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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 47 (2021)!

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

The collected papers in language, culture, and communication are focused on actual issues of intercultural communication, stylistics, and literature studies. Special attention has been paid to the investigation of the use of stylistic means of comic category at the lexico-semantic level, and figures of quantity in particular, anthroponymic formula as the basic term of onomastics, description of the “PANDEMIC” concept in the English language, verbal aggression in the political discourse of Donald Trump and Joe Biden, linguocultural representation of “branding” through a socio-cultural analysis of human perception of the world. A new insight has been gained into fictional biographies of Josef Knecht through the prizm of transpersonal psychology (based on Herman Hesse's novel “The glass bead game”), practical application of philosophy interpreted by P. Sloterdijk. In the education domane much attention is concentrated on the effective tools in teaching a foreign language in distant and mixed learning and substantiation of early teaching of technical and tactical training in girls boxing.

Authors in the sphere of innovation, work, society elicit ways of cooperation between the members of the European Union in protection of cultural values, psychological preparedness of military servants of airborne assault forces of the armed forces of Ukraine to activities in battles, peculiarities of education quality management in the comprehensive complex by means of institutional audit and problems of conflict of interest management in the civil service system.

The scientific issue also contains theoretical, empirical and/or practical researches in health and environment development and related disciplines, such as expenditure of iron deficiency screening in adolescents by determination of blood ferritin and assessment of coherent properties of water from natural sources using kirlianphotography of water.

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

## LANGUAGE, CULTURE, COMMUNICATION

USE OF STYLISTIC MEANS OF COMIC CATEGORY  
AT THE LEXICO-SEMANTIC LEVEL: FIGURES OF QUANTITY**Iryna Blynova**Ph.D., Assistant Professor, National Pedagogical Dragomanov University, Ukraine  
e-mail: i.a.blynova@npu.edu.ua, orcid.org/0000-0003-2788-5403**Summary**

The article deals with the study of linguo-stylistic means of the comic category representation at the lexico-semantic level. Modern English prose is characterized by a specific comic modality, which is a characteristic feature of the author's individual style. The leading means of the lexico-semantic level, that contribute to the realization of the comic effect in belles-letters texts, have been analyzed. The material of research is the English-language prose works of small forms by the most prominent writers, such as: K. Barry, K. Vonnegut, R. Carver and R. Dahl. The aforementioned authors use hyperbolization, which is introduced by means of similes, indefinite pronouns, nouns formed from numerals (in the process of numeralization), temporal and spatial adverbs, a set of lexical units with negative colouring, adjectives in the superlative degree of comparison, modal verbs in the negative form, emphatic constructions.

**Keywords:** comic effect, language level, hyperbole, meiosis, litotes.

*DOI: <https://doi.org/10.23856/4701>*

**1. Introduction**

The comic is the category of philosophy, aesthetics, psychology, literary criticism and linguistics, which characterizes the objects and phenomena of reality with a greater or lesser degree of ridicule. The 'comic' notion has been studied since the time of Aristotle. There have been a lot of works on this category, theories of different orientations, but almost all researchers agree that the essence of the comic category is a kind of 'disorder', contradiction, contrast, deviation from the norm.

The study of the comic is of interest to scholars of the humanities knowledge paradigm. They have been trying to study the nature of the comic; to single out its types; to describe forms; to highlight genres; to give reasons for various theories of the comic and laughter; to describe the mechanisms of the comic production and perception. In this case, we consider the analysis of linguistic verbalization and exteriorization of the comic due to expressive means and stylistic devices of a certain level to be the linguistic basis for the interpretation of belles-letters text/discourse.

The works by S. O. Shvachko, V. Z. Sannikov, A. V. Karasik, O. M. Kalyta, O. A. Kyrychenko, O. I. Nazarenko, O. Ye. Nesterenko, V. V. Zhuhai, O. V. Materynska, G. Ferré, M. McCarthy, R. Carter and other national and foreign scientists focus on the multifaceted study of the range of linguistic and stylistic means and techniques that tend to perform the comic function in a special context (both in the light of related with linguistics sciences, such as: linguo-stylistics, cognitive



linguistics, linguistic poetics, linguo-cultural studies, linguistic pragmatics; and in terms of various angles, including a lexico-semantic one) (see (*Shvachko, 2012; Sannikov, 1999; Karasik, 1999; Kalyta, 2013; Kyrychenko, 2015; Nazarenko, Nesterenko, 2020; Zhuhai, Materynska, 2020; Ferré, 2014; McCarthy, Carter, 2004*) for more details). The research works are carried out on the material of texts that have various stylistic and genre directions.

The topicality of this paper is predetermined, firstly, by the fact that, being a means of expressing the author's viewpoint and evaluation, a specific comic modality is (according to our observations) an essential feature of the English literature of the second half of the 20th – the beginning of the 21st centuries. Secondly, due to the presence of various approaches to its study and aspects of its consideration, the comic (and its varieties – humour, irony, satire, sarcasm, black humour) is a very diverse and heterogeneous phenomenon. In addition, we currently see the need to consider the insufficiently studied belles-letters text in terms of functional and communicative linguo-stylistics aspects.

The aim of the work is to analyze the functioning of linguo-stylistic means of a comic effect creating at the lexico-semantic level. The material of our research is the original collections of short stories by the most prominent writers of modern literature, namely: 'Dark Lies the Island' by Kevin Barry (1969); 'Palm Sunday. Welcome to the Monkeyhouse' by Kurt Vonnegut (1922–2007); 'Collected Stories' by Raymond Carver (1938–1988); 'Collected Short Stories' by Roald Dahl (1916–1990). To achieve the general aim of the study and solve specific problems, the following methods and techniques have been used, namely: a quantitative analysis, a contextual analysis, a semantic and stylistic one.

## 2. Types of lexico-semantic stylistic devices

Lexico-semantic stylistic means are subdivided into two large groups (*Yefimov, Yasyynetska, 2004: 46*): **figures of substitution**, i.e. various ways of secondary nomination (based on the usage of existing words and word combinations to denote new notions or to give a new name to the already known objects), and **figures of combination**, i.e. stylistically significant ways of combining the meanings of one level units in syntagmatic sequence, including the expressive means within the unit of another, higher level.

## 3. Figures of quantity

The linguists distinguish the *figures of quantity* (**hyperbole, meiosis, litotes**) among the substitution figures in the first group, formed by comparing two heterogeneous objects (phenomena) or their properties with a common quantitative feature for them. Hyperbolic maximization or minimization (in other words a broad meaning of hyperbole) is in the list of basic linguo-stylistic methods of creating a humorous wit. Thus, based on the study of a human verbal behaviour, and first of all on the work of highly recognized masters of the witty word, i.e. comic writers, O. N. Luk includes exaggeration (hyperbole) and diminution/deliberate extenuating into his own classification of linguo-stylistic means of comic direction (*Luk, 1982: 17–23*).

### 3.1. Hyperbole

The most common trope in terms of representativeness is hyperbole, i.e. 'quantitative' figure of speech, the essence of which is to deliberately exaggerate the qualities of an object or phenomenon in order to enhance the expressiveness and give an emphatic character to the expression (*Borisenko, 2014: 97*): "There's a thousand and one different things keep happening every day to

little babies like that," he said. – "Of course." – "I knew a baby once who caught his fingers in the spokes of the pram wheel. He lost the lot. It cut them clean off." (Dahl, 1996: 34). In this (narrow) sense, hyperbolization is the attribution of a feature/property/quality to a phenomenon or object to an extent that it does not actually have or to a greater extent than it actually possesses. In this sense, the term 'hyperbole' means a deviation from the norm of plausibility. Since hyperbole is an intentional exaggeration, it cannot be taken literally: both the addresser/sender of the speech and the addressee/receiver are aware of its artistic conditional character.

Hyperbolization can concern various ontological spheres (spheres of being): a) an anthropocentric one, that is the sphere relating to the person, including artifacts and products of one's mental activity. The hyperbole in the following fragment represents baby's weight: "Take a good look and tell me if you see anything different." – He peered closely at the baby. "She seems bigger, Mabel, if that's what you mean. Bigger and fatter." – "Hold her," she ordered. "Go on, pick her up." – He reached out and lifted the baby up off the mother's lap. "Good God!" he cried. "She weighs a ton!" – "Exactly." – "Now isn't that marvellous!" he cried, beaming. "I'll bet she must be back to normal already!" (Dahl, 1996: 161); b) a non-anthropocentric one, that is the spheres of animate and inanimate nature: You'll be surprised to see what can collect in a mattress over the months, over the years. Every day, every night of our lives, we're leaving little bits of ourselves, flakes of this and that, behind. Where do they go, these bits and pieces of ourselves? Right through the sheets and into the mattress, that's where! Pillows, too. It's all the same (Carver, 2009: 80). In the abovementioned fragment the author underlines the amount of dirt accumulated in mattresses and pillows for years with the help of hyperbole.

As a rule, hyperbole is used to describe objects, natural phenomena, historical events, when describing the human world – one's appearance, feelings, relationships with others. Such qualities of objects/people as size, colour, features of the form, quantity and the like have predominantly hyperbolized characteristics: No one fished for bass. A lot of people I knew had never seen a bass except for pictures. But my father had seen plenty of them when he was growing up in Arkansas and Georgia, and he had high hopes to do with Dummy's bass, Dummy being a friend (Carver, 2009: 282). As we can observe, the number of people (or, more precisely, their absence), who did not catch bass, is exaggerated.

It should be noted that the degree of deviation from plausibility in hyperbole may be different: an *absolute* one, when an exaggerated feature is impossible in any situation of reality, and a *relative* one, when an exaggerated feature is possible in reality, but it is unlikely in this context. In terms of pragmatics, hyperbole externally violates the maxims of quantity and quality of H. P. Grice: as a result, it distorts the truth by saying a lot.

Hyperbolization is often carried out by transference (transposition), in other words the attribution of properties, states, actions of one object to another object. Such transference is possible thanks to comparison as an operation of human thinking. It is no coincidence that hyperbole is often expressed by using similes, for example: It looked like a million bass fingerlings were finning inside. It was the strangest sight, all those live things busy in there, like a little ocean that had come on the train (Carver, 2009: 282). In this case, the transference of the ocean size to the number of bass in the tub is expressed with the help of a simile in combination with the conjunction 'like'. We should pay attention to the fact that the farther the comparable objects lie apart from each other in the ontological picture of the world, the more expressive the potential of this technique is.

In addition to similes, hyperbole can be expressed by typified means, such as: indefinite pronouns (*all, every, everybody, everything, no one*); nouns formed from numerals (in the process of numeralization) (*a million, a thousand*); temporal and spatial adverbs (*always, ever,*

*never, forever, everywhere*). Hyperbole also interacts (converges) with other techniques, such as: an ascending gradation, rhetorical question, parallelism.

There are language or clichéd hyperboles (*I haven't seen you for ages*) and speech or author's individual ones (*all those live things busy like a little ocean*). Excessive conscious exaggeration, intensification, presentation of any properties in an exaggerated form and intensity of the process or features of the object, phenomenon (size, strength, value, insignificance, uselessness, etc.) are used to create descriptiveness, express emotional tones, enhance impressions, intensify expressiveness of the utterance, give it emphatic value. Due to the fact that hyperbole has a significant pictorial and expressive potential, it is widely used as a vivid characterological means to create an image, usually a comic one. R. Dahl, depicting the intolerable character of Lionel – the protagonist of the story 'Nunc Dimittis', saturates his speech with exaggerated remarks: *But now the face is loose and puckered with nothing distinctive about it whatsoever. The individual features, the eyes, the nose, the mouth, the chin, are buried in the folds of fat around the puckered little face and one does not notice them. Except perhaps the mouth, which reminds me I cannot help it – of a salmon* (Dahl, 1996: 203).

The researchers of M. McCarthy and R. Carter recognize evaluative and emotional function among a wide range of hyperbole functioning in the process of communication, where humour and irony play a leading role: "Such hyperbolic expressions usually pass without challenge by listeners, who accept them as creative intensifications for evaluative or affective purposes such as humour and irony, and who often make their own supportive contributions to the figure of speech. Examination of hyperbole in interactive contexts also underlines the expressive and interpersonal meanings foregrounded in its use: intensification, humour and banter, empathy, solidarity, antipathy, informality and intimacy, along with evaluative and persuasive goals, are all recurrent features" (McCarthy, Carter, 2004: 176). In the analyzed literary works, the authors use hyperbole as a feature of strong emotion or passion, which adds liveliness and interest to the conversation.

Moreover, being one of the figurative characterization means, hyperbole acquires mostly comic colouring in the story. The author/narrator tries to enhance the impression, emphasize the positive or negative quality of the person or object being described with its help: *This fat man is the fattest person I have ever seen, though he is neat-appearing and well dressed enough. Everything about him is big. But it is the fingers I remember best. When I stop at the table near his to see to the old couple, I first notice the fingers. They look three times the size of a normal person's fingers – long, thick, creamy fingers. ... He's really a fatty* (Carver, 2009: 16). In the given fragment hyperbolization of the obese man's weight is achieved by the use of the adjective *fat* in the superlative degree of comparison (*the fattest*); the noun *fatty* (a fat man) formed from the adjective *fat* by means of substantivizing; the emphatic structures – *the fattest person I have ever seen, it is the fingers I remember best*; comparative expression – *three times the size*; synonyms – *long, thick, creamy (fingers)*.

Hyperbole is used by K. Barry on a lexico-semantic level in order to intensify the ironic tone in the transference of the hero's inner state after his emotions – disappointment over the unfulfilled dream of the first kiss and sexual experience, transmitted by the temporal dimension of infinity: *With her steps' fading, the summer went, even as the sun came higher across the rooftops and warmed the stone ledge and the slates, and I looked out across the still, quiet city, and I sat there for hours and for months and for years. I sat there until all that had been about us and had faded again to nothing, until the sound of the crowd died and the music had ended, and we all trailed home along the sleeping streets, with youth packed away, and life about to begin* (Barry 2007: 4). As you can see, a characteristic feature of the hyperbole creating

is the inclusion of such expressive means of syntax as: complete parallelism (*I sat there... I sat there*) and polysyndeton (*and, until*). These techniques are one of the richest sources of expressiveness, as they serve to enhance the significance of the utterance, setting a certain rhythm to the prose text.

The direct speech of one of the characters in R. Carver's short story 'Boxes' is hyperbolically negative and ironic. An elderly woman, the mother of the protagonist, usually uses lexical units with a negative connotation – adverbs (*never, forever*), pronouns (*none, nothing*), the adjective *bad* in the superlative degree of comparison (*the worst*), negative form of the modal verb (*couldn't*), emphatic structures (*the worst place I've ever lived in, the worst icebox I've ever had*) when assessing cohabitation with the son's family, making decisions about moving, expressing judgments about the conditions of staying in the rented apartment: *I thought we'd go on picnics and take drives together. But none of that happened. You're always busy. You're off working, you and Jill. You're never at home. Or else if you are at home you have the phone off the hook all day. Anyway, I never see you," she said* (Carver, 2009: 536); *"...I'm leaving this place forever. This is the worst place I've ever lived in."* (Carver, 2009: 537); *I couldn't stand it. I just couldn't live like that. This time I told the manager I didn't want to be next to any alcoholics. And I didn't want anything on the second floor. The second floor looks out on the parking lot. Nothing to see from there."* (Carver, 2009: 539); *Well, I hope I never see his cheap old face again once I leave here* (Carver, 2009: 540); *It's the worst icebox I've ever had* (Carver, 2009: 538).

Words that are imprecations or express extraordinary emotions associated with cold, death – *kill, die, damned*, are constantly pronounced by her, thus deliberately exaggerating the disadvantages of living outside California, for example: *"Besides," she said, "this weather's killing me. It's too damned cold here. Why didn't you tell me this was the North Pole? If you had, I'd never have come. I want to go back to California, honey* (Carver, 2009: 536); *"I wish I could die and get out of everyone's way,"* (Carver, 2009: 543); *I don't want to see this place again except from my coffin. I hate this g.d. place. I don't know why I moved here. I wish I could just die and get it over with."* (Carver, 2009: 536); *I'm living here like a damned gypsy* (Carver, 2009: 538). The mother's speech patterns and her movements, when changing the place of living, as well as repetitive and mechanical: she is constantly nagging at someone/something – the place of residence, weather, homeowner, neighbours. Everyone is at fault without any exception, but it is not she whose fault it is. The hyperbolization of the actions and behaviour of this character, reflected in speech, proves the social and spiritual immobility of the image: the horizontal movement in the world denies the upward movement, i.e. the growth of personality, her development.

In the following fragments, the character's inner speech in the form of dramatic present time is given an important role. The sarcastic effect is created due to the interaction of hyperbole with other stylistic means, providing gradation (climax) of expressiveness and emotional tension of communication:

*"You suggest I stay?" said Susanna wretchedly. "After I've been denounced in public as a scarlet woman? A tart? A wench?"* (Vonnegut, 1994: 45);

*"Oooh, George," Grace said, "you know how the Jenkinses are. Yes, they're nice, but..." She laughed and shook her head.*

*"But what?" I said. The possibilities raced through my mind. Nudists? Heroin addicts? Anarchists? Hamster raisers?*

*"In 1945 they moved in," Grace said, "and right off the bat they bought two beautiful Hitchcock chairs, and..." This time she sighed and shrugged.*

"And what?" I demanded. And spilled India ink on them? And found a bundle of thousand-dollar bills rolled up in a hollow leg?

"And that's all," Grace said. "They just stopped right there." (Vonnegut, 1994: 66).

The following structural model is implemented in these dialogue passages: aposiopesis of the addressee after the conjunction *but/and* (*but...; and...*) + the addressee's rhetorical question, which usually begins with a conjunction from the previous phrase *but/and* (*But what?; And what?; You suggest I stay?*) and a list of suggested answer options in the form of nominative (*A tart?; A wench?; Nudists?; Heroin addicts?*) or elliptical interrogative sentences (*And spilled India ink on them?*) that function as partial parallel syntactic structures.

The concept of grotesque is corresponding to hyperbole. The most common view is that hyperbole is one of the means of grotesque creating. If hyperbole underlies the grotesque as a fantastic deformation of reality, it is called the grotesque hyperbole (Borisenko, 2014: 97). Such hyperbole is often combined with an extended metaphor:

"You know," he went on, "it's extraordinary what sometimes happens. Only last week a man was brought in unconscious, and I opened his head without any anaesthetic at all and removed a small blood clot. I was still working inside the skull when he woke up and began talking.

"Where am I?" he asked.

"You're in hospital."

"Well," he said. "Fancy that."

"Tell me," I asked him, "is this bothering you, what I'm doing?"

"No," he answered. "Not at all. What are you doing?"

"I'm just removing a blood clot from your brain."

"You are?"

"Just lie still. Don't move, I'm nearly finished."

"So that's the bastard who's been giving me all those headaches," the man said.

Landy paused and smiled, remembering the occasion. "That's word for word what the man said," he went on, "although the next day he couldn't even recollect the incident. It's a funny thing, the brain."

"I'll have the procaine," I said (Dahl, 1996: 26).

### 3.2. Meiosis

There are a number of cases with meiosis use. Meiosis is the figure of speech, which is opposite of hyperbole. It is a deliberate diminution of the qualities of an object or phenomenon, the intensity of the feature manifestation or the action proceeding, the size and number of objects, the significance of something that enhances the expressiveness of comic speech (Yefimov, Yasynetska, 2004: 46): "But dumb as I was, then is when I made my *one and only* contribution to the world. As I say, I haven't lifted a finger since." (Vonnegut, 1994: 57); Aunt Glosspan was nearly seventy when she became guardian to Lexington, but to look at her you would never have guessed it for *one minute* (Dahl, 1996: 257); ... she had seen few sunrises in her life and those when she was little. She knew that *none of them had been like this. Not in pictures she had seen nor in any book she had read had she learned a sunrise was so terrible as this* (Carver, 2009: 99); "Yes," he said, sucking his lips, "I was right. It is a fourth growth. Now I am sure of it. A fourth growth from a very good year from a great year, in fact. And that's what made it taste *for a moment* like a third – or even a second-growth wine. Good! That's better! Now we are closing in! What are the fourth-growth vineyards in the commune of St Julien?" (Dahl, 1996: 34).

This expressive means is usually based on the comparison of two heterogeneous objects/phenomena, that have a common feature, in order to emphasize the insignificance of the described



object. Such characteristics are mostly size, volume, time, distance: *Now, Arcata is not a small town and it's not a big town, though I guess you'd have to say it's more on the small side. It's not the end of the world, Arcata, by any means, but most of the people who live here work...* (Carver, 2009: 86).

### 3.3. Litotes

To convey the restraint of opinion and the ironic attitude of the speaker to the subject of speech, a kind of meiosis – litotes is used. Being a means of emphasizing the speech expressiveness, litotes is built mainly on the reduction/diminution of any feature of the object or person (Yefimov, Yasynetska, 2004: 47). It has a specific semantic and syntactic structure: the use of the negative particle *not* before a word that has a negative meaning or a negative prefix. Thus, litotes contributes to the transformation of the negative sentence by its form into the affirmative sentence by its content and sense, providing extenuating of the positive characteristics of the subject under consideration and thus producing a humorous effect: *"Bomber boys unhappy," Peter said. "Not unhappy," I answered. "Well, they're browned off". "No. They've had it, that's all. But they'll keep going. You can see they're trying to keep going"* (Dahl, 1996: 97); *The sudden arrival of the diaries caused much excitement in the family, and there was a rush to read them. We were not disappointed. It was astonishing stuff hilarious, witty, exciting, and often quite touching as well* (Dahl, 1996: 365); *Coming from Landy, the question didn't seem especially unkind. In a way it was refreshing to have a visitor brave enough to touch upon the forbidden subject* (Dahl, 1996: 304); *We know he (baby) wouldn't win no beauty contests right now. He's no Clark Gable* (Carver, 2009: 372).

## 4. Conclusions

Quantitative figures (hyperbole, meiosis, litotes) are the main techniques, the role of which is to attribute any size, properties, states, actions to the object. They can be not only much larger (by means of maximization), but also much smaller (by means of minimization). As the analysis of short stories has shown, hyperbolization is based on such standardized means as: similes, indefinite pronouns, nouns formed from numerals (in the process of numeralization), temporal and spatial adverbs, a set of lexical units with negative colouring, adjectives in the superlative degree of comparison, modal verbs in the negative form, emphatic constructions.

The combination (convergence) of hyperbole with other linguo-stylistic devices (parallelism, polysyndeton, aposiopesis, etc.) is widespread, which contributes to the gradation (climax) of expressiveness and emotional tension of the utterance. Hyperbole is also the basis for creating a grotesque. Our observations prove that hyperbolization has an expressed evaluative-emotional colouring. The author's and character's speech is characterized by a humorous, ironic, etc. tonality while describing objects, phenomena of nature, historical events, the person's world – one's appearance, feelings, relationships. The perspective of the further study is, as we see, in a detailed analysis of linguistic means of comic effect creating at other language/speech levels in studying the originality of the prose writers' individual style whose poetics is combined with the comic.

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## ANTHROPONYMIC FORMULA AS A BASIC TERM OF ONOMASTICS

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**Summary**

This paper is a preliminary attempt to summarize and supplement key information about anthroponymic formula as a basic term of Ukrainian onomastics. Methods of research are predetermined by the aim and tasks put in the article. The main ones are comparative analyses, observation method, analysis of the scientific literature, method of classification, descriptive, comparative, and historical methods as well as methods of generalization and abstraction. They made it possible to clarify the content of the term *anthroponymic formula*, to describe differences between the existing definitions, and to examine the available equivalents in other languages. This study is the first step towards enhancing our understanding of anthroponymic formula's definition that we defined initially as an order of anthroponyms in the official name of a person. This paper also describes some aspects of the analysed term's formation, in particular a wide range of this term's variants introduced into scientific parlance in Slavistics.

**Keywords:** name scheme, definition, content of term, variants, official name.

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**1. Introduction**

It is well known that every modern society has socially, historically, legally established system for identifying its members. Spanish researcher M. S. Sastre argues that the concept of onomastic identification has a functional role within a society (*Sastre, 2014: 136*). This involves, on the one hand, definition of individuality, and affirmation of one's self and, on the other hand, belonging to a community as well as definition of an origin. In turn, as a means of constructing a person's identity, manifested in self-representation and addressing, person's name as a unit of language enables variation of form, combinations of different components within the full name, titles, which creates space for manipulation (*Novikova, 2011: 17*).

There are various algorithms worldwide for constructing official names of people that differ in the maximum number of components, their semantic nature and the order. Moreover, some of these components are mandatory, and the others are optional. In the literature this is often explained by the influence of both purely linguistic and extralingual factors (religious traditions, historical events, cultural values of a nation or ethnic group, etc.). Terminological harmony and clarity of these parameters is provided by S. Pakhomova's researches (*Pakhomova, 2012: 72–74*). She uses the term *multilexemic name* to denominate the number of person's official names with an emphasis on the anthroponymic category (as opposed to the formal number of words). The term *anthroponymic phrase* has been applied to denote parsing. At the same time, *anthroponymic formula* is identified as the name scheme. Since the latter is among the most widely used concepts in onomastic studies, it seems logical and necessary to analyze it in more detail. We also noticed that most studies in onomastics have only focused on the use of this term and only few researchers analysed its definition. So, this paper is a preliminary attempt to summarize and supplement key information about anthroponymic formula as a



basic term of Ukrainian onomastics. Methods of research are predetermined by the aim and tasks put in the article. The main ones are comparative analyses, observation method, analysis of the scientific literature, method of classification, descriptive, comparative, and historical methods as well as methods of generalization and abstraction. They make it possible to clarify the content of the term *anthroponymic formula*, to describe differences between the existing definitions, and to examine the available equivalents in other languages.

## 2. Some aspects of the term's formation

The term *anthroponymic formula* was introduced into scientific parlance of the Ukrainian onomastic as a result of intensive long-standing scientific search for the most appropriate designation of standardized national naming of Ukrainians in diachrony and synchrony. The term is a two-component construction built on the principle of specification of the main component: *anthroponymic* is the adjective derivative of the lexeme *anthroponym*, *formula* was borrowed from Latin *formula* that is diminutive of *forma* ("a form, rule") and now in Ukrainian means a short form of recording information symbolically or a general relationship between given quantities (Byrne, 2014: 57). During its formation there had been much discussion on the main component, which confirms a wide range of this term's variants introduced into scientific parlance: kind of naming (А. Зубарева, О. Зябірова, М. Ковальчукова), type of naming (Р. Керста, М. Худаш), anthroponym model (О. Багірова, О. Скляренко, О. Шеверінова, Г. Шаповал, І. Петрова), naming structure (С. Зинін, Г. Сергеева). Based on S. Pakhomova's arguments, we consider the variant *formula* most appropriate than others: the *model* is well-established in the term system of word formation (word-formation model); the *structure* can refer not only to multilexemic, but also to the single lexemic onyms (Pakhomova, 2012: 73); an *aspect* in linguistics operates to denote a grammatical category (perfective and imperfective aspect); *type* is the basic concept of linguistic typology. Also we particularly favoured the researcher's positioning of the anthroponymic formula as a representative of the multidimensional, multilevel nature of a person's nomination, which also expresses a certain structural pattern.

It should be noted that the proposed term in Slavistics is recorded in the N. Podolskaya's dictionary of onomastic terminology since the last century and in the interpretation of the 1980s indicates a certain order of different types of anthroponyms and appellatives in the official name of a person of a certain nationality, social status, religion in a given era (Podolskaya, 1988: 36). Since then, it has been actively used by Russian (Л. Ахметзянова, О. Врублевська, О. Горелова, О. Гусиніна, О. Єрмакова, І. Корольова, В. Нерознак, У. Природина, Н. Рогозинникова, М. Самарова, О. Суперанська, Л. Щетинін), Ukrainian (Н. Булава, І. Єфименко, С. Пахомова, Н. Петрица, А. Смольська, М. Торчинський, І. Фаріон, П. Чучка, Н. Шульська, Л. Яшук) and Belarusian (Ю. Гурська, С. Королевич) onomasts, sporadically operated by Polish researches (P. Złotkowski), but the term *anthroponymic formula* is not fixed in English-language publications. Preference is given to the descriptive construction *typical components of a name*, the translation of which correlates with the Ukrainian equivalent to denote the components of the anthroponymic formula, or a single variants such as *anthroponymic pattern* (La Dunifa, W. Van Langendonck).

