economic entities providing such services, include: lack of the Law of Ukraine "implementation" of the criteria developed by the Court of Justice to determine the lawful and reasonable compensation for the provision of services of general economic interest, the so-called Altmark criteria, as well as the right of the Cabinet of Ministers of Ukraine to determine the list of services of general economic interest in 2018. Whereas the European Commission has deliberately refused to define such a list, as it is impossible to determine which services are services of general economic interest due to their special nature, as well as the freedom to define such services by EU Member States.

Subsequently, the AMCU attempted to amend the Law of Ukraine "On State Aid to Business Entities", as in the process of its operation and application since 2017 there were significant gaps, including in accordance with the principles of state aid control in EU law. In 2018, the AMCU develops and submits the Draft Law “On Amendments to the Law of Ukraine “On State Aid to Business Entities”. According to the text of the draft law, we can see that the definition of the term "services of general economic interest" is subject to appropriate changes, namely, services of general economic interest are defined as services that public authorities or local governments define as being of particular importance to citizens and which are not or cannot be provided by economic entities operating in market conditions or provided in the presence of conditions concerning, in particular, the cost, purpose, quality, continuity, frequency and availability of such services, which is in the public interest, designated by public authorities or local governments.

If we compare these two definitions, we can distinguish two significant conclusions: first, the definition in the draft law is closer to European regulation, as Member States have a wide discretion in defining this service as SGEI, as well as to calculate compensation for their provision in accordance with the EU Competition rules.

In addition, in this draft Law of Ukraine we see significant changes in approaches to determining compensation to enterprises provided for services of general economic interest, which in turn is not considered state aid and does not fall under this Law (the so-called Altmark concept).

That is, the AMCU proposed instead of removing from the Law all cases of provision of services of general economic interest in terms of compensation of reasonable costs for the provision of such services (a general rule that is not relevant in EU practice and does not meet the obligations under the Association Agreement) to enshrine the Altmark criteria at the legislative level, as well as to remove the norm on granting the right to determine the list of services of general economic interest to the Cabinet of Ministers of Ukraine.

In accordance with the amendments to Part 2 of Article 6 of the proposed Draft Law of Ukraine, the Cabinet of Ministers of Ukraine has the right to determine not the list of such services, but the criteria for assessing the compatibility of state aid, in particular services of general economic interest.

However, the draft Law of Ukraine in this version was not considered by the Verkhovna Rada of Ukraine, and given the systematic gaps identified during the implementation and application of the current Law of Ukraine "On State Aid to Business Entities" it was decided to

prepare a new version of the Law of Ukraine "On state aid to business entities", which in turn would repeal the Law of 2014 and replace it.

#### **4. Regulatory problems of implementation of European rules on state aid for services of general economic interest in Ukraine**

In 2018, pursuant to the third paragraph of paragraph 2 of the second part of Article 3 of the Law of Ukraine "On State Aid to Business Entities", the Cabinet of Ministers of Ukraine adopted Resolution № 420 of May 23, 2018 "On approval of the list of services of general economic interest". Only services in the field of functioning of the electricity market and services in the field of functioning of the natural gas market were identified.

In December 2018, the Cabinet of Ministers of Ukraine amended the list of services of general economic interest approved by the Cabinet of Ministers of Ukraine dated May 23, 2018 № 420, supplementing it with paragraph 3 on services in the field of housing and communal services:

- district heating services, heat supply services;
- centralized hot water supply services;
- services for centralized cold-water supply;
- centralized drainage services;
- services for the removal of household waste.

In line with EU practice, as noted above and confirmed by other scholars, services of general economic interest are a flexible tool, and each country is given the freedom to define such services, while respecting EU competition rules. As a rule, each case of such state aid in the form of compensation for costs related to services of general economic interest is considered separately by the antitrust authorities of the EU Member States and the European Commission separately and all aspects are taken into account. Therefore, the compilation of any lists of services of general economic interest is clearly not in line with current EU practice and should therefore be modified.

This is also noted by the Association of Ukrainian Cities, which represents the majority of local governments as the largest body, a platform for cooperation between various local authorities in all regions of Ukraine. In particular, from 2018, the Association summarizes the practice and seeks clarification from the AMCU on the correct application of the provisions of the Law of Ukraine "On State Aid to Business Entities". In 2020, the Association, based on the generalized practice of providing such state aid by all local governments, sent a letter to the AMCU and the Ministry of Community Development with a proposal to modify Resolution № 420 and supplement it with new services of general economic interest.

The letter states that "according to the Law of Ukraine" On State Aid to Business Entities", local governments may provide state aid only after receiving a positive decision of the Antimonopoly Committee of Ukraine. Obtaining such an opinion is a lengthy procedure and can take more than 8 months. This situation leads to delays in the implementation of almost all local programs, the impossibility of prompt provision of financial support to utilities to ensure the livelihood of communities. However, the Law of Ukraine "On State Aid to Business Entities" stipulates that its effect does not apply to the provision of services of general economic interest, in terms of compensation for reasonable costs for the provision of such services (the list of such services is set by the Government). It is extremely important to fill this List with socially important activities of public utilities that ensure the provision of quality public goods to residents of municipalities.

The Association of Ukrainian Cities sends proposals to expand the list of services of general economic interest, approved by the Cabinet of Ministers of 23.05.2018. № 420, such services:

- services for the improvement of settlements;
- maintenance services for buildings and structures and adjacent territories, as well as housing management services;
- ritual services;
- services for the organization of school and preschool baby food;
- milk-based baby food services for children under 2 years of age;
- services for the production and maintenance of special vehicles;
- passenger transport services by public transport;
- services (works) for the installation of commercial metering devices for heat energy and water supply.

Most of these services are already recognized by the AMCU as services of general economic interest on a case-by-case basis – in each case separately, bringing it closer to the European approach. We hope that the relevant Draft Law on Amendments to the Law of Ukraine will be adopted by the Verkhovna Rada of Ukraine, and Resolution № 420 of 23.05.2018 was repealed and replaced by a Resolution approving the relevant criteria for determining the eligibility of state aid for services that constitute general economic interest.

## 5. Conclusions

Thus, we can state that two attempts (unsuccessful in 2004, successful in 2014) to introduce a EU law institute of state aid, as well as services of general economic interest depended entirely on political pressure and the situation in which Ukraine found itself. Despite attempts to adopt the relevant Law of Ukraine on State Aid in 2004, real progress in the europeanization of this institute, and in general its creation as such under European rules took place only in 2014 with the adoption of the Law of Ukraine on State Aid to business entities, but its implementation began only in 2017. Researchers and practitioners in this field are currently identifying structural problems, including regulatory ones, that need to be changed as soon as possible for the further harmonious development of this institute in Ukraine, as well as to fulfil its obligations under the Association Agreement with EU. Amendments to the existing law of Ukraine will need to be further strengthened at the level of bylaws, as well as the implementation practice of the controlling body – the AMCU, and therefore this topic leaves much room for further research.

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**HEALTH, ENVIRONMENT, DEVELOPMENT****FIBRINOLYTIC ACTIVITY IN HEART TISSUE IN HYPOTHYROID AND HYPERTHYROID RATS UNDER THE INFLUENCE OF EXOGENOUS MELATONIN AND BLINDING CONDITIONS (ENUCLEATION)****Svitlana Anokchina**

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**Summary**

The aim of our scientific work was to study the effect of exogenous melatonin on the indicators of fibrinolytic processes in the heart tissues and to analyze the changes in fibrinolytic activity occurring in the heart tissues of enucleated hyper- and hypothyroid white rats.

The experiments were carried out on white nonlinear male rats weighing 0.12-0.14 kg. 4 experimental groups of animals were formed. The control group consisted of 11 normothyroid rats, which were injected with a melatonin solution in appropriate volumes. The animals were euthanized under light ether anesthesia. Samples of the examined heart tissue were ground in a glass homogenizer with borate buffer (pH 9.0). The homogenate was used in biochemical analysis. Determination of the total, enzymatic and non-enzymatic fibrinolytic activity (TFA, EFA, NFA, respectively) in the heart tissues was carried out by the method of azofibrin lysis (LLC "Simko", Ukraine).

Statistical processing of the results was carried out by the method of variation statistics using the Student's test.

Experimental studies on nonlinear male white rats have shown that the introduction of exogenous melatonin, as well as modeling the conditions of endogenous melatonin overproduction by blinding (enucleation) cause an increase in the intensity of enzymatic and non-enzymatic fibrinolysis in heart tissue in normothyroid animals. At other hand, enucleation causes an increase in the intensity of fibrinolysis in the tissues of the heart in hypothyroid rats, but not in hyperthyroid.

**Keywords:** exogenous melatonin, fibrinolytic activity, hypothyroidism, hyperthyroidism, enucleation, heart tissues

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## 1. Introduction

It is known that the pineal gland is a neuroendocrine formation that promotes the transformation of environmental signals into humoral stimuli and which is able to regulate the functioning of the hypothalamic-pituitary-thyroid complex. The pineal gland is a producer of compounds of the methoxyindole family, of which N-acetyl-5-methoxytryptamine (melatonin) and 5-methoxytryptamine have hormonal properties and functions of endocrine rhythm synchronizers, including the thyroid gland (*Anysymov, 2006; Tan, 2010*).

Endogenous regulation of melatonin production is carried out by suprachiasmatic nuclei (SCN), and external correction – by the photoperiod. It is known that melatonin production varies with a number of pathological conditions, in particular there are reports of increased melatonin levels in patients with cirrhosis of the liver, with chronic kidney and cardiovascular diseases (*Zaslavskaya, 2005*).

Some researches shown that thyroid C-cells synthesize melatonin under thyroid-stimulating hormone control. Also, it is shown the involvement of melatonin in thyroid function by directly-regulating thyroglobulin gene expression in follicular cells (*Garcia-Marin, 2015*). Administration of melatonin in dogs decreases concentration of T3 and T4 hormones and balance other metabolic hormones following castration. Also, is known, that exogenous MLT modified the progression of autoimmune thyroiditis through T cell-driven immunity, and excess MLT worsened the clinical and pathological features (*Lin, 2019*).

In mammals, the light cycle is perceived by the retina, from there the nerve signal via the retino-hypothalamic pathway enters the SCN, and later in the upper cervical ganglion. From the latter, information about the light enters the pineal gland: it is mediated by norepinephrine (NA), which is released by nerve endings directly into the parenchyma of pineal cells, which leads to the start of melatonin synthesis (*Zhao Dake, 2019*). Violation of the structure of chronorhythms (desynchronization) is an indicator of the pathological state of the organism (*Komarov, 2000*).

Melatonin has significant effect on myocardial structure and function. It induces cardiomyocyte proliferation and heart regeneration after myocardial infarction by regulating the miR-143-3p/Yap/Ctnd1 signaling pathway, providing a new therapeutic strategy for cardiac regeneration (*Ma, 2021*).

Particularly threatening is the imbalance of the chronorhythms of interdependent or cascading enzymatic reactions. Issues of fibrinolysis attract the attention of a wide range of clinical and theoretical medical professionals (*Litvinov, 2013*). Depression of fibrinolytic activity is one of the pathogenetic factors in the development of thrombosis (*Violi, 2013*). Statistics of myocardial infarction clearly show the daily dependence of this pathology, which may develop due to circadian fluctuations in fibrinolytic potential (*Ostrowska, 2004*).

Given the above, we considered it appropriate to research the effect of exogenous melatonin, and the combined effect of melatonin hyperproduction on fibrinolytic activity in heart tissue in hypo- and hyperthyroid rats.

## 2. The aim of the study

The aim of this study is to research the effect of exogenous melatonin on the indexes of fibrinolytic processes in the heart tissues and to analyze changes in fibrinolytic activity occurring in the heart tissues of enucleated hyper- and hypothyroid white rats.