## 3. Content of the term

During this time, onomastics have repeatedly tried to improve the content of the term *anthroponymic formula*. For example, in his paper on onomastic terminology of 2011 the Russian

researcher V. Suprun modeled a dictionary article on anthroponymic formula, complementing the well-established definition and systematizing its specific features: "Formula anthroponymic (Latin formula "formula, rule", anthroponymic). An order of anthropolexems in a complete anthroponym, which changes historically and socially, is characteristic of a certain nation or nationality..." (Suprun, 2011: 136). In contrast to other researches V. Suprun introduced in the definition the concept of complete anthroponym, which, according to the author's wording, is represented by personal name, surname and patronymic and, transforming, in each of its components retains a denotative relation, contains an encyclopedic (for real persons) information (Suprun, 2009: 256). Also the researcher concretized in the definition the established opinion that the order of a lexemes can change historically and socially. For example, initially an anthroponymic formula could have appellatives (terms of kinship, titles), but with the development of the national anthroponymic system, it is transformed and fixed in documents (passports) in only two or three-component form. In turn, the components of the anthroponymic formula can be used with full (first name, surname) and relative autonomy (patronymic), in rigid (Hungarian, Chinese, Korean: first name, surname) or relative free order (Russian: official lists – surname, first name, patronymic, other texts – first name, patronymic, surname).

At the same time, the term *anthropolexeme* used by the author in the analyzed definition raises many doubts: "... An order of anthropolexems in a complete anthroponym ..." (Suprun, 2011: 136). Our analysis has found that its content varies in the literature. Two interpretations are represented in the second edition of N. Podolska's dictionary of onomastic terminology. According to the first of them, "anthropolexeme is a word as a structural element of a language that performs the role of anthroponym" (Podolskaya, 1988: 35). In other words, the anthroponymic lexeme is a product of the onymization process (Nietbajtegi, 2016: 79). The second variant corresponds more to the definition of anthroponymic formula: «Anthropolexeme is the notation of each of the words that are part of the two or multi-component name formula» (Podolskaya, 1988: 35). At the same time in the twenty-first century linguistics offered another definition of anthropolexeme. They are units of one of the numerous thematic groups of the modern lexicon. It is the group name people (Dulichenko, 2000: 3; Krasnikova, 2004: 3; Osmak, 2014: 17). In this context, the arguments of researchers on the need to differentiate between the terms *anthroponym* and *anthropolexeme* deserve special attention: an anthroponym is a proper name that only names a person, but does not "attribute" any qualities to him; anthropolexeme is positioned as an anthropocentric nomination that characterizes or evaluates a person (on external / internal characteristics, behaviour, abilities, social status, etc.) (Kundrotas, 2019: 38). Examples are lexemes indicating nationality (khachik, cheburek, negativ), age (girl, grandmother), gender (man, woman), etc. Undoubtedly, such a variety of interpretations requires their further unification, but now we believe that in order to avoid terminological misunderstandings in the definition of the anthroponymic formula, it is necessary to operate with the concepts of "anthroponym", "appellative" established in onomastics.

#### 4. New terms

In Russian onomastic there are also new terms such as *formula FIO* (Denisova, 2007: 3) or *passport formula for naming a person*, which defines the full name in the passport of a citizen (Aznabaeva, 2017: 50). It is specified that the passport formula is used in official communication situations or in everyday communication, if it is a completely unknown person (Astafeva, 2017: 18). We believe, that it is necessary to add to this list also *documentary name* (documentary name is a name in passport (Petrovskij, 2000) and *official name* (name that is generally accepted in

official use, particularly first name, surname, patronymic in passport (*Podolskaya, 1988: 120*). Their specificity is an obvious connection to business discourse and a direct or indirect indication that a name is needed not only for nomination but also for the regulation of social and legal relations (conclusion of agreements, banking operations, issuing orders), the implementation of which requires a documentary identity document, in particular a passport. Considering the appropriateness of the use of these terms in Ukrainian reality, we draw attention to the fact that at present our country in accordance with the Law "On the Unified State Demographic Register and Documents that Prove Citizenship of Ukraine, Identity Persons or Their Special Status" has several passports, for which different anthroponymic formulae are used. For example, a three-lexeme anthroponymic formula (surname + first name + patronymic) is entered in the passport of a citizen of Ukraine, and a two-lexeme (surname + first name) is entered in the passport of a citizen of Ukraine for travel abroad. In this regard, the use of the terms *formula FIO, passport formula for naming a person, documentary name* will need to be clarified each time, which anthroponymic formula or which passport (document) is in question. Accordingly, we deal with them with certain reservations. We consider the variant *official name* to be more appropriate because "official" is interpreted by dictionaries as one that is inherent in government documents and business papers in general. This means that the term can be used for all laws and regulations, as well as for official business. In summary, we believe that official name is generally accepted in official use name, in particular in legal documents and business papers.

## 5. Conclusions

Adapting the identified definitions of the anthroponymic formula to the proposed study, we prefer the following formulation: anthroponymic formula is an order of anthroponyms in the official name of a person. This study is the first step towards enhancing our understanding of the anthroponymic formula's definition. Proposed definition is initial and will be further supplemented by other specific features of the anthroponymic formula.

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## THE PROJECT METHOD AS A TOOL OF EFFECTIVE TEACHING A FOREIGN LANGUAGE IN DISTANT AND MIXED LEARNIN

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### Summary

The aim of this paper is to prove the hypothesis that the application of project methods in foreign language lessons shows that students achieve good results in learning a foreign language, have a practical opportunity to apply the skills acquired in computer science lessons. The main advantages of the project method are: increasing the motivation of students in learning English, visual integration of knowledge in different subjects, space for creative activity. A project is an opportunity for students to express their own ideas in a creative form that is convenient for them: making collages, announcements, conducting interviews and research etc. The most important thing is that the child, not the teacher, determines what the project will contain, in what form and how it will be presented. Achieving the goal of the project is subject to all actions developed by students and teachers: the study of the necessary lexical and grammatical units, search for sources of information, selection of the necessary information, design and presentation of results. In teaching foreign languages, the project method allows students to use the language in real-life situations, which contributes to better learning and consolidation of foreign language skills. Methods used in the study: general scientific (analysis and synthesis, induction and deduction), methods of theoretical research (from abstract to concrete), historical method.

**Keywords:** motivation, visual integration, creative activity, consolidation of foreign language skills.

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### 1. Introduction

The combination of traditional and innovative methods in foreign language teaching allows to improve the quality of education, provides psychological and emotional comfort, expands opportunities in the formation of communicative competence, self-education and self-realization of each student. It contributes to the quality of students' mastery of all types of speech activities: reading, speaking, writing, listening and develops skills of independent and joint activities within the educational process.

Modern pedagogy is aimed not only at the formation of a comprehensive and harmonious personality, ultimately would be able to build their own life, and the initiation of growth of personal qualities, the development of individual and unique in man, that is, the function of the individual is not reduced to the direct consumption of the proposed product, and allows the formation of subjective evaluation (*Voronin, Saienko & Tolchieva, 2020: 758*). Let us turn to the history of the creation and reflection of the pedagogy of project activity itself. American scientists John Dewey and William Hurd Kilpatrick are considered to be the founders of the

project methodology. The idea of project-based learning has a long scientific tradition, is in an equally traditional opposition to type teaching (*Beckett & Slater, 2018: 6*).

Pedagogical project is an organizational form of pedagogical activity aimed at mastering the didactic unit, forms the readiness to solve the socially significant problem. "The project method is precisely a difficult educational method, one of the active methods of conducting classes, contributes to the individualization of the educational process, provides a guaranteed achievement of the planned result ensures independence in the planning, organization and revision of its activities" (*Wicke, 2004: 29*).

The organizational form is implemented mainly in individual, pair or group activities of students. Project activity, forms communicative competence, in the teaching of foreign languages it is a relatively new technique, mainly focused on the creation by participants of education their own intellectual product causes some didactic problems (*Golonka et. al., 2014: 85*).

The results of the project are not always predictable, they require considerable effort, but in turn allows students to be independent in choosing sources of information, methods of presentation and presentation, as well as to conduct individual work on the topic of most interest to each project participant, causing increased motivated student activity

## 2. Purpose and objectives

The purpose of educational design is to create such conditions for the teacher during the educational process, in which the result is the individual experience of the student's project activities.

Productive activity, first of all, fruitful for education, is an individual action, the result of which can be a useful material or intangible product, therefore, it has practical value. As such learning develops in productive activity, it expands the scope of subjectivity in the process of self-determination, creativity and concrete participation. When using technology, a number of different levels of didactic, educational and developmental tasks are solved: students' cognitive skills are developed, the ability to independently construct their knowledge is formed, the ability to navigate in the information space, critical thinking, communication and more are actively developed.

The purpose of the project is to promote the formation of a system of knowledge and skills embodied in the final intellectual product, to promote independence, the ability to think logically, see problems and make decisions, receive and use information, plan, develop literacy and more.

The main features of the educational project: the presence of a problem; subject integration; independent activity of students; product – the result of a project created by students; product presentation.

Project work is extremely important because it combines all language skills and motivates students who have the opportunity to work at their own level and according to their hobbies, as well as to present the results of their work to the group in the form of a presentation (*Lin et. al, 2021*). This creative task can be both individual and group, so it is organically combined with a group approach to learning. The project method is always focused on the independent activities of students, which must be completed within a certain period. The method of projects always involves solving a problem, which involves, on the one hand, the use of various methods, teaching aids, and on the other hand, the integration of knowledge, skills from different fields of science, technology, creative areas.

When applying the project method, the initial stage is planning and preparation for its implementation. The teacher needs to develop a plan of project work and think of a system of communicative exercises that will provide its language level. Students should be fluent in active



vocabulary and grammar within the educational topic before proceeding to the discussion of problematic issues (*Oliynyk, 2012: 14*).

After preparation comes the longest stage of work on the project – is the collection of information, the search for new knowledge, the formation of personal opinion and view on the subject of design. This is where the main work of an English teacher with his students takes place, intermediate results are discussed, mistakes in the use of language units are corrected. Work of this kind provides a large number of opportunities to use the passed grammatical phenomena and structures (*Oliynyk, 2012: 14*). Maintaining a welcoming atmosphere is an important prerequisite for effective project work. The third stage of the project work involves students working on the technical implementation of the project.

The advantages of the project method are: development of skills of self-education and self-control; development of group activity skills; development of information handling skills (search, analysis, systematization, selection of key positions, formation and presentation) creative development; increasing motivation and information culture; integration of knowledge in different subjects;

The disadvantages of project activities include: the problem of subjective evaluation of creative work; technical overlays that can affect both the work process and the end result (*Oliynyk, 2012: 18*).

Despite some shortcomings, project work fits best into the competency approach, which includes the development of three components in students:

- ability to work with different sources of information;
- ability to work in a group;
- ability to work independently (*Redchenko, 2016*).

So, the individualization of the learning process provides the project method gives the student the opportunity to be independent in planning, organizing and controlling their activities. The application of project methodology in the classroom provides support for a lasting interest in learning a foreign language, deepens and systematizes students' knowledge of the studied topic.

The main tasks:

1. Provide independent acquisition of knowledge, the ability to apply it to solve new cognitive and practical problems, not just the actual transfer of this or that amount of information.
2. Assist the student in acquiring communication skills, ie the ability to work in different groups, performing various social roles (leader, performer, mediator, etc.), to expand the circle of communication of children, acquaintance with other cultures, different points of view on one problem.
3. To instill in students the ability to use research techniques: necessary, analyze information, clearly formulate judgments and form hypotheses, organize data, and summarize results.

The main goals of foreign language teaching are the formation and development of students' communicative competencies and their application in practice in new real situations. Project activities contribute to the realization of these goals. It allows you to create a creative atmosphere in the classroom, where each student is involved in an active cognitive process based on the methods of cooperation. The project is an opportunity for students to express their own thoughts and ideas in a creative form that is convenient for them. Working on a project gives students the opportunity to reflect, independently search, analyze and summarize the necessary information. They independently transfer previously acquired knowledge, skills and abilities into a real situation.

### 3. Types of projects

Any project activity is carried out in several stages, a common literature is the following typology of projects: research projects, creative projects, game projects, information projects, practice-oriented projects.

Research projects – require a well-thought-out structure, a defined goal, the relevance of the subject of research for all participants, social significance, thoughtful methods, including experimental methods of processing results. They are completely subordinated to the logic of research and have an appropriate structure: defining the research topic, arguing its relevance, defining the subject and object, tasks and methods, defining research methodology, hypotheses for solving the problem and outlining ways to solve it.

Creative projects – do not have a detailed structure of joint activities of participants, it develops, subject to the end result, the group adopted the logic of joint activities, the interests of project participants. They agree in advance on the planned results and the form of their presentation – handwritten magazine, collective collage, video, evening, holiday, etc. And then you need a movie script, a holiday program, a layout of a magazine, an album, a newspaper.

Game projects – participants take on certain roles due to the nature and content of the project. Projects in which participants take on certain roles through the nature and content of the project are called playful. For example, imitation of social and business relationships, through playing the roles of both literary characters and real-life personalities, are complicated by fictional situations.

Projects aimed at familiarizing project participants with information, its analysis and synthesis of facts, collecting about a phenomenon or object are called information projects. The requirements for such projects are clearly planned and thought-out stages with the possibility of correction at any stage. Describing practically oriented projects, it is worth noting that in the case of testing this method, the result of the participants' activities is clearly defined from the beginning, and focused on the social interests of participants (document, recommendation, bill, dictionary, project).

The project requires a scenario of all activities of its participants with the definition of the functions of each of them. Especially important is the good organization of coordination work in the form of step-by-step discussions and presentation of the obtained results and possible means of their implementation in practice.

According to the nature of contacts, projects are divided into domestic and international. Internal projects are projects organized either within one school or between schools, classes within the region, the country. Representatives of different countries take part in international projects, and information technology tools can be used for their implementation.

According to the number of participants, projects are divided into individual, pair and group. According to the duration of the projects, there are short-term (several lessons from the program of one subject), medium duration (from a week to a month), long-term (several months). In practice, more often we have to deal with mixed types of projects. It is very important to organize an external evaluation of the project, which allows to increase the efficiency of its implementation, eliminate difficulties, make timely corrections. In game projects that have the nature of competition, a scoring system can be used. It is difficult to evaluate intermediate results in creative projects. But monitoring is still necessary to help when needed.



#### 4. Requirements for the teacher's personality

The most appropriate for the implementation of the goals of teaching foreign languages are interdisciplinary, group, medium-term, research, information and practice-oriented projects, which are characterized by open, flexible coordination, both external and internal contacts (Adnan, 2018:89).

The ability to use project technology is an indicator of high qualification of the teacher, his innovative thinking, and focus on personal and professional development of the child in the learning process.

The functions of the teacher in the organization of instructional design are as follows (Kacetyl & Klímová, 2019):

- assists students in finding the sources they need to work on the project;
- it is a source of information;
- coordinates the whole process of working on the project;
- supports and encourages students;
- supports the continuous movement of students in working on the project. You need to be able to help the student without doing work for him.

The teacher must not only know his subject well, but also be competent in other fields of science, to see the points of their collision.

Psychological literacy and competence of the teacher are extremely important for the organization of project activities of students. The teacher must be communicative, tolerant (Sergeeva, 2014). A special role is played by the creative abilities of the teacher, the experience of creative activity creative potential in general. The teacher influences students with the brightness of their own individuality. Self-esteem is as important in this technology as in any other.

#### 5. Conclusions

Analyzing the presented practical experience of project development, we note that the idea of project-based learning is focused on the formation of students' deep knowledge, creativity and creative thinking, the formation of activity in solving professional and practical problems by means of a foreign language. Project technology provides the use of research, search, problem methods, and allows you to simulate the full cycle of thinking – from the origin of the problem situation, the formation of cognitive motivation to find ways to solve problems, evidence of the solution and implementation of the results. The use of project methods in the practical teaching of a foreign language makes it possible to create a specific language environment, as a native speaker participant can take part in the projects. The use of project methods in practical foreign language teaching ultimately requires a good language base, but also less prepared participants are also able to prepare a project if they maintain a clear structure and if they become more complex. It is necessary to formulate the tasks in such a way as to orient to the involvement of facts from meaningful areas of knowledge and a variety of sources of information. Today, we understand the phrase “project method” and a certain set of ideas, and a fairly clear pedagogical technology, and specific practice of teachers. In order for teaching to be effective, it must be interesting not only for students, but also for the teacher himself, who must enjoy learning his subject and teaching it. No one claims that project work will help solve all learning problems, but it is an effective remedy for boredom. It promotes the development of students, self-awareness as a member of the group, the expansion of language skills. The project is also a real opportunity to use the knowledge gained in other lessons of foreign languages.

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## THE PRACTICAL APPLICATION OF PHILOSOPHY AS INTERPRETED BY P. SLOTERDIJK

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### Summary

The article considers the anthropological aspects of the philosophical heritage of the famous German philosopher P. Sloterdijk. On the basis of learning of the work of the philosopher "You must change your life", there were highlighted and analyzed the key concepts, with the help of which it is realized the deployment of the theoretical construct "care of the self." These are such concepts as "teacher", "mentor", "tutor", "school", "identity", "vertical stress", "Philosophy", "habit." It develops the idea that the philosophy of P. Sloterdijk appears in its practical incarnation in the techniques anthropotechniques. Previous attempts to change the world have failed, says Sloterdijk. Moreover, if practices do not work, theory must look for other solutions. Sloterdijk turns to ancient philosophical thought, to Buddhism, to the techniques of meditation and asceticism, to the masters of modern literature, to reflections on contemporary sports culture.

These considerations of P. Sloterdijk acquire special value and relevance in view of the fact that the modern Ukrainian education system, continues to cultivate the training of highly specialized specialists, subjects of production, not their own life activities.

**Keywords:** care of the self, antropotechniques, human being, anthropological practice, exercise culture, identity.

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### 1. Introduction

The problem of a person, his/her place in the world, is multiaspectual and complex. Modern society, which is actively creating an era of "altered reality", is interested in clarifying the possibilities of a person in this new reality. In this regard a whole range of global anthropological challenges arise, which require immediate and definite answers related to the understanding of the new ontology and new epistemology of a person of 21st century, because the curve of "living life", the dynamics of modern homo sapiens, the choice of future development programs will largely depend on them.

The question posed to E. Fromm "But why is modern human so anxious and confused?" (*Fromm, 2006: 12*) gets a new sounding in the context of processes of globalization and formation of electronic, network culture that contribute to the "reduction" of the "mass of the mind" and the growth of the "mind of the mass". Improving the means of mastering the surrounding world, a human, according to Erich Fromm, lost the main goal, i.e. human: "While becoming the master of nature, he has become the slave of the machine which his own hands built. With all his knowledge about matter, he is ignorant with regard to the most important and fundamental questions of human existence: what man is, how he ought to live, and how the tremendous energies within man can be released and used productively" (*Fromm, 2006: 12*).

It is no coincidence that in the 20th century one began to speak more and more often about such phenomenon as “anthropological disaster”: this is “an event occurring to man himself and connected with civilization, the meaning of which is that something vital for him may irreversibly break down in man” (Golik, 2002: 213).

According to the famous Russian philosopher F.I. Girenok, as a result of an anthropological disaster, “a void, which is filled with social institutions” is formed in a person, professional qualities are valued in him, and “the personality ... does not find demand and dies”, “a person loses subjectivity” (Girenok, 2002: 398). In the world of growing anthropological stress, there is less and less sincerity, truth, faith, feelings, emotions. The emptied man cannot find himself and grasps only the “here and now” (Girenok, 2002: 399), but encounters an even greater emptiness.

P. Sloterdijk is a worthy continuer of the philosophical and literary tradition of F. Nietzsche, a poetic philosopher of Germany, a brilliant essayist, a master of words and intellectual provocations.

Such important works of the philosopher as “Critique of Cynical Reason” and the trilogy “Spheres” have been translated into Ukrainian by now.

A national researcher and translator of Sloterdijk’s work, M. Kultayeva (“You Must Change Your Life” (2009) believes that this text presents a kind of “anthropotechnical turn” of modern Western philosophical thought. Sloterdijk addresses the basics of human existence, writes about how people try to change their lives in different ways to remain Human in any situation.

According to Sloterdijk, a person is the only “animal” who does not know how to move forward except by setting impossible tasks for himself. The author “defines an exercise as any operation by means of which the qualification of the actor to perform the same operation is preserved or improved, whether it is declared an exercise or not” (Kultayeva, 2014: 14). According to Sloterdijk, a man becomes a generator of all kinds of exercises through which he tries to discover himself.

In the German philosopher’s thoughts, it is possible to distinguish some key concepts with the help of which the most important construct of anthropological practices, “*care of the self*”, is deployed. For the reasons stated above, a reference to this theoretical construct seems to be a very urgent task. **The aim** of this publication is to explicate the philosophical construct “care of the self”, fixing the way it is deployed in P. Sloterdijk’s essay “You Must Change Your Life”.

## 2. The concept of “*teacher*”

Sloterdijk tries to present human development in the form of “life in exercise”, life learning from *mentors* (*tutors, leaders*). Interestingly, the word “teacher” is complemented by a number of related cultural terms with slightly different semantic emphases: *mentor, trainer, and tutor*.

Under the supervision *of trainers* who correct the mistakes of their wards, cultural achievements are formed like sports records that athletes achieve. This is a peculiar “anthropotechnology” that assumes strict observance of the corresponding rules, prescriptions, execution of which is obligatory.

The features of the actions *of a mentor* or *a tutor* are associated with the need to transform the human psychics and are determined by the fundamental feature of a person, i.e. *laziness*.

*The mentor, trainer* and *educator* in their work not only note laziness as a fundamental feature of a person, but also emphasize another integral feature of human existence, namely, *the ability to perform exercises*. A series of exercises for human and social wellness is formed based on habits, which act in this case in a positive quality, as stabilizers of new knowledge. As M. Kultayeva

notes, such habits undergo a kind of selection procedure, “a selection contest for the best exercise program”, which is fixed in the course of psychogenesis and sociogenesis of humankind (Smirnov, 2004: 64). Thus, the trainer or tutor triggers *the mechanism of antropotechniques*. Sloterdijk even calls the latter a kind of a peculiar anthropological constant: in any epoch “forms of exercises demonstrate always the same figure: in order to learn to be active, one must first turn into a passive one” (Smirnov, 2004: 64). The function of a tutor is rather to turn a person into a *student*, to teach him to learn. The teacher is metaphorically represented as a *trainer* who manages “by means of simple discipline to form in his wards the ability to recognize and choose their life path among a huge number of other possible proposals” (Kultayeva, 2014: 85).

A real *teacher* does not destroy the student's independent search, but clarifies it by helping another to go his own unique path. Very often, the relationship between a student and a teacher develops into friendship.

Thinking on *teaching*, Sloterdijk models the culture in *the perspective of the younger ones*, who preserve and improve the heritage they inherited from the previous generation.

### 3. The concept of “school”

The institute of *school* is central to Sloterdijk's anthropological research. The school, from the philosopher's point of view, is a *latent world force* that continues to dominate humanity and guide it, unfortunately not always in the right directions.

The conceptualization *of the school as a living space* comes from the sophists, who “wanted to make a person a being capable of resisting the greatest threat to human existence, viz. *amechania*. Translated from Greek, it is helplessness because man no longer has *mechane*, namely, cunning, tricks, auxiliaries. *Amechania* is a state in which the human being should never be. All education is the overcoming of *amechania*” (Kultayeva, 2014: 41). Sloterdijk extracts a new meaning of this word for the modern consciousness, referring to ancient Greek language: “skillful”, “tool, device”. Now “*amechania*” already carries negative connotations – it means the absence of the ability to contrive and do the impossible – to outsmart nature in its own ways, to make the forces of inertia serve to overcome inertia. The institution of school and the idea of the school itself are central to Sloterdijk's thoughts. The philosopher subsumes all educational institutions under the rubric “*school*”, which is considered not on an empirical, but on a metatheoretic level (Smirnov, 2004: 66).

The slogan “*learning is not for school, but for life*” includes the entire pedagogical experience of humankind. Its approbation took place over many centuries and still remains a reference point for the activities of schools as educational institutions and as a specific “*basic training camp*” (Sloterdijk's expression). By this expression, the philosopher means a kind of *living space*. Continuous learning throughout life implies an expansion of such a camp.

In Sloterdijk's thinking on school, there is an original idea about the development within school education of an inner verticality that sooner or later forms the “system of degrees” with which the formation of a “class” society begins.

### 4. The concepts of “identity” and ‘vertical stress’”

Sloterdijk understands *identity in a very peculiar way*. Thus, from his point of view, people who manifest a particular identity perceive themselves as *ready-made*, identity is like a plastic *package* for storing laziness, identities are displayed in the “identity park” (Kultayeva, 2014: 78).

The expressions “*to become yourself*” or “*to find yourself*”, according to Sloterdijk, imply not so much the knowledge and identification of something “given” to the individual, embedded in him, as the requirement for self-realization in the process of moving along the path of life. However, sooner or later, a person notices that all that he considers his essential ego not only distinguishes him from others, but also unites him with them. One gets one’s body from one’s parents, one’s life experiences depend on external influences, one’s social status and possessions matter only insofar as others recognize them, and the products of spiritual creativity, when objectified, become completely independent of him. Therefore, Sloterdijk does not see any prospects for developing the study of *identity* in the humanities. An established identity, according to the philosopher, suspends the development of man and culture.

Sloterdijk finds a more successful research alternative to identity in the concept of “vertical stress”. The philosopher understands this term as the ability of an individual to outgrow himself and the comfortable “base camp”. It is a stress that comes from the middle of human. It creates the self of the artisan, which can be achieved by performing exercises. Therefore, “an internal stress” is inextricably connected with another key concept of Sloterdijk, i.e. “exercise culture”. Every person has a chance to change his life if he performs exercises. In general, this is done through writing, logic, gymnastics, music and art (*Kultayeva, 2014: 80*).

I would like to draw attention to the fact that Sloterdijk's idea of “vertical stress” is very similar to the “ladder” of spiritual and moral perfection, the movement from lower value worlds to higher ones, from the temporary and relative to the eternal and absolute.

Friedrich Nietzsche and Michel Foucault are the main authors on whom Sloterdijk relies in developing *the theme* of “vertical stress”. Nietzsche (“Thus Spoke Zarathustra”) metaphorically defines a person as *a rope* that is “stretched between an animal and an over human”, Foucault emphasizes the connection between exercises, discipline and the development of human resources.

Previous attempts to change the world have failed, says Sloterdijk. Moreover, if practices do not work, theory must look for other solutions. Sloterdijk turns to ancient philosophical thought, to Buddhism, to the techniques of meditation and asceticism, to the masters of modern literature (for example, F. Kafka and R. Rilke), to reflections on contemporary sports culture.

With all the variety of its content and forms, the question “Who am I?” comes to three: “What I can?”, “What do I dare?” and “What am I able to do?” (in the Kantian version: “What can I know?”, “What shall I do?”, “What can I hope for?”) ... *Can* is an effective-existential category, it describes a range of objective possibilities and choices that determine the potential frameworks of human activity. *Dare* is a moral-volitional category that describes the level of sights and moral potential. *To be able* is a cognitive and practical category, which includes knowledge and skills, with the help of which it realizes the possibilities inherent in the life situation and in the human’s own nature (*Smirnov, 2004: 83*).

### 5. The concept of “*philosophy as athletics*”

It is hardly possible to actualize the theme of *care of the self* without turning to philosophy. In Plato’s texts (above all in the dialogue Alcibiades the First) this theme was quite clearly identified and problematized.

Sloterdijk observes that the word “philosophy” itself contains an overtone to two crucial athletic qualities, which were widely endorsed in Plato’s time. Firstly, stating of the aristocratic position of “*philotimia*”, the love of time, that is, of the victorious authority that the winners had in the competitions; secondly, of “*philoponia*”, which means the love of ponos, that is, of *efforts, exertion*.



However, philosophy is not only a love of “*victorious authorities*” and “*efforts*”. According to Sloterdijk, philosophy is only worth something if it activates not only its *athletic*, but also *acrobatic* components. Acrobatics is no longer an easy exercise, but ***an opportunity to make an impression through the impossible***. Acrobatic existence “*detrivializes*” life, putting repetitions at the service of the non-repeatable. Or, as M. K. Mamardashvili said, there is a *shift of consciousness* in philosophy.

In philosophical acrobatics, all steps are first, but each of them may turn out to be the last. The following ethical position becomes key for an athlete: to bypass all circumstances through submission of the improbable (Kultayeva, 2014: 83).

Philosophy as a *paideia* has declared itself from the very beginning as a *school of universal synthesis*. On the one hand, it gave an answer to the question of how to understand the diverse and unfamiliar world in its integrity, how to keep people safe in situations of incessant risks, and on the other hand, it offered a certain set of educational practices, the so-called “*new training of man*” to make him capable of living in the city and the state.

## 6. The concept of “*habits*”

In the analysis of educational practices, Sloterdijk turns to thinking *about habits* and *laziness* formed during these habits, considering them as static formal characteristics of a human. He believes that they are a necessary part of human existence, because at one time they contributed (and do contribute) stabilization and rooting of new knowledge and opportunities for their application. However, in today’s low-predictable world, the formation of habits as organizational forms of teaching already reveals negative aspects. Habits contribute more to the implementation of the teacher’s attitudes, rather than to the self-realization of the subjects of learning. “*Habit*” as a word and as a deed means the actual obsession of the psychics with a block of acquired perceptions, a more or less irreversible embodiment of properties. As long as this block remains unchangeable, it is impossible to begin new learning”, the German philosopher is convinced (Kultayeva, 2014: 76). It turns out that acquiring new knowledge not with the help of habits and established rules, but in spite of them is an effective and necessary condition for the modern educational process. The researcher advises to protect *the emptiness* as a special value, because it is impossible to fill the filled spirit again. Then there is a very difficult question of how does a mentor save this emptiness? Sloterdijk writes: “*To change one’s life now means to shape oneself through inner activation as a subject of exercise who must transcend one’s addictions and habitual life as well as one’s life among one’s own perceptions*” (Kultayeva, 2014: 82).

These considerations of P. Sloterdijk acquire special value and relevance in view of the fact that the modern education system, despite declaring the development of personal abilities as a goal, continues to cultivate the training of highly specialized specialists, subjects of production, not their own life activities. Modern educational institutions have become a place of real ***non-meeting***. Their activities are strictly regulated and assumed by a number of programs and decrees. The relationship between teachers and pupils/students and parents is very often formal. The world *of teachers* and the world *of students* overlap very little.

Knowledge has value only when it is in demand by a person, otherwise it is dead and alienated.

Perhaps, when forming habits, it is advisable to turn to ideas about *practices*.

Sloterdijk is right to contest the identification of a practice exclusively with labor. Like any other practice, labor practice is divided into *semantic* and *pragmatic*. Mentoring in these

different spheres of labor practices is as different as they are. Labor, which guarantees the survival of the human species and improves their mode of existence, is led by masters who control and program technological processes.

By reducing all culture to “exertions”, Sloterdijk responds to its present state, characterized by the decadence of theorizing, the absence of ideas that pave the way to the future, the concern only for short-term profit, the dominance of evaluative opinions.

The absolute imperative “You must change your life” is a kind of *challenge*, i.e. *rethinking* based on a thorough and comprehensive analysis of educational experience, practices of *paideia*.

The only option to change your life is change through activity. Those who want to change oneself must work on themselves. The author prefers to use the word “exercise”.

## 7. Conclusions

As noted above, the purpose of this publication was to reveal the way in which the construct of “care of the self” is deployed in P. Sloterdijk’s essay “You Must Change Your Life”. By revealing the meanings that the philosopher attaches to the terms “teacher”, “mentor”, “tutor”, “school”, “identity”, “philosophy”, “habit”, it is possible to find comprehensive meaning of the educational practices that one carries out throughout his life, revealing their interior potential.

Sloterdijk’s essay presents a variant of the practical application of philosophy, with detailed recommendations for each individual. Sloterdijk places the negative image of man at the heart of his anthropological study, defining him as a “lazy being”. However, the main attention is paid not to the description of human laziness, but to methods of overcoming them.

Without radical changes in human consciousness and psychics, any reforms of social life brought from outside are destined for failure. *The mentor, trainer and tutor* in their work rely on an integral feature of human existence – the ability to perform exercises. The trainer or mentor triggers the anthropotechnical mechanism. The teacher is metaphorically represented as a trainer who manages to turn a person into a student, teach him to learn. A person needs *a teacher*. Teachers and educational institutions allow the process of self-improvement and self-actualization to be triggered.

Sloterdijk is an opponent of the thesis about the supposedly unchangeable nature of human. Identification contributes to the affirmation of the individual, but a one-sided understanding of it may lead to standardization and impoverishment, primitivization. A person needs not so much variants of self-identification, but rather an educator who teaches to abandon conventions and changes the consciousness and, in fact, the identity of the pupil.

The researcher gives a very valuable advice: to protect *the emptiness* as a special value, because it is impossible to fill the filled spirit again.

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## “BRANDING” OF THE WORLD: A SOCIO-CULTURAL ANALYSIS OF HUMAN PERCEPTION OF THE WORLD

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### Summary

A specific feature of the modern world is the capitalization of not only ideas, objects, social practices and institutions, but of the world itself. Branding is a special process, allowing the construction of an acceptable picture of reality that is independent of the practices of care and political domination. It initially focuses on a desired and expected target. The main topic of the present research is the phenomenon of the “Big Bang” in the cultural and social field. The analysis of transformation of scientific theory into a metaphor of sociocultural reality enables us to trace the mechanism of symbolic creation in modern society. Its study contributes to revealing the peculiarities in redistribution of symbolic capital as well as benefits and privileges that a «world-brand» has in comparison with “world-pictures”, “world views” and other forms of symbolic capital. The “world-brand” as a result of symbolic creation in the cultures of post-industrial civilization can be represented in the explicit parameters.

**Keywords:** socio-cultural reality, “Big Bang”, valorization, mediator, cultural foundationalism.

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### 1. Introduction

The socio-cultural functions of a brand in the contemporary culture have become the subject of a detailed study by S. Shusharin. Brand review in the strategies of economic order is presented in the works of P. Temporal, V. Percy, C. Roberts, K. Drobo. The formation of branding mythology in the society of global consumption was the subject of comprehensive reflection by S. Tikhonov. In the aspects of local identity and innovative brand identity the problem is presented in the works of A. Musiezdov and D. Ratushinskaya. The range of research interest testifies to the relevance of the problem. In turn, the description of the phenomenon of branding of the world is a promising direction for the study of global strategies of socio-cultural dynamics.

While the industrial capitalism associated the world with a “vague object of desire” for human personal fulfillment, the post-industrial societies see the world as a vast space of global interactions. It is therefore not surprising that a scientific theory explaining the origin of the universe as a result of spontaneous interconnections at the cosmic level has gained such a wide recognition, having entered the public (popular) culture.

The big bang theory has turned the world into a “brand” that reveals to human consciousness the reality of one's needs, and perhaps the most fundamental of them: the human need for immortality. If in industrial civilization one's personal fulfillment is the highest human need (it would be enough to recall Maslow's pyramid of needs), then in post-industrial civilization one has an exceptional and, perhaps, a dangerous ability to construct needs.

## 2. The transformation of a theory from a scientific object to a socio-cultural

The object of the present research is based on the idea that the process of needs construction corresponds not only to psychoanalysis, phenomenology and existentialism, but also to the mechanisms of economic marketing.

The socio-philosophical methodology of this study supposing that Humanity has always had many doctrines about the origins of the world. And their purpose partly lies in answering the question “How did the world come into being?”, to determine where humans fit into the world and the global perspective on humanity's existence. Eschatological theories of Abrahamic religions known as creationism, the physical theory of the universe origin known as the Big Bang Theory, theories of evolution, as well as considerable metaphysical and post metaphysical reflection, of which Heidegger's «going back to origins» is the most popular, have a great influence in the modern world.

The theory of the Big Bang has the status of a scientific explanation of the origin of the universe and the prospects of humanity in the world. Its history begins in 1225, when the monk Robert Grosseteste, in his Latin manuscript “De Luce”, put forward the idea of the origin of the universe as a result of such physical phenomena as explosion and crystallization [9]. The formation of the theory continues today. And the British scientist Stephen Hawking has a special place in this process. His name is associated not only with the development of scientific justification of the physical explanation of the universe, but also with the fact that scientific theory was transformed into the socio-cultural phenomenon of the “Big Bang”, in which the universe, presented as a space of “everything”, turns into an object of global consumption. So, the valorization of the “Big Bang” theory in the cultural and social field and its transformation from a scientific concept into a «brand» is associated with Stephen Hawking.

The first stage in the transformation of a theory from a scientific object to a socio-cultural phenomenon is the social recognition. It came from Hawking's scientific merit and incredible willpower, since throughout his scientific career he suffered from an illness that limited his freedom of movement, and later, his ability to communicate and work. Even if Hawking did not get over the disease, his scientific achievements are evidence that it has not broken him.

## 3. Discussion

The scientist's achievements have been recognized as a contribution to the general theory of relativity, the development of black hole theory and the theory of space-time. According to the information provided by Scopus, Stephen Hawking represents the University of Cambridge (Cambridge, United Kingdom) in the world scientific community. The period of publication activity covers 1965-2014. Total number of papers is 136, total number of citations is 23,854 in 15,214 publications, h-index: 65, co-author of 39 publications. Sphere of scientific interests: physics, astronomy, mathematics. According to WorldCat' Identities Hawking is the author of 863 works, presented in 3.076 publications in 36 languages with a circulation of 93.106 copies.

Honoring the scientific work of Stephen Hawking. In 1974 he was elected a member of the Royal Society of London. He has received more than 20 prizes and awards over the years, including the Albert Einstein Medal (1979), Commander of the Order of the British Empire (1982), the Princess of Asturias Award (1989), the Chevaliers of Honor (1989), the Presidential Medal of Freedom (2009) and others. In honor of the scientist, the asteroid “7672” (discovery was registered on October 26, 1995 at the Cletus Observatory) was named after Hawking (*Gideroni, 2004*). Information about S. Hawking is available on the Internet

at the official website. Wikipedia has a biographical article “Stephen Hawking” written in 93 languages, including two with “gold stars” in Macedonian and Vietnamese and one with “silver star” in Chinese. There are also articles in English and Chinese about Stephen Hawking's image in popular culture, “Stephen Hawking in popular culture” (Wikipedia: Stephen Hawking in popular culture). The IBDM online film database “Hawking” has pages “Stephen Hawking (Actor. Writer)” and «Stephen Hawking (Character)”.

There is no doubt that all these facts testify to the versatility (“scientist”, “actor”, “writer”, “character”), worldwide recognition of the British scientist and global interest in his personality. Stephen Hawking is not just a man of many talents, but a symbol-person of many facets. The fact of social recognition means not only recognition of the scientist's achievements and merits, but also indicates the vector of symbolic creation. From a scientist solving problems of physics and astronomy, to the creation of an image of a person unraveling the mystery of the origin of the universe.

It is the vector of “approaching reality” determined not only by the demand for scientific discoveries in the modern world, but also by the elements that make up the myth of “Stephen Hawking”. The symbolic creation of this myth is determined by the ability to measure it. Perhaps in today's world, where numbers calculate celestial bodies, capitals/funds, and the speed of information transfer, where units of measurement become increasingly large, and applied simultaneously to micro-level objects, the notion of «numbers» becomes a myth. The myth arisen at the intersection of Hawking's real life and popularity is calculated and quantified by the demand for ideas through scientometric methods and originality by the circulation of works, as well as the artistic image by the number of viewers.

However, the social positions of the Stephen Hawking myth got a foothold in the sociocultural reality not only by the parameters of calculation, but also by the quality of the social position that the scientist defends. It includes social and political position, views on the problems of scientific evolution, philosophy and religion.

Hawking's socio-political position is expressed in his statements in support of the Palestinian people in the struggle for the creation of a nation-state, the referendum for independence in Scotland, and measures to combat global warming. In the summer of 2015, Hawking, together with E. Musk and S. Wozniak called for a ban on the creation of killing machines, but, as some commentators noted: such robots have already been created and are functioning successfully in the military sphere. He has also made public statements about the undesirability of contact with aliens, the dangers of artificial intelligence, and parallel worlds.

On the religious interpretation of the origin of the universe, he is less categorical. In a special interview for *The Guardian* on creationist theory, the most prominent contemporary British scholar stated that for anyone who fears the dark, religion is a means of self-assistance [9]. It is likely that rejection of the present and fear of the future is the source of metaphysical expectation and religious quest. And so, the position of the twenty-first century scholar is characterized by a critique of philosophy and a compromise with religion.

On the philosophical side, he notes the inability of philosophy to “keep up” with the progress of scientific-theoretical knowledge (Warman), to contribute to the future of humanity determined to find an answer to the question of the origin of life in the universe (8. McLeish). Thus, the «Stephen Hawking» myth is defined by the valorization of the cosmological theory presented by him in each of the segments of the cultural and social field, in science, philosophy, religion, as well as in public (popular) culture. Myth allows scientific theory to penetrate the level of everyday life. And, although the number of people who know the language of equations of fundamental physics is not a majority in the overall number of people, nevertheless, the

presence of «scientific language» at the level of everyday life allows to set a figure not only of a mediator, but also to include in his function the duties of «guarantor», responsible for relevance and significance of research, as well as obligations to «interpret» it. A peculiarity of S. Hawking's is that he is the author of scientific theories, their interpreter at the level of everyday life, and their popularizer in the cultural and social field.

The result of the consolidation of mediator functions is the creation of the “Big Bang” metaphor. The effectiveness of the «metaphor» in the cultural and social field is determined by the number of «responses» and «reactions» that it is able to produce. The “Big Bang” metaphor was used to produce a show that presented a sociocultural cross-section of contemporary youth, focusing viewers' attention on the “science and mundanity” contrast. It is about the sitcom of the same name, *The Big Bang Theory*. From 2007 to 2014, there were 8 seasons, 178 episodes, 18-24 minutes each with no commercial time. The effect of feasibility of the show is enhanced by its appeal to themes of everyday life, friendship, religion, and upbringing. The same effect is heightened by its appeal to the well-known *Battlestar Galactica*, *Star Wars*, and other artifacts of public (popular) culture. Each episode of the show reflects a certain touch of reality on the *Vanity Map* conceived and implemented by *The Big Bang Theory* director Chuck Lorry since September 28, 1999.

The very idea of reality mapping corresponds to two projects: Stephen Hawking's “Map of Theories” concept and the Google Earth program. Their distinctive feature is the creation of an “approximation topos” to adjust human beings to reality. Perhaps “approximation to reality” is a commercial proposition that the general public cannot refuse.

The formation of the privileged status of the consumer of reality is difficult to establish, since the «image of the world» represents the order of sociocultural reality itself, creating the illusion of direct, intuitive penetration into reality. Such a state of things can be defined as cultural fundamentalism. A sociocultural phenomenon called “fundamentalism” emerges in the context of North American Christian Protestantism in the early 1900s. It denotes confidence in the existence of unified principles and rules for the regulation of socio-cultural reality. A relevant example of cultural fundamentalism is creationism, which derives from the belief that the act of creating the world occurred in “six days” (*Gideroni, 2004*). The increase in the volume of terminological meaning of the term “fundamentalism” refers to the process of polarization in the cultural and social field. Therefore, the concept of “cultural fundamentalism” includes the meaning of “secular fundamentalism,” a movement aimed at protecting the values of secular culture in France and the United States.

The polemical significance is recorded in the phenomenon of “atheistic fundamentalism” which indicates a manifestation of disregard for the special role of Christianity in the symbolic formation of the European sociocultural world (*Archbishop of Wales, 2007*). Finally, the belief that the sustainable development of the global community can be ensured exclusively by market means is a characteristic feature of “market fundamentalism” (*Soros, 1999: 26*). In its turn, the appearance of the “world-brand” means the competition of fundamental images of reality in post-industrial civilization.

#### 4. Conclusions

The “world-brand” as a result of symbolic creation in the cultures of post-industrial civilization can be represented in the following parameters:

“Branding of the world” represents not only the symbolic creation of reality, which science, history and religion have traditionally been engaged in, but also the consumption of reality in the cultural and social field.

There is an obvious stratification of the holistic personality in the spheres of the cultural and social field in the sociocultural reality.

The correspondence of the creative potential of the individual and society. And it is neither institutional nor historical, its products, unlike the institutional elements of symbolic creation, involve direct consumption «here and now».

Apparently, it reflects the fact that modern natural science seeks to be more autonomous and claims a dominant position in the intellectual experience. Moreover, the possibility of capitalization of scientific ideas, knowledge, and technologies in the post-industrial world determines the fact that modern scientists are not disposed to share symbolic capital with philosophy, while religion has its own symbolic resources that under certain conditions can extend their expansion to the whole field of social intelligence. Overall, Hawking's social position demonstrates and convinces of the benefits of scientific understanding and rational responsibility to the future.

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## UKRAINIAN LOCAL CHURCH: REALITIES OF THE PROCLAMATION AND PROSPECTS

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### Summary

The article analyzes the process of formation of the newly formed Local Ukrainian Church at the present stage. It is determined that the institutional design of the Orthodox Church of Ukraine takes place in a multi-religious environment. Therefore, the article predicts that today in Ukraine, there is no reason to talk about the United Church in the future. It is determined that the Ukrainian church issue is a kind of watershed in terms of the main controversial issues that have troubled the Ecumenical Church in recent centuries. Therefore, it has been proved that the settlement of the Ukrainian question is of great importance not only for the Orthodox believers of Ukraine, but also for the whole Orthodoxy. Most countries that have received autocephaly in our time have been waiting for decades for world recognition of their own church. Therefore, the recognition of the Orthodox Church of Ukraine by only a part of the Local Churches is a natural process. It is established that autocephaly in modern conditions of society development and hybrid war is a vital condition for the country's survival. It has been studied that in modern conditions the Kyiv Church has received a great credit of trust in the eyes of the Ecumenical Patriarch. The consolidated Kyiv metropolitanate may become the largest national Orthodox church in the world, which will significantly change the balance in the structure of the Universal Orthodoxy.

**Keywords:** Ukrainian Church, autocephaly, metropolitan, religion, local council, society, interfaith relations.

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### 1. Introduction

Today, the religious sphere occupies one of the leading places in the life of modern Ukrainian society. Our people have always had a high level of religiosity, therefore religious issues are especially close and important to most citizens. At the beginning of the 21st century, the religious situation is such that Orthodoxy, which is the dominant religion in the country, is divided into two jurisdictions. The Ukrainian Orthodox Church, which is subordinate to the Moscow Patriarchate, and the Orthodox Church of Ukraine, which in early 2019 received a Tomos on autocephaly. There is no doubt that one of the most important achievements since the independence of Ukraine is the acquisition of autocephalous status by the Ukrainian Church. Historically, this event has taken place very recently, but it is crucial for the formation of a new Ukrainian civil society, the strengthening of the foundation of independence, and is a key issue for national security. In addition, the autocephalous status of the church clearly contributes to the growth of Ukraine's authority in the international arena.

The relevance of the studied problem today is caused by a significant public resonance around the covered issue. Moreover, the issue of the Ukrainian Church touches on a number of problems of the Universal Orthodoxy and relations between the Local Churches, which have been troubling the church for the last century and do not have the prospect of an immediate solution.



The constitution of the Ukrainian Church is directly related to the problems of the formation of a new autocephalous church; superiority in the diptych; bounds of the canonical territory; general jurisdiction and problems of the relationship between the mother church and the daughter church; Orthodox diaspora. So, the relevance of the topic for research is beyond doubt, because it is caused by significant Ukrainian and global interest in the issue of proclaiming a new Local Church, as well as a number of unresolved issues of Ecumenical Orthodoxy.

As for the scientific development of the topic, it is immediately worth noting that this is a new topic for discussion at first glance. The Local Ukrainian Church was formed only in 2019, so there is no fundamental research regarding it. Most materials are presented in public speeches, statements, documents. However, the autocephalous movement in Ukraine is about a hundred years old. Domestic researchers were especially interested in the issue of the United Ukrainian Local Church after the proclamation of state independence in 1991.

On the one hand, there are hundreds of public statements, speeches and official letters from hierarchs and theologians from various Local Churches, but most of them has a polemical nature. On the other hand, public interest in the issue of the unity of Orthodox churches in the face of civilizational challenges has become much more active. Such a surge of interest in the problem of autocephaly is undoubtedly associated with the proclamation of 15 in the diptych of the autocephalous church, namely the Orthodox Church of Ukraine.

Especially valuable are the works of the researchers of Ukrainian church history and the canonical structure of the Orthodox Church I. Vlasovsky, O. Kyridon, O. Lototsy, Y. Mulyk-Lutsyk and others. Relevant today is the work of the famous fighter for the independence of the Ukrainian Church, Metropolitan Alexander (Drabinko) "Ukrainian Church: the path to autocephaly", in which the author in-depth reveals the way to implement various concepts of autocephaly of the Ukrainian Church in the twentieth century (*Oleksandr (Drabynko), 2018*). It is necessary to mention the work of V. Butynsky on the jurisdiction of Ukrainian Orthodoxy and the possibility of canonical formation of the Local Church (*Butyns'kyi, 2014*) and M. Gergelyuk on the canonical and ecclesiological foundations of the autocephalous structure of churches in the Ecumenical Orthodoxy (*Herhelyuk, 2014*). In general, the works of such philosophers, theologians and theologians as: D. Gorevoy, V. Yelensky, O. Sagan, L. Filipovych, Y. Chornomorets and others are devoted to the religious analysis of the processes of obtaining autocephaly. Of importance for this study are the work of A. Aristova on ways to resolve religious conflicts, as well as P. Saukha on religious experience and the phenomenology of religion.

The purpose of the article is to analyze the state and prospects of development of the Orthodox Church in Ukraine, its institutionalization and religious and ideological activities in Ukraine in modern historical conditions as well as in the nearest future.

## 2. The main text

### 2.1. World confrontation and Ukraine

The problematic field of proclamation and further recognition of the OCU covers a whole set of key issues for the entire Orthodox Church. The Ukrainian question is a kind of watershed in terms of the main controversial issues that have troubled the Ecumenical Church in recent centuries. First of all, this is the question of autocephaly and the procedure for its recognition, the Orthodox diaspora and its jurisdiction, the dissolution of Eucharistic communion, and in general this calls into question the functioning of order in the diptych and the relationship of individual Local Churches.

Not much time has passed since Tomos was granted. Today, each of the world's Orthodox hierarchs and well-known theologians takes their own position on support or rejection of the

OCU, while someone still takes a neutral position on this issue, but, obviously, two opposite camps are being formed – the pro-Moscow one, and the one that supports the decision of the Ecumenical Patriarchate. It is the confrontation between the Patriarchates of Constantinople and Moscow that significantly complicates the positive solution of the Ukrainian question. The centuries-old "competition of glory" between Moscow and the Ecumenical Patriarch has repeatedly touched on the Ukrainian issue (*Knyha pravyl 2010: 88*). On the other hand, in religious matters concerning Ukraine, one cannot consider the problem of the confrontation between the patriarchates in the two-dimensional plane of Constantinople-Moscow. The struggle of the Kyiv Patriarchate for its own recognition and independence is more relevant for the Ukrainian land. This is not about a specific religious organization "Ukrainian Orthodox Church of the Kyiv Patriarchate", which was formed in 1992, but about the struggle of the authentic Kyiv metropolis, the Ukrainian church itself, for the right to exist in its own country. Well-known modern theologian Archimandrite Kyrylo Hovorun claims that the Ukrainian autocephalous movement is over 100 years old (*Kyrylo (Hovorun), 2019*).

It is worth to mention that the institutionalization, ie the social design of the church, its formation, takes place under the conditions of the Russian-Ukrainian war. The Russian Federation opposes the newly created OCU and everything Ukrainian, in particular the national self-identification of our fellow citizens, on two main fronts. The first one is the open war in Donbass and the annexation of Crimea. On the annexed Ukrainian territory Russia is openly destroying everything connected with the national roots of Ukrainians. The Ukrainian Orthodox Church, with the exception of the release of several prisoners of war and public figures from captivity, stands aside (*Poloneni na Donbasi*). The second front is an ideological one. Through the mediation of the Moscow Patriarchate in Ukraine there is a substitution of concepts. They are trying to take away ukrainian historical heritage. Sometimes we hear that Moscow received Baptism from Byzantium, or that Kyiv has always belong to Russia. In fact, these are pretty obvious things. Without Kyiv, the Moscow Church has no ancient history, without Ukraine it loses its historical significance, and hence its weight in the international arena. It is no longer even a question of the fact that the UOC today is almost half of the total ROC. Another thing is important, as in Ukraine, local priests and believers are sometimes guided by the interests of distant Russia, rather than the problems of local communities, the local Christian community (*Oleksandr (Drabynko), 2018: 28*). It is important that the people unite and unanimously confront the aggressor. After all, Russia cannot consider itself the successor of Kyivan Rus if Kyiv does not enter its territory, at least under ecclesiastical subordination. Therefore, the question remains open. Russia will try to keep Ukraine in the field of ideological influence as much as possible.

### **2.3. The problem of "Russian world" in the 21 century**

This is largely due to the concept of the "Russian world" proposed by the current Patriarch Kirill. They started talking about the "Russian world" relatively recently – in the middle of the 2000s. It was during these years that many of Ukrainians began to show a special interest in studying the spiritual and cultural heritage of the Russian emigration. Descendants of emigrants of different waves began to show an increased interest in Russia too.

The theme of the "Russian world" has become widespread in the church environment. Thus, Patriarch Kirill actively used it in a number of his speeches and sermons, mainly in the first years of his patriarchate. Especially often the Patriarch spoke about the "Russian world" during his trips to Ukraine and to Belarus, substantiating with the help of this concept the idea of the unity of the fraternal Slavic peoples of a once united country. However, the very concept

of the "Russian world" is still not developed in detail, although both in the secular and in the church environment, certain attempts have been made to formulate its main, basic principles.

In contrast, the representative of the OCU, Bishop Evstratii (Zorya), gives the following description: "The concept of the 'Russian world' is in fact a modernized version of the traditional Russian imperial idea. And this idea, in turn, cannot be realized without Ukraine. Therefore, the "Russian world" in any of its variants is explicitly or implicitly hostile to the Ukrainian national idea, Ukrainian statehood. Recently, the activity in the implementation of this idea has shifted from the religious and cultural component to the political and economic one (*Fihurnyy, 2016*).

However, one should not idealize and exaggerate the possibilities of the "Russian world" as a general concept, which supposedly is the main enemy of the Ukrainian people. Representatives of the OCU, and some scholars too, overestimate the concept's influence on the Ukrainian population. In practice, in modern conditions, its implementation looks rather illusory. Proof of this is the data of one of the latest sociological polls, according to which more than 80% of Ukrainian citizens have never heard of the concept of the "Russian world" from Patriarch Kirill at all, and of those who have heard something about it, 3/4 consider it to be only a modernization of the imperial idea and treat it negatively (*Yablons'kyi, 2014: 36*).

Today it is important to create the necessary canonical and legislative framework, which has just begun to be implemented, for example, Law No. 5309 on the need to rename churches, the governing center of which is located outside Ukraine in a state recognized as an aggressor country. It is obvious that first of all it concerns the UOC-MP. It is necessary to engage in educational work so that pro-Moscow sentiments do not further take root in Ukrainian society and do not affect the processes of self-identification of Ukrainian citizens.

It is obvious that the events around the Tomos have significantly aggravated the vector of the church confrontation Kyiv-Moscow, and gave impetus to a new wave of the long-standing struggle between Moscow and Constantinople. In addition, Russia's aggression in the Donbass and the annexation of Crimea add a significant political tint to the "church politics" in Ukraine. The presence of the Russian Orthodox Church in Ukraine plays an important role in this. Therefore, the fastest possible unification of the Orthodox churches divided today into different jurisdictions will contribute to the consolidation of the Ukrainian nation. It is necessary to clearly understand that the absolute majority of the parishioners of the UOC of the Moscow Patriarchate are ordinary ukrainian citizens who love their nation, their country (Ukraine), do not engage in various political and church scams, and, moreover, do not support the hostile and aggressive policy of the Kremlin and the war in the East (*Oleksandr (Drabynko), 2014: 35*). A significant number visit the churches of this confession even today only because it is either the faith of their parents, or there is no other church in the town or village, or this is already a tradition. Perhaps they just got used to going to this particular temple, to this place, for example, because there is a playground for children or the service begins later. There can be many reasons. Most of them are indeed objective ones. There are also wonderful priests in the UOC who have nothing to do with the "Russian world" and everything like that. They are excellent missionaries, faithful shepherds of their believers. One should not equalize everyone under the same denominator. Of course, in its leading echelon, the Moscow Patriarchate contributes to the deployment of Russian aggression, at least by passive silence and non-recognition of the ongoing war.