### 3. Material and methods

The experiments were performed on male nonlinear white rats weighing 0.12-0.14 kg. Melatonin was administered once intraperitoneally at a dose of 6 mg / kg body weight (*Anokhina, 2004*). Enucleation (blinding) of rats was performed under nembutal anesthesia (at a dose of 40 mg / kg body weight), 0,1% dicaine solution was injected into the conjunctival sac, after which the eyeball was removed (group 1) (*Kuchuk, 2001*). Hypothyroidism was caused by the introduction of mercazolyl at a dose of 10 mg / kg body weight for 10 days (group 2). Group 3 – enucleated hypothyroid rats. Simulations of hyperthyroidism were performed by daily intragastric administration of L-thyroxine at a dose of 200 µg / kg body weight for 14 days (group 4) (*Perepeliuk, 1992*). Group 5 – enucleated hyperthyroid rats. The control group consisted of 11 normothyroid rats, which were injected with a solvent of melatonin in appropriate volumes. Euthanasia of animals was performed under light ether anesthesia. Samples of the test heart tissues were ground in a glass homogenizer with borate buffer (pH 9.0). The homogenate was used in biochemical analysis. Determination of the total, enzymatic and non-enzymatic fibrinolytic activity (TFA, EFA, NFA, respectively) in the heart tissues was performed according azofibrin lysis ("Simko Ltd", Ukraine) (*Kukharchuk, 1996*).

Statistical analysis of the results was performed by the method of variational statistics using Student's test.

Experiments have been carried out in compliance with the European Convention for the Protection of Vertebrate Animals used for Experimental and Other Scientific Purposes (*Strasbourg, 1986*).

### 4. Results

It was found that exogenous melatonin causes an increase in total fibrinolytic activity in cardiac tissue, which was observed due to increased enzymatic fibrinolysis (by 37%) and non-enzymatic lysis of fibrin (by 31%) (Table).

Analysis of changes in tissue fibrinolysis in the hearts of blinded rats showed an increase in total fibrinolytic activity by 3,4 times, with simultaneous increase in non-enzymatic fibrinolysis by 3,4 times, and EFA – by 3,3 times.

When administered to blinded animals mercazolyl, TFA increased relative to control by 3.8 times, due to an increase in NFA in 3.7 times, EFA – in 3.9 times. Compared to the group 1, the total fibrinolytic activity increased by 12%, due to an increase in enzymatic fibrinolysis by 17%. Relative to the group 2, the TFA indicator in the group 3 was 1,5 times higher due to an increase in non-enzymatic fibrinolysis by 1,5 times, and the enzymatic fibrinolysis – by 1.6 times.

In case of L-thyroxine was administered to enucleated animals (group 5), the TFA increased 1,8-fold relative to the control, the NFA increased 1,7-fold, and the EFA increased 1,8-fold. Compared with the indicators of the group 1, the total fibrinolytic activity decreased by 1,9 times, due to the inhibition of enzymatic fibrinolysis by 1,8 times, and non-enzymatic one – by 1,9 times. Compared with the group 4, the total fibrinolysis in the heart tissues of rats in group 5 decreased by 2.1 times, due to a decrease in both enzymatic and non-enzymatic lysis of fibrin.

The obtained results indicate an increase in fibrinolysis in the myocardial tissue in rats of the third study group, which is carried out by increasing both enzymatic and non-enzymatic fibrinolysis. In our opinion, the obtained indicators are due to the combined effect of this

indolamine, which is produced constantly in blinded rats (*Anokhina, 2002*), and the suppression of thyroid function. At the same time, there was observed an inhibition of fibrinolytic activity in hyperthyroid enucleated rats, which may demonstrates pineal-thyroid dependence. As it is known that melatonin is metabolized in the liver, excreted by the kidneys, and the intensity of these processes depends entirely on the state of the cardiovascular system, which can determine the characteristics of the latter on the indicators of tissue fibrinolysis. Also it is known that the distribution of exogenous melatonin in the body has features: the highest concentrations of this hormone are registered in the organs of the gastrointestinal tract, heart and blood plasma. In addition, each target organ has its own rhythm of melatonin sensitivity (*Arushanyan, 2016*).

Table

**Characteristics of fibrinolytic activity in heart tissue under the influence of exogenous melatonin in normothyroid rats, and blinding in hypothyroid and hyperthyroid rats ( $\bar{x} \pm Sx$ )**

<b>№ of group</b>	<b>Applied influence / characteristic of group, n</b>	<b>TFA, мкг азofibrin / 1 g of tissue per 1 hour</b>	<b>NFA, мкг азofibrin / 1 g of tissue per 1 hour</b>	<b>EFA, мкг азofibrin / 1 g of tissue per 1 hour</b>
Control 1	Normothyroid sighted rats, n=10	8,56±0,47	4,62±0,28	3,95±0,21
Control 2	administration of melatonin in normothyroid sighted rats, n=7	11,47±0,62 p<0,005	6,05±0,33 p<0,01	5,42±0,40 p<0,005
1	Enucleation, n=7	29,43±0,89 p <sub>1</sub> <0,001	16,11±0,31 p <sub>1</sub> <0,001	13,31±0,61 p <sub>1</sub> <0,001
2	administration of mercaptozoly, n=7	21,06±1,15 p <sub>1</sub> <0,001	11,51±0,59 p <sub>1</sub> <0,001	9,56±0,57 p <sub>1</sub> <0,001
3	administration of mercaptozoly to enucleated animals, n=7	33,06±0,21 p <sub>1</sub> <0,001 p <sub>2</sub> <0,001	17,48±0,11 p <sub>1</sub> <0,001 p <sub>3</sub> <0,001	15,58±0,09 p <sub>1</sub> <0,001 p <sub>2</sub> <0,01 p <sub>3</sub> <0,001
4	administration of L-thyroxine, n=7	33,75±1,81 p <sub>1</sub> <0,001	17,90±0,91 p <sub>1</sub> <0,001	15,85±0,90 p <sub>1</sub> <0,001
5	administration of L-thyroxine to enucleated animals, n=7	15,48±0,69 p <sub>1</sub> <0,001 p <sub>2</sub> <0,001 p <sub>3</sub> <0,001	8,22±0,45 p <sub>1</sub> <0,001 p <sub>2</sub> <0,001 p <sub>3</sub> <0,001	7,26 ±0,24 p <sub>1</sub> <0,001 p <sub>2</sub> <0,001 p <sub>3</sub> <0,001

Note in table: n – the number of observations; p – criterion of probability of difference of group control 1 in comparison with control 2; p<sub>1</sub> – criterion of probability of difference in comparison with group control 1; p<sub>2</sub> – criterion of probability of difference in comparison with group 1; p<sub>3</sub> – criterion of probability of difference in comparison with group 4.

According to the results of this study, in the heart tissues the intensity of enzymatic fibrinolysis under the influence of exogenous melatonin increases. Melatonin is metabolized in the liver, excreted by the kidneys, and the intensity of these processes depends entirely on the state of the cardiovascular system, which may determine the characteristics of the latter on the indicators of tissue fibrinolysis.

## 5. Conclusion

Under the action of exogenous melatonin and the modelling of the hypothyroid state in the heart, there is a total activation of fibrinolysis, which is resulted by increasing of activity of both enzymatic and non-enzymatic fibrinolysis. Under the conditions of administration of L-thyroxine to enucleated rats, a decrease in fibrinolytic activity in heart tissue was found in comparison with the corresponding indicators of hyperthyroid sighted (non-enucleated) rats.

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## FEATURES OF ARTERIAL HYPERTENSION COMBINED WITH OBESITY ACCORDING TO NON-ALCOHOLIC FATTY LIVER DISEASE (STEATOSIS AND STEATOHEPATITIS)

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### Summary

This research was aimed to estimate the course of hypertension on the background of obesity and nonalcoholic fatty liver disease according to its stages (steatosis and steatohepatitis). Ninety patients were evaluated for anthropometric, general-clinical, laboratory, instrumental and immune-enzymatic research methods. With USG, the most characteristic features of fatty liver infiltration and the criteria for the distinction of steatosis from steatohepatitis were revealed, and on the basis of them 2 groups were formed.

Thus, the progression of nonalcoholic fatty liver disease to the stage of steatohepatitis was accompanied by a more pronounced increase in blood pressure larger in comparison with steatosis of mass index of myocardium and anterior-posterior size of the left atrium, indicating the progression of structural myocardial disorders. Therefore, the presence of non-alcoholic steatohepatitis in patients with hypertension can be regarded as unfavorable prognostic criteria for the development of heart failure. In the presence of steatohepatitis, more marked changes in lipidograms were noticed for Low-Density Lipoprotein and Triglyceride values and a violation of the functional state of the liver with a cytolytic syndrome on the activity of AST and ALT and the total bilirubin, which may contribute to the progression of liver damage.

**Keywords:** arterial hypertension, nonalcoholic fatty liver disease, metabolic syndrome, obesity.

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### 1. Introduction

Studies of recent years show that almost always hypertension is accompanied by a number of metabolic disorders (*Katsimardou, 2020*).

The generally accepted cause of MS (metabolic syndrome) is genetic predisposition to it (*Clearfield, 2014*). In its development, two stages are distinguished. The first one is manifested by insulin resistance and hypodynamia (mainly in elderly people), and the second is a violation of the function of insulin-producing cells. In today's world, metabolic syndrome on the background of obesity often occurs in children and young people (*Bochar, 2021: 313*).

Therefore, the central place in the pathogenesis of MS is insulin resistance, in which there is a violation of the action of insulin on the postreceptor level in target tissues – the liver, skeletal muscle and adipose tissue (*Targher, 2016*).



One of the features of the MS is the increase in blood supply to the free fatty acids, which leads to the development of atherosclerosis and changes in the liver in the form of fatty liver (*Festuccia, 2017*).

NAFLD (nonalcoholic fatty liver disease) is a disease characterized by accumulation of fat in the liver (not less than 5% of hepatocytes) and an increase in body weight by 5-10% (*Fargio, 2014*). This is the most common pathology among all chronic liver diseases. It often leads to deterioration in the patient's quality of life, disability and death as a result of the progression of steatosis, non-alcoholic steatohepatitis (NASH), fibrosis, cirrhosis, hepatic failure and hepatocellular carcinoma (*Anstee, 2019; Schwabe, 2020*).

The aim is to estimate the course of hypertension on the background of obesity and NAFLD according to the stages of NAFLD (steatosis and steatohepatitis).

## 2. Materials and methods

Ninety patients diagnosed with arterial hypertension, obesity and NAFLD were examined. All patients underwent clinical, laboratory and instrumental examinations on combined pathology. All patients were evaluated for anthropometric, general-clinical, laboratory (lipid blood spectrum), instrumental (electrocardiography, echocardiography, ultrasonography (USG)) and immune-enzymatic research methods (adiponectin). The measurements of patients height and weight were done and the body mass index in accordance with generally accepted formulas was also calculated. The level of office blood pressure was measured in the morning in a sitting position on the same arm at an interval of 2 min. three times and calculated the average of three measurements. The heart rate was determined after the second measurement.

With USG, the most characteristic features of fatty liver infiltration and the criteria for the distinction of steatosis from steatohepatitis were revealed, and on the basis of them 2 groups were formed (the first group – patients with steatosis, the second – with steatohepatitis). The criteria for steatosis according to USG data were: increased liver size; homogeneous, diffuse increase in its echogenicity (the so-called «white liver»), the effect of distal shading – disturbance of visualization of the vascular pattern (*Zhou, 2017*). The criteria for steatohepatitis were: hyperhogenicity of tissues due to diffuse fatty liver infiltration, inhomogeneous sealing of its structure, first signs of portal hypertension (increase in the diameter of the portal vein).