#### **2.4. State-church relations in Ukraine**

It is important to note that the state and church boundaries must coincide. This facilitates state-church relations and relations between Local Churches. This is the ideal of the Ecumenical arrangement to which the church should approach. However, this does not mean that the state

should conquer the church and use it as its own instrument of influence. At the same time, the church is called to "save souls" and meet the needs of all citizens of the state, not in the national, but in the civil sense (*Butyns'kyj, 2014:85*).

The reaction of the Ecumenical Patriarchate to the appeal of the President and the Verkhovna Rada of Ukraine was relatively quick. In 2018, the Patriarchate of Constantinople supported the process of creating a single autocephalous Orthodox Church of Ukraine. On December 15, the hierarchs of three Orthodox churches – the Ukrainian Orthodox Church – the Kyiv Patriarchate, the Ukrainian Autocephalous Orthodox Church and the Ukrainian Orthodox Church (Moscow Patriarchate) – at a joint council united into a church, to which Patriarch Bartholomew of Constantinople granted the Tomos of autocephaly.

Thus, the Ukrainian Church is not only gaining independence from the Moscow Patriarchate, but will also receive recognition by other churches, taking its place in the diptych – the list of Orthodox autocephalous and autonomous churches.

The new autocephalous Orthodox Church of Ukraine is the heir to the Kyiv Metropolis of the Patriarchate of Constantinople, but does not inherit its historical boundaries. The jurisdiction of the Ukrainian Church extends to Ukraine within its modern internationally recognized borders. This follows from the fact that church organizations adapt primarily to modern administrative and political realities, although they take into account historical realities as well.

## 2.5. The problem of further recognition

Today the fate of the Kyiv metropolitanate seems to have been decided, autocephaly has been proclaimed. Although there is a fact, so far only four out of fifteen Local Churches have officially recognized the Orthodox Church of Ukraine and its Primate with the election. Currently, this issue is difficult and there is no immediate solution. On the one hand, we can cite the statement of the professor of the University of Thessaloniki A. Vavuskos that the granting of autocephaly by the Ecumenical Patriarch does not require ratification due to historical precedent and custom, which is equated to the norms of canon law (*Vavuskos*).

In order to be a full-fledged Local Church, according to the modern world-renowned theologian I. Zizioulas, a full-fledged Eucharist must take place with all the churches. It is not enough to be Local, ie to be located in a specific area, it is necessary to be in full communication, otherwise there is a phenomenon of "imperfection of the church" (*Zyzyulas, 2005:495*).

In particular, in a situation of lack of theological unity, a sign of unity between the Local Churches is the joint ministry of the Eucharist. It takes place during joint solemn events, when primates and representatives of various Local Churches gather around the service of the liturgy. Kyiv was a repeated witness of such celebrations of Eucharistic communion – in particular, during the anniversaries of the baptism of Kyiv Rus (*Bortnyk, 2020:108*).

It is pertinent to note the fact that in the Orthodox Church in moments that are not directly regulated in the canons, a precedent is a strong argument. It is now clearly seen that the Churches of the Greek tradition in the difficult process of recognizing the Tomos of autocephaly of the Orthodox Church of Ukraine have already formed this precedent regarding the "form" of recognition. Consequently, "both in the Church of Greece and in the Alexandrian Patriarchate, which were the first to join the recognition of the OCU, it was determined that the right to recognize the new autocephalous Church, which was granted the Tomos by the Ecumenical Patriarch, is the right of the Primate. Not the Synod or any other governing body, but the Primate of the Church" (*Spetsial'no dlya*).

Turning to the history of the formation of diptychial, that is, officially mutually recognized local Orthodox churches, in the history of Ecumenical Orthodoxy, three large periods of granting

autocephaly can be distinguished. The first is ancient, when the faith spread, new metropolises were founded. This is how the first, so-called, ancient patriarchates were formed: the Roman patriarchy, with which there was a division in 1054, Constantinople, Alexandria, Antioch and Jerusalem. All of them are approved by the authority of the Ecumenical Councils and are mentioned in the corresponding canons and council documents (*Knyha pravyl*). It is important that these churches, in fact, were not granted the status of autocephaly. They are approved by the Councils as already existing and autocephalous. For example, to the Jerusalem Church, Jesus Christ himself supplies the first bishop Jacob, his brother according to Joseph the Betrothed. Their status and weight in the Orthodox world has never been in doubt. The authority of these churches is extremely high today. The second is the elevation of the Moscow Church to the rank of Patriarchate in 1589. The time difference between the Ecumenical Councils and the patriarchal status of Moscow is about 1000 years. Significant changes have taken place in church and world history. Ancient patriarchies are losing state independence and weight in their countries (Byzantium has disappeared altogether). Religiously, they continue to occupy the first places in the diptych, but in the political and global meaning they play an ever smaller role. And the third is the period of new autocephalous churches. 9 churches, and from the American 10 have received full independence over the past 150 years. Each of the newly proclaimed autocephaly in turn takes a certain place in the diptych. Regarding the American OC, the situation remains unresolved today, because this problem is closely intertwined with the design of the Orthodox diaspora and the boundaries of the canonical territory, which is ecclesiological and canonically unreasonable so far. Although this issue was repeatedly discussed at the Pre-Council meetings and at the Great Council of Crete in 2016, and the corresponding document on the procedure for the registration of the diaspora was adopted, the situation remained unresolved (*Dokumenty, 2016: 61-70*). Today, the question arises in such a way that the American OC can be recognized in the event that other Local Churches refuse from parishes in the diaspora. And this is additional funds and a variety of incoming assistance.

Despite the above historical stages of the formation of the modern structure of the Universal Orthodoxy, today there is no agreed and approved document on the procedure for the formation of a new Local Church. In other words, the granting of Tomoses and the proclamation of the autocephalous status of the newly formed churches is an unregulated process, despite the existence of the Orthodox Church's own church code and its two-thousand-year of history. And also, despite the already significant number of historical precedents (*Herhelyuk, 2014:39*). In addition, the experience of proclaiming already recognized Local Churches, although is different, testifies to the impossibility of forming autocephalous church structures by declaring the existing state of affairs. That is, the Ecumenical Patriarchate or Synaxis (a meeting of the Primates) cannot simply state the existence of a certain church as autocephalous. Since there is no concept of obtaining such a status, at different times different Local Churches received differently church-wide recognition. Therefore, an ambiguous conflict arises. On the one hand, purely objective facts indicate the absence of a procedure for proclaiming autocephaly in the norms of canon law, and on the other, subjective historical political reasons, including the opposition of the Moscow and Constantinople Patriarchates, affect the development and signing of such a document.

## 2.6. Unresolved issues

Despite the numerous achievements of the newly formed church and the significant historical path of the formation of Kyiv Orthodoxy, it should be stated that an integral concept, a general doctrine of the Ukrainian Church, which could single-handedly identify itself with the ancient Kyiv cathedra, which is the direct heir of Byzantium, has not been formalized yet. This



is evidenced by the letter of Patriarch Volodymyr (Romanyuk) to the President of the Academy of Sciences B. Paton with a request to help find the origins and national characteristics of the Kyiv Church (*Sahan, 2004:634*). Over the years of Ukraine's independence, the situation has not changed dramatically. This is evidenced by the division of Ukrainian Orthodoxy. Moreover, this trend will potentially continue in the coming decades. Of course, during the years of Ukraine's independence, Orthodoxy was unambiguously constitutional within the state. In 2019, the Ukrainian Church received the long-awaited Tomos on Independence, but as for now, according to the official statistics from the State Service for Ethnopolitics and Freedom of Conscience in 2021, less than half of all Orthodox parishes belong to the newly formed religious organization. 7188 registered communities belong to the OCU, while 12406 belong to the UOC-MP (*Zvit pro merezhu, 2021*). Thus, it testifies to the identification disunity of Ukrainian believers. Autocephaly did not become a panacea for separation. The UOC-MP continues to dominate the confessional section of Ukraine. It is difficult to say whether this will lead to an escalation of the conflict in the East and to inter-religious confrontations. Hybrid warfare always carries a hidden danger. Therefore, the country's religious security today is one of the key tasks of the national security of Ukraine and the potential construction of civil society in our country.

Public support for the granting of the Tomos by the Constantinople (Ecumenical) Patriarchate at the end of 2020, has not changed, compared to 2019. However, among the faithful to the OCU, the corresponding figure is 62%; only 17% of respondents do not support the provision of Tomos from Constantinople; 50% are indifferent to this event or have not decided on their attitude to it (*Osoblyvosti, 2020:6*).

The new Ukrainian Church is finally becoming Orthodox in its essence and pro-Ukrainian in its inner content. The main thing is that in the new church organization there should be more Christian and the church proper, whilr less nationalistic and hostile to dissidents. Tolerance is the only path to reconciliation and unification. Guarantee of peace in the present situation – popular Orthodoxy, an open one. For this, the hierarchy must forget about its leading ambitions and serve the Ukrainian people. It is in Ukraine, and not in Byzantium or the Russian Empire, that there are all the preconditions for building symphonic interaction between the state and the church.

Historically, Ukraine is a place of intersection of the sphere of influence of the "three Romans". This confrontation has clearly intensified with the granting of the Tomos to Ukraine by the Ecumenical Patriarch. There is a hope that the conflict will be resolved peacefully, that this situation, on the contrary, will go to the common Orthodox benefit. Several more churches are waiting for autocephaly and world recognition, therefore, the Ukrainian example is an important precedent in dogmatic and canonical work. We need to return to the ancient traditions of the Kyiv Church, which was as open and tuned to the Universal understanding of inter-church interaction.

### 3. Conclusions

Considering the above, the newly proclaimed and already independent Ukrainian Church has significant potential. This is a historical challenge: will it be able to unite society, will it be attractive to young people, will internal hierarchical feuds and the "struggle for spheres of influence", which have not allowed for centuries to be united and independent, recede into the background. Time will help to judge, but today, as never before, the Kyiv Church has received a great credit of trust in the eyes of the Ecumenical Patriarch. Today it is necessary to unite for the future recognition of the Ukrainian status by other Local Churches. The consolidated Kyiv Metropolitanate may become the largest national Orthodox church in the world, which will



significantly change the balance in the structure of Ecumenical Orthodoxy. This is the main reason for the opposition of the ROC and some Local Churches to the Ukrainian association. Therefore, it is important for Ukrainians to remember that the jurisdictional division is artificial and is supported by the enemies of independent Ukraine. It is a time of reconciliation and tolerance.

In general, the Inter-Orthodox crisis, like the Pan-Orthodox Council, has shown that there are significant problems within the Orthodox Church. The Ukrainian situation became a litmus test, which demonstrated that not everything is so good in the Universal United Orthodox Church. That in fact there are serious and outdated problems in the Inter-Orthodox relations. It is necessary to find ways to overcome the pan-Orthodox crisis, which the Ukrainian Church only designed and did not cause.

Today, the OCU is not the only Orthodox denomination in Ukraine, so believers will not visit its churches "out of desperation and no alternative." There must be healthy competition, and the OCU has to show its best side.

In addition to the ideas of state-strategic importance and a serious influence on the formation of the independent consciousness of our compatriots, the proclamation of the status of autocephaly of the Ukrainian Church has one more, perhaps the most important task – to cure the schism. Millions of Ukrainian believers, thousands of priests were out of communication with the world Orthodoxy. Today there are no “schismatics” in Ukraine, and this is the main achievement of Tomos. A united, spiritually strong and independent Church of Ukraine should be the foundation of a new Ukrainian nation, for only the autocephalous system of the Ukrainian Church can restore trust between society and the church structure, between believers and clergy, between the state and the Church.

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**“FICTIONAL BIOGRAPHIES OF JOSEF KNECHT THROUGH  
THE PRIZM OF TRANSPERSONAL PSYCHOLOGY  
(BASED ON HERMAN HESSE'S NOVEL “THE GLASS BEAD GAME”)**

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**Summary**

The article focuses on three biographies of Josef Knecht from the novel by Hermann Hesse “The Glass Bead Game” with regard to the postulates of transpersonal psychology. A thorough study provides insight into the peculiarities of a unique literary technique – the transfer of the “self” into different historical periods by means of imagination, as a kind of “way to self”, devotion to truth through pagan voluntary sacrifice (“Rainmaker”), the ascetic self-denial of a Christian schemamonk (“The Father Confessor”), the life of an Indian ascetic (“Siddhartha”), understanding that all being is illusionary. The research highlights the similarity of plot events, names, integration of esoteric and exoteric perspectives. The study reviews a holotropic state of consciousness, which can develop into psychoid experience, accounting for the impossible to become possible. Based on the judgments of the direct relationship between the concepts of the macrocosm and the microcosm, the perception of reality as a result of human intellectual activity, it is specified that the efforts of the “possible human”, “virtual human” to liberate themselves from the dualistic perception of reality is accomplishable by acquiring the unity of consciousness. The authors point out that the review of the motive of “awakening” indicates Hesse’s intention to embody absolute transcendent reality in his characters, which could manage the crisis of splitting consciousness.

**Keywords:** esotericism, macrocosm, microcosm, “possible human”, “virtual human”, dualistic perception of reality, unity of consciousness, “awakening” motive, holotropic state of consciousness, splitting of consciousness.

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## 1. Introduction

The majority of Hesse's prose works, in the writer’s view, are “biographies of the soul”, written in different periods of a socio-political and personal mental crisis, against the background of remarkable changes in the natural sciences and the psychology of consciousness; therefore, more innovative approaches and advanced methodology are required to provide insight into literary messages of the writer.

## 2. Literature review

In the 1950s and 1960s, the rapid growth of interest in Eastern philosophies and the contemporary findings on the human psyche (sensory deprivation, biological feedback) generated the claims that human consciousness is something more than an accidental by-product of neurophysiological and biochemical processes. Stanislav Grof argues that human consciousness and psyche can be considered an expression and reflection of cosmic intelligence permeating the entire universe. Humans are not just highly evolved animals with biological computers built into their skulls, they are also infinite fields of consciousness that surpass time, space, matter, and linear causality (Grof, 2016).

Therefore, the scope of transpersonal psychology is determined primarily by altered states of consciousness, which urge an individual to change their values, result in spiritual rebirth, and assume integrity (Grof & Grof, 1986). The theoretical background of transpersonal psychology, as evidenced by numerous research, is the studies of medieval mystics, in particular Johann Eckhart, Eastern philosophies: Sufism, Buddhism, Advaita Vedanta, Yoga, as well as the shamanistic traditions of ancient civilizations with a set of ideas about the energy basis of the world and, definitely, the analytical psychology of C.G. Jung. (Jung, 2009).

Ideologically, the innovating approach in psychology is based on contemporary studies on the human brain and discoveries in the field of quantum mechanics, in particular the research conducted by a neurosurgeon Carl Pribram (Pribram, 2013) and physicist David Bohm (Bohm, 2005). Hume L., & Drury N., point out that these studies contribute to firm judgments that “the fiction believed to be individual consciousness, actually, includes the full potential of universal consciousness, meanwhile the reality we are so sure of is perhaps just one small fraction of a much broader spectrum that we cannot fit into with the limitations of our perception” (Hume & Drury, 2013).

The current research considers human consciousness with this particular regard (Wilber, 1975) as a hierarchical sequence of stages from the lowest levels to the highest: the prepersonal, pre-egoistic, personal, supra-personal (trans egoistic) (Wilber, 2001).

Hermann Hesse's works in general and notably the novel “The Glass Bead Game” are of constant concern to scholars, critics, and the aspects related to the topicality, genre structure, and narrative system are of particular interest. Along with the traditional adherence to the analytical psychology of C. G. Jung, the range of research tools is enriched with innovative interdisciplinary methods and approaches that significantly expand the view on the writer's idiosyncratic world perception and mindset, allowing to consider Hesse as a forerunner of a number of new concepts, particularly of planetary culture (Seredkin, 1999).

The writer's aesthetic and philosophical viewpoint can primarily be manifested by the conceptualization of the problematic range of ideas of unity (Pirogova, 2014). The researcher provides an overview of H. Hesse's prose works, most notably, his philosophical works “Siddhartha”, “Steppenwolf”, “Demian”, “Narcissus and Goldmund”. The novelty of the approach refers to the conceptualization of the problematic scope of the ideas of unity, which is extremely important for the aesthetic and philosophical position of the writer and central for the fictional world of most of his novels and stories. The theses performed by Y. Guterman, Schmigel-Milha are to be considered as a certain breakthrough in terms of the innovative interpretation of Hesse's works (Guterman, 1999; Schmigel-Milha, 2018). Also noteworthy are the studies conducted by Shelkunova T. (Shelkunova, 2014) and I.L. Mikhailin (Mikhailin, 2016).

Among recent foreign literary studies related to the focused research are the following publications: (Henke, 2018; Darensky, 2018; Drapela, 2016). The research studies (Singh, 2006;

*Jackson, 2010; Shervashidze, 2016; Zlochevskaya, 2012*) are regarded as the most conceptually congenial to the current study.

### 3. Problem Statement

In fact, fictional biographies of Josef Knecht still remain underresearched, specifically, in the view of transpersonal psychology, thus, contributing to the novelty and purpose of the article.

### 4. Methods and Materials

The focused research initially refers to K. Jung's understanding of the collective unconscious as a reflection of the universal laws of the human psyche, while S. Grof's identification of a separate kind of human feeling, carried over to other eras, indirectly leads us to the idea of reincarnation (*Grof, 1985*).

### 5. Results

In a letter to Rudolf Pannwitz (*January 1955*), Hesse noted: «Die Vorstellung, die den ersten Funken in mir entzündete, war die Reinkarnation als Ausdrucksform für das Stabile im Fliessenden, für die Kontinuität der Überlieferung und das Geistesleben überhaupt. Es kam mir eines Tages, manche Jahre bevor ich mit dem Versuch einer Manuskript begann, die Vision, eines individuellen, aber überzeitlichen Lebenslaufes: ich dachte mir einen Menschen, der in mehreren Wiedergeburten die grossen Epochen der Menschegeschichte miterlebt. Übriggeblieben ist von dieser ursprünglichen Intention, wie Sie sehen, die Reihe der knechtschen Lebensläufen, die drei historischen und der kastalischen» (*Briefe, 1974: 436*). Imagination, flashed through me like a spark, was the idea of reincarnation as a form of expression of the stable in the changing, the succession of traditions and spiritual life in general. It was an image of an individual but timeless life story. I imagined a person who lived in numerous reincarnations in different historical epochs of human history. Several Knecht's biographies were based on this initial concept: three historical and one Castilian (*Briefe, 1974: 436*). Constructive in this respect is the view of contemporary researchers on distinguishing the image of the traveler as a person striving for novelty and self-transcendence (*Ivanova, 2015*) as an “aesthetically receptive individual” (*Novikova, 2014*), as a “way to self” (*Miasnikova, 2011*). In this regard, the transcendental is specified in terms of the state in which the self recognizes the limits of its existence when it strives for a higher sense that contributes to authentic personal being (*Zhukova, 2009*).

As V. Frankl's concept suggests: “A human constantly focuses on the exterior, notably, on something or someone: the sense that needs to be realized or another person reached out with love. The more a person transcends themselves, the more they become self-fulfilled” (*Frankl, 1985: 2*).

The current research regards Josef Knecht's fictional biographies as a kind of transference, as an esoteric technique of moving a person from one part of reality into another, on account of the concentrated energy of his thoughts, intended to implement one of the scenarios considering the concept of multivariant world (*Inyushin & Rozhkova, 2018*).

The anonymous narrator in the novel “The Glass Bead Game” defines the form of Knecht's fictional biographies as follows: «Dies war nun freilich nicht etwa ein Glaube im strengen Sinn, noch viel weniger war es seine Lehre, es war eine Übung, ein Spiel der Imaginationskräfte, sich das eigene Ich in veränderten Lagen und Umgebungen vorzustellen. Man, übte sich dabei, so wie man es in vielen stilkritischen Seminaren und so oft auch im Glasperlespielen tat, im

behutsamen Eindringen in vergangene Kulturen, Zeiten und Länder, lernte seine eigene Person als Maske, als vergängliches Kleid einer Entelechie betrachten» (*Hesse, 1971: 111*).

It is symbolic that the protagonist's biographies conceptually share plot events with an archetypical Castilian plot, and the proper names: Knecht, Famulus, Dasa signify the same notion, that is, a servant; also common is the scenario of the mentor-disciple, the orphanhood of the main character, and the motive of sacrifice.

Contemporary scholars of Hesse's works tend to debate that the biographies represent a kind of a meta-text, is based on the ancient Eastern hypothesis on the transmigration of souls, the strategy that allows for different genre features to function in coherence and consistency incorporating two perspectives - esoteric and exoteric. The esoteric aspect refers to a series of philosophical ideas mediated by the Buddhist schools of thought, exemplified in the text by the motives of "contemplation" and "awakening" (*Guterman, 1999*).

In his novel, Hesse creates a series of "paradigmatic biographies", enabling him to expand the novel's temporal framework, to "play" with the categories of time and space, incorporating different temporal planes. As a result, Knecht's incarnations are considered in terms of the whole, acquiring super-temporal properties and treated as "turns" of a boundless life process beyond astronomical time. Josef Knecht personates in his fictitious characters, or rather, acting in imaginative life situations.

As Kruglikova V. A. notes, "Knecht's paradox" can only be solved from an arbitrary position. There is no solution to it either, as to any real paradox. But there is another solution corresponding to it in another area" (*Kruglikova, 1988: 98-99*).

If to dwell in this way, such "another area" for Knecht is his own writing, because that is what he lacks in a "real" Castile, as long as there is no principle of creating individual literary works.

The protagonist of the first biography – The Rainmaker – Knecht is a noble spiritual representative of the primitive communal system. Following his predecessor, he gradually gains knowledge of the world and applies it in favour of the community. In doing so, however, he is engaged with a complete misunderstanding from the aggressive tribal community, which accuses him of failing to prevent a natural disaster (drought). Savagery and delusion were thought to frustrate the protagonist's noble aspirations. However, Knecht's intention endures, he sacrifices himself to preserve the traces of spirituality and bring people out of shock after seeing a cosmic starfall and let his disciple and son (Tura) continue his affair.

The mentor gets the disciple involved in his activities, teaches him artistry, and reveals two important mysteries of the world. The first suggests that there must be some fundamental enabling to perceive the world in its integrity: «Es müsste nun, so schien es Knecht in jenem Augenblick, im riesigen Netz der Zusammenhänge einen Mittelpunkt geben, von dem aus alles gewusst, alles Vergangene und alles Kommende gesehen und abgelesen werden könnte. Dem, der an diesem Mittelpunkt stünde, müsste das Wissen zulaufen, wie dem Tal das Wasser und dem Kohl der Hase, sein Wort müsste scharf und unfehlbar treffen wie der Stein aus der Hand des Scharfschützen, er müsste Kraft des Geistes, alle diese einzelnen wunderbaren Gaben und Fähigkeiten in sich vereinen und spielen lassen: dies wäre der vollkommene, weise, unübertreffliche Mensch» (*Hesse, 1971: 492-493*).

It is noteworthy that Knecht experienced such a state as rejoicing and sacrament, as the solemnity of consecration: «So etwa empfand er es, und was wir in unser ihm unbekanntem, begrifflichen Sprache darüber zu sagen versuchen, kann nichts von deren Schauer und von der Glut seines Erlebnisses mitteilen. (*Hesse, 1971: 493*).

It should be noted that the daily life of the rainmaker, in view of all the circumstances, is almost no different from that of other tribal members. With his background knowledge and



ability to manipulate nature, he, however, does not enjoy any privileges (*Nemerov, 2016*). It is also necessary to consider the fact that the world of sacral meanings did not form into a specific independent semantics: however, it was not something supernatural, but internally natural and combined with the verbal language, moral notions associated with the rank in the tribe, function of the rainmaker (*Malchukova & Malchukova, 2013*). Another wisdom that Tura teaches his disciple is that one must always be committed to sacrifice himself for the common good.

The psyche of the primitive human, their mind held only a few basic concepts of cause-and-effect relations, principles (matriarchal, patriarchal), that allowed for activating various dialogic mechanisms: personal mental (intellectual), external inter-subjective, as integral mental complex of sacred, magical and real and would account for the origin of moral conceptions (*Malchukov & Malchukova, 2013*).

Another biography "The Father Confessor" is a parable about early Christian schemamonks inspired by the idea of salvation and redemption of the world. Leading a saintly, ascetic life, they considered themselves as great sinners rather than ordinary people who fell under influence of the evil and squander. They regarded people as children who were not aware of what they did, whereas, they, schemamonks, possessed true knowledge, were responsible for the salvation of the souls of the faithful.

Joseph Famulus is a representative of a different historical period; he is a person of the cultural vector of historical development. Like Knecht, he is an ascetic, but his way to truth varies: he seeks for peace through confession but lives in social isolation and is concerned exclusively with self-improvement. Joseph Famulus devotes himself to people with his extraordinary kindness, ability to listen to their confession in their sins, alleviating their agonies. Eventually, he becomes disappointed in such a form of devotion, since he recognizes the restrictions of his power and mission and has a feeling of inability to rise high above the vanity. He leaves his hermitage and on the way encounters a more experienced, older confessor, Dion Purgil, who confessed worshippers in a completely different way: he reached them and determined redemption on his own account. In this regard, Knecht is concerned about the insight that occurred to him on finding out that Dion Purgil also had sought a meeting with him since he was experiencing a similar spiritual crisis as well.

The encounter of the two confessors, a kind of the mirror reflection of consciousness, has a positive effect, in which the writer manages to balance the ambivalent moral qualities- Joseph's kindness and gentleness - with Purgil's tendency toward harsher judgment and redemption, reinforcing their faith. Dion Purgil returns to his hermitage and continues his confession: but before doing so, he makes Joseph his servant, disciple, and successor.

Tacit Purgil reveals to Joseph, before his death, another remarkable piece of wisdom about rejuvenation triggered by frustration: «Aber es ist auch überdies jammerschade, wenn ein Mensch in Verzweiflung stirbt. Die Verzweiflung schickt uns Gott nicht, um uns zu töten, er schickt sie uns, um neues Leben in uns zu erwecken. Wenn er uns aber den Tod schick, Josef, wenn er uns von der Erde und vom Leibe losmacht und uns hinüberuft, so ist das eine grosse Freude. Einschlafen dürfen, die man lang getragen hat, das ist eine köstliche, eine wunderbare Sache». (*Hesse, 1971: 564*).

The life story about Famulus was written according to the stylistic form of the Old Testament legend about the creation of the world, a human strive for world cognition as a manifestation of the primordial sin: «Wenn es ihm vor dem freiwilligen Tode so sehr graute, so spukte in diesem Grauen freilich auch noch ein Rest von vorzeitlichen, vorchristlichen, altheidnischen Wissen, Wissen um den uralten Brauch des Menschenopfers, zu dem der König, der Heilige, der Auserwählte des Stammes ausersehen war, und das er nicht selten mit eigener

Hand zu vollziehen gehalten war. Nicht nur dass dieser vergöhrnte Brauch aus heidnischen Vorzeiten herüberklang, machte ihn so grauenerregend, sondern noch mehr der Gedanke, dass am Ende der vom Erlöser am Kreuz erlittene Tod auch nichts anders war als ein freiwillig vollzogenes Menschenopfer» (*Hesse, 1971: 538*).

Joseph fulfils the promise given to his mentor Purgil: he digs a grave for him and plants a palm tree on it. According to Hesse, everyone should at least have a disciple and plant a tree.

Spiritual "aggravations", inner crises, epiphanies, and insights not only trigger transpersonal experiences, but they often become such crises that lead to personality change. Spiritual and mental crises, if properly understood and supported, contribute to emotional and psychomatic recovery, self-development, rapid ethical and aesthetic growth of consciousness (*Grof & Grof, 1986*).

The third "Indian" biography presents a completely different setting: the prince heirs to the throne, due to intrigues of his stepmother and her son becomes a shepherd, his wife gets seduced by his half-brother, who then succeeds to the throne. Dasa kills the offender, but he has no peace, having to constantly hide from persecution. One day he meets a hermit yogi in the woods, who tells him an amazing parable about the "Maya". Later on, one of his dreams shows Dasa his future: how he succeeds to the throne, the birth of his son, the war, the death of the heir's son, and imprisonment - after which he wakes up, accepts obedience, becomes the yogi's disciple and settles down in the woods forever.

In fact, what Dasi narrated about the Maya refers to a multivalent religious and philosophical concept of illusory true nature of the world and human existence. The yogi hermit on his own managed to break through the superficial sensory perception of the duality of the world and reach the foundation of existence, seeking beyond the basics, for the beginning of the visible world to find the grounds in the essential and unchangeable, to terminate the cycle of birth and death (samsara).

Next encounter of Dashi with the hermit occurs as if in another dimension. By reproducing the process of recollection, Hesse brings his character back to his true spiritual center, describing the whole process as a kind of spiritual awakening.

The speechless yogi reaches the highest level of his self, his enlightened mind is in harmony with the supreme intelligence. The yogi recognizes the irrelevance of verbal communication and his inner voice is heard only at the end of the narrative, upon establishing immediate connection with Dasa as the mentor with the disciple, it occurred to the yogi that Dasa in his previous "births" also strived for "awakening" i.e., spiritual epiphany.

At the end of the "other life" in his doze Dasa coincidentally sees himself with a bottle in a familiar place near a spring. A bottle is a schemamonk's distinctive attribute, a symbol of humbleness and innocence. Filling the bottle with water and presenting it to the mentor with clean hands is a certain form of worship that shows the disciple's readiness to honour the mentor and gain knowledge.

The water jet projects a few moments from his future: in case he tends to be guided by his passions: he will strive for love, glory and power, but actually will be betrayed, experience suffering, moral degradation and failure, feeling all this in himself, Dasa suddenly passes away. Nagornaya N.A. notes that it does not imply his real physical death, rather than the transition to the fictional space beyond the invisible boundary, to the silent world of yoga. Yet, the author's narrative comments die away, as if the spirit of the maya disappears (illusions of life vanish), leaving just devotion behind (*Nagornaya, 1998*).

## 6. Conclusions

Thus, the peculiarity of Hesse's individual style of writing, his narration patterns are projected in the writer's individual consciousness in the form of "self" as an archetype of humanism, that unites humanity within time and space of book culture. The sense of particular tension and dynamism in "The Glass Bead Game" is ironically created through the eternal conflict between the self and non-self, that is interpreted as "magical reading of the book of life" and as "recreating the world in itself" (Vasilenko, 2008). Schikander Sinkha, notes that "The Three Biographies of the Master of the Game by Josef Knecht" are unique symbols of the illusory nature of human existence. They are a play of poetic vision, engaging Knecht as well as the readers to play with the historically distant cultures and spiritual worlds, forming an understanding of the relativity of what is treated one's identity (Singh, 2009: 239).

All the three biographies represent a peculiar meta-text, the latter based on the ancient Eastern doctrine of the transmigration of souls: the reader is shown a magical picture of the reincarnation of a culture-bound human soul (Bakalov & Borodenko, 2012). As is known, in the physical world there is a direct correlation between the phenomena of macrocosm and microcosm, between two models of the Theater of Reality as mirror reflections of each other. As V. Demchog rightly notes, reality does not emerge by itself, it is the result of human intellectual activity. Overall, it seems perfectly clear that the power of a play is underestimated, and the abilities of a personality are also limitless, or rather what the alchemy of play regards as the "possible human", that is "virtual human", who is equally existent and imaginary (Demchog, 2020). Therefore, a human's true mission is not in pursuit of illusory truth, but in liberation from dualistic (bipolar) perception of reality, in achievement of integrity of consciousness, in the comprehension of the current reality through integration of microcosm and macrocosm.

Noteworthy, the fundamental role of David Bohm and Carl Pribram's theory about holomovement suggests that each spatio-temporal part of the world follows the entire order of the universe, specifically, includes the past, present and future. In other terms, similar to a hologram with each segment containing information about the whole fixed object, while each section stores complete information about the structure of the universe as the entire world (Bohm, 1986; Pribram, 1981).

To summarize, the facts illustrated above, accurately represent holotropic consciousness, when an enlightened person transcends the material (physical) self and "connects" to the wholeness of the world, acquiring full identity with it. The analysis of the motive of "awakening" and its role in understanding the main patterns of Knecht's fate allows us to conclude that the protagonist's self-cognition homologates with his perception of the surrounding reality (eyes reflect the world). The center of the personality, the "inner person", is equal to the whole macrocosm and displays Hesse's intention to characterize his protagonist in terms of the absolute transcendental reality, enabling the hero to overcome the crisis of splitting consciousness, breaking the continuity of rational existence and achieving the lost primordial paradise.

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## VLADISLAV GALIMSKIY IN THE CONTEXT OF KYIV ASSOCIATION OF ART EXHIBITIONS (1893–1900)

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### Summary

The article analyses the life and creative journey of the artist of Polish origin Vladyslav Galimskiy (1860 – 1940), who lived and worked in Kyiv. The main milestones of the artist's life are elucidated. The author specifies his involvement in the exhibition life of Kyiv. Particular attention is paid to the story behind Kyiv Association of Art Exhibitions and the role played by V. Galimskiy and other local artists. The history of holding five exhibitions by Kyiv Association of Art Exhibitions is described in detail, and the reasons for the Association's decline are examined. The creative journey of the artist after the Association's shutdown is considered. The research covers Galimskiy's participation in charitable activities through the prism of his engagement in the organization of "living paintings" (small amateur performances) in favor of a free hospital and fundraising for a new Roman Catholic Church in Kyiv. A very valuable appendix is attached to the article: it is a complete novel list based on the art catalogs comprising more than 70 paintings by Galymsky presented at Kyiv exhibitions in the 1890s.

**Keywords:** Vladyslav Galimskiy, Kyiv Association of Art Exhibitions, exhibition catalog, artistic life of Kyiv, living paintings.

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### 1. Introduction

Vladyslav Mykhailovych Galimskiy (1860–1940), the artist of Polish origin, was a very prominent figure in the artistic life of Kyiv of the late 19th and early 20th centuries. He was the organizer and exhibitor at the Exchange Hall, one of the founders of Kyiv Association of Art Exhibitions, a member of Kyiv Association for Arts Promotion, and Kyiv Society of Antiquities and Arts. However, the artist's activities and his considerable creative legacy have been poorly studied.

### 2. The first art exhibitions of V. Galimskiy

The future artist was born into a noble family in 1860 in Kyiv. He studied at the Second Kyiv Gymnasium (1871–1873) and Kyiv Real School (1873–1877) (*DAK, spr.55: 1,5*) and then, in the Imperial Academy of Arts where, on October 31, 1888, he was awarded the title of class artist of landscape painting of the first degree (*Kondakov, 2002: 56*). In the same year, the artist came back to Kyiv and embarked upon his professional activity (*Kartiny hudozhnika, 1913: 148-149; Yubilej hudozhnika, 1913: 4; Yubilej V. M. Galimskogo, 1913: 7; Fotoportret, 1914: 9*).

Before long, Vladyslav Galimskiy became a participant in exhibitions of local artists, which were held annually in the Exchange Hall. His paintings, predominantly landscapes, were presented in February-March 1889 (*W, 1889: 203-205*), January-February 1890 (apparently, the



artist also had organizational skills because he made the top five initiators of the event (*DAKO*, spr. 53: 1-2), January-March 1891 (*DAKO*, spr. 53: 8; *Ertel*, 1891, no 25: 3; *Igolka*, 1891: 2-3; *Igolka (Okonchanie)*, 1891: 2), December 1891 – January 1892 (*TsDIAK*, spr. 26: 1-2; *DAKO*, spr. 53: 32-36, *Ertel*, 1891, no 285: 2; *Z*, 1892: 331-333), and in December 1892 – January, 1893 (*TsDIAK*, spr. 233: 7; *DAKO*, spr. 53: 14-17 vol.). V. Galimskiy concurrently participated in the exhibitions of Kyiv Association for Arts Promotion – he was its full member since its foundation in 1890 (*DAKO*, spr. 53: 60-62 vol., 64). In particular, his works were presented at the exhibition of studies and sketches in 1892, as well as at the exhibition of paintings by Russian and foreign artists in 1896 (he was engaged in its organization as one of the members of the exhibition committee).

### 3. Foundation of Kyiv Association of Art Exhibitions

On October 24, 1892, Mykola Murashko, Mykola Pymonenko, and Vladyslav Galimskiy appealed to the governor of Kyiv to assist them in establishing the local Association of Art Exhibitions, the first professional society of Kyiv artists. In addition to the three commissioners, the petitions were signed by Ivan Seleznyov, Count Alexander de Balmen, Pavlo Kovalevsky, Khariton Platonov, Wilhelm Kotarbiński, Mykola Bodarevsky, Volodymyr Menk, Ivan Rashevsky, Yosyp Budkevych, Pavlo and Oleksandr Svedomsky, Yevhen Wrzeszcz, Ivan Stanivsky, and Ivan Tereshchenko (*TsDIAK*, spr. 183: 14; *DAKO*, spr. 261: 1-1 vol.). However, soon a conflict arose between the older and younger generations of artists, who were to form the core of the future Association, in which V. Galimskiy played a part. The only source that can shed light on this situation is the article by Kyiv archaeologist and critic Alexander Ertel, who wrote the following: *As for “the youth”, they behaved with a tact worthy of praise: first of all, none of the young people wanted to be named founders of the association, giving way to the elders, and their only wish was that upon approval of the charter, 4 of the young: Messrs. Kozlovsky, Danilov, Sevastyanov and Kostenko, who annually presented their art works, eo ipso would be considered members of the association without being subject to specific election mandatory for all others. The offer was supported by I. F. Seleznyov, and Professor Orlovsky also made a condition to add the writer of these lines and Mr. L. A. Gaidukov to the above 4. Moreover, he did not agree to sign the charter until satisfying the above requirements. How did that turn out? The charter was signed and sent for approval without the knowledge of all participants; the promise to add 4 named persons and 2 additional was not fulfilled (prof. Orlovsky didn't sign the charter). In 1892-93, when the charter was returned for stamp duty payment and providing information about some signatories, i.e., when any association was out of the question, Mr. Galimskiy as a “secretary” of the association, although it did not yet exist, initiated active and, at the same time, **too official** preparations for the exhibition”* (*Ertel*, 1893, no 1875: 1). Only heaven knows what the last words underlined by the very author meant. However, in December of 1892, it was Galimskiy who petitioned Kyiv authorities, not as a secretary but as a private person, to open another exhibition in the Exchange Hall (*TsDIAK*, spr. 233: 7; *DAKO*, spr. 53: 14-17 vol.). And then, according to the critic, *“Having learned that the 4 mentioned persons were ignored and new association means no good, Mr. Seleznyov has refused to join it; young people, about 30 persons, also decided not to present their paintings at the exhibition of the hotly disputed association and think about how to do away with unnecessary and hampering any development care of unrecognized leaders represented by Messrs. Murashka, Galimskiy, Kotarbiński et al. once and forever* (*Ertel*, 1893, no 1875: 1). At the end of February 1893, the conflict was triggered by the fact that I. Seleznyov managed to organize another exhibition of

“the youth” (*TsDIAK, spr. 43: 4-5; DAKO, spr. 53: 6-11 vol.*) or “spring men” (*vesniansky*), as they were called proceeding from the time chosen to hold their events. Looking ahead, it should be noted that “youth” ran their exhibitions for three years in a row (*TsDIAK, spr. 51: 10-11; DAKO, spr. 53: 34-39 vol.; TsDIAK, spr. 58: 4-4 vol.; DAKO, spr. 53: 7-12 vol.*) after which their activities in that format ceased. *The exhibitions of “spring men” were not marked by bright talents* – the historian O. Kovalenko writes – *but all their participants were supporters of the realistic school of painting. It is not surprising, because of 32 artists who took part in the first exhibition of “spring men”, 22 were alumni of M. I. Murashko school ...*” (*Kovalenko, 1972: 83*). Unfortunately, we are aware of the misunderstanding between the two generations of Kyiv artists based on the information provided by O. Ertel (however, he could hardly be objective because he belonged to “spring men”).

As for I. Seleznyov, he did not take part in any of the events of the newly formed Kyiv Association of Art Exhibitions (KAAE) but took care of organizing spring events (signing, by the way, a request as a KAAE commissioner) and providing them with his works.

The role of Volodymyr Orlovsky in the organization of the Association remains somewhat unclear. On the one hand, in a letter to Pyotr Nilus, Eugene Wrzeszcz mentions his name among the founders of the association (*Fedoruk, 2009, Yevhen Vzheshch: 374-375*), and on the other hand, Orlovsky did not sign a petition to the authorities in autumn 1892, as I. Seleznyov had done before the conflict. However, his works appeared at one of the KAAE exhibitions.

O. Ertel’s bias towards “unrecognized leaders” is traced in his negative review of the December exhibition in 1892 (*Ertel, 1893, no 1796: 2-3*), compared to the review of the April event of “spring men” in which he participated. With the knowledge that such a publication may cause outrage among Kyiv artists, the editorial staff of the newspaper “Kievskoe Slovo” reserved the right to act and assess at their discretion, which was manifested in a more friendly review (*P.N., 1893: 2-3; P.N. (Okonchanie), 1893:2*).

During the approval of the KAAE charter, there were serious changes in the professional life of V. Galimskiy. First, he became a participant of the World’s Columbian Exposition in Chicago (*Official Catalog, 1893*), and the newspaper “Russkoe Slovo” announced that the jury awarded the artist a gold medal (*Yubilej V. M. Galimskogo, 1913:7*). Second, in the same 1893, he obtained the title of academician (*Kondakov, 2002: 56*) that gave him an undeniable advantage over colleagues.

The KAAE charter approved on September 28, 1893, stated: *“The association aims to arrange a paid exhibition of artworks with the relevant permission: to sell both artworks and catalogs and pictures of art works”*; (*Ustav, 1893*). It was the point that provoked sharp criticism by art critic Yevhen Kuzmin: *“In fact, sale is the only goal that created, inspired, and united Kyiv “Association” at the rare meetings of its members (once or twice a year). At least, nothing else was said in the charter, and nothing else was implemented”* (*Kuzmin, 1900: 317*).

Since the establishment of KAAE, it had been headed by Professor Pavlo Kovalevskiy, while the secretaries changed every year. At the beginning of 1894, these responsibilities were assigned to E. Wrzeszcz, but as he wrote “given ill health and the fact that I live in the countryside, I have refused to manage the affairs of our association. I have much of a hassle and trouble” (*Fedoruk, 2009, Pejzazhnij zhivopis: 528*). In due course, I. Stanislavsky became the secretary, a year later – I. Rashevsky, in 1896 – V. Menk. As for V. Galimskiy, he held the position of treasurer for some time (*NAFRF IMFE, spr. 95: 16-16 zv.*).

#### 4. KAAE exhibition activity

The first exhibition of Kyiv Association of Art Exhibitions opened on January 26, 1894, at the University of St. Vladimir (*TsDIAK*, spr. 51:1-2; *DAKO*, spr. 53: 20-24; *Pervaya vystavka*, 1894: 2; *Dilletant*, 1894: 1-2; *Ertel*, 1894: 2) where, at that time, members of the famous Wanderers planned to present their artworks. Yegor Khruslov, the Commissioner for Exhibitions of Wanderers, describes in a letter to Mykola Yaroshenko why this happened in detail and emotionally, though not quite reliably: “Local artists started bustling about the hall at the University long before its building renovation. There was the involvement of people with influence and even deception that one of the artists said they had got in touch with me and I had announced that our exhibition would commence when they closed theirs. Therefore, you can judge how it is difficult to foresee all the meanness some are capable of. Without expecting to hold the hall of the University, the local artists concurrently asked the homeowner N. G. Hryakov for a facility. When I arrived, two of the artists, Wrzeszcz and Galimskiy, pointed me to this house. <...>

*I talked to Hryakov because local artists occupied the room we usually did. They pointed me to an apartment in his house, which they weren't interested in ostensibly they would exhibit a huge painting by Kotarbiński, as it didn't fit in the apartment. Hryakov provided the facility”* (*Tovarishestvo*, 1987: 443).

E. Khruslov claims that Kyiv artists had started bustling about the university hall long before building renovation was completed, although the appeal of KAAE commissioners to Kyiv governor is dated January 20, 1894 (*DAKO*, spr. 53:21), i.e., less than a week before the scheduled opening. By the way, the mentioned huge painting by Kotarbiński was “Messalina” (300 × 500 cm). For some unknown reasons, it was not listed in the catalog and appeared in the exhibition after February 5 that was individually reported by Kyiv newspapers (*Kievlyanin*, 1894: 3; *Zhizn i iskusstvo*, 1894: 1; *Kievskoe slovo*, 1894, №2185: 1; № 2187: 1; № 2189: 1). Nowadays, this art piece is stored in Kyiv Museum “Spiritual Treasures of Ukraine”.

In addition to the mentioned E. Wrzeszcz and V. Galimskiy, Kyiv representatives M. Murashko, V. Menk, M. Pymonenko, H. Platonov, S. Svitoslavsky, Odessans P. Gansky, O. Stilianudi, B. Edwards, and many other painters took part in the exhibition.

It is interesting that during seven years of the Association's existence, none of the artworks submitted to the exhibition was considered by Kyiv police chief to be such that they could not be presented to the public “according to the tendencies of their content”.

The author also specifies that KAAE held only the first two exhibitions in the university hall and then returned to the Exchange Hall (as it was before the official association of artists). The latter was exhibited at the museum of Kyiv Society of Antiquities and Arts (now National Art Museum of Ukraine). The reason for such migration was the search for the most convenient place for the public: “The trouble is that only one university provides a hall for exhibitions. Although the hall is nice and huge, there is one inconvenience: the university is far from the city center, and our whole life is concentrated only on Khreshchatyk. Our exhibitions on Khreshchatyk were two or three times better than at the university; I finally have come to this conclusion...” *Fedoruk*, 2009, *Yevhen Vzheshch*: 350) – E. Wrzeszcz wrote in a letter to P. Nilus. However, the very exhibitions could be a reason, as the wanderers succeeded in their events at the University, and the “distance” from the center did not frighten them at all.

In early December 1894, I. Stanislavsky, the then secretary of KAAE, invited Odesa artists to join Kyiv ones at the next second exhibition (*NAFRF IMFE*, spr. 93: 19–20), which was to open on December 26 (*TsDIAK*, spr. 51: 14–14 zv; *DAKO*, spr. 53: 66–70). The invitation sent to Odesa is one of the few sealed documents written on the official letterhead of KAAE. It

has a special value, because we know very little about the activities of KAAE. However, Odesa artists did not present their artworks in Kyiv that year – it is likely because they planned to open their exhibition in spring.

In the middle 1890s, the artistic life of Kyiv noticeably revived, but the organization of exhibitions required appropriate premises, and this was challenging. “Unfortunately, in Kyiv, we now have only one hall for exhibitions – at the university, given that this year a lot of exhibitions have appeared in the city. There must be an opinion about Kyiv as a city really good for exhibitions, but, in reality, this opinion is quite unsound” – E. Wrzeszcz wrote in one of the letters and then added: “Imagine, there have already been three exhibitions in Kiev this year: of Lagorio, the St. Petersburg Society, and Kiev Association for Art Promotion. Ours will be the fourth, mobile – the fifth, your – sixth, other group of spring men – the seventh” (Fedoruk, 2009, *Pejzazhnij zhivopis*: 528).

The third exhibition of KAAE (*TsDIAK*, spr. 58: 8–8 36; *DAKO*, spr. 53: 21–25) became a striking example of the cooperation of Kyiv artists with Odesa ones: M. Aleksomati, E. Bukovetsky, P. Gansky, V. Zauze, K. Kostandi, P. Nilus, and others. A retrospective of J. Budkevych, who died in early December 1895, was also held as part of the event (*Skitalec*, 1896: 2-3).

At the IV exhibition of KAAE (*TsDIAK*, spr. 60: 3–4; *DAKO*, spr. 53: 73–78 zv), which lasted from December 29, 1896, to February 9, 1897, V. Galimskiy presented six completed paintings and 12 studies, which, unfortunately, did come to the attention of critics. Instead, at the V exhibition, his artwork “Moonlight night” attracted public attention. Even 20 years later, when the artist re-exhibited this landscape, the critic Hryhorii Shvarts described it as one of the most interesting paintings (*IR NBUB*, od. zb. 2: 4).

The last exhibition of KAAE opened in City Museum and lasted from January 1 to February 6, 1900 (*Don Bazilio*, 1900, №4310: 3; № 4313: 2; № 4315: 2). It was attended by almost 4,000 art lovers, and the collection of entrance tickets amounted to about 1,000 rubles (*Kiev*, 1900: 228) (an adult ticket cost 35 kopecks, a ticket for children, pupils, students – 20 kopecks.) (*Kievlyanin*, 1900:1). As the statistics of attendance of Kyiv exhibitions were recorded unsystematically at that time and newspapers seldom provided such information, the figures are difficult to compare. The Wanderers were most likely the only organization that collected relevant data from year to year. Thus, in 1898, their exhibition was visited by more than 6,000 people (*Tovarishestvo*, 1987: 532-533) that undoubtedly surpassed the KAAE rate. However, the lag is not very significant, and it clearly demonstrates the interest of the local public in the creative activities of Kyiv artists.

Determining the reasons for the Association’s decline, researchers often stress that at some point, its members completely switched to the organization of a permanent exhibition, Art Salon (*Severyuhin et al.*, 1992: 87). However, O. Kovalenko emphasized the more important: “Kyiv Association of Art Exhibitions did not defend any specific ideas of the development of national art but strove to unite artists living in the city, regardless of their creative interests, into a single organization to revive the artistic life of Kyiv. The artworks of both representatives of the realistic school of painting and the late academic salon art attracted the equal attention of the audience and art critics. (Kovalenko, 1972: 84). Although the unification played an essential role in the artistic life of Kyiv, its contribution is difficult to compare with the contribution of the Society of South Russian Artists in Odesa.

## 5. Oeuvre of the artist after closing KAAE

After the shutdown of KAAE, Vladyslav Galimskiy's life did not become less intense. In 1900, he opened his art school and took part in dozens of exhibitions. Later, in 1916, he became a member of the organizers of Kyiv Society of Artists. Moreover, he was actively involved in charity. In particular, he participated in the organization of "living paintings" (small amateur performances): in March 1895 – in favor of a free hospital founded by Countess Sofia Ignatieva (*Kievlyanin, 1895: 1*), and in February 1902 – to raise funds for a new Roman Catholic Church in Kyiv (*TsDIAK, spr. 4: 8-9 zv.*).

## 6. Conclusion

The premier source that allows forming an idea of the exhibition activities of V. Galimskiy is exhibition catalogs of the late XIX<sup>th</sup> – first half of XX<sup>th</sup> century. Unfortunately, they have not published every time that greatly complicates the research activities. They are very poorly preserved (one can find only a small part of such publications in libraries and archives of Ukraine). As a rule, pre-revolutionary catalogs specified the titles of artworks without additional information, i.e., without date, technique, size, say nothing of art reproductions. Therefore, the author attaches the appendix comprising a list of works by V. Galimskiy exhibited at Kyiv exhibitions of the 1890s and available in catalogs.

## Appendix

### 1888

Catalog of paintings and ancient art objects, weapons, and archeological antiquities of the museum in Kiev on Khreshchatyk, near Bessarabka, № 56, 1888. A compiler: the head of the museum I. Hoynovskiy. Kiev: Type. E. T. Kerer, held by N. Pilyuschenko and S. Brodovskim, 1888.

1. № 51. Ukrainian steppe.
2. № 52. Birch Alley behind the Korsun Garden.
3. № 53. Rocks in the Korsun Garden.
4. № 54. Mill at dawn from the outskirts of Korsun.

### 1890

Catalogue of art exhibition in the Exchange Hall. K: D. S. Povalsky Printing House, 8 Mikhailovskaya Street, 1890. [Permitted by censorship on January 9, 1890.]

1. № 3. A hot day.
2. № 6. Around midnight.
3. № 11. An oak forest.
4. № 20. In a thunderstorm.
5. № 22. Moonrise.
6. № 27. Spring small rain
7. № 31. A deserted park.
8. № 32. A moonlit night.
9. № 38. The portrait of Mrs. S.
10. № 39. An autumn morning.
11. № 63. Dnieper horizons.
12. № 66. A rural corner.
13. № 67. Twilight.



**1891**

Catalog of art exhibition at the Exchange Hall. K.: K. N. Milevskyi Printing House, 10 Proreznaya Street, 1891. [Permitted by censorship on January 24, 1891]

1. № 10. A foggy morning.
2. № 11. A spring downpour.
3. № 12. Desert caravan.
4. № 13. At a moonlit night.

**1892**

Kiev Association for Arts Promotion. Catalog of the exhibition of studies and sketches. 1892, K.: K. N. Milevskyi Printing House, 21 Fundukleevskaya Street, 1892. [Permitted by censorship on September 26, 1892.]

1. № 16. A street in Constantinople.
2. № 17. Shepherds.
3. № 18. Morning.
4. № 19. Noon.
5. № 20. On the river.
6. № 21. The mill.

Catalog of art exhibition in the Exchange Hall. K.: K. N. Milevskyi Printing House, 21 Fundukleevskaya Street, 1892. [Permitted by censorship on December 24, 1892.]

1. № 8. Night came.
2. № 9. A dead mill.
3. № 10. Constantinople at a moonlight night.
4. № 11. The cloud came.
5. № 12. A summer day.
6. № 13. A grinder in Constantinople.
7. № 14. Study.
8. № 15. Study.
9. № 16. Study.

**1894**

Catalog of the I exhibition of Kiev Association of Art Exhibitions. K.: K. N. Milevskyi Printing House, 21 Fundukleevskaya Street, 1894. [Permitted by censorship on January 28, 1894.]

1. № 19. Late.
2. № 20. At the stream.
3. № 21. Night on the Dnieper.
4. № 22. In a mud season.
5. № 23. Niagara Falls.
6. № 24. An Arab.

Catalog of the II exhibition of Kiev Association of Art Exhibitions. K.: K. N. Milevskyi Printing House, 21 Fundukleevskaya Street, 1894. [Permitted by censorship on December 27, 1894.]



1. № 5. Forest stream.
2. № 6. A vet's reception day.
3. № 7. The water seller of Tunisia.
4. № 8. In front of khata.
5. № 9. Bouquet.

### 1895

Catalog of the III exhibition of Kiev Association of Art Exhibitions. K.: K. N. Milevskyi Printing House, 21 Fundukleevskaya Street, 1895. [Permitted by censorship on December 29, 1895.]

1. № 14. New moon
2. № 15. North
3. № 16. Nocturno.

### 1896

Kiev Association for Arts Promotion. 9 Boulevard Street. Catalog of a temporary exhibition of Russian and foreign artists. Kiev, 1896. K.: Type. S. V. Kulzhenko, Novo-Elisavetskaya, 1896. [Permitted by censorship on November 2, 1896.]

#### 1. № 29. Night.

Catalog of the IV exhibition of Kiev Association of Art Exhibitions. K.: K.N. Milevsky Printing House, B.-Vladimirskaya St., 21, 1897. [Permitted by censorship on December 28, 1896.]

1. № 17. Indian summer in the steppe.
2. № 18. September
3. № 19. Forest peaks.
4. № 20. July morning.
5. № 21. Fresh shoots.
6. № 22. In the garden.
7. № 23. 12 studies.

### 1897

Catalog of the V exhibition of Kiev Association of Art Exhibitions. K.: K. N. Milevsky Printing House, B.-Vladimirskaya St., 21, 1897. [Permitted by censorship on December 23, 1897.]

1. № 10. An apiary.
2. № 11. Winter
3. № 12. At a moonlit night.
4. № 13. Overflow of the Dnieper.
5. № 14. In the meadow.
6. № 15. Dawn.
7. № 16. Studies.

**1900**

Catalog of the VI exhibition of Kiev Association of Art Exhibitions. K.: K.N. Milevsky Printing House, 31 B.-Vladimirskaya St., 1900. [Permitted by censorship on December 31, 1899.]

1. № 16. Among the flowers.
2. № 17. After the rain.
3. № 18. Noon.
4. № 19. Forest river.
5. № 20. Idyll.
6. № 21. Spring

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**READER ENGAGEMENT IN L1 AND L2 SPEAKERS OF ENGLISH****Andriana Sabov**

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**Summary**

The paper explores the use of metadiscourse markers by L1 speakers of English and proficient L2 speakers in opinion articles. The data for the analysis consists of 90 articles from the most popular newspapers in the USA, the UK and Ukraine, each variety represented with 30 articles. The classification of metadiscourse is primarily based on Hyland's taxonomy with a more detailed approach to identifying metadiscursive occurrences. In addition to investigating the most common patterns of engagement across three varieties of English, the study looks into how those patterns influence L1 and L2 readers, in particular how engaged they are in the reading process and they would rate the persuasiveness of the text. Findings suggest that despite all three varieties having approximately the same number of metadiscourse markers, there's a difference as to what types are prevalent in the variety. There are also differences observed concerning the reader engagement among L1 and L2 readers.