Diagnosis of hypertension was established according to the standards of diagnosis and treatment in accordance with the recommendations of the Ukrainian Association of Cardiologists, the European Society for Arterial Hypertension and the European Society of Cardiologists (ESH/ESC, 2018). When choosing a survey plan and treatment tactics, approved by Orders of the Ministry of Health of Ukraine and recommendations of the American Association of Gastroenterology (AGA), American Association for the Study of Liver Diseases (AASULD), were used.

The obtained results were statistically processed using Student's criterion, Pearson correlation analysis using the Microsoft Excel computer program.

## 3. Results and discussion

Among the examined men in the group with combined pathology (hypertension with obesity and NAFLD) there were 35 (38.9%), women – 55 (61.1%), the average age was (56.59±1.11) years. A significant prevalence of female patients is revealed, which indicates a higher prevalence of hypertension among women than among men, which is consistent with those of other authors (*O'Neil, 2018*).

In order to assess the course of hypertension in the context of obesity and NAFLD, the patients were divided into groups based on clinical and sonographic criteria in the stages of NAFLD (steatosis and steatohepatitis).

Ultrasonographic increase in liver size was found in 48 (96.0%) patients with steatohepatitis and in 27 (67.5%) patients with steatosis ( $p < 0.05$ ) (Table 1).

Table 1

**Results of liver and gallbladder ultrasonography in the groups of patients with steatosis and steatohepatitis**

Ultrasonographic criteria	Steatosis (n=40)		Steatohepatitis (n=50)	
	Abs.	%	Abs.	%
Increased liver size	27	67,5	48	96,0*
Hyperechogenicity of the liver tissue	25	62,5	48	96,0*
Gallbladder neck bending	12	30,0	40	80,0*

Note: \*- $p < 0,05$  compared with a group of steatoses

Hyperergenic liver parenchyma was observed in 48 (96.0%) patients with steatohepatitis and in 25 (62.5%) patients with steatosis ( $p < 0.05$ ). The heterogeneity of the structure of the liver is diagnosed only in 46 (92.0%) patients with steatohepatitis. The hypertrophy of the neck of the gallbladder occurred in 12 (30.0%) patients with steatosis and 40 (80.0%) with steatohepatitis ( $p < 0.05$ ).

Dimensions of the right lobe of the liver in patients with steatohepatitis were ( $15,18 \pm 0.11$ ) cm and significantly differed from those in patients with steatosis by 14,8% ( $p < 0.05$ ). A significant increase of almost 2 cm in the size of the right lobe of the liver in patients with steatohepatitis was noted. In the patients with signs of steatosis, the left lobe of the liver was small in size ( $7.66 \pm 0.09$ ) cm and was lower in 1.69% of patients with steatohepatitis (Table 2).

Table 2

**Results of liver ultrasonography in the groups of patients with steatosis and steatohepatitis (M $\pm$ m)**

Ultrasonographic criteria	Steatosis (n=40)	Steatohepatitis (n=50)
Size of the liver right lobe, cm	13,22 $\pm$ 0,20	15,18 $\pm$ 0,11*
Size of the liver left lobe, cm	7,66 $\pm$ 0,09	7,79 $\pm$ 0,09
Diameter of the portal vein, mm	11,36 $\pm$ 0,18	13,12 $\pm$ 0,16*

Note: \*- $p < 0,05$  compared with a group of steatoses

The VP diameter in patients with steatohepatitis on average was ( $13.12 \pm 0.16$ ) mm and was significantly higher than the diameter of VP in the group of patients with steatosis by 15.5% ( $p < 0.05$ ). Thus, the presence of steatohepatitis was confirmed by a possible increase in the size of the liver, its hyperhogenicity with a heterogeneous seal of its echostructure and by the expansion of the diameter of the VP.

The average age of patients diagnosed with steatosis was ( $57.40 \pm 1.58$ ) years, and with steatohepatitis was ( $55.62 \pm 1.54$ ) years. The biggest part of the examined patients consisted of patients aged 45-59 years, both in the group with steatosis and with steatohepatitis.

Both in the group of steatoses and in the steatohepatitis group, in all patients, arterial hypertension of the stage II and the 2nd degree established. In the risk stratification of arterial

hypertension to estimate the prognosis, medium risk was observed in 25 (62.5%) patients, high – in 15 (37.5%) patients in the group of patients with steatosis and medium – in 23 (46.0%), high – in 27 (54.0%) persons in the group of patients with steatohepatitis accordingly.

The average level of SBP (systolic blood pressure) in patients with steatohepatitis was equal (168,50±2,11) mm Hg. Art. and, accordingly, was higher by 3.80% than in the group of patients with steatosis ((162.33±1.17) mm Hg), ( $p < 0.05$ ).

The average level of DBP (diastolic blood pressure) in the group of patients with steatohepatitis was (108,40±0,70) mm Hg. Art. and exceeded similar indices in patients with steatosis ((101.42±0.85) mm Hg) at 6.88% ( $p < 0.05$ ). The heart rate in patients with steatosis was (81.53±0.46) for 1 min, and in patients with steatohepatitis – (85.92±0.67) for 1 min and was higher by 5.38% compared with steatosis patients.

As patients with steatosis, as well as patients with steatohepatitis complained of periodic headache (mainly in the occipital and frontal areas) in 90.0% and 94.0% respectively. Thirty-three (82.5%) patients with steatosis and 50 (100.0%) patients with steatohepatitis also had a deterioration of their health and rapid fatigue. Drowsiness and noises in the ears were diagnosed in 62 (68.9%) of patients, flashing of the «flies» before the eyes in 28 (31.1%), sleep disturbances in 59 (65.5%), periodic pain in the heart or in the sternum, precisely at the time of an increase in blood pressure – in 44.4% of patients.

Clinically, steatosis was asymptomatic in 35 (87.5%) patients, feeling of heaviness and dyspeptic manifestations were observed in 5 (12.5%) patients, and in case of steatohepatitis, asymptomatic course was diagnosed in 24 (48.0%) patients accordingly and pain sensations in the right hypochondrium in 26 (52.0%).

All patients were treated with echocardiography. In the examined patients, changes in some of the indicators, including the violation of local contractility of left atrium, were detected. For the results of echocardiography in patients with steatohepatitis, the size of the left atrium and the mass index of myocardium were significantly lower by 8.0% and 19.8%, respectively, compared with the group of patients with steatosis ( $p < 0.05$ ) (Table 3).

Table 3

**Echocardiography results in patients with arterial hypertension and obesity depending on the stage of non-alcoholic fatty liver disease**

Indicators (norms)	Steatosis (n=40)	Steatohepatitis (n=50)
Size of the right ventricle, (0,9-2,6 cm)	2,37±0,04	2,36±0,04
The thickness of the interventricular septum, (0,6-1,1 cm)	1,05±0,03	1,07±0,03
Size of the left ventricle, (3,5-5,7 cm)	4,76±0,08	4,88±0,14
The thickness of the left ventricle back wall, (0,6-1,1 cm)	1,10±0,02	1,08±0,04
Front and back size of the left atrium, (1,9-4,0 cm)	4,12±0,03	4,45±0,07*
Size of the ascending aorta, (2,0-3,7 cm)	3,10±0,04	3,16±0,07
Release fraction (more than 55%)	56,92±0,74	56,62±0,66
Mass of myocardium (male 115-150 g, female 95-120 g)	183,78±8,77	188,51±14,71
Mass index of myocardium (male 71-94 g/m <sup>2</sup> , female 71-89 g/m <sup>2</sup> )	91,07±4,44	109,07±6,34*
Relative thickness of the myocardium	0,44±0,01	0,47±0,01

Note: \*- $p < 0,05$  compared with a group of steatoses

In our opinion, steatohepatitis has a more pronounced adverse effect than steatosis, on the remodeling of the structural state of the myocardium in patients with hypertension. It correlates with the results of other authors (*VanWagner, 2017; Vakalyuk, 2016*).

The mean total cholesterol level in patients with steatosis was  $(5.85 \pm 0.08)$  mmol/L and significantly differed from that in patients with steatohepatitis, where it was equal to  $(6.24 \pm 0.18)$  mmol/L and was higher by 6.7% compared with patients with steatosis ( $p < 0.05$ ). The increase in total cholesterol parameters to some extent depended on the development of fatty liver infiltration, namely, the formation of NASH, which, in turn, contributed to a violation of cholesterol synthesis in hepatocytes (Table 4).

Table 4

**Indicators of the lipid spectrum of blood in patients with arterial hypertension on the background of obesity and NAFLD depending on its stage**

Indicators	Steatosis (n=40)	Steatohepatitis (n=50)
Total cholesterol, Mmol/L	5,85±0,08	6,24±0,18*
Triglycerides, Mmol/L	2,01±0,14	2,26±0,11
Low density lipoprotein, Mmol/L	3,27±0,12	3,99±0,18*
High density lipoprotein, Mmol/L	1,12±0,05	1,16±0,06

Note: \*- $p < 0.05$  compared with a group of steatoses

The average level of LDL (Low-Density Lipoprotein) in the steatohepatitis subjects was  $(3.99 \pm 0.13)$  mmol/L and was significantly higher at 22.0% compared with those examined for steatosis ( $p < 0.05$ ). The TG (Triglyceride) level was  $(2.26 \pm 0.11)$  mmol/L in patients with steatohepatitis and was higher by 12.4% than patients with steatosis. There was no significant difference in HDL (High-Density Lipoprotein) and TG levels among patients in both groups.

A more pronounced dyslipidemia was observed in patients with steatohepatitis in terms of TG and LDL, which probably contributed to the development of inflammatory process in the presence of NAFLD and the formation of NASH (*Diehl, 2017*).

In determining the activity of liver transaminases in the group of patients with steatohepatitis, the mean value of ALT was  $(0.71 \pm 0.09)$  mmol/ (h×l) and exceeded the similar index in 1.22 times with steatosis ( $p < 0.05$ ). The activity of AST in the patients with steatohepatitis was  $(0.55 \pm 0.03)$  mmol/ (h×l) and was higher in 1,1 times than in the group of patients with steatosis ( $p < 0.05$ ), (Table. 5).

Table 5

**Levels of hepatic transaminases and bilirubin in patients with arterial hypertension on the background of obesity and NAFLD depending on its stage**

Indicators	Control group (n=20)	Steatosis (n=40)	Steatohepatitis (n=50)
ALT, Mmol/L/(h × l)	0,48±0,01	0,58±0,03•	0,71±0,09*
AST, Mmol/L/(h × l)	0,38±0,02	0,50±0,02	0,55±0,03*
Total bilirubin, Mmol/L	9,45±0,25	11,41±0,42•	16,08±0,89*

The activity of AST and ALT both in healthy individuals and in steatosis patients did not exceed the reference values.

The level of total bilirubin in patients with steatohepatitis was ( $16.08 \pm 0.89$ )  $\mu\text{mol/L}$  and significantly differed from that in patients with steatosis in 1.4 times and in comparison, with the control group in 1.7 times ( $p < 0, 05$ ).

#### 4. Conclusions

Thus, the progression of NAFLD to the stage of steatohepatitis was accompanied by a more pronounced increase in SBP and DBP larger in comparison with steatosis of mass index of myocardium and anterior-posterior size of the left atrium, indicating the progression of structural myocardial disorders. Therefore, in our opinion, the presence of NASH in patients with hypertension can be regarded as unfavorable prognostic criteria for the development of heart failure.

In the presence of steatohepatitis, more marked changes in lipidograms were noticed for Low-Density Lipoprotein and Triglyceride values and a violation of the functional state of the liver with a cytolytic syndrome on the activity of AST and ALT and the total bilirubin, which may contribute to the progression of liver damage.

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## HYGIENIC ASSESSMENT OF THE CONDITIONS OF PSYCHIATRIC MEDICAL STAFF IN HEALTH CARE FACILITIES

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### Summary

The article presents an analysis of the incidence of mental disorders in Ukraine and European countries, describes the WHO action plans for the mental health of the planet, and ways to overcome the incidence of mental and behavioral disorders. The complication of deinstitutionalization (reduction of psychiatric hospitals and reduction of days in them) in European countries and the creation of new institutions, conditions of stay in a nearby “therapeutic/healing environment”, which return about 90% of patients to independent living in the community. In Ukraine, the process of deinstitutionalization reduced psychiatric facilities by 34.7% but, no new premises have been building, and the old premises of psychiatric hospitals, which have been building from 1786 to 2013, were not reconstructed according to the old sanitary and hygienic requirements – the so-called “corridor system”, which did not take into account the comfort for mentally ill patients, but only stay/treatment for a long time up to 53 days (up to 33 days in the Ministry of Health) for 20 days in European countries.

With an increased incidence of mental disorders in Ukraine (2015) by 9.4% compared to European countries – 3.8% of the total population, the staff decreased to 21.4% for the period 2010/2017. In Ukraine, which leads to the use of existing hospitals with their overcapacity and higher workload of health workers, and conditions for both the mentally ill and medical staff have not improved.

**Keywords:** psychiatric institutions, health workers, health attitudes, motivation, emotional burnout

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### 1. Introduction

From 1990 to 2013, the number of people with symptoms of anxiety and depressive disorders increased from 416 million to 615 million people – almost 50%. In 2015, the prevalence of mental disorders in many European countries ranged from 3.8% to 6.3% of the total population. In Ukraine, this figure is higher than in Europe and is 9.4%. Mental disorders are the reason for establishing in 44% of cases of social benefits and disability pensions – in Denmark, 43% – in Finland and Scotland, and 37% – in Romania, which is a social burden for society (Kachaeva and Trushchelev, 2017).

The WHO Action Plan on Mental Health “Health – 2020: Fundamentals of the European Strategy to support the actions of the whole state and society in the interests of health and well-being”, and after the extension until 2030 provides for measures to create a system of socialization with mental health problems, which is effective in European countries. The result of the effectiveness and efficiency of the computing of this Plan is the employment rate for people with mental disorders, which ranges from 18% to 30% (Carr Robert, 2017).

In many developed countries, there is a reduction in the number of psychiatric hospitals, a decrease in the number of hospital stays (in Lithuania – 20.8 days, in Poland – 20.3 days, in Ukraine 33.3/48.7/53.5 days,) and greater preference is giving to the treatment of patients in a nearby “therapeutic environment” (day wards, general wards, emergency psychiatric wards, mental health centers). The experience of the United States, England, Sweden on the so-called environmental psychiatry, returns 90% of patients to independent living in society (Ulrich, 2018; Chorna, 2021). In Ukraine, the creation of a proper “therapeutic environment” in domestic mental health facilities has not given due attention. Ukrainian scientists do not study the implementation of European design requirements for these institutions. There are isolated works on the impact of the internal hospital environment on the health of medical staff and mentally ill patients: the impact of physical factors – natural and artificial lighting (D’Agostino, 2020; Canazei, 2017), noise levels (Hsu, 2012; Jue, 2017; Chorna et al., 2021).

In Ukraine, according to the Concept of the state target program for the period up to 2030, the Law of Ukraine “On Amendments to Certain Legislative Acts of Ukraine on Psychiatric Care” provides only declarative programs of socialization of patients with psychoneurological pathology (employment, living), transition to multidisciplinary form in the provision of rehabilitation services (family doctor, psychiatrist, psychologist (psychotherapist), nurse, social worker and others that are not implementing in any bylaws and are not providing with state funding (Chorna, 2021).

The legislation of European countries (on the example of the Republic of Poland), in contrast to the Ukrainian one, is focused on decentralization of the mental health system, development of mental health services at the place of residence with social integration of patients (education, accommodation) at the territorial community level, capacity building and competent staff with the introduction of a system of accreditation and certification of mental health professionals, as well as restructuring of public funding for specialized medical services for mental health, which is consistent with the Comprehensive Action Plan in the field of mental health, developed by the WHO. The experience of European countries shows that the treatment of the mentally ill is carried out in psychological comfort, in a therapeutic environment – in the “Mental Health Centers” to “restore human life”, spiritual recovery, integration of patients into society (Chorna, 2020).

In 2015, the prevalence of mental disorders in many European countries was 3.8% of the total population. In Ukraine, this figure is higher than in Europe and is 9.4%, compared to previous years higher: 6.4% – in 2015, 14.0% – in 2013. In addition, there is a disparity in providing the population with medical staff: the number of psychiatrists in 2015 in the EU was 7.75 per 100 thousand in Ukraine this figure is 1.5 higher (11.6 per 100 thousand), the number of psychiatric nurses in the EU – 824 per 100 thousand, in Ukraine this figure is lower by 72 units (752 per 100 thousand). The average length of stay of adult patients in psychiatric institutions in Ukraine is up to 54 days in European countries (Lithuania, Poland) this figure is 2.7 times less (up to 20 days). The number of psychologists in Ukraine is 1.3 per 100 thousand population, which is 2.1 times less than in the EU (2.7 per 100 thousand population), which requires



adequate adjustment in determining the medical resource by analogy with European requirements and changes in the approach to mental health care from aggressive drug intervention to preventive psychosocial (*Chorna, Shevchuk, 2021*).

In Ukraine, there are no hygienic requirements for the design of psychiatric institutions, SanPiN 5179-90, which was approved in 1990 and contained extensive demands for the blueprint of hospitals, abolished by the Government of Ukraine, the current DBN B.2.2-10-2001 "Health facilities" does hold no requirements for these institutions and therefore does not take into account the conditions of stay of patients in psychiatric institutions and the working conditions of health professionals, as provided for in regulations in European countries.

## 2. Materials and methods

Conduct a hygienic assessment of new architectural and planning solutions for buildings of psychiatric health care facilities in Ukraine and give a comparative description of the sanitary standards of psychiatric health care facilities in the EU. To determine the features of internal and external motivation according to the method of K. Zamfir in the modification of A. Rean and according to the approach of A. Leonov, S. Velichkovskaya on the differential assessment of reduced working capacity, emotional burnout according to the method of Boyko V.V. and adapted methods NE Vodopyanova, "Attitude to health" according to the method of Berezovskaya RA (*Nikiforova, 2005*), 223 medical workers of the Municipal non-profit enterprise "Vinnytsia regional clinical psychoneurological hospital of them", took part in our research academic, O.I. Yushchenko of Vinnytsia Regional Council, and medical workers of other specialties (control group) – 101 people: of them women – 267 people (82.4%), and men – 57 (17.6%).

## 3. Results and discussion of indicators of morbidity and prevalence of the disease

Regulatory requirements of European countries for the design of psychiatric institutions differ from the Ukrainian and are as follows:

1. In the presence of sports and recreation grounds for active recreation of patients outdoors;
2. In the use of therapeutic landscape (greenhouse), both on the territory and in the hospital building;
3. In the use of the triangular or central architecture of the interior of the hospital (in contrast to the corridor system of Soviet hospitals);
4. In the organization of single wards with a standard area of departments per patient of 37.7 m<sup>2</sup>, which is three times higher than in Ukraine, with multi-bed rooms and a corridor system of bathrooms;
5. In the organization of premises for occupational therapy (art, erg, music therapy, workshops-kitchens for cooking, etc.), property for patient and ombudsman confidentiality, premises for religion, premises for psychological relief of medical workers (doctors and nurses), and others (*Ulrich, 2018*).

During the years of independence in Ukraine, the health care facilities of the psychiatric profile of the Ministry of Health of Ukraine decreased by 34.7%, and the existing base of psychiatric facilities today amounted to 56 facilities built in different periods: 28.6% of psychiatric facilities from 1786 to 1945; 28.6% – after the Great Patriotic War of 1945-1991; 42.8% – during the independence of Ukraine from 1991-2013, which is 100% of cases operate without taking into account the level of comfort of the internal environment of the premises

for both patients and health professionals. Half of the psychiatric hospitals (50%) are housing in combined buildings, 25% have a pavilion system (separate buildings), 12.5% each have a centralized system (all in one building) and a block system.

Only 12.5% of psychiatric institutions in Ukraine are equipping with playgrounds for motor games (for example, for table tennis), 25% of hospitals have a playing field for quiet rest (chess, dominoes), and 12.5% have sports grounds. Only 37.5% of the mentioned sites are in satisfactory sanitary and hygienic condition. Regarding the provision of furniture in the wards of patients: 12.5% of institutions that have desks for patients, 50% – are provided with their chairs; 25% of patients partially have their bedside tables, and 25% have closets for storing personal clothes.

Psychiatric institutions have special workshops – 62.8% of hospitals are equipping, and patients can acquire professional skills. Physiotherapy rooms have been providing 50% of psychiatric hospitals. To ensure the conditions of socialization for the mentally ill abroad, a new type (design) of treatment and prevention facilities with internal art-ecological-therapeutic space has been creating. This is including in the latest regulations of the EU countries on the design of these institutions.

It has been finding that the levels of natural light in health care facilities met sanitary and hygienic requirements in 100% of cases (KPO was 1.0-1.5%), the proportion of measurements of artificial lighting did not meet the demands in 2015 and amounted to 3,4%, in 2017 this indicator was 3 times higher and amounted to 11.8%, the microclimate parameters did not meet the requirements according to LTO 3.36.042-99 in 2015 – 11.3% and 2017 – 12.9%. The increase in the percentage of non-compliant measurements is explaining by the lack of proper state sanitary supervision and negligence of the heads of these institutions.

According to relatives, the living conditions of patients in psychiatric hospitals in Ukraine are exceptionally unsatisfactory, which encourages patients and their relatives to seek medical help only in case of exacerbation of the disease, deterioration of health: 74.1% of male relatives and 66.2% answered so, relatives-women. The relatives of patients are outraged by the following shortcomings in the conditions of hospital stay: 77.3% of respondents indicated outdated equipment (furniture, cabinets, bedside tables, etc.) in the hospital of psychoneurological hospitals, which needs immediate renewal, 62.6% – noted extremely unsatisfactory sanitary and living conditions, 34.7% – the inattentive attitude of medical staff to patients and their relatives. Among the proposed measures to improve the functioning of the institution in the first place, according to relatives, should be measured to improve the logistics of the hospital (96.3% of respondents). The quality of treatment of patients and their rehabilitation through sanatorium treatment needs to be improved, and the quality of food needs to be improved – these measures are in 2nd place (91.3%). The third place is occupying by measures for the implementation of rehabilitation programs for patients: training in new work skills – training in the development of social skills, training in the development of communication skills, training in disease management (83.5%). In fourth place are measuring to ensure the guaranteed right of patients and their relatives to information about their health and information about medications prescribed by a psychiatrist.

In Ukraine, in the context of health care reform, the number of health care facilities decreased during the period 1995/2015. by 53.8%, including in the field of mental health by 34.1% (from 84 to 56 facilities), the staff decreased by 21.4% for the period 2010/2017, in while the incidence of mental disorders has increased, leading to the use of existing hospitals with their overcapacity and higher workload of health workers.

According to research, it is establishing that in such conditions the most psychologically resilient are nursing staff (NS). Among the three phases of development of PEB (predictor of emotional burnout) – phases of stress, resistance, and exhaustion – the sizable indicator of the phase “Resistance” has nurses psychiatric service and is  $-56.6 \pm 21.4$  points, and SMP female control group  $50.0 \pm 22.1$  points ( $t=-2.1$ ;  $p<0.03$ ). In comparison with women and men NS, the highest rate in females – phase “Resistance” is  $56.6 \pm 21.4$  points, in NS males  $-40.5 \pm 16.6$  points ( $t=2.1$ ;  $p<0.02$ ). The indicator of “psychosomatic and psychovegetative disorders” is higher in nurses female psychiatric institutions –  $10.6 \pm 8.6$  points than in psychiatric institutions –  $8.4$  points (at  $p<0.05$ ), with nurses indicators of the control group  $-7.2 \pm 6.9$  points, which is due to their greater emotional lability and rapid emotional exhaustion.