**Keywords:** metadiscourse markers, speakers of English, L1, L2, speakers of Ukrainian, school system in Ukraine.

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**1. Introduction**

Investigations into reader engagement have been conducted in the genres of research articles (*Shen & Tao, 2021*), PhD these (*Deng et al., 2021*), institutional discourse writing (*Aerts & Yan, 2017*) and many other types of texts. All of them have in common the fact that they look at metadiscourse as one of the major ways for writers to engage with readers.

Similarly, the research has been done on the difference in L1 and L2 speaking (*Resnik, 2017*) and writing (*Bax et al., 2019*), primarily in the academic setting. However, to date no inquiry has been done as to the use of metadiscourse by proficient L2 English writers with Ukrainian as their L1 in opinion articles. Opinion article is a peculiar newspaper genre that is very audience-focused.

The paper aims at exploring the use of metadiscourse markers in the English writing of Ukrainian speakers in comparison with the use of such markers in British and American varieties in opinion articles. Those peculiarities are investigated not only in terms of production but also in terms of perception, text persuasiveness and reader engagement.

Such analysis aims at the comprehensive understanding of the writing strategies of the L2 writers and the perception of such writing by native speakers and vice versa. To achieve the aim, the following research questions were asked:

- What are the most common types of metadiscourse markers in different varieties?
- Does the higher frequency of metadiscourse markers influence the text persuasiveness and reader engagement?

• Is there a difference in the text persuasiveness and reader engagement in L1 and L2 writing?

In the following sections we'll take a closer look at the methodology, data and the results that answer those questions. The findings will be discussed and possible explanations will be suggested.

## 2. Background

### 2.1. Metadiscourse Markers

The investigation into metadiscourse stems from Halliday's (*Halliday & Matthiessen, 2013*) classification of three metafunctions of the language. Based on this, the further work was done by Vande Kopple (1985), Mauranen (1993), Ädel (2006), Hyland(2018) and others.

Studies of metadiscourse have been conducted in various fields and modalities. Qin & Uccelli(2019) look into metadiscourse across different communicative contexts, Penz & Marko(2017) investigate metadiscourse in interactions and McKeown & Ladegaard(2020) in moderated group discussions, while Hyland &Fu (2014) conduct a comparative analysis of popular science texts and opinion pieces.

The study of academic texts is a popular strand in the metadiscourse research. Investigations have been conducted on the use of metadiscourse markers in scientific writing across various disciplines (*Hyland & Jiang, 2018*), in PhD candidature confirmation reports (*Jiang & Ma, 2018*) and in book review articles (*Birhan, 2021*). Another common strand in metadiscourse research is investigation into the use of metadiscourse among different cultural groups. One of such studies have been done by Jokic(2017) who looked into the metadiscourse in speech of participants from various national backgrounds.by Resnik (2017),Molino (2018) and Farahani & Sbetifard (2017)investigated the use of metadiscourse markers in English byL1 speakers of German, Mandarin Chinese. Italian and Iranian. There are also studies in diachronic linguistics that explore the use of metadiscourse e.g.Keramati et al. (2019).

Concerning the Ukrainian language, the only study that is somewhat similar to the study of metadiscourse and its cultural significance was conducted by Yakhontova (2006) where she explores the differences in academic writing in Ukrainian and English research articles.

The main problems concerning metadiscourse arise from the fact that the term itself is quite fuzzy. The primary difficulty lies in distinguishing metadiscourse from the propositional content. That is why a lot of studies look into metadiscourse as a device used to comment on the language in the text or as a way for the authors to express their stance (*Ädel, 2006; Can & Yuvayapan, 2018; Hyland, 2017*).

Within metadiscourse studies two approaches can be identified (*Ädel & Mauranen, 2010*)– a narrow approach and a broad approach. Conversely, Hyland (2017) views this divergence as a continuum, where the narrow and broad approaches are at the opposite sides of the spectrum.

The broad approach usually presupposes retrieving tokens that may potentially have metadiscursive function (like searching for personal pronouns). Then researchers analyze every occurrence in the corpus, excluding instances that are not metadiscursive. Finally, the conclusions are drawn by investigating the most common patterns on the lexical and grammatical levels, or by classifying the functions performed by metadiscourse. Hyland's taxonomy (2018) is the most common within this approach and thus it was used in my research. The following table illustrates Hyland's classification:

Table 1

**Hyland's taxonomy**

<b>Category</b>	<b>Examples</b>
<b>Interactive</b>	
Transitions	<i>in addition; but; thus</i>
Frame markers	<i>finally; to conclude</i>
Endophoric markers	<i>noted above; in section 2</i>
Evidentials	<i>according to ...; ... states</i>
Code glosses	<i>namely; e.g.; such as</i>
Interactional	
Hedges	<i>might; perhaps</i>
Boosters	<i>in fact; definitely</i>
Attitude markers	<i>unfortunately; surprisingly</i>
Self-mentions	<i>I; we; my</i>
Engagement markers	<i>consider; note</i>

**2.2. Persuasion and Engagement in Opinion Articles**

The research into the opinion discourse in the media primarily focuses on the specificity of editorials, often considering those and the comment article to be of the same genre (Biber, 1988). However, there are researchers who disagree with that view on the grounds of editorials being more institutional (Van Dijk, 1988) and more impersonal (Murphy, 2005). Opinion articles, vice versa, provide the reader with a reliable “voice” (Shen & Tao, 2021), allowing readers to evaluate and critically engage in texts aimed at persuading them. Virtanen (2005) further states that those genres differ in terms of their communicative purposes, the intended audiences, the writers' personalities, and the prototypical structure of the texts.

Opinion articles are also particular in that way that from the very beginning the author adopts the stance and then by different means they attempt to persuade the reader of that opinion (Fu & Hyland, 2014). In research in this area it is generally agreed that certain linguistic structures or patterns can elicit reader engagement in the written discourse (Zhang, 2019). A number of studies has employed the research into metadiscourse as a tool of attaining persuasion in newspaper texts (Dafouz-Milne, 2008; Kashiha & Marandi, 2019; Shahid et al., 2021).

**3. Data and Methods****3.1. Data**

The data for analysis consists of the corpus of 75 thousand words. Each subcorpus – British, American and Ukrainian has 25 thousand words. Each subcorpus is balanced in terms of the wordcount and the topics covered. Additionally, I normalized the data to present the results in the word frequency of the words per thousand.

For each subcorpus I have chosen articles from the three popular online newspapers of each country. Therefore, the data in British subcorpus consists from the articles of *The Telegraph*, *The Guardian* and *The Independent*; the data for the American subcorpus was taken from *The Washington Post*, *The New York Times* and *USA Today*; the Ukrainian subcorpus consists of the articles from *Unian*, *Business Ukraine* and *KyivPost*. All of the articles are written in English. To ensure that there is consistency in the thematic orientation of the articles, I chose the articles that covered the following topics: *International Affairs*, *Covid*, *Internal Problems*, *Culture* and *Economy*.



### 3.2. Methods

Since the paper focuses on the two aspects of metadiscourse markers use, the two distinct methodologies were used to achieve the goals of the investigation.

#### 3.2.1. Exploring the Peculiarities of Metadiscourse Markers Use

The classification of the metadiscourse markers that I found the most appropriate for my research is that of Hyland's. The categories proposed by him and also the methods of retrieval were deemed best to search across three different subcorpora and subsequently to derive adequate comparisons between the three varieties used in the investigation. However, with this amount of data I was still able to take a closer look at the individual occurrences of metadiscourse markers, allowing me to conduct a more nuanced evaluation of the role that the metadiscourse plays in the given text.

Even though the research in this area is quite substantial and there are non-exhaustive lists of the lexical items available, I decided to compile my own, considering the fact that to date no research was done comparing British, American and Ukrainian opinion articles. There are two main sources for the list of words that were searched for. First, I used already predefined sets of words and phrases largely based on Hyland. Second, just like Zhang (2016), I surveyed every 10<sup>th</sup> article in the corpus for the metadiscourse markers and then included them in my search.

#### 3.2.2. Measuring Reader Engagement and Designing the Questionnaire

The use of metadiscourse markers has been linked with the reader engagement and persuasion. To measure this, I decided to carry out a survey. The study of similar kind was conducted by Dafouz-Milne (2008) who explored the persuasive effect of metadiscourse, comparing English and Spanish editorials.

For the survey I chose four texts – two of them from the subcorpus of the native variety and the other two from the subcorpus of Ukrainian opinion articles. One of the texts from the native variety had a high occurrence of metadiscourse markers, another – low occurrence of metadiscourse markers. The texts from the non-native variety have been chosen according to the same principle. Considering the factor of topic, the only one that could appeal to both L1 and L2 audiences was *Covid*.

One of the issues that I encountered in designing the questionnaire is the size of texts. Each text is approximately 700-800 words long. Presenting participants with four texts of such length would lead for skewed results for the last texts, that is why, I opted for creating three focus groups with each receiving different sets of text to rate in terms of engagement:

1. A text from a native variety with high frequency of metadiscourse occurrence (engH) and a text from a native variety with low frequency of metadiscourse occurrence (engL);
2. A text from a native variety with high frequency of metadiscourse occurrence (engH) and a text from a non-native variety with high frequency of metadiscourse occurrence (ukrH);
3. A text from a native variety with high frequency of metadiscourse occurrence (engH) and a text from a non-native variety with low frequency of metadiscourse occurrence (ukrL);

The respondents were asked to rate the text on a scale from 1 to 5 according to two parameters answering the following questions:

- How engaging the text is?
- How persuasive the text is?

The main goal of my questionnaire was to determine the persuasive effect of the opinion articles and whether it is indeed so dependent on the metadiscourse markers use as the previous researchers have claimed to be the case in academic discourse. Therefore, I added another

question with the possibility of multiple choice so that readers can decide for themselves after reading both texts what were the main factors that influenced their decisions in rating the text.

The first three categories were based on the same categories that Dafouz-Milne used, that is rational appeal, credibility appeal and affective appeal:

- Logical appeal
- Emotional appeal
- Author's knowledge of the topic.

I added one more option that I was concerned might influence the engagement of the readers – The length of the text.

The questionnaire was disseminated through various WhatsApp chats and Facebook groups of my peers, so respondents' age is in range from approximately 20 to 26-27 years old. All of them are university students of various disciplines.

All in all, there were 12 respondents for each focus group, in each group 6 native speakers and 6 non-native speakers of English, their level of English was self-reported as proficient.

## 4. Results

### 4.1. Metadiscourse Markers Use by L1 and L2 writers

Generally, all the subcorpora have roughly the same amount of metadiscourse markers. The following table presents the results with data in the corpus normalized per 1000 words:

Table 2

Frequency of Metadiscourse Markers Use

Category	UK	US	Ukr
Interactive markers	9,60	11,47	10,94
Interactional markers	7,54	5,97	6,60
Total	17,15	17,45	17,54

The results show that both L1 and L2 writers employ the similar amount of metadiscourse markers. However, by taking a closer look we can observe that there are differences in the distribution within the categories.

Concerning the peculiarities of use of *interactive metadiscourse markers*, the biggest distinctions can be observed in the use of frame markers in Ukrainian variety (0,39; 0,47; 1,31 words per thousand in the British, American and Ukrainian varieties respectively) and evidentials in American variety (1,52; 3,32; 1,63 words per thousand in the British, American and Ukrainian varieties respectively). Figure 1 captures this peculiarity as well as other features of interactive metadiscourse markers in non-native and native varieties:

*Interactional metadiscourse* markers are the ones that directly inform the reader, refer to the reader or engage in any sort of interaction with them. The discrepancies in the use of interactional metadiscourse are presented in Figure 2:

In the *Discussion* section I will present the trends that are observed, especially focusing on the outlying data that best characterizes the writing of the speakers of different varieties.

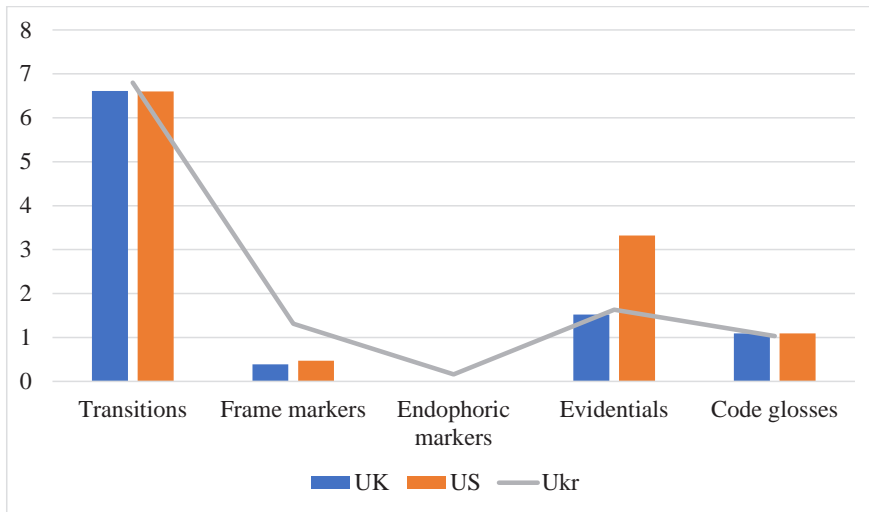


Figure 1. Interactive metadiscourse markers

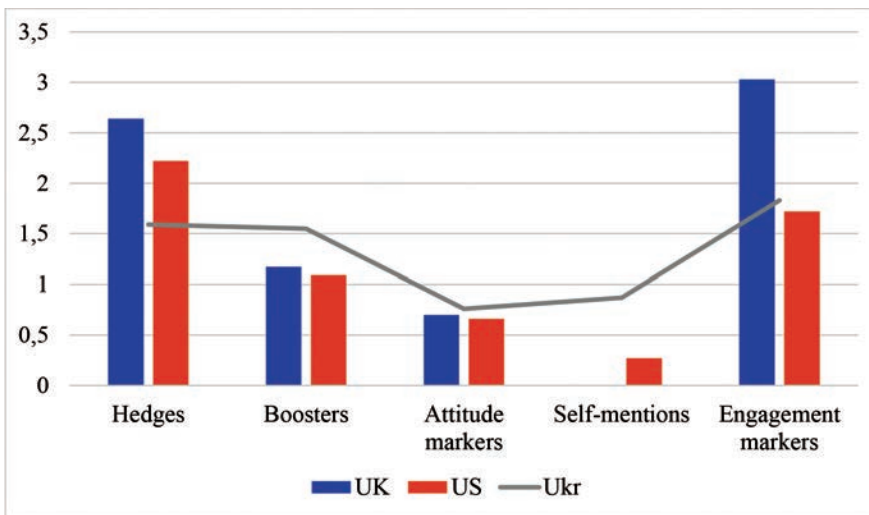


Figure 2. Interactional metadiscourse markers

4.2. Reader Engagement and Text Persuasiveness in L1 and L2 Speakers

Another aim of the paper is to see how features mentioned above might correlate in terms of engagement with target audiences.

Concerning the parameter of *persuasion*, the results don't differ much in terms of nationality and variety, except for one interesting thing. Native speakers rate the persuasiveness of texts native and non-native varieties generally to be 3 or 2, while the persuasiveness of the non-native varieties is rated at 3 or 4. Non-native speakers rate persuasiveness of the native

text to be 4, while the persuasiveness of the non-native text is rated overwhelmingly to be 3. The figure below shows the mean results of the rating:

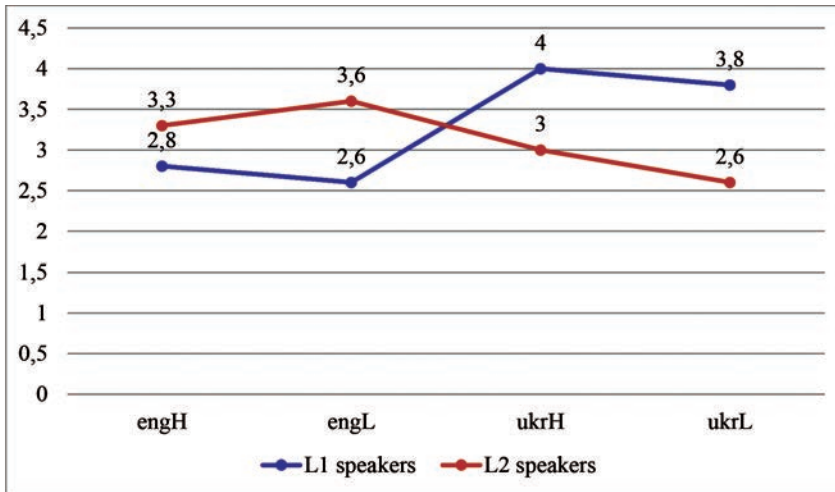


Figure 3. Reader Engagement as rated by L1 and L2 speakers

Judging from the obtained results, it appears that the use of metadiscourse markers had no effect on the persuasiveness of the text.

However, this is not the case with *engagement*, where there is clear evidence that the use of metadiscourse markers influenced the rating of the texts. The majority of the non-native speakers of English have rated the texts containing metadiscourse markers to be 4 or 5 on the scale of engagement, regardless of the variety. At the same time, the most common answer on the engagement scale for the texts with low frequency of metadiscourse markers occurrence from the non-native speakers was 3. The following figure illustrates the trends obtained via questionnaire:

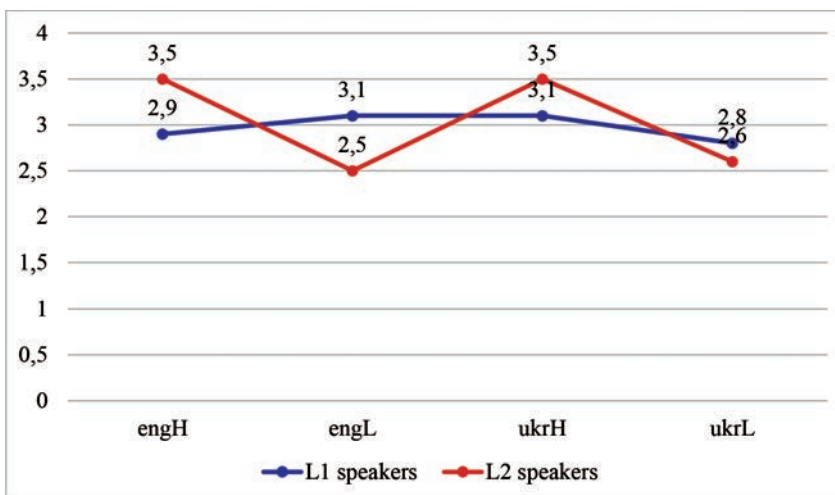


Figure 4. Text persuasiveness as rated by L1 and L2 speakers

The interpretation of the results and possible implications of the study will be discussed in the following section.

## 5. Discussion

### 5.1. The Use of Metadiscourse Markers

Concerning *interactive metadiscourse markers*, transitions predictably are the most common among metadiscourse markers, and there is little difference between the frequency of use of this category.

One of the most vivid distinctions concerning the use of interactive metadiscourse markers is visible in the use of *frame markers*. According to the data obtained, in the Ukrainian variety the frequency of the frame markers usage is 1,31 words per thousand words, while British and American varieties show a frequency of use that is almost two times lower than that, i.e. 0,39 and 0,47 words per thousand words in British and American varieties respectively. Those irregularities in the use of frame markers in Ukrainian articles could be explained by the conventional demands of the classical opinion essay structure in Ukrainian tradition. The use of frame markers is taught throughout school and encouraged in universities. Frame markers are regarded as the primary means of cohesion between paragraphs. The findings suggest that contemporary Ukrainian opinion writers are strongly influenced by the essay writing tradition, especially when writing in their L2.

This inference can also be drawn from the fact that the Ukrainian variety is also the only one that employs *endophoric markers*. Though endophoric markers are not ample in the Ukrainian corpus, they are still present there (0, 16 per thousand words), while the search for this type of metadiscourse markers did not yield any results in British and American corpora. The category of endophoric markers is commonly identified in the works investigating academic discourse (Ädel, 2017; Zhang & Sheng, 2021) and students' writing (Bax et al., 2019; Yoon, 2021) while the previous research into the use of metadiscourse in newspaper genres also show low frequency of endophoric markers in opinion texts (Dafouz-Milne, 2008). Such low frequency of usage of endophoric markers in opinion articles in comparison to academic writing could be due to the specificity of the meaning that endophoric markers convey. This type of metadiscourse is used to relate the current argument to the information that was either mentioned before or, as in the case of research articles, to the previous findings in the field. That is why endophoric markers are quite prevalent in scientific writing. They facilitate the communication between the reader and the scientific text. Opinion articles are different in this regard. Authors of those texts don't refer as often to the previous or other opinions. Their goal in those text is to express their stance and provide a strong argument capable of convincing the reader of adopting that stance.

Another peculiarity of the endophoric markers is that they sound somewhat formal. British and American writers attempt to connect with the audience by using more neutral or colloquial phrases. Ukrainian writing tends to be more formal, more akin to the opinion essays or research articles, therefore it is no wonder that endophoric markers are sporadically present in the Ukrainian opinion articles.

One more type of interactive metadiscourse markers worth looking into is *evidentials*. Evidentials are the second most frequent interactive metadiscourse marker found in the corpora (1,52; 3,32; 1,63 words per thousand in the British, American and Ukrainian varieties respectively). They are used as a background to the opinion that the author presents or as supportive arguments to the author's claim. Interestingly, American writers employ twice as

many evidentials than other analyzed varieties. This trend points to the fact that the authors of the American opinion articles tend to substantiate their claim with references to external sources. This trend has not been observed in British and Ukrainian opinion articles.

One of the first striking differences in the use of *interactional metadiscourse markers* appears to be the use of hedges. In native varieties authors show a high preference for this type of metadiscourse, while Ukrainian writing doesn't have such tendency. Hedges is one of those devices that demonstrate the author's commitment to the claim (Burrough-Boenisch, 2005). It is generally agreed upon that British English tends to be less direct in its expression. On the other hand, hedging as a phenomenon is not common in the Ukrainian language. Modal verbs play less significant role in the grammar system of the language, so adverbial modifiers are used as hedges in the expression of opinion. That could explain why Ukrainian authors use almost twice as less hedges as British authors.

The use of *boosters* is completely opposite to the use of hedges. Where native varieties show a high frequency of hedges, those same varieties use a lower number of boosters. Interestingly, Ukrainian variety is more or less balanced in terms of usage of those two metadiscourse categories. The main difference of boosters from all the other subtypes of metadiscourse is, as Hyland(2018)said, that they "allow writers to close down alternatives". This fact points to the peculiarity of the Ukrainian writing that instead of meandering around the point, the writers are more direct in the expression of their opinion.

Another feature in the use of boosters in a Ukrainian variety is that there are boosters that are present only in this variety. Interestingly, this is the only category of metadiscourse that has so many unique words. There could be two reasons for it. Firstly, the Ukrainian authors seem to use a lot of boosters in their native language and secondly, the Ukrainian language has a wide variety of lexical means to strengthen the proposition. Boosters that were found only in the Ukrainian opinion articles are *inevitably, significantly, importantly, it is clear that*.

Another interesting point I would like to make is that in Ukrainian opinion articles authors prefer to use clauses rather than sentence adverbials. For example, *Clearly* is never used as a booster in the Ukrainian subcorpus, it is usually substituted with *It is clear that*. On the contrary, *Clearly* acts as an adverbial modifier, which is the exact opposite of the usage of the adverb in British and American varieties.

Even though the distribution of *attitude markers* is practically the same across the varieties, the Ukrainian subcorpus has a number of peculiarities that are worth mentioning. First, in Ukrainian opinion articles, the authors have a smaller number of unique attitude markers. By this I mean that the words that are quite commonly used in British and American varieties are absent in Ukrainian subcorpus. Such words as *true, know, regret* were not found. Second, Ukrainian authors prefer to use either passive or impersonal construction. This was observed concerning other types of metadiscourse, so having encountered this phenomenon so many times I believe that this is a typical pattern for Ukrainian writing.

The category of *self-mentions* is perhaps the most interesting and the most complex to investigate. This category of metadiscourse is best identified when searching for personal pronouns and their oblique forms, as for example, *I, me, we, our* etc. Opinion articles are replete with those kinds of pronouns, however, the main problem in this case is separating metadiscursive *I* from *I* used in the propositional content. British English usually uses metadiscursive self-reference with attitude markers though those instances are comparatively rare. In the majority of cases, self-mentions are a part of propositional content, employed in the narration of the author's personal experiences that serve as a background to the problem that they want to discuss. American English has few instances of self-mentions that perform metadiscursive



function, while Ukrainian variety demonstrates the preference for using metadiscursive self-mentions (with a frequency of 0,87 words per thousand in comparison to American English variety that has a frequency of 0,27 words per thousand).

Concerning *engagement markers*, the only irregularity that can be observed is that British English uses almost twice as many engagement markers as American and Ukrainian varieties. Moreover, it shows greater variability. Despite the most common engagement marker being rhetorical question, British authors often address the reader directly using a number of such verbs as *remember; hold on, note* etc. These results suggest that opinion articles written for British audiences are more interactional and that they expect readers to be involved in the text.

## 5.2. Reader Engagement

From the results of the questionnaire, it can be seen that the speakers of their own variety tend to rate the *persuasiveness of the text* to be lower than the persuasiveness of the variety that is not native to them. This could be due to the fact that the prevailing discourse in their country has been already established and promulgated by either social media or newspapers. The majority of people already have a clear stance on the issue of vaccination and thus the opinion articles would have little to no effect on them regarding changing their opinion on the issue. On the other hand, there is a small likelihood that the speakers of those varieties were exposed to the narratives common in the articles in the other countries, especially Ukraine. Thus, this could be the reason why native speakers of English rated Ukrainian articles to be higher on the scale of persuasiveness – they were genuinely interested in the discourse as it was something different from what they usually hear every day.

The same logic could be applied to the Ukrainian speakers. Generally, the Ukrainians are not particularly involved in British politics, and that's why, not knowing the prevailing narratives of the country, they considered the two texts that were presented to them to be convincing enough and rated them higher than the Ukrainian texts, the context of which is well known to them. Another factor that could have influenced their decision is the inherent bias in regarding native speakers of English as those who know better and write better. Even though I tried to minimize the influence of such bias by removing the name of the author and the source of the publication, the content of the articles might have given away which variety is the native one, and, for the majority of the Ukrainians per se stands higher in the hierarchy of credibility.

The situation is different however if we look at the parameter of *engagement*. Results show that metadiscourse markers are essential for the non-native speakers to orient themselves in the text, they boost their engagement in discourse and facilitate their understanding of the content.

For the native speakers, the use of metadiscourse markers appears not to make any big difference. All the texts, with and without metadiscourse markers of both native and non-native variety, were rated mostly 3 to 4 with no significant difference.

However, I still argue that metadiscourse markers have played a role in engaging the readers. When answering the question of what was the main factor that influenced their rating of the texts, the readers overwhelmingly chose the options "*Author's word choices*" and "*Organization and structure*". Even though the phrases seem a bit vague they still point to the use of metadiscourse markers, as those markers are the one that organize, structure and create the interaction between the author and the reader.

This conclusion is in line with the third most popular option for reasons for rating the text – "*Logical appeal*". This criterion demonstrates the author's ability to clearly and accurately present the information, make reader question and analyze the data. So far, the studies on metadiscourse have proven that metadiscourse markers play significant role in presenting that.

## 6. Conclusions

In the paper the use of metadiscourse markers was explored in opinion articles by L1 and proficient L2 writers of English. Each of the varieties has their own peculiarities. Across the categories, the discrepancies in the usage of transitions, frame markers, evidentials, hedges and engagement markers stand out the most.

British English has an overwhelming number of Hedges and Engagement Markers. These findings are in keeping with the previous research in the field that has yielded similar results. American English uses a great number of Evidentials, which points to the fact that the authors of the American opinion articles tend to substantiate their claim with references to external sources.

The feature that stands out the most in the L2 writing by Ukrainian authors is the greater adherence to the formal structures that is expressed through higher frequency of frame markers and endophoric markers in comparison to native varieties. Ukrainian writers also prefer to use metadiscourse in passive constructions which adds even more formality to the tone of opinion articles. Two possible explanations for the phenomenon could be the fact that authors write not in their native language and that they follow writing conventions typical for Ukrainian culture.