It is establishing that the external negative motivation of doctors and nurses of health care institutions exceeds the outer positive inspiration of male doctors, women-NS of a psychiatric institution, and women-NS of the control group  $-3.2 \pm 0.8/2.9 \pm 0.6$ ;  $3.0 \pm 1.2/2.8 \pm 0.9$ ;  $3.1 \pm 1.0/2.8 \pm 0.8$  points, respectively, therefore, in women with NS psychiatric profile there is a decrease in interest in work, lack of desire for career growth, lack of self-perception, indifference to work, to patients, which may adversely affect the quality of care. It is determining that the NS of a psychiatric institution out of 5 types of work motivation has an instrumental (IN) advantage, the leading motive of which is wages and other types of material remuneration, while the professional type (PT) predominates among PHC doctors –  $8.6 \pm 2.1$  (in mind) is the ability to cope with the task of any complexity, recognition of a high level of professionalism, etc.

The generalized data on the differential assessment of the state of the reduced working capacity of the HCF employees show that in the SMP of a psychiatric institution, the signs of fatigue, oversaturation, stress exceed the indicators of psychiatric hospital doctors. In NS psychiatric health care institutions in Vinnytsia region, the indicators of the differential assessment of the state of the reduced working capacity are: fatigue –  $20.0 \pm 4.7$ ; oversaturation –  $20.4 \pm 5.3$ ; stress –  $21.1 \pm 3.6$  points in comparison with the group of women doctors in psychiatric institutions –  $19.5 \pm 5.1$ ;  $18.6 \pm 6.0$ ;  $20.8 \pm 5.3$  points, respectively, and in comparison with the control group (NS non-psychiatric profile)  $17.5 \pm 3.8$  (fatigue);  $17.4 \pm 4.1$  (oversaturation);  $19.3 \pm 3.8$  (stress) points, respectively ( $p<0.001$ ), which can be assessed as a pre-disease condition in employees of psychiatric health care facilities.

In the hierarchy of values in the lives of health workers in the first place – 62.9% of respondents – want a happy family life, and 62.1% of all health workers said that to succeed, you need to be healthy because it depends on the quality of their health care conditions of the CHP. Psychiatrists have identified the main factor on which health depends – “lifestyle”: 16.0% of women and 15.4% of men answered so. The average number of nurses has been determining by the main factor – “nutrition” (15.2% – men NS, 15.1% – women NS) because their production is characterizing by high emotional stress and requires compliance with the diet during the work shift, which is not providing in hospitals. In 11.4% of cases, female psychiatrists take care of their health, and 10.8% of male psychiatrists feel sorry, and 11.6% feel depressed when their health deteriorates. In 11.4% of women, NS feel anxious and nervous when their health deteriorates. In case of deterioration of own health both women (35.6%) and men (35.5%) psychiatrists are engaged in self-treatment, the similar tendency and among NS – women NS – 31.3%, men SMP – 31.5%). In 25.8% of cases, women psychiatrists and in 23.1% of men NS do not pay attention to the disease at all, which leads to occupational diseases and chronic diseases.

#### 4. Conclusions

To create a proper “therapeutic environment” in the new domestic mental health facilities, it is necessary to implement European requirements in the design of these facilities and supplement DBN B.2.2-10: 2019 “Buildings and structures. Health Facilities” is a guide to designing psychiatric health facilities to create a comfortable environment for both patients and healthcare professionals.

The professional activity of the medical staff of health care institutions requires constant adaptation to the performance of professional duties without harm to their health, the health of the patient, relatives of the patient, through persistent preventive and corrective measures of psychophysiological condition, competence, the culture of health workers health care.

In the perspective of further research is the study of an effective system of preventive measures for medical staff of the HCF.

**Conflict of interest.** The authors declare no conflict of interest.

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## PHYSICAL THERAPY FOR EMERGENCY ABDOMINAL SURGERY: STATE OF THE PROBLEM IN UKRAINE

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### Summary

For today there are significant medical advances in surgical treatment of emergency abdominal pathology and surgical techniques. However, the place of physical therapy in guidelines of acute abdominal pathology complex treatment remains insufficiently described in the specialized literature, and its significance in clinical practice underestimated. Emergency abdominal surgical pathology still remains a significant proportion of all surgical diseases, whereas mortality and postoperative complications remain considerably high. Surgical interventions in this cohort belong to the high-risk category in the cases of old age, poor general health with the limited cardiorespiratory reserve, low physical strength and obesity.

Among other reasons of this study importance, there are insufficient clinical guidelines and misunderstanding of physical therapy impact on treatment outcome, such as mortality, frequency and type of postoperative morbidity, duration of in hospital stay, quality of life and rate of physical recovery.

Only moderate quantity of thorough studies is available, concerning major urgent abdominal pathology complex treatment which comprehends surgical, anesthesia, laboratory, imaging, physiotherapy and nutritional support expertise. However, current evidence from trials remains obscure due to absence of clearly defined, standardized physiotherapy interventions, which limits the comparison in the treatment outcomes assessment.

Currently in Ukraine there are no standards of physical therapy in clinical protocol of emergency abdominal surgical pathology. Consequently, there is a necessity for theoretic and practical justification of physical therapy as an important component of comprehensive treatment in the case of emergency abdominal surgical pathology.

**Keywords:** postoperative rehabilitation, guidelines in emergency abdominal surgical pathology.

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### 1. Introduction

Emergency abdominal pathology (EAP) compose a significant part of all surgical diseases, at the same time, indicators of mortality and postoperative complications remain significant (*Bereznyczky et al., 2015: 73; Burcharth et al., 2019: 467; Fomin et al., 2018: 9; Rose et al., 2015: 13*). According to the data from the Center for Medical Statistics of the Ministry

of Health of Ukraine, over the past 20 years the total number of operations on the digestive system and abdominal cavity ranged from 61.9 to 73.5 per 10 thousand of population, and in 2018 amounted to 64.95 per 10 thousand of population. At the same time, postoperative mortality was in the range of 1.79% – 2.67%, in 2018 it was 1.89% (5173 persons). The rate of EAP decreased annually – from 39.1 (2000) to 27.1 (2017) per 10 thousand of population, and in 2018 it was 25.8; at the same time, postoperative mortality in 2018 amounted to 1.34% (1456 persons), compared to 1.17% – 1.98% in previous years. Postoperative mortality rate in delayed hospital admission (later than 24 hours from the onset of the disease) remains significant and is 2.32%, with an interval of 2.12% – 3.92% (*Digest of public institution «Medical Statistics Center of the Ministry of Health of Ukraine» "Indicators of public health", 2000-2018*).

The necessity to further improve the quality of emergency care in EAP is admitted worldwide (*Burcharth et al., 2019: 468; Howes et al., 2015: 1027; McIsaac et al., 2017: 1653; Stephens et al., 2018: 142*). Surgery for EAP is high risk, particularly in the presence of such factors as old age, poor general health, low physical strength, and obesity. (*Abbott et al., 2017: 249; Barberan-Garcia et al., 2018: 51; Nally et al., 2019: 7; Saunders et al., 2012: 368*). Owing to the success of modern surgery and anesthesiology, it is now possible to perform increasingly complex interventions in patients with complex comorbidities, which a few years ago were considered inoperable. At the same time, patients with limited cardiorespiratory reserve have a higher risk of postoperative complications and mortality (*Tengberg et al., 2017: 464*). According to researchers, the rate of postoperative mortality is significantly dependent on postoperative complications development in the first 30 days after surgery (*Al-Temimi et al., 2012: 510; Tolstrup et al., 2016: 621*). Even in the absence of such complications, the general physical condition and quality of life disimproved by 20-40% (*Lawrence et al., 2004: 763*).

A significant number of researches are devoted to the issues of pathogenesis, diagnostics, tactics of surgical treatment of EAP and solutions of surgical intervention methods (*McIsaac et al., 2017: 1656; Møller et al., 2011: 809; Rose et al., 2015: 19; Stephens et al., 2018: 142*). Multicenter, national and international studies of EAP treatment results have shown their dependence on the patient's condition and the organization of surgical care (*Green et al., 2013: 221; Shahan et al., 2015: 116; Stephens et al., 2018: 142*). On the basis of such researches, clinical guidelines of medical care at EAP are formed and the corresponding audit is carried out (*Barberan-Garcia et al., 2018: 52; Broughton et al., 2017: 894; Order № 297 of the Ministry of Health of Ukraine dated Apr 2, 2010 "On approval of standards and clinical protocols for the provision of medical care in the specialty «Surgery»"; Saunders et al., 2012: 371*).

The researchers work on the development and improvement of clinical guidelines for EAP is focused mainly on the improvement of surgical techniques, methods of adequate analgesia, perioperative support and postoperative conservative therapy (*Fomin et al., 2018: 52; Barberan-Garcia et al., 2018: 55*). Isolated reports of the implementation of a comprehensive perioperative algorithm for the treatment of major EAP appeared only in recent years, which includes surgical, anesthetic, intensive care, diagnostic, radiation, physiotherapy and nutritional support (*Burcharth et al., 2019: 468; Lavallée et al., 2017: 142; Tengberg et al., 2017: 467*). At the same time, the dependence of effective implementation of the multidisciplinary approach on proper team cooperation in several departments and specialties is highlighted (*Gramlich et al., 2017: 67; Wolk et al., 2016: 356*).

At the same, the problem of physical therapy (FT) in the system of EAP treatment remains insufficiently studied and weakly covered by researches. In particular, among the reasons for this are the lack of its standard and insufficiently studied impact on treatment outcomes. So, importance of FT for EAP treatment is still underestimated (*Burcharth et al., 2019: 477*;

*Kamarajah et al., 2019: 548; Ljungqvist et al., 2017: 292; Visionsi et al., 2018: 64*). Standards of EAP treatment needed to be reoriented from the classical model of medical care due to surgical disease to an active approach, that will allow the patient to become an active participant in this process (*Alam et al., 2019: 2674*).

**The aim of this study** – to generalize the state of theoretical and practical solution of the problem of FT in the EAP treatment system.

**Materials and methods of research:** analysis of the literature and current regulations which governing medical care in EAP.

## 2. Research results and their discussion

Modern studies and meta-analyzes of emergency abdominal surgical pathology treatment results (general and postoperative mortality, postoperative pulmonary and cardiac complications, duration of inpatient treatment, etc.), that was conducted using random effects models and by implementing a multidisciplinary protocol, showed the positive effect of FT in patients who underwent major abdominal surgery (*Burcharth et al., 2019: 476; Kamarajah et al., 2019: 549*). Some studies indicate the importance of early FT as an integral part of the treatment process after surgical treatment of EAP, directly with intensive care and drug therapy (*Pedziwiatr et al., 2015: 80*). At the same time, the current evidence of randomized trials remains weak due to the lack of a coordinated system of FT in such patients after surgery for EAP, which limits the assessment of treatment outcomes (*Burcharth et al., 2019: 477; Gramlich et al., 2017: 67*).