Concerning the engagement among L1 and L2 audiences, the results show that metadiscourse markers are essential for non-native speakers to orient themselves in the text, they boost their engagement in the discourse and facilitate their understanding of the content. Native speakers however, do not rely on metadiscourse that much. The results showed no significant discrepancy in the native speaker rating of engagement concerning the frequency of metadiscourse markers use in the articles.

The study offers a peak into the typical writing strategies among British, American and Ukrainian writers, and while it provides representative results, it is still limited by the choice of topics and source materials. By compiling a larger corpus and conducting a more rigorous investigation, other peculiarities may become apparent. In the study of engagement, further research in this area could implement eye-tracking to see how readers perceive texts with varying degrees of metadiscourse markers use.

As to the implementation of current research, the peculiarities of L2 writing can be tracked and improved in school system in Ukraine. The paper will also be of great interest to the researchers in pragmatics and manipulations in news discourse as the investigation touches upon factors that influence reader perception.

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## “PANDEMIC” CONCEPT IN THE ENGLISH LANGUAGE

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### Summary

The term "concept" has a number of definitions, but there is no universal one. The concept is one of the basic phenomena of modern linguistics. The concept is a mental formation, which is the result of a person's cognitive activity and contains information about the objects of the surrounding reality. The concept can be defined as a global unit on the mental level that represents and structures human knowledge of both material and spiritual worlds. The concept content can be divided into its linguistic significance and a cultural interpretation, so the concept is often called a unit of knowledge, an abstract idea or a mental symbol. The concept of "pandemic" can be considered a key element included in the linguistic picture of the world of every language nowadays. The structure of the concept is represented by three basic components: in the image, information content and interpretation field. The concept of "Pandemic" can be classified into 7 subgroups, the lexical units of which are in the center of the lexical-semantic group and are close to the value of the nucleus, which can in its turn be subdivided into 3 subgroups.

**Keywords:** conceptual picture of the world, semantic groups, verbalization, nomination, lexemes, lexical units, lexical value.

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### 1. Introduction

Studying the concept dates back a long time ago. Its origin and primary development are associated with the name of P. Abelara (XII century), who believed that the concept is a form that is capable of covering any meaning, a set of concepts in the human mental sphere, formed during the perception and use of speech.

The term "concept" in modern linguistics is interpreted extremely widely and ambiguous. The information content of the concept consists of a minimum number of cognitive features that determine the most important and distinctive features of an object or phenomenon. The interpretation field includes cognitive features that interpret the information content of the concept. A distinctive feature of the interpretation field is the presence of cognitive symptoms that contradict each other. The concept structure can only be described when its content is defined and described, that is, cognitive features of the concept exist.

When studying the concepts that are units of the mental level and are not subject to direct observation, scientists are appealing to the expression plan: words, phrases, sentences, text. The word as the name of the concept with its lexical value reflects the most significant features of the concept.

All conceptual information and representation of a person about the surrounding world form a so-called conceptual picture of the world stored in public and individual consciousness in the form of a set of concepts called conceptosphere. The conceptual picture of the world is



objected in the language, creating, accordingly, the linguistic picture of the world, which is narrower in content and reflects the most significant fragments of the conceptual.

Concept is a universal, global unit of mental level, quantum clearly and consistently structured human knowledge of material and spiritual worlds; the means of expression and explanation of which is the language; fulfilling the evaluation function, closely related to the mind, memory, culture and psyche, the concepts are not only anticipated, they are felt. The concept is also a discrete unit of collective consciousness, which is stored in the national memory of the language of the language in the vocabulary.

Among the researchers there is a popular statement that the current language cannot be considered irrespective of its direct media – a person. The leading direction of modern anthropocentric linguistics development is a cognitive approach, which is why the clear definition of the term "concept" as the main for this field of linguistics is extremely important. The scientists' attention is, first of all, attracted to the concepts related to the culture of people, which conveys the peculiarities of their collective consciousness: life, death, man, love, happiness, etc. The theoretical and practical issues of the concept in modern linguistics have been considered by O. Babushkin, O. Kubryakova, S. Askoldov, D. Lihachov, Yu. Stepanov, S. Zabolinskaya, M. Boldirev, Z. Popova, J. Sternin, S. Vorkachev, O. Selivanova and others.

## 2. Concept in linguistics

In linguistics the concept, unlike the word, has a more complex structure. The content of the concept is divided into its linguistic significance and a cultural interpretation, so it is often called a unit of knowledge, an abstract idea or mental symbol. Among the researchers there is a common idea that modern language cannot be considered irrespective of the direct medium of this language. The leading direction of modern anthropocentric linguistics development is a cognitive approach, so it is extremely important to clearly define the term "concept" as the main thing for this branch of linguistics. As mentioned above, "concept" does not have universal definitions in linguistics, despite the fact that many linguists were and still are engaged in its study.

The concept is one of the basic phenomena of modern linguistics. The concept is a mental formation, which is the result of a person's cognitive activity and contains information about the objects of the surrounding reality. The concept and interpretation are correlated as a part and the whole: the interpretation contains only the most significant features of the object and are the base layer of the concept. The content, in addition to the meaning, includes chosen, emotional, evaluative, as well as cultural and national information (*Angelova, 2004:4*).

In modern linguistics there are three main approaches to understanding the meaning of "concept":

1) linguistic (S. Askoldov, D. Likhachov, V. Kolesov, V. Telia): since the concept exists for each vocabulary value, then it should be considered as an algebraic expression of meaning. In general, supporters of this direction understand the concept as all the potential of the word meaning together with its connotative element;

2) cognitive (Z. Popov, J. Sternin, O. Kubryakova): the concept is a phenomenon of mental character. Representatives of the cognitive approach are included in the concept of mental phenomena and interpret it as an operational meaning of memory, mental lexicon;

3) culturological (Yu. Stepanov, G. Slyshkin): culture on the whole is understood as a set of concepts and relations between them. Concept is the main part of culture in the human mental world. Scientists who adhere to this approach are convinced that when studying the



concept, attention should be paid to the cultural information that it transmits. The concept here is defined as a basic unit of culture and is its concentration.

Thus, at the present stage in linguistics it is impossible to track a single opinion in the interpretation of the meaning of "concept" and its ability to characterize the surrounding world. Regardless of the types of concepts, all of them are structural links, building material of the conceptsphere of a certain language, in which smaller formations can be distinguished.

Researchers note that the concept, as a category that is one of the most important for a number of spheres, is characterized by its heterogeneity. Specific and abstract, individual and group concepts are allocated; their division can be continued to smaller units. In detail, the typology of concepts can be considered on the following features:

- 1) mental pictures (specific visual images – e.g. "German Shepherd" dog);
- 2) schemes (less detailed images – e.g. home as a house);
- 3) hyperonyms (very generalized images – e.g. wood);
- 4) frames (a set of associations that we keep in memory – e.g. New Year);
- 5) insights (knowledge of the functional purpose of the subject – e.g. a fork);
- 6) scenarios (knowledge of the plot development of events – e.g. wedding);
- 7) kaleidoscopic concepts (a set of scenarios and frames that are associated with feelings – e.g. happiness) (*Vezhbitskaya, 1997: 43-67*).

Linguists emphasize that the concepts, which are a consequence and the result of a person's cognitive experience, are clearly structured, have a specific form of existence. According to G. Slyshkin: "Concepts reflect the content of knowledge gained, experience, results of all human activity and the results of its knowledge in the form of certain units," quantum "knowledge." According to the researcher, concepts are units, meanings that man operates in the thinking process. In the minds, they are formed in several ways: on the basis of sensual experience; based on practical activity; on the basis of cognitive (experimental, theoretical) scientific activity; on the basis of mental activity during transactions with already known concepts; based on communication (verbal, nonverbal) (*Slyshkin, 2004: 23-25*).

The cognitive definition of the concept essence is based on several basic principles: the concept is able to form and preserve knowledge of the world, reflect the results of human cognitive activity; concepts as units of thinking level exist in the form of certain information elements; it is a means of forming, verbalization of concepts in human consciousness; when creating concepts with auxiliary sources, there are sensual experience, practical activities, visibility.

By definition after O. Selivanova, the concept is the information structure of consciousness, a variety of special memory units, which contains a set of knowledge about the object of knowledge, verbal and non-verbal, acquired by the interaction of five mental functions of consciousness and an extra-aware. The nucleus of the concept is the concept fixed in the form of proposal structures and marked with a certain nominative unit. Concepts originate during cognitive activity, reflect and summarize human experience and consciousness, are realistic, bringing information under certain categories and classes produced by society. The word is a means of accessing conceptual knowledge, but it can represent different concepts, so it is a rather compact conceptualization means (*Selivanova, 2006:256*).

A. Zagnitko emphasizes the universality of the concept and language as the most important means of its material expression, implementation: "The concept is a global unit of thinking activity, it is a quantine of structured knowledge. Concepts are mostly inherent in universalism, their expression cannot be limited only in the language, but the latter appears one of the most powerful means of manifestation in particular and the conceptsphere in general" (*Zagnitko, 2010:12*).

Folk, national culture determines the deep, expressive content of concepts; the word is a means of their verbalization, degradation. The significance of specific linguistic means (lexeme, phraseologic unit, expressions) leads to the emergence of concepts in human consciousness. At the same time, personal and cultural and historical experience significantly expands the limits of formation and perception of concepts. If the culture of the people who are the speakers of the language expands, diverse, as a consequence, the structure of a particular concept is also complicated, becomes clearer and brighter pronounced. The linguistic cultural view is based on the accumulation (cumulative) function of language, by which it is directly preserving and transferring popular experience from generation to generation.

Consequently, today there are a huge number of definitions of the term "concept".

At the same time, among all definitions can be distinguished by certain common features by forming a separate, generalized definition: the concept is a universal, global unit of mental level, the quantum clearly and consistently structured human knowledge of the material and spiritual world that surrounds it; means of expression and explanation of which is the language; by performing an estimated function, closely linked to the mind, memory, culture and psyche.

### 3. Pandemic as a linguistic concept

The concept of "pandemic" is considered socially important, especially in the current situation. This is a key element included in the linguistic picture of the world of almost every language today. This concept consists of enormous and most important mental formation in the naive and national language picture of the world. The naive speech picture of the world serves as the basis for the formation of a national picture of the world and the main mechanism of national thinking.

In any language, the concept must primarily have a form – word: verbal shape or verbalization. Lexical units that relate to the conceptual space of the concept are called verbalizers.

The concept verbalizers can be distributed to various components of the group, which some linguists call nominative fields of the concept. The term "field" itself can be considered synonymous to the term "group" and distinguish lexical, grammatical, syntagmatic, associative and other groups or fields. The nominative field is seen as a "set of linguistic means that lens (verbalize, represent) the concept in a certain period of development of society" (Popova, 2007: 66).

To such means they include direct nominations of the concept, derivatives (portable) nominations of the concept, single words, contextual synonyms, phraseologisms that include the name of the concept, paremia, metaphorical nominations, stable comparison with keyword, free phrases that are nominated by certain features that characterize concept, associative field, subjective verbal definitions, vocabulary interpretations of linguistic units, dictionary articles in encyclopaedias and reference books, thematic (scientific), journalistic or artistic texts, collection of texts (subject to explication or discussion of complex, abstract or individual-author's concepts) (Popova, 2007: 69-71).

The complex method of studying the lexical-semantic group "Pandemic" in English is realized through a combination of general scientific and linguistic methods and is based on the principle of systemicity to study the object, which involves the use of a phased analysis of the language material.

The main verbalizers of the Concept "Pandemic" are primarily the corresponding lexemes, for example: Pandemic, Pandemia, disease, virus, coronavirus, COVID, COVID-19, SARS-COV-2.

The core of the lexical-semantic group is the lexeme "Pandemic". First of all, we will analyze the definitions given by directories, dictionaries and information sites.

According to the official definition of the World Health Organization, Pandemic is “*an epidemic occurring worldwide, or over a very wide area, crossing international boundaries and usually affecting a large number of people*”. The classical definition does not include anything about the immunity of the population, the virology or severity of the disease. Based on this definition of a pandemic, it can be argued that annually in the southern and northern hemispheres a pandemic occurs, because seasonal epidemics cross international borders and affect a large number of people.

According to the Cambridge dictionary, the term "pandemic" has the following definition: “*a pandemic is an occurrence of a disease that affects many people over a very wide area*”.

The concept of pandemic also includes a number of nominee divisions: various grammatical forms of the word "pandemic" (Pandemic, Pandemics, Pandemical, Pandemically), phrases with the word "Pandemic" (Global Pandemic, Hazardous Pandemic, New Pandemic, Dangerous Pandemic); Contextual synonyms of the word "Pandemic" (Coronavirus, COVID-19, SARS-COV-2, a new disease); words associated with pandemic that can be divided into groups and subgroups.

#### 4. Classification of “pandemic”

The material analysis showed that most of the selected lexemes (140 units) can be divided into 7 subgroups, the lexical units of which are in the center of the lexical-semantic group and are close to the value of the nucleus:

1) lexical units to indicate the variations of the virus (7): SARS-COV-2, Covid-19, Coronavirus, Covid, a virus, a new disease, infectious disease;

2) lexical units to indicate the symptoms of the disease (19): Coronavirus symptoms, fever and tiredness, (new) continuous cough, breathing difficulties, respiratory symptoms, the onset of symptoms, fever, cough, fatigue, loss of smell, shortness of breath, pneumonia, exposure, acute respiratory distress symptoms, to develop symptoms, to catch coronavirus, to confirm positive, to become critically ill, to be most contagious;

3) lexical units to indicate a person's health condition before the disease (8): underlying health conditions, vulnerable people, chronic diseases, HIV, low immunity, cancer, diabetes, elderly age;

4) lexical units to indicate methods of treatment (15): the Coronavirus fight, Coronavirus emergency, Coronavirus service, subcutaneous injections, intravenous infusion, PEP (post-exposure prophylaxis), artificial lung ventilation, to tackle the virus, symptomatic treatment, supporting therapy, antiviral treatment, to treat people, to activate emergency-response mechanisms, to scale-up emergency-response mechanisms, to struggle with the virus;

5) lexical units to indicate how to prevent disease (56): quarantine, lockdown, vaccination, inoculation, social distancing, isolation, self-isolation, unnecessary journeys, essential shopping, public gatherings sanitizer gel, stockpiling, shielding, public health, social restrictions, reasonable/unreasonable excuses, Covid restrictions, public health emergency of international concern, aggressive antibody testing, screening tests, positive cases, shelter-in place provisions, test kits, testing process, procurement of vital medical equipment, a mask, a face mask, a medical mask, personal protective equipment, alcohol-based hand rub, frequent hand-cleaning, disinfection vehicles, health checks, low stocks at supermarkets, contaminated surfaces, preventive measures, hand washing, maintaining distance, curfews, stay-at-home

orders, workplace hazard control, facility closures, to trace contacts, to protect oneself, to communicate about the risk, to stay away from other people, to seek medical advice, to be tested for the virus, to stay at home, to wear medical masks, to remove the mask, to discard the mask, to dispose the mask, to avoid infection, to penetrate masks;

6) lexical units to indicate the methods of disease spreading (16): pandemic, global pandemic, epidemic, SARS-CoV-2 transmission, the coronavirus outbreak, global spread, the spread of the virus, Coronavirus cases, hardest-hit countries, Chinese lab boss, a bounce-back of the disease, prevalence of the virus, a speculative theory, the trajectory of the outbreak, a route of transmission, to be linked to the previous cases;

7) lexical units to indicate the social consequences of the disease (19): severe global socioeconomic disruption, the largest global recession, misinformation, disinformation, postponement of events, cancellation of events, widespread supply shortages, panic buying, to choke a fragile economy, to expand coronavirus policy, to reopen business, to roll back restrictions, to push hospitals to over capacity, to step up the massively important testing program, to bulk-buy a huge supply, to implement travel restrictions, to increase testing capacity, mortality rate, fatality rate.

The least numerical group is a group of lexical units to indicate variations of the virus / disease name (7 units that is about 5%), which can be logically explained by the fact that it is a single infection (SARS-COV-2 or COVID-19), which led to Pandemic in 2020. Existing options are explanations (a new disease), simplifying (Coronavirus, COVID) or even euphemisms (infectious disease, a virus).

The next largest group is a group of lexical units to indicate a person's health condition before the disease (8 units that is about 6%) that can lead to symptoms and make a severe disease (diabetes, HIV, cancer and others).

A much wider group (15 units that is about 10%) is a group of lexical units to indicate methods of treatment that is quite dynamic and steadily replenished with new units (subavenous infusion, PEP (post-exposure prophylaxis), artificial lung ventilation, to tackle the virus, symptomatic treatment and others).

A group of lexical units is very close to it in the designation of methods for spreading the disease (16 units that is about 11%) (SARS-Cov-2 transmission, the Coronavirus outbreak, global spread, the spread of the virus, Coronavirus cases, hardest-hit countries and others).

The following two groups are equivalent in quantity (19 units that is about 14% in each): lexical units to indicate symptoms of the disease (cough, fever, fatigue, loss of smell and others) and lexical units to indicate social consequences of the disease (severe global socioeconomic disruption, the largest global recession, panic buying, cancelation of events, widespread supply shortages and others).

The most numerical group that consists of 56 units (about 40%) is a group of lexical units to indicate methods how to prevent the disease (quarantine, lockdown, vaccination, inoculation, social distancing, isolation, public gatherings and others). This group has significantly expanded during the period from May to December 2020, which is explained by the fact that the methods of preventing infection are the main goal in all countries of the world.

The peripheral of the field includes units that are the most distant in their meaning to the nucleus. All fixed lexemes can be subdivided into 3 subgroups that include the following lexical units:

– subgroup 1 – lexical units that arouse feelings associated with excitement of possible infection of a person or his loved ones (nervousness, fear, inevitability, overexcitement, restlessness);

- subgroup 2 – words to support the types of professional activities that have been difficult through a pandemic (online conferences, Zooming, Skype work, contactless delivery, distance learning);
- subgroup 3 – lexical units denoting a person's attitude to a pandemic and warning and fight against it (conspiracy theory supporters, Antivax, Anti-Vaccination League, Anti-Covid society members).

## 5. Conclusions

An important feature of the concepts is the focus on the value guidelines of the people. Value as a specific social definition of objects and phenomena of reality, taking into account their significance, positive or negative importance to humans and society is an important element of any linguistic culture concept. In the language marker, the value of the phenomenon or object becomes a nominative density of the group of words that denote it. The values are based on the definition of the phenomenon significance in human life. They encode a special perception of the world and the person himself in it. The meanings arise as individual, but if they share a large number of people, they become universal and acquire the status of values. In this case, the value filling of the concept largely determines its national specificity.

The structure of the concept is represented by three basic components: in the image, information content and interpretation field. The image (perceptual and cognitive) is formed by cognitive features of the subject or phenomenon, or as a result of reflection of the senses or comprehension of reality through the metaphor. The information content consists of the most significant cognitive features that determine the characteristics of the subject. The information field does not include the evaluation features of the concept attributed to the sphere of interpretation. Interpretation content is formed on the basis of rethinking the main content of the concept and reflects cognitive signs of evaluation and interpretation. The information field is inhomogeneous and all cognitive signs, it is structured, are divided into several baseline zones: encyclopedic (cognitive signs arising on the basis of experience or study), utilitarian (cognitive signs that reveal the utilitarian attitude to denotate), regulatory (cognitive signs, , regulating behavior of people), general evaluation (cognitive signs of concept evaluation), socio-cultural (cognitive signs of the concept reflecting its connection to the cultural environment of the people), paraemine (cognitive signs of the concept recorded in proverbs and sayings) etc.

The contents of the concept are interpreted as a set of all cognitive signs of the concept. The content of the concept is organized according to the field principle: the core of the concept – the near periphery – the extreme periphery. The place of the cognitive feature in the field structure of the concept is determined by the brightness of the feature and is regulated by the following rule: the brighter the cognitive sign, the closer it is to the nucleus. Thus, the kernel of the concept is often formed by cognitive characteristics, transmit its content, the periphery is signs of a subjective nature that express the attitude towards it in a variety of situations of communication.

The concept of “Pandemic” is a global concept that is currently widening, so, its components are still changing. This concept is becoming a universal one as it has very similar structure in different countries and, as a result, in different languages. The prospective is a contrastive research of the concept of “Pandemic” in two languages.

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## SUBSTANTIATION OF EARLY TEACHING OF TECHNICAL AND TACTICAL TRAINING IN GIRLS BOXING

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### Summary

The article presents the substantiation of early training of technical and tactical training of girls who deal with boxing. *Methods.* Theoretical analysis of special and scientific literature, educational programs on sports and combat martial arts, generalization of data. *Results.* Considered: World trends in sports in general in gender, the chronology of the formation of women's boxing in the world, trends in the development of girls boxing in Ukraine and Europe. The theoretical analysis of physiological possibilities of girls to early mastering of techniques and tactics in boxing. Proved the ability to teach girls technical and tactical training (TTP) in boxing earlier than indicated in the training programs in boxing. It has been studied age qualification in the educational program of Children's and youth sports schools (CYSS) from admission to sports martial arts and boxing. A comparison of age qualification is made when taking on boxing and combat martial arts of girls. It have been studied normative requirements of leading countries in Europe in a girls boxing with transmitted to the following stages of preparation in the CYSS. It is determined that criteria only with the assessment of physical training and the indicated sports outcome on competitions during the year are not enough to transfer to the next year. *Conclusion.* The results of the theoretical analysis have proved to be expedient to decrease the age qualification for girls when enrolled to the boxing department of CYSS. It has been determined the great consideration of TTP level when transferring to the next year of study in the CYSS. The need to create author's techniques for assessing TTP in girls.

**Keywords:** Girls training, evaluation methods, pedagogical approach, women's boxing.

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### 1. Introduction

Masculinization of society in recent years is significantly amplified and sport is not an exception. Increasingly, women choose the sports which were considered to be inherent in men. Boxing as one of the most popular sports increasingly becomes attractive to the female gender. Increasing attention from the side of the media raises the social status of a boxer woman, thanks to which the objective integration into social life is growing (Konokh & Vorontsov, 2021: 7-10). The success of Ukrainian women's boxers in competitions of different levels, including in the international arena, enhance motivation to classes in girls from earlier age. But in educational programs for receiving a boxing office to children's and youth sports school (CYSS) of Ukraine, such norms do not meet world social aspiring and interest in the development of this sport. *The Purpose of The Study:* It is to prove the expediency of lowering the age qualification for girls when reception to the box office in the CYSS. *Material & methods.* To find out the problem field of the selected topic, the determination of the object, subject, the purpose and substantiation of the results used the method of the theoretical analysis of special and scientific literature, the Internet, generalization of data.

Implementation of this method was carried out by analyzing and generalizing the data of scientific literature and experience in domestic and foreign practices on the preparation of athletes, regardless of sex in various sports and boxing. The study and generalization of scientific literature on the subject of the article was carried out according to educational and methodical manuals, scientific articles of professional scientific journals, materials of conferences, dissertation and dissertation robots, leading scientific Internet resources.

## 2. Prerequisites for the development of girls boxing

Recently, more and more female gender are interested in sports starting from amateur sports and ending with professional. The number of women participating in the highest rank competition has increased. According to specialists, the number of women in the last 30 Olympiad has increased by 800%. The number of women representing the countries of the Middle East and North Africa is constantly increasing. According to statistical data in 1896 Olympic Games in Athens, women had no admission to the competition, later in 1952 in Helsinki women's gender representatives were already 10.5%. In Beijing at the 2008 Olympic Games, the number of women participants increased by 40% – 42.05% according to various data in London at the 2012 Olympic Games increased to 44.7% of the total number of athletes. In the Olympic Games Tokyo – 2020, the share of women will be 48.8%, and at the Olympic Games in Paris – 2024 on the recommendation of the IOC it is planned to achieve an equal number of athletes of men and women. Gaining women with increasing sports including traditionally "male", contributed to the expansion of the Olympic Games Program. In Paris, on the II Olympic Games in 1900, women first took part in two sports programs: golf and tennis. Next, they submitted such a purely "Men's" sports as: Football at the Atlanta 1996, Taekwondo and Heavy Athletics at the Olympics in Sydney in 2000, the struggle is free to the Olympiad in Athens in 2004, Boxes at the Olympiad in London 2012. According to the statistics of the two last Olympic Games of 2012 and 2016, women presented in 5 programs on sports martial arts, 6 possible. In some types, compared to the number of participants with men (Taekwondo), some began to take the lead in the number of female athletes (fencing), in other types of OI programs from sports martial arts (freestyle wrestling and judo) tendency to increase in the number of women participants. Although it is a sign of the adoption of a female Boxing in the OI-2012 program, at the Olympic Games of 1904, there was a demonstration boxing battle among women in this sport, but developing a woman's boxing has not received, moreover, was banned in some countries.

The revival of female boxing at the official level is associated with the Swedish Boxers Association and the British Association of Boxers-Amateurs who conducted in turn competitions for women's boxers in 1988 and 1997. At the end of 1998, the AIBA Congress (World Amateur Boxing Association) decided to develop women's boxing. Despite the fact that the Olympic program from women's boxing at the beginning took place in three weight categories, and from the following games to Tokyo will be already in five weight categories, which is still less than men, but in the long run, in Paris, it will be added to Paris one weight category in women. In 2021 in Saudi Arabia, the first training of Boxing Female Trainers (*Konokh & Vorontsov, 2019: 115-119*) was held.

Thanks to the above-described actions women's boxing began to develop rapidly. More classification competitions internationally, international tournaments and joint training fees have increased. Also increased the number of competitions within the country, which contributed to the popularization of this sport among girls and more attention from sports functionaries. Thus, the issue of the development of the youngest age groups of female boxing in order to prepare

the reserve in the future and strengthening the international image of Ukraine as a "boxing state" in competitions of these age groups in the future.

In 2017, the First Boxing Championship of Ukraine was held among girls 12-13 years old, that is, 2004-2005 years of birth. Then in 2018 a qualifying championship of Ukraine was held to identify candidates for participation in the first championship of Europe on this age group, by that time the girls began such official competitions for 14 years. It indicated the disadvantages in technical and tactical training and forced to review in general the training process of girls engaged in this sport.

To the opinion of the author, a similar situation was already in boxing practice in the middle 70s of the last century, when the selection at the boxing department was for boys from 14 years old, and later in 1975, the age cense was reduced to 12 years old and coaches needed to change teaching approaches to technical and tactical preparation of boxers.

3. Analysis of age qualification and regulatory requirements in educational programs of sports martial arts in children's and youth sports schools

In connection with the conducting of the country's championships held from 12 years and the popularity of women's boxing to classes for this sport, more and more girls are moving from other sports and martial arts. One of the reasons for such a transition to Box's class is that some types of martial arts are allowed to classes and various rank of girls tournaments with a smaller age-older than in boxing, so the greater number of girls at the beginning of their sports career – a martial board forced to go to other species sporting and martial arts. Subsequently, when the age-old process allows you to engage and take part in boxing competitions there is a transition to this sport. But this is not always positively displayed on boxing and coaching techniques for a long period of time to make their adjustments to technical actions, and in some cases to radically change. Therefore, the author had an assumption of a decrease in the age qualification for girls when taking a boxing office in children's and youth sports schools (CYSS) for this purpose, a visual qualification for girls when reception in other types of contact martial arts.

In the review of educational programs for sports and national units for the CYSS approved by the Ministry of Youth and Sports of Ukraine, it was to consider the age-old training program in the initial training group on the department of contact martial arts such as: the Ukrainian martial art "Spas" – the age of enrollment 7-8 years, Taekwondo WTF – age enrollment 7 years old, Horting (modern Ukrainian martial art) – age enrollment 6-8 years old, Kickboxing WAKO – age enrollment 7-8 years old, Pankration – age enrollment for 8 years, Thai boxing – Age of enrollment 10 years, Handwritten battle – Age of enrollment for 8 years, MMA (mixed martial arts) – age enrollment 8-9 years old, boxing (girls) – age of 10 years.

Age qualification at sports schools at the boxing department in the main competitor of the Ukrainian national team in the girls boxing in Europe, the teams of Russia are the same as in our CYSS. Given the current trends in the development of women's boxing, especially its younger groups, a dance calendar of sports competitions, educational-training fees also research in sports medicine, psychology and physiology, it should be assumed that there is a meaning of decline in the age-olds for girls when counting on boxing department in the CYSS. This will contribute to an increase in the popularization of the sport, gender equality, improvement of technical and tactical training, the development of physical qualities that have sensitive development periods and will be needed over time at the stage of many years of training. What will greatly increase the techno tactical potential of girls in participation in European championships in their age groups.