A team of Australian scientists is currently conducting a clinical multicenter, double-blind, placebo-controlled, randomized study of the effects of an improved FT-package compared to the standard in patients after emergency abdominal surgery in three clinics with different levels of care (*Boden et al., 2018: 29*). Patients receive or standard FT (training, one session of training breathing exercises, and daily early physical activity for 15 minutes: 'talk, walk & breathe'), either an improved package of FT (training, staff-controlled breathing exercises twice a day, and 30 minutes daily early physical rehabilitation for at least five postoperative days). According to standardized diagnostic criteria (Melbourne Group Score, Melbourne Group Score) the effect of FT primarily on the incidence of respiratory complications during the first 14 postoperative days will be assessed, as well as the probable effect of FT on postoperative intestinal paresis, duration and cost of inpatient treatment, postoperative 90-day and 1-year mortality, the rate of physical and functional recovery and quality of life.

In keeping with the Law of Ukraine "Fundamentals of the legislation of Ukraine on health care", the concept of "health" is defined as a state of complete physical, mental and social well-being, not only the absence of disease and physical defects. One of the principles of health care in Ukraine there is a focus on modern standards of health and medical care, a combination of national traditions and achievements with world experience. However, in Ukraine until now there is no standard of FT in the EAP treatment protocol (*Order № 297 of the Ministry of Health of Ukraine dated Apr 2, 2010 "On approval of standards and clinical protocols for the provision of medical care in the specialty «Surgery»"; Order № 751 of the Ministry of Health of Ukraine dated Sep 28, 2012 "About creation and introduction of medical and technological documents on standardization of medical care in system of the Ministry of Health of Ukraine", with amendments due to Order № 1422 of the Ministry of Health of Ukraine dated Dec 29, 2016*). Consequently, as a rule, modern methods of FT as a component of EAP complex treatment are insufficiently used in medical institutions (*Grygoryev et al., 2008: 99*). Only in 2018,



the doctor's guide "Emergency surgery of the abdominal cavity (standards of organization and professionally oriented algorithms of medical care)" in some models of clinical cases of a unified protocol for diagnostic and therapeutic care in terms of postoperative treatment indicates subsection "therapeutic gymnastics, physiotherapy testimony", however, without any detailed instructions (Fomin *et al.*, 2018: 322).

At the end of 2020, a decisive step in the development of rehabilitation in Ukraine was carried out – the Law of Ukraine "On Rehabilitation in Health Care" was passed, which defines the legal, organizational and economic principles of rehabilitation of persons with everyday disabilities in the field of health care. In particular, this law defines FT as a process of ensuring the development, maximum recovery and maintenance of motor and functional capacity of persons with limitations of daily functioning or such actions, in which such limitations may arise. The Law emphasizes the application of evidence-based rehabilitation principles. Also, to comply with this Law, protocols for the provision of rehabilitation care should be developed. As of today, the first and only protocol on implementation of the Law of Ukraine "On Rehabilitation in Health Care" is the "Protocol for the provision of rehabilitation care to patients with coronavirus disease (COVID-19) and convalescents", approved by the Ministry of Health of Ukraine on April 20, 2021.

Summarizing of the conducted analysis results, there is reason to affirm that the problem of FT in EAP treatment is not solved, and the available theoretical material and practical experience is not implemented in the health care system of Ukraine. There are still a number of contradictions:

- between the further improvement of the quality of emergency medical care for patients with EAP and the neglect of the deterioration of the physical condition and quality of life of patients due to acute surgical disease and emergency intervention;
- between a significant number of patients hospitalized with EAP and the lack of a well-established, science-based concepts of FT as a component of emergency surgical care;
- between the need to improve the results of EAP treatment (reduction of overall and postoperative mortality, including in case of late hospitalization, reduction of postoperative complications, duration of inpatient treatment, etc.) and the lack of FT methodology in the treatment system of EAP;
- between recognizing the need for a multidisciplinary approach in the treatment of EAP and ignoring the FT program of such patients by scientists and clinicians;
- between the existing legislative and regulatory protocols for the treatment of EAP approved by the Ministry of Health of Ukraine and the absence of the FT standard in these protocols;
- between the theoretical recognition of the need to use FT in EAP treatment and undeveloped mechanisms for its implementation into the work of health care institutions of Ukraine.

### 3. Conclusions and prospects for further research

In view of the above, there is an actual scientific and applied problem of theoretical and methodological substantiation of FT as an integrated component of EAP complex treatment system. The tasks to be solved for its solution are: generalization of the state of theoretical and practical solutions in treatment of urgent abdominal surgical pathology; definition of the problem field, structure, content and organization of FT in its treatment; establishing the content and implementation of FT standards in the treatment of EAP, implemented in the health care system of different countries; identification of patterns, establishment of principles and methodological

provisions, development of the concept, determination of application criteria, experimental verification of the effectiveness of the implementation provisions of the concept of FT in EAP complex treatment system.

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## TOTAL PHENOLIC AND FLAVONOID CONTENT, ANTIOXIDANT ACTIVITY OF FICARIA VERNA

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### Summary

The objective of the present study was to determine the total content of phenolics and flavonoids in ethanol extracts of a plant from the family of *Ranunculaceae* – *Ficaria verna*. Harvesting of medicinal plant was carried out in ecologically clean regions of west Ukraine in spring 2020. The extracts were obtained by maceration of grass, leaves, and flowers to compare the content of active substances in different types of raw materials.

The total phenolic content was estimated spectrophotometrically using Folin Ciocalteu method. The total flavonoid content was measured by aluminium chloride colorimetric assay. The maximum content of phenolic and flavonoids compounds was observed in the grass *Ficaria verna*. The antioxidant effects of the extracts were investigated. The *Ficaria verna* can be regarded as a promising natural plant source of antioxidant effects with a high potential for phytopreparations.

**Keywords:** Ranunculaceae, extracts, bioactive compounds, biological activity.

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### 1. Introduction

Despite significant advances in the modeling and creation of synthetic drugs, the popularity of herbal therapy is increasing and its competence is expanding. Today, the world pharmaceutical industry is making extensive use of herbal raw materials, which are the basis for the creation of medicines. Medicinal plants contain evolutionarily formed complexes of native substances engaged in complex interactions.

A large number of drugs that are manufactured worldwide have natural ingredients of plant origin. Natural drugs are known to have a milder effect than synthetic agents. Undesirable side effects of drugs, including those of synthetic origin, are observed in 10-40% of patients and are one of the obstacles in the development of new drugs. The percentage of side effects significantly increases during self-medication. Thus in more than 60% of cases of self-medication, there was observed irrational and unjustified use of drugs. So it is promising to expand the range of herbal medical products with new effective plant-based preparations, in particular those based on the herbs widely used in ethnomedicine.

Therefore, the search for new species of plants that could be a source of biologically active compounds, such as flavonoids, coumarins, hydroxycoric acids, alkaloids, saponins, amino acids, and so on. One of the most relevant and promising representatives of the Ukrainian

flora to be used in modern medicine and pharmacy is a plant from the family of *Ranunculaceae* – *Ficaria verna*. This plant is typical for the ethnopharmacology of East Slavic peoples. It has been used to treat bronchitis, tracheitis, hemorrhoids, skin rashes, acne, diathesis, gingivitis, polyarthritis, stomatitis, and wounds. (Liakh and Konechna, 2021)

The complex of bioactive compounds of plant *Ficaria verna* has diuretic, expectorant, anti-inflammatory and blood purifying properties.

The *Ficaria verna* growth range extends from Europe and North Africa to West Asia. Plant populations were found in Belarus, Croatia, Germany, Lithuania, Spain, Algeria, Libya, Tunisia, Israel, Turkey, and Georgia. It was introduced into North America. (Karpiuk, et al., 2020)

In Ukraine, it is widespread throughout the territory. it occurs in wet forests, mostly deciduous, often along watercourses, in thickets of shrubs. *Ficaria verna* contains biologically active substances in both primary and secondary synthesis. It consists of saponins,  $\gamma$ -lactones: protoanemonin, anemonin, ascorbic acid (190 mg %), carotene (5,2 mg %). Starch (13.5%), sugars (10%) have been found in underground organs. It also contains triterpenoid saponins. (Hrodzins'kyi, 1992)

*Ficaria verna* flowers contain flavonoid compounds (kaempferol 3-O- $\beta$ -d-(6"- $\alpha$ -1-rhamnopyranosyl)-glucopyranoside (nicotiflorin), apigenin 8-C- $\beta$ -d-glucopyranoside (vitexin), luteolin 8- C- $\beta$ -d-glucopyranoside (orientin) and apigenin 8-C- $\beta$ -d-(2"-O- $\beta$ -d-glucopyranosyl)-glucopyranoside (flavosativazide)), flavonol triglycosides (3-O-[ $\alpha$ -L-rhamnopyranosyl-(1-6)- $\beta$ -D-glucopyranosyl]-7-O-( $\beta$ -D-glucopyranosyl)-quercetin (1) and 3-O-[ $\alpha$ -L-rhamnopyranosyl-(1-6)- $\beta$ -D-glucopyranosyl]-7-O-( $\beta$ -D-glucopyranosyl) (kaempferol)), triterpenes and stearins. (Gudej and Tomczyk, 1999)

Lactone protoanemonin, the main component of the plant, is toxic, but after drying the toxic properties are lost because protoanemonin is converted into anemonin. All parts of the plant contain protoanemonin, but the highest content is found in stems and flowers. *Ficaria verna* leaves contain fewer flavonoids than flowers. The main components in the leaves are derivatives of the C-glycoside apigenin and luteolin. Ranunculidin and its breakdown products are observed in a raw. (Tomczyk and Gudej, 2003; Tomczyk and Gudej, 2002)

The purpose of our study is to investigate the chemical composition of the ethanol extracts of *Ficaria verna*., in particular, phenolic compounds and flavonoids, and to study their and antioxidant effects.

## 2. Material and method

### 2.1 Plant material

Harvesting of medicinal plant material (*Ficaria verna*. herb, leaves, and flowers) was carried out in ecologically clean regions of west Ukraine in spring 2020. Drying and standardization were carried out according to the requirements of the State Pharmacopoeia of Ukraine. (Derzhavna Farmakopeya Ukrainy. Dopovnennyya 2).

### 2.2 Preparation of extracts

The extracts were obtained by maceration from each type of raw material separately. To compare the content of active substances prepared extracts of grass (FH), leaves (FL), and flowers (FF). Aqueous ethanol solutions in concentrations of 20% (FH1, FL1, FF1 extracts), 40% (FH2, FL2, FF2 extracts), 70% (FH3, FL3, FF3 extracts) and 90% (FH4, FL4, FF4 extracts) were used as extractants. The ratio of raw material and extractant was 1:10.

### 2.3 Determination of total phenolic content

The determination was performed using a spectrophotometric analysis using a modified Folin-Ciocalteu method. 0,1 ml of Folin reagent, 1,5 ml of distilled water, and 0,3 ml of 20%  $\text{Na}_2\text{CO}_3$  solution were added to 0,1 ml of the analyzed solution, diluted in a ratio of 1:10. Kept for 150 min in the dark place

The optical density of the resulting solution was measured at 760 nm. The conversion was performed per gallic acid according to a calibration curve that was constructed under similar conditions, replacing the analyte with the gallic acid solution used as standard. A 3-fold measurement was performed for data validity (Skotti et al., 2014; Krvavich et al., 2019).

### 2.4 Determination of total flavonoid

The number of flavonoids was determined by a modified spectrophotometric method by the complexation reaction of flavonoids with  $\text{AlCl}_3$ . For this purpose, a 5% solution of  $\text{NaNO}_2$ , a 0.1M solution of sodium hydroxide  $\text{NaOH}$ , and a 10% solution of  $\text{AlCl}_3$  were prepared. 0.2 ml of the obtained *Ficaria verna*. herb extract was taken into a test tube and dissolved in 0.8 ml of ethyl alcohol. 0.06 ml of 5% sodium nitrite solution was added and mixed. After that, the tube was kept for 5 min. 0.06 ml of a 10% solution of aluminum chloride was added and kept for 5 min until the reaction was complete. Then 0.4 ml of 0.1 M sodium hydroxide solution and 0.480 ml of ethyl alcohol were added. After that, the tube was kept for 5 min in a dark place.

The measurements were performed at a wavelength of 510 nm. For calibration, a standard curve was constructed using the solution of quercetin as standard, and the content of flavonoids was determined in terms of quercetin. A 3-fold measurement was performed for the accuracy of the data (Do et al., 2014).

### 2.5 Determination of the antioxidant effect

#### 2.5.1 DPPH radical scavenging effect

The DPPH method of measuring the antioxidant effect of the extract was used with some modifications. Freshly prepared solution of DPPH was about 0.1 mM (0.2 g DPPH in 500 mL of ethanol). 4.5 mL of solution of DPPH and 500  $\mu\text{L}$  of the extract were mixed in a test tube, which was incubated for 30 minutes in the dark at room temperature. A UV-VIS spectrophotometer was used for measuring the decrease in absorbance (at 517 nm). (Konechna, R.et al.,2017)

The following formula was used for calculating percentage of inhibition of the radicals:  
 $\% \text{inhibition} = (\text{Acontrol} - \text{Asample}) / \text{Acontrol} \times 100\%$

where Acontrol is the absorbance of DPPH solution without extract and Asample is the absorbance of the sample with the added DPPH solution. A 3-fold measurement was performed for the accuracy of the data (Do et al., 2014).

## 3. Results

### 3.1 Total phenolic and flavonoid contents

The total content of phenolic compounds in the investigated extracts was determined, the result is expressed in mg of gallic acid per g of plant material. The total content of flavonoids was determined, the result is expressed in mg of quercetin per g of plant material. The results are presented in Table 1, Table 2, Table 3.

Table 1

**Total phenolic and flavonoid content of *Ficaria verna* herb extracts**

Sample	Total phenolic content (mg gallic acid/g), n=3	Total flavonoid content (mg quercetin/g) n=3
FH1	15,8±0,01	7,41±0,01
FH2	16,75±0,01	9,16±0,01
FH3	20,35±0,01	18,37±0,01
FH4	18,65±0,01	12,975±0,01

It was found that among the extracts from the herb *Ficaria verna* the maximum content of both phenolic compounds and flavonoids was observed in 70% of water-ethanol extracts.

The content of flavonoids in the tested extracts ranged from 7,41 to 18,37 mg quercetin/g. The highest value was observed for the FH3 extract, the extractant being 70% aqueous-ethanol solution.

Table 2

**Total phenolic and flavonoid content of *Ficaria verna* leaves extracts**

Sample	Total phenolic content (mg gallic acid/g) n=3	Total flavonoid content (mg quercetin/g) n=3
FL1	8.3±0,01	3.38±0,01
FL2	8.97±0,01	4.15±0,01
FL3	11.58±0,01	10.37±0,01
FL4	8.97±0,01	0.675±0,01

It was found that among the extracts from leaves of *Ficaria verna* the maximum content of both phenolic compounds and flavonoids was observed in 70% of water-ethanol extracts.

The content of flavonoids in the tested extracts ranged from 0.675 to 10,37 mg quercetin/g. The highest value was observed for the FL3 extract, the extractant being 70% aqueous-ethanol solution.

Table 3

**Total phenolic and flavonoid content of *Ficaria verna* flowers extracts**

Sample	Total phenolic content (mg gallic acid/g) n=3	Total flavonoid content (mg quercetin/g) n=3
FF1	5.87±0,01	2.15±0,01
FF2	6.23±0,01	2.89±0,01
FF3	8.51±0,01	6.32±0,01
FF4	7.35±0,01	0.386±0,01

It was found that among the extracts from flowers of *Ficaria verna* the maximum content of both phenolic compounds and flavonoids was observed in 70% of water-ethanol extracts.

The content of flavonoids in the tested extracts ranged from 0.386 to 6.32 mg/g. The highest value was observed for the FF3 extract, the extractant being 70% aqueous-ethanol solution.

The maximum content of phenolic compounds and flavonoids was observed in extracts with the herb *Ficaria verna*, the lowest content in extracts from the flowers of *Ficaria verna*.



### 3.2 Antioxidant activity

For the evaluation of the antioxidant activity of single compounds has been widely used relatively stable organic radical DPPH as well as the different plant extracts.

A rapid decrease in the optical density at 517 nm was induced by the addition of extracts to the DPPH solution.

The effect of *Ficaria verna* extracts of different concentrations in comparison with quercetin and vitamin C on the inhibition of DPPH radical is shown in Table 4, Table 5, and Table 6.

Table 4

#### DPPH radical scavenging activity of *Ficaria verna* herb extracts

Sample	% inhibition of DPPH*
FH1	80,71±0,01
FH2	78,94±0,01
FH3	77,19±0,01
FH4	75,43±0,01
Vitamin C	76,23±0,01
Quercetin	78,54±0,01

Table 5

#### DPPH radical scavenging activity of *Ficaria verna* leaves extracts

Sample	% inhibition of DPPH*
FL1	67,33±0,01
FL2	63,02±0,01
FL3	62,33±0,01
FL4	61,86±0,01
Vitamin C	76,23±0,01
Quercetin	78,54±0,01

Table 6

#### DPPH radical scavenging activity of *Ficaria verna* flowers extracts

Sample	% inhibition of DPPH*
FF1	8,71±0,01
FF2	7,94±0,01
FF3	77,19±0,01
FF4	75,43±0,01
Vitamin C	76,23±0,01
Quercetin	78,54±0,01

Our investigation shows that the free radical scavenging ability of FH1, FH2 –extracts was better than quercetin. The free radical scavenging ability of FH1, FH2, and FH3 extracts were better than Vitamin C.

The results prove that FH1, FH2 extracts improve the scavengers of radical DPPH cations more than vitamin C or quercetin.

#### 4. Conclusions

The research done into the chemical composition of *Ficaria verna* ethanol extracts discovered the quantitative content (strength) of phenol compounds and flavonoids as well as examined their antioxidant effects

Sufficient content phenolic compounds and flavonoids as well as the detected antioxidant effects allow us to consider *Ficaria verna* a promising medicinal plant for the development of herbal preparations and further research of the plant.

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## NEUROPSYCHOLOGICAL DETERMINANTS OF DYSLEXIA IN SCHOOLCHILDREN

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### Summary

The article describes the results of the research exploring the link between the neurodynamic component of schoolchildren's psychic activity at the age of 7-12 and the level of mastering the reading skill at school. In the process of the research, we have detected the core neuropsychological criteria correlating with the level of reading technique and text understanding in schoolchildren. The neuropsychological research was made using A.R. Luria's battery of tests, by G.M. Glosman's method, adapted to childhood. We also used A.N. Korniyev and O.A. Ishymova's method of dyslexia diagnostics; texts for the research have been translated into Ukrainian.

We have pointed out two age groups of children and analyzed how neurodynamic deficiency and audio-verbal and visual memory level influence the formation of dyslexia determinants in both of them.

In addition, we have addressed the link between child's development under the age of 1, parents' complaints at the actual time and the level of a child's reading technique.

**Keywords:** dyslexia, neuropsychological diagnostics, schooling skills, younger schoolchildren, neurodynamic factor, schooling difficulties.

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### 1. Introduction

The most common problem of schooling unsuccess and underperformance at the Ukrainian language is poor vocabulary, a great number of mistakes in writing, slow reading and failure to understand the text being read. So the problems of dyslexia makes schooling difficult for very many schoolchildren.

To make an incisive analysis of the reading malfunction, it is necessary to realize the extent and complexity of the reading skill's structure in the norm along with the individual peculiarities of mastering the reading skill in schoolchildren.

The study relevance, described in the article, is based on the fact that such notion as neuropsychology just starts to develop in Ukraine, while many countries have successfully used neuropsychological methods for the correction of schooling difficulties, in particular.

There is no general statistics on the quantity of children having difficulties in mastering the reading skill in Ukraine. According to the research made it was detected that about 10% of schoolchildren aged 7-12 have similar problems.

The problem of dyslexia in schoolchildren is studied by teachers, speech therapists, neuropsychologists, neurologists and neurophysiologists. It occurred quite long ago, but only last 10-20 years it has been given proper attention.

National scientists believe that up to 15% of younger schoolchildren experience problems with mastering the reading skill (*Blinova, 2010; Pichugina, 2001*). Statistical data provided by

foreign sources differ a lot; the figures fluctuate from 5 to 35% of children with such problem. The specialists' opinions are controversial and ambiguous; it is also clear that there are no common terms in relation to the reading skill malfunction in schoolchildren and common methodology to overcome it.

The article presents the first part of the research; it describes the link between the difficulties of the first year of a child's life, insufficient maturity of some neuropsychological factors and actual development of the reading skill at the moment of examination.

We used A.R. Luria's battery of neuropsychological tests, adapted to childhood, and A.N. Korniyev and O.A. Ishymova's method of dyslexia diagnostics, translated into Ukrainian.

## 2. The main part

*Neuropsychological approach to the difficulties in reading.* From the neuropsychological perspective reading is a complex process, which implies several analyzers – first of all, visual, audial, motion and verbal ones.

In dyslexia one can observe general developmental problems of a child along with insufficient interhemispheric interaction, visual-spatial representations and low neurodynamic regulation.

Precisely due to A.R. Luria's concept and neuropsychological approach to child's development, we see that reading is a complex functional system, made up of many structural components, which is dynamically developing in the process of ontogeny and is performed by collaborative and integrated activity of different brain areas. It is important to note that underdevelopment of each brain area can result in different specific forms of dyslexia.

Using neuropsychological methods of research we can define typical links between the difficulty in reading and malfunctions in other psychic functions. Then there should be an appropriate and right-timed correction of these malfunctions, which will help to avoid forming of persistent dyslexia.

The impact of regulatory functions on the productive activity is manifested, first of all, in difficulty to be able to concentrate and to distribute attention. According to other studies, a child not always can distribute attention between the reading technique and the understanding of the text.

In one and the same symptom there can be different mechanisms from the perspective of neuropsychological analysis. For instance, if a child skips or shuffles vowels and consonants while reading, there can be both gnostic and regulatory difficulties.

Most of mistakes appear when a child is reading aloud. Neuropsychological analysis allows to define the components of psychical functions, which influence the mechanisms of dyslexia, and to differentiate it from neuroophthalmological pathology such as eyes movement disfunction or binocular vision.

*Theoretical ground for the research.* The research described in this article is based on the method by A.N. Korniyev (*Korniyev, 1997*). According to A.N. Korniyev, children with dyslexia, who were reading fast, made a lot of mistakes while reading aloud, but they had good understanding of what they were reading. In the other case children, who were reading slowly, made few mistakes, but they had poor understanding of the contents. While performing diagnosis, it is important to establish the link between the text type and the affirmations of the child reading it.

There is also such symptom of dyslexia as "guessing in reading". With this symptom a child subjectively adds meaning while reading; his semantic stereotypes get activated, then the forecasting by meaning gets disrupted, and the control of the perceptual unity fails.

Thus we realize that the meaning forecasting while “guessing in reading” will be performed either on the level of a word’s part or on the level of the whole word. There will be no traces of semantic and grammar links with syntagma. Here we can see such mechanisms as regulatory difficulties and holistic reading strategy malfunction.

Kornyev assumes that it can be explained by the predominance of mainly analytical-synthetic learning methods; they include the recognition of sound-letter matchings, merging into syllables and only after that the audial image of the whole word appears, prevailing over the global reading method, which implies the word image formation. Then in analytical-synthetic learning method the word gets related to an object or a picture, and only after this the transition to letter reading and letters merger takes place (*Kornyev, 1997*).

The described above proves that a child has a maximum quantity of characters, which he simultaneously recognizes while reading. This quantity forms a notion of “operational reading unit”. In its turn, this operational reading unit is a minimal quantity of characters, which is preserved in the process of receiving and processing information. The improvement of the reading skills implies specifically the process of increasing and automating the operational reading units.

Besides, in the process of reading a child is forming a rhythmical word structure. First a child learns the words easiest for reading (choreic and iambic structure), then more complex ones (amphibrach, dactyl and anapaest). At this point a child starts recognizing the difference between the isolated phoneme sounding and various ways of pronouncing it. Wrong stresses will evidence for the underdevelopment of the mother tongue’s rhythmic structure, in particular, which is also common for children with dyslexia.

*The contents of the research.* The standardized method of reading skill analysis (SMRSA) and Operational reading units test (ORUT) were created by the Russian authors A.N. Kornyev and O.A. Ishymova to diagnose the malfunctions of reading skills in children. The approbation of the questionnaire was made on several groups of schoolchildren from Moscow and St.Petersburg, attending 2-6 forms. In 2020 we started creating the Ukrainian versions of the tests.

We considered it helpful to translate the name of the tests into Ukrainian, as our versions of the tests measured an ability to read Ukrainian.

The aim of the tests is the study of the globalizing potential of a professional, but the Ukrainian version of the questionnaire is planned to be modified so that it would be directed to the study of reading skills in the setting of a New Ukrainian School (NUS) program implementation. This is what constituted the aim of the research. Based on the aim of the research, the following tasks were set:

1. Elaboration of the tasks samples (translation, creating stimulus material). Creating a pilot version, trying to keep the contents and understanding in the texts of the stimulus material and considering social-cultural norms;
2. Descriptive analysis of the tests’ results (SMRSA and ORUT);
3. Standardization of partial results and defining their common values.
4. Definition of constructive validity of the integral tests’ results (SMRSA and ORUT);
5. Criterion validity of the integral results by correlating the received parameters with relevant criteria.

The research involved 61 children from Kiev and Odessa. The sampling was divided by age (7 years old – 3 children, 8 years old – 11 children, 9 years old – 17 children, 10 years old – 16 children, 11 years old – 9 children, 12 years old – 5 children).

Based on the sampling, there were two groups formed, nearly equal in size: 7-9 years old ( $n = 31$ ) and 10-12 years old ( $n = 30$ ). Further analysis was made mostly in these two groups separately.

The age groups are equivalent in all social-demographic parameters except the residence. Thus, the children examined in Kiev were older than the children examined in Odessa.

### 3. Results and discussion

We have established a significant correlation between the marker NW1 (number of words per 1 minute of SMRSA test) and the grade by Apgar score. This correlation could be observed among children in the group of 10-12 years old and was marked by the positive sign. It should be noted that in the group of children of 7-9 years old the correlation was also positive, but didn't show statistical significance.

The absence of such trend in children of the given age can be explained both by a small sampling size and by the certain developmental peculiarities of a child's higher mental functions. We assumed that these malfunctions, which appeared in the process of prenatal development, manifest mostly at that particular age, when the pressure on a child is growing ( $r=0,439$ ;  $p=0,015$ ).

Such questionnaire data as separate words and short phrases showed statistically significant correlations with the marker NW1 in the group of children aged 10-12 (separate words  $r=-0,492$ ;  $p=0,006$ , short phrases  $r=-0,444$ ;  $p=0,014$ ).

Correlation coefficients were negative, which proved that the more delay a child had in speech development, the worse he/she passed the first test SMRSA. To our opinion, this can be related to the developmental delay of neuropsychological factors, which are important for reading – simultaneous synthesis and visual motor coordination.

It should be noted that although in the group of children aged 7-9 such correlations were marked with the negative sign, they were not statistically significant (separate words  $r=-0,301$ ;  $p=0,100$ , short phrases  $r=-0,115$ ;  $p=0,539$ ).

The stress should be also made on such criterion in the questionnaire as the delay of speech development, which also didn't show any statistically significant correlation in any of the two groups. We believe it is related to the fact that the latter criterion is more general, and the previous ones were more concrete subjective evaluations of children's early development made by their parents.

The marker NW1 also determined additional correlations with the marker of academic progress, and in the group of children aged 7-9 this correlation was statistically significant ( $r=0,430$ ;  $p=0,016$ ).

The link between the reading speed and successful study at the primary school is evident and has been explored in scientific works (*L. Vygotsky, E. Symernitskaya, M. Bezrukih*). It shows that NW1 marker is characterized by high concurrent validity being compared to such external criteria as academic progress and can be also used in the further research to forecast the success in study in future, which is the question of prognostic validity research.

Thereafter we present the analysis and relation of the brain's first functional unit to the reading process in children.

Firstly, we evaluated validity of the given method to the markers describing the work of the brain's first functional unit. The research has been conducted on the basis of the Luria's three functional unit model of the brain (1973).

Structures of the first block of the brain include divisions of medulla, mesodiencephalic, hypothalamus-diencephalic and limbic areas, along with mediobasal divisions of the frontal and temporal lobes, which is the cortex of the activation processes (*Luria, 1973*). These structures provide optimized balance between activation and inhibitory processes in the nervous system.

Among parents' complaints about their children's peculiarities in schooling, the statistically significant correlations with NW1 marker determined the complaints about deliberation ( $r = -0,357$ ;  $p = 0,049$  in the group of children aged 7-9 and  $r = -0,191$ ;  $p = 0,313$  in the group of children aged 10-12). Correlation coefficients were characterized by the negative sign and this trend was statistically significant in the group of children aged 7-9. According to research made by T.V. Akhytina, E.Y. Mayveyeva and A.A. Romanova (*Akhytina et al., 2012*), activity regulation disfunctions, including deliberation, are to some extent common for all children under test having difficulties in study, and are conditioned by the malfunction of subcortical area, specifically the first functional unit of the brain.

Such indices as immediate and deferred audio-verbal memory showed additional correlations with NW1. These correlations were characterized by statistical significance in the group of children aged 7-9 for immediate audio-verbal memory and in the group of children aged 10-12 – for deferred audio-verbal memory. A.V. Semenovich describes the variant of neurodynamic deficiency as subcortex disfunction. The main symptoms in this case are unstable criteria of activity efficiency (difficulties in entering the task, productivity fluctuation, quick exhaustion, deliberation). Here we can see the memory selectiveness disruption regardless the modality along with a relatively sufficient volume and substantiality of traces.

Visual memory index also determined additional correlation coefficients with NW1 marker, and in the group of children aged 7-9 this coefficient was statistically significant ( $r = 0,417$ ;  $p = 0,020$ ).

As for memory defects, their presence negatively correlated with MW1 marker in both groups. Nevertheless, in the group of children aged 7-9 these correlation coefficients were statistically significant (perceptivesubstitutions  $r = -,499$ ;  $p = 0,004$ ).

While studying attention, we rated the overall grade, which characterized the success in filling Schulte tables and time in seconds for each of the five tables. Comparing the results in the age groups, it should be mentioned that in the group of children aged 10-12 there were no statistically significant correlations detected. At the same time, in the group of children aged 7-9 the additional correlation coefficient between NW1 marker and overall grade of attention study was detected, and there were negative statistically significant correlations with the time of completion of the third ( $r = -0,490$ ;  $p = 0,005$ ), the fourth ( $r = -0,505$ ;  $p = 0,004$ ) and the fifth trial ( $r = -0,457$ ;  $p = 0,010$ ). The received data represent the dynamics of the reading skill consolidation with age, lowered reliance of a child's reading technique on the level of attention focus in older age, as the reading skill gets automatized.

Analyzing attention defects, it was stated, that such criteria as insufficiency of attention selectiveness ( $r = -0,413$ ;  $p = 0,021$ ), distraction from task completion ( $r = -0,472$ ;  $p = 0,007$ ), overall retardation and asynchronicity ( $r = -0,660$ ;  $p = 0,000$ ) form statistically significant correlations with NW1 marker. The sign of the correlation coefficients is negative and specifically the younger age group shows the detected trends.

While analyzing speech defects, significant correlation between NW1 marker and micro/macrography in writing was detected ( $r = -0,563$ ;  $p = 0,001$ ). The correlation coefficient which characterized this link was negative. This proves that with the increase of such defects the speed of test completion (SMRSA) decreased, which could be explained by child's possible exhaustion.

#### 4. Conclusions

Thus, there is no common diagnostic method and approach to the difficulties in mastering the reading skill in Ukraine at the moment. We realize that the problem of dyslexia in children

is the reason for the further difficulties in mastering other school subjects – the Ukrainian language and literature, maths (especially solving problems), history, geography and others.

The research has shown the persistent correlation between a child's development under 1 year, the formation of some neuropsychological factors and the extent of mastering the reading skill at the moment of examination.

In the foreground, while examining the structures of the first functional brain unit we can observe the statistically significant value of attention deficiency while filling Schulte's table in three last trials in children aged 7-9 and correlation of this value with the reading technique criteria (number of words per 1 minute). In the background of low neurodynamics we can trace the correlation between modal-unspecific memory form and the NW1 marker.

The results allow us to work further in this direction and to create a model of relation between the level of neuropsychological factors formation for two age groups of children and the extent of mastering the reading skill from two perspectives – reading technique and understanding of what is being read.

Such model will be very helpful in creating an individual intervention program for a child with dyslexia.

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Porat, M. U. (1978). Global Implications of the Information Society. *J Communication Journal of Communication*, 28(1), 70–80. doi:10.1111/j.1460-2466.1978.tb01565.x

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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.

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**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.

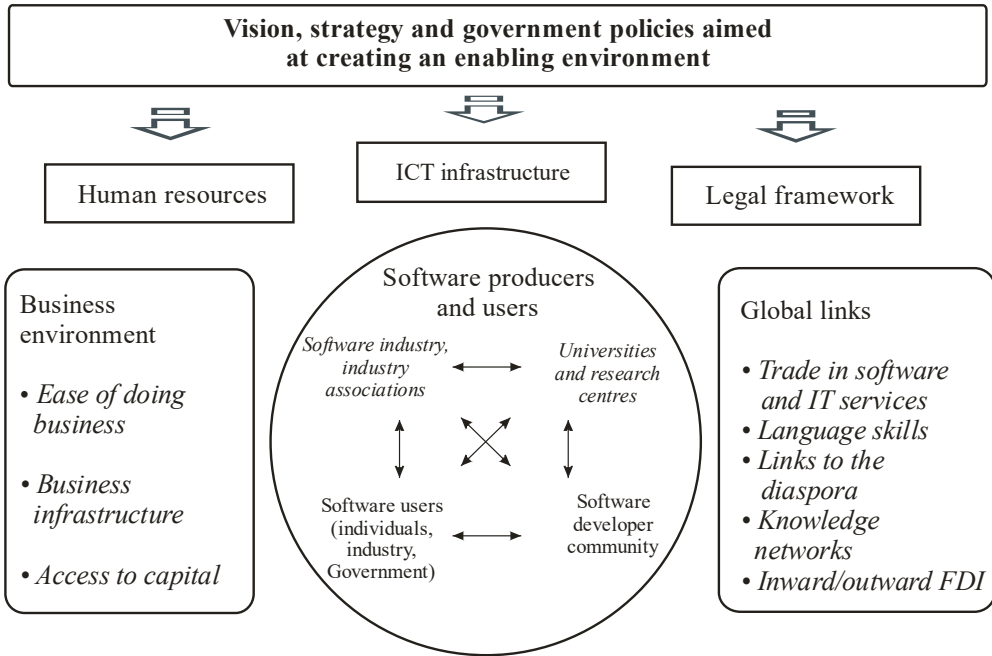
The evolutionary process of the establishment of information society is represented in researches of P. Drucker, who used a notion “information revolutions” (Drucker, 1989). He worked out the theory of the stages of development, which allows deeper understanding of the logic of establishment of information 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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## NOTES

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