Specialists from boxing pay attention to the fact that in Russian Children Sports Schools when transferring from one academic year, the next is not taken into account in the transitional

standards of TTP, and in the priority of physical training and participation in competitions. It has paid attention to the rapid drop in contingent at 60% in basic preparation groups. It has been bent with an imperfect system for evaluating TTP, believes that it should be based not on separate indicators, but on integral motor activities. They offer to increase the efficiency of the TTP system approach, by introducing new elements or changed internal connections between existing elements (Vorontsov, 2020: 10-18).

Belarus boxing specialists give statistics in which 2-5% of the pupils in the sport are 2-5% of the pupils, the level of detachment in the basic training groups is 30%. Such an indicator, at their opinion, violates the continuity of TTP. It determines that after 3 years of study, the actual individualization and in-depth training specialization (Vorontsov, 2020: 10-18).

In the domestic CYSS, the level of mastery of TTP, when transferring to further stages of study, is also not taken into account in transient norms. The main indicator for the transfer of the student for the next stage of preparation is the implementation of physical preparation standards and the result shown in competitions.

That is, according to the author of the article, the issues of the integral assessment of the TTP in educational programs for sports school are introduced. The expediency of evaluating technical and tactical training through copyright techniques in order to more interest in sports, which will also contribute to a lesser discharge of the contingent and increase the percentage of TTP continuity.

#### **4. Analysis of psychophysiological features of the female organism**

After studying Guba, Tarpishev & Samojlov (2003), Ivashchenko & Bezkopylnyi (2006), Lyah (2006), Nikitushkin (2009), Farfel (2011), Rumyansva & Soha (2012), Van Syaohan (2017), Ivashchenko O. (2017), Shakhlina & Kovalchuk (2018), Zemtsova (2019), Shakhlina & Shystiakova (2020) Fundamental scholars, modern results of researches of specialists in girls sports, as well as physiologists, the author of the article selected the most significant indicators on which should be to build early TTP.

According to the data of scientists, the early start of intense muscle activity creates the most acceptable conditions for the development of a female body in the future, subject to adequate construction of a training process, taking into account the individual physiological features of the female body with obligatory control of a medical worker and trainer.

Observations of specialists show that the motor activity of girls from 9 to 13 years is especially large, the younger and middle-age groups are not inferior to this guys. The achievement of motor maturity is ahead of achievements of sexual maturity, as you know, she is in girls.

Specialists, determine that girls have average volume of lokomogs from 6.4 – 7.7 km / day, boys from 7.1 – 9.0 km / day, advantage over the genetic level "Slow fibers" in muscles. It draws attention to that these fibers are needed for long and moderate to the intensity of physical activity.

The study of a scientist in complicated coordination from 7-8 years to 12-13 years has proven that the interest assimilation of physical exercises in children greatly increases, after it remains in place.

According to these physiologists, the development of a pace of cardiac-vascular system of girls in a preschool and younger school age is a more than of guys. The hormonal system has a second increase and is expressive in 9 years. That of some way provide an anabolic effect to the body as a whole.

Specialists prove that the period to develop motility in order to create a reliable foundation from 3 to 10 years.

Scientists, mark a high motor maneuverability, ingenuity, capability to combine motor tasks from 8 years. It is noted that the development of such physical quality as agility in this age in the future practically does not develop.

According to the scientist, by the number of repetitions in power exercises in girls can be as guys, but less by muscle tension. Girls at this age are not lagging behind boys in physical training if their motor mode is optimal. The important qualities are formed: a sense of time, space, muscle sensation, control of the degree of voltage and relaxation. In general, younger school age contributes to developing agility and flexibility.

Specialists determine sensitive periods of development in children of such qualities as: general endurance from 9-11 years, reaction rate from 9-11 years. It is noted that it is necessary to work purposefully on the development of the reaction to 12 years. Allocate age 4-9 as the largest increase in the frequency of movements, 6-7 years of arise of arbitrary regulation of movements. Improvement of coordination mechanisms of the central nervous system.

With the data of scientists, the accuracy of a single movement develops 7-11 years. The highest degree of growth of physical qualities in girls: the speed of movement of feet from 7-9 years, static equilibrium from 8-9 years. High rate of growth of physical qualities begins earlier than in boys from 7-8 years, high-speed – power extensors from 9-12 years old, static endurance of shoulder flexors from 9-10 years old, power and dynamic endurance of the trunk 9-12 years old, the growth of the pace with 8-9 years old.

Specialists note the development of a disposable speed from 7-8 years to 13-14 years, then a sharp deceleration of development, from 8-11 years endurance of the knife leg muscles increases by 77%, trunk extensors by 85%, forearm extensors by 41%, power endurance in girls from 9-11 years old reaches the 15th anniversary girls.

A scientist determines that the increased volume of physical activity in girls can be in 8 years, the volume of high-speed-power loading and speeds more than in boys in 8-9 years, whiter gain of agility and flexibility.

A scientist, establishes a relationship between coordination abilities, physical development, air conditioning and body length. It determines that they are most related to acyclic locomogues of girls at 9 and 13 years. The development of larger coordination abilities in absolute and relative indicators except ballistic accounts for 7-9 years. A generalized analysis of experimental studies proved in 7-11, 12 years of coordination has been achieved in the future.

The above mentioned material (*Vorontsov, 2019: 35-48*) proves the physiological readiness of the maiden organism to physical loads in boxing in boxing with a much early age period. That allows you to further accelerate the mastery of certain, basic elements of boxing.

By linking the empirical data of these studies with the box preparation for CYSS, where in the initial training teams 1 and 2, training recommends learning of single direct strikes and protecting from them with the help of the trunk or the palm stand prove that such work out of boxing Techniques are possible from earlier age. The author of the article connects this with the fact that the reaction reaction develops in 9 years, power and dynamic endurance of the trunk develops from 8-12 years, the accuracy of a single movement from 7-11 years old, improving the coordination mechanisms of the central nervous system of 7-8 years, that is, the The task is possible to work effectively in these years. Sexual Periods of Foot Rate in girls 7-9 years and speed-strength quality of the feet of 9-12 years, as well as the endurance of the spacecraft of the muscles will allow to assimilate the technique of special boxing transfers.

## 5. Conclusions

The results of the theoretical analysis have proved to be expedient to decrease the age qualification for girls when enrolled to the boxing department of CYSS. Determined the consideration of TTP level when transferring to the next year of study in the CYSS. The need to create author's techniques for assessing TTP of girls.

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## VERBAL AGGRESSION IN THE POLITICAL DISCOURSE OF DONALD TRUMP AND JOE BIDEN

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### Summary

This article is devoted to the study of verbal aggression. This question has been little studied in modern linguistics so far. The study analyzed the statements of Donald Trump and Joe Biden in the framework of political discourse. Types of verbal aggression were identified using the methods of content analysis, discourse analysis and pragmatic analysis. In addition, the characteristics of the linguistic personalities of Donald Trump and Joe Biden in terms of their use of tools to actualize verbal aggression are identified. Language, speech and communication means are distinguished as well. The results of the conducted investigation show that verbal aggression is often used by language personalities in combination with other communication tactics. In turn, verbal aggression is a means of implementing various communication strategies. Prospects for further research are the development of a classification of verbal aggression, as well as a comprehensive scheme for analyzing this phenomenon in speech.

**Keywords:** communicative tactics, discourse, speech invective, speech behavior, eco-linguistics.

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### 1. Introduction

Nowadays, we observe a tendency towards the increasingly frequent use of communicative aggression. This phenomenon is most often found in political communication. Its main task in this aspect is to fight opponents for power and attention of voters. This intention is carried out by creating a positive image of oneself and a negative image of the opponent. For this, various marker words are used with the necessary connotation. If they are used successfully, the addressee manipulates the sender's opinion. This strategy can be carried out with the necessary argumentation and without arguments. Verbal aggression can be carried out on both the verbal and written levels.

But this phenomenon has not been sufficiently studied from the point of view of linguistic personology, which shows the novelty and relevance of our research. The analysis uses the methods of pragmatic, discourse and content analysis.

### 2. The phenomenon of verbal aggression

Man as an individual exists in an aggressive physical environment. The same phenomenon is found in linguistics. Despite the fact that verbal aggression is most often found in political discourse, we consider it relevant to study this phenomenon precisely on the basis of political statements.

With the help of verbal aggression, politicians try to achieve various goals. For this, various communication strategies and tactics are used. We consider verbal aggression to be one of the tactics of political discourse, which actualizes various communication strategies.

Through the phenomenon of verbal aggression, we observe the deterioration of the situation in the environmental friendliness of political discourse. This leads to an even greater spread of speech impact in politics.

In this study, we analyzed the linguistic, speech and communicative methods and forms of manifestations of verbal aggression. We also analyzed different types of this phenomenon in different contexts of political communication.

Considering verbal aggression as one of the main communicative tactics of political discourse, we can say that it is relevant to study its explicit and implicit forms, which can also be expressed using paraverbal means. This question is little researched in philological science.

As the researchers note: «speech aggression in the form of an invective, i.e. discrediting an opponent by means of a text addressed to him requires careful study within the framework of institutional discourses» (*Golovina, 2019: 200*), that is, within the framework of political discourse, the analysis of verbal expressions of aggression is relevant.

The language is constantly evolving and changing. This process is due to the fact that society and language influence each other: «the process of interaction of language with the environment is bi-directional: society affects the language, and language, as a central component of the human psychosphere, affects the society as a whole and the individual, the moral and spiritual level of society at a certain time» (*Shamne, 2010: 4*).

Destructive phenomena in modern culture influenced the level of aggressiveness and the activation of the genre of speech invective: «today, the level of aggressiveness in the speech behavior of people is extremely high. The genre of speech invective has become unusually active, using a variety of figurative means of negatively assessing the behavior and personality of the addressee – from expressive words and phrases that are within the limits of literary usage, to crudely colloquial and devalued vocabulary. All these features of modern oral and, in part, book-written speech are a consequence of negative processes occurring in extra-linguistic reality; they are closely related to general destructive phenomena in the field of culture and morality» (*Krysin, 2000: 385 – 386*). This determines the relevance of studies of verbal aggression.

A number of reasons have influenced the fact that the phenomenon of verbal aggression has not been sufficiently studied. This issue was initially considered only in the aspect of psycholinguistics. For a broader study of this issue, it is necessary to turn to other scientific areas related to linguistic science.

In the past few decades, interest in the study of the phenomenon of verbal aggression has increased. The reason for this interest was the penetration of this phenomenon into such spheres of modern society as politics, media, business relations, etc.

Today there is no single definition of verbal aggression. A number of scientists offer their own definitions of this phenomenon.

O. N. Zavyalova offers such a definition of verbal aggression: «a form of speech behavior aimed at insulting or intentionally causing harm to a person, a group of people, organizations or society as a whole. Speech aggression is motivated by the aggressive state of the speaker and often aims to cause or maintain the aggressive state of the addressee. Therefore, speech aggression is a violation of ethical and speech norms» (*Zav'jalova: 460*). To highlight linguistic aggression in speech, one should pay attention to the deviations of speakers from the norms of speech etiquette in a particular situation.

For V. N. Stepanov verbal aggression is «provocative speech ... depicts and conveys a certain psychological state of the speaker for his interlocutor and, as it were, "infects" him, and the purpose of this is to evoke the desired internal state in the interlocutor, to arouse in him a special kind of psychological activity – communicative, based on the desire to meet the

communicative requirements presented by the interlocutor» (*Stepanov, 2003: 161*). That is, the addressee's verbal aggression evokes a response from the addressee.

After analyzing a number of existing definitions, Y. B. Mozhginsky formulated the following definition of verbal aggression: «actions and statements aimed at causing harm, mental and physical pain to another creature» (*Mozhginskij, 2006: 10*). It is understood that this is a negative impact on the other person in general and on the linguistic person, in particular.

Scientist K. F. Sedov, by verbal aggression understands «purposeful communicative action aimed at causing a negative emotional and psychological state in the subject of speech impact» (*Sedov, 2005: 33*). It is verbal aggression that can be one of the tactics of discrediting an opponent during political debates, for example.

Authors of «Stylistic encyclopedic dictionary» proposed such a definition of verbal aggression: «the use of linguistic means to express hostility, hostility; a manner of speech that offends someone's pride, dignity» (*Stylistic Dictionary, 2011: 340*). Important in this definition is the emphasis on the linguistic aspect of this phenomenon.

For a better understanding of the normativity of communicative behavior, three levels should be distinguished: «1) linguistic normativity, i.e. the correct use of linguistic means both at the level of vocabulary and at the level of syntax of a sentence in accordance with existing language conventions; 2) conceptual normativity, i.e. compliance of speech action with the norms of general culture, morality, etc., as well as certain social norms; 3) normativity of behavior in certain practical situations of social interaction, determined by the corresponding stereotypes» (*Shnejder, 2002: 78 – 79*). Violation of the norms of communicative behavior directly affects the language environment.

Consideration of the phenomenon of verbal aggression from the position of ecolinguistics associated with stylistics, culture of speech and rhetoric is relevant and poorly studied.

The relationship between a person and the language environment actively influenced ecolinguistics: «Based on the analysis of various concepts of the relationship between a person and the surrounding linguistic environment, it is possible to identify important problem areas that can be subjected to ecolinguistic monitoring. At the same time, the language within the framework of ecolinguistics should be considered as a resource, a source of implementation of communication, which, being actualized, forms a linguistic environment» (*Shamne, 2010: 153*). One of such areas for ecolinguistic monitoring should be the political language environment.

It is in political communication that verbal aggression is most often encountered, since its main goal is to fight opponents for power and the sympathies of voters.

In the process of achieving these political goals, politicians use a variety of techniques and arguments: «speech serving the purposes of conquering power, using special arguments, methods of defense and attack, is a type of discursive (speech) weapon, the speech system is agonal, since agon as the first principle of social and speech structures of power determines the structure of the socio- and logosphere, turning speech into agonal demonstration» (*Mikhal'skaja, 1996: 74*). This is what influences the predominance of agonality in the speech system of politicians.

One of the initial tasks of politicians is to create a favorable image of oneself and a negative attitude towards one's opponent: «our social reality is largely structured and determined by language: a name or a linguistic designation can to a greater extent determine and condition our understanding of what is meant, and our attitude to it» (*Blakar, 1987: 97*). For this, certain marker words with the desired connotation are used.

Verbal aggression has a certain specificity, which consists in a special relationship between the addressee and the addressee: «setting the addressee that his position should be unconditionally

accepted by the addressee. That is why speech aggression as speech behavior is without argument by definition» (Voroncova, 2006: 36). From this point of view, it can be concluded that speech aggression as a communicative tactic is opposed to an argumentative strategy.

Verbal aggression also extends not only to the verbal, but to the written level: « even if aggressive remarks arise only at the level of writing the text, they attract and retain the reader's attention, activate the audience, forcing everyone to mentally identify with one of the « irreconcilable opponents». Thus, speech aggression can be considered as quite effective, although not always correct» (Basovskaja, 2004: 257-263). The manifestation of verbal aggression, even at the level of writing of the text, can be an effective way to attract the attention of the audience to your side.

Verbal aggression plays an important role in political discourse: «it should be noted that verbal aggression is an integral and natural component of political discourse and is primarily associated with the implementation of its agonial function» (Shejgal, 2000: 131). Taking into account that «political discourse is a form of institutional discourse, since it is socially oriented and sets communication within the framework of social status-role relations (Karjakin, 2009: 201), then we can say that the norm is an important feature of political discourse.

One of the components of political discourse is agonism: «in political linguistics, agonality is interpreted as one of the basic characteristics of political discourse associated with the intention of the struggle for power» (Shejgal, 2004: 326). This intention is one of the key ones in the pragmatics of the linguistic personality of a politician. In linguistics, agonality is divided into tolerant and intolerant. The one that is conflicting, associated with the identification of aggression.

Taking into account the fact that «speech aggression is a deliberate speech act in the sense that the user of the invective uses it so that the addressee and the audience who witnessed the speech aggression perceive it as a deliberately committed act» (Golovina, 2019: 207). Another important aspect of the analysis of verbal aggression in political discourse is the communicative intentions of the participants.

So, verbal aggression is an expression of the speaker's negative attitude to the interlocutor using verbal and paraverbal means of communication, which in political discourse is one of the strategies for implementing certain intentions of politicians.

### 3. Donald Trump and Joe Biden's use of speech aggression

Scientists identify various types of aggressive verbal behavior in political discourse. Based on the statements of Donald Trump and Joe Biden, we analyzed the means of expressing these types of verbal aggression in speech.

Personality criticism is often used by politicians: *I did say that to him, yes. And – and his response was, "We understand one another." It was – I wasn't being a wise guy. I was alone with him in his office. And that – that's how it came about. It was when President Bush had said, "I looked in his eyes and saw his soul. I said, "Looked in your eyes and I don't think you have a soul." And looked back and he said, "We understand each other." Look, most important thing dealing with foreign leaders in my experience, and I've dealt with an awful lot of 'em over my career, is just know the other guy. Don't expect somethin' that you're – that – don't expect him to – or her to – voluntarily appear in the second editions of Profiles in Courage.* (Biden). In this interview, Joe Biden discredits his political opponent with the help of a generalized criticism of personal qualities.

Donald Trump combines verbal aggression with the tactics of giving examples and facts: *I don't know. Somebody went through Wall Street. You're the one that takes all the money from Wall Street. I don't take it. Joe, you have raised a lot of money, tremendous amounts of money. And every time you raise money deals are made, Joe. I could raise so much more money* (Trump, 2020).

Ability criticism is often combined with comparison tactics in their favor: *I did it, and I did it very well — I did, I think, perfectly — and a lot of people are suggesting that he do that. He would not pass it. He would not do well on it. But a lot of people are suggesting that he do that* (Trump).

Criticism of the actions of opponents is one of the most effective types of verbal aggression, as it is most supported by arguments: *It was a horrible decision going into the Middle East. And I know the Bush family will not be happy, but I believe it was the worst decision in the history of our country when we decided to go into the Middle East. It's turned out to be quicksand. We have destroyed the Middle East* (Trump).

Expressions with implicit insults are also verbal aggression: *We were respected all over the world. China was paying us billions and billions of dollars of tariffs. Companies were moving back into our country and China respected us. And frankly, they respected me. But you look, Russia, I had the pipeline stopped. Totally stopped. Biden comes in. He approves that pipeline, but he disapproves the Keystone XL Pipeline. You need a president that's respected* (Trump).

In addition to his personal dislike, a politician may refer to other influential personalities who also do not sympathize with his opponent: *They criticized me when I talked to Kim Jong-un. Well, President Biden told me it's the single biggest problem we have. I said, "Have you ever called him? Have you ever talked to him?" "No, I haven't." He did try but he was not receptive on the other side, but he was receptive with me. Now we were supposed to have a war and probably a very big nuclear war. I get along with him great and I got along with him great. He doesn't like Biden much, I'll tell you that. But I got along with him great and we had no problems. You remember that?* (Trump).

Donald Trump, in addition to direct criticism and comparison with his actions, also shows the difference between his policies and those of Joe Biden: *I rebuilt the military. We had an obsolete military. We had old jets, we had 45-year-old jets. We rebuilt this military and created Space Force. But the answer is I'd like to help, but you have to do it through the strength of the President's office and Biden has dissipated that strength. We are no longer respected* (Trump).

Another type of verbal aggression is pointing out mistakes and unfulfilled promises of opponent Joe Biden: *Firstly, we're going to make sure we're in a situation that we actually protect pre-existing. There's no way he can protect pre-existing conditions. None, zero. You can't do it in the ether. He's been talking about this for a long time. He's never come up with a plan. I guess we're going to get the pre-existing condition plan the same time we got the infrastructure plan that we waited for since '17, '18, '19, and 20. I still have a few more minutes. I know you're getting anxious* (Trump, 2020).

Persistence in asserting negative traits or actions of the opponent is also a type of verbal aggression that Biden uses in arguments with his opponent: *The expectation is we'll have another 200,000 Americans dead between now and the end of the year. If we just wore these masks, the president's own advisors have told him, we can save a 100,000 lives. And we're in a circumstance where the president thus far and still has no plan, no comprehensive plan. What I would do is make sure we have everyone encouraged to wear a mask all the time. I would make sure we move into the direction of rapid testing, investing in rapid testing. I would make sure that we set up national standards as to how to open up schools and open up businesses so they can be safe and give them the wherewithal, the financial resources to be able to do that* (Biden, 2020).

The repetition technique is also used as a way to actualize verbal aggression: *They tried to meet with him. He wouldn't do it. He didn't like Obama. He didn't like him. He wouldn't do it. I know for a fact. They tried. We wouldn't do it. And that's okay. You know*



*what? North Korea, we're not in a war. We have a good relationship. People don't understand. Having a good relationship with leaders of other countries is a good thing (Trump, 2020).*

Criticism of biographical facts is used by politicians to implement a strategy of discrediting an opponent. Biden recalled the moment when Donald Trump hid the true state of affairs with COVID-19 from American citizens. According to Biden, Trump did not tell the whole truth because he did not want the Americans to panic and this was the wrong step on the part of the president: ***My response is that think about what the President knew in January and didn't tell the American people. He was told this was a serious virus that spread in the air, and it was much worse, much worse, than the flu. He went on record and said to one of your colleagues, recorded, that in fact he knew how dangerous it was but he didn't want to tell us. He didn't want to tell us because he didn't want us to panic. He didn't want us... Americans don't panic (Biden, 2020).***

Verbal aggression in international political discourse is considered a gross violation of norms. When asked if Joe Biden considers the Russian president to be the murderer, he replied I do. Thus, he criticized some facts from the biography of Vladimir Putin: *GEORGE STEPHANOPOULOS: So you know Vladimir Putin. You think he's a killer? RESIDENT JOE BIDEN: Uh-huh. I do (Biden).*

Listening to Biden's campaign promises for the 2020 elections, Trump stressed that Biden has been in power for 47 years and has done nothing. He had a chance to improve the lives of Americans, but he did not take it. Inoculating these facts, Trump insisted on the insincerity and untruthfulness of Joe Biden's words: *Excuse me. He was there for 47 years. He didn't do it. He was now there as vice president for eight years. And it's not like it was 25 years ago. It was three and three quarters... It was just a little while ago, right? Less than four years ago. He didn't do anything. He didn't do it. He wants socialized medicine. And it's not that he wants it. His vice president, she is more liberal than Bernie Sanders and wants it even more (Trump, 2020).*

I wish to show my innocence in the situation with the withdrawal of troops from Afghanistan, Joe Biden said that she only continued to fulfill the agreements of the past president with the Taliban. Thus, he tried to shift all responsibility from himself to his predecessor: ***When I came into office, I inherited a deal that President Trump negotiated with the Taliban. Under his agreement, U.S. forces would be out of Afghanistan by May 1, 2021, just a little over three months after I took office. U.S. forces had already drawn down during the Trump administration from roughly 15,500 American forces to 2,500 troops in country. And the Taliban was at its strongest militarily since 2001. The choice I had to make as your president was either to follow through on that agreement or be prepared to go back to fighting the Taliban in the middle of the spring fighting season (Biden, 2021).***

Parrying accusations of ill-treatment of people on the border between the United States and Mexico, Trump said that he did everything he could to protect the United States from illegal migrants. According to Donald Trump, all the places where people were kept at the border in poor conditions were built during the time when Biden was vice president: *We now have as strong a border as we've ever had. We're over 400 miles of brand new wall. You see the numbers. And we let people in, but they have to come in legally and they come in through But let me just tell you. Let me just tell you. They built cages. They used to say I built the cages, and then they had a picture in a certain newspaper, and it was the picture of these horrible cages and they said, "Look at these cages. President Trump built them." And then it was determined they were built in 2014. That was him. They built cages (Trump, 2020).*



Appearance criticism as a type of verbal aggression is often used in humorous or ironic comments. In an era of tense relations with North Korea, the 45th President of the United States made many statements about the opposite country. After one of these statements in his Trump noticed that she, too, could criticize the leader of North Korea, but he does not: *Why would Kim Jong – un insult me by calling me ‘old’, when I would never call him ‘short and fat’? Oh, well I try so hard to be his friend – and maybe someday that will happen* (Trump).

In wish to attract the attention of the audience and show the strength next to Trump in defending his opinion Biden uses an incorrect phrase in political circles *shut up: Will you shut up, man?* (Biden, 2020).

Another type of verbal aggression is ridicule, which is unacceptable in official discourse. In an interview, Donald Trump said that, in his opinion, Biden's political moves make China laugh, which is the main geopolitical adversary of the United States: *I will say when China watches this, they’re so happy and they’re laughing at us. They’re laughing. I extracted billions and billions of dollars out of China. It never happened. We never got 25 cents from China. Billions and billions. They was so happy to see a rigged election. They might’ve helped it along actually, but they were so happy. But Sean, I’ll tell you what, this is the greatest embarrassment that I’ve ever seen* (Trump).

Wanting to ridicule Trump as President of the United States, Joe Biden gives an example of Trump's words about the coronavirus and how he was initially wrong: *и намерено врал людям. And by the way, this is the same fellow who told you, “This is going to end by Easter” last time. This is the same fellow who told you that, “Don’t worry, we’re going to end this by the summer.” We’re about to go into a dark winter, a dark winter and he has no clear plan. And there’s no prospect that there’s going to be a vaccine available for the majority of the American people before the middle of next year* (Biden, 2020).

Sometimes verbal aggression can be expressed in giving opponents mocking nicknames: *Crooked Hillary Clinton is the worst (and biggest) loser of all time. She just can't stop, which is so good for the Republican Party. Hillary, get on with your life and give it another try in three years!* (Trump)

In the context of the study of verbal aggression, one should also analyze the recipient's reaction to negative statements: *When I closed and banned China from coming in heavily infected and then ultimately Europe, but China was in January. Months later, he was saying I was xenophobic. I did it too soon. Now he’s saying, “Oh, I should have moved quicker,” but he didn’t move quicker. He was months behind me, many months behind me* (Trump, 2020).

Expressive units are one of the main means of expressing verbal aggression: *It’s a great thing that we’re getting out, but nobody has ever handled a withdrawal worse than Joe Biden. This is the greatest embarrassment, I believe, in the history of our country* (Trump, 2021).

Another way is the ironic use of linguistic units with an initially positive connotation for implicit insult: *Did you use the word smart? So you said you went to Delaware State, but you forgot the name of your college. You didn’t go to Delaware State. You graduated either the lowest or almost the lowest in your class. Don’t ever use the word smart with me. Don’t ever use that word. Because you know what? There’s nothing smart about you, Joe. 47 years you’ve done nothing* (Trump, 2020).

Threats are a type of verbal aggression. Observing what happened in the situation with the withdrawal of troops from Afghanistan, Donald Trump threatened those who would harm the Americans: *I spoke on numerous occasions to the head of the Taliban and we had a very strong conversation. I told him up front, I said: “Look, before we start, let me just tell you right now that if anything bad happens to Americans or anybody else, or if you ever*

*come over to our land, we will hit you with a force that no country has ever been hit with before, a force so great that you won't even believe it. And your village, and we know where it is...*" and I named it, "will be the first one. The first bombs will be dropped right there (Trump, 2021).

Hidden threat warning is also a form of verbal aggression: *I shared with our allies what I'll convey to President Putin, that I'm not looking for conflict with Russia, but that we will respond if Russia continues its harmful activities. We will not fail to defend the transatlantic alliance or stand up for democratic values. As allies, we also affirmed our continued support for the sovereignty and territorial integrity of Ukraine* (Biden).

The most explicit means of expressing linguistic aggression are swear words. In the spring of 2021, at a meeting of the Republican Party, Trump discussed with party members the situation with the 2020 presidential election. Analyzing the reasons for the loss, he stressed that some officials were inactive and did not intervene, defending the correctness of the Republicans. Trump named Schumer *dumb son of a bitch*. It was he who, according to Trump, should have acted, and not kept silent. "If that were Schumer instead of this **dumb son of a bitch** Mitch McConnell, they would never allow it to happen. They would have fought it" (Trump, 2021), he said of the election certification on Jan. 6, the day his supporters led an insurrection on the Capitol to block President Biden's formal victory.

While visiting Ukraine in 2015, Biden demanded the dismissal of the attorney general. He gave a certain time for execution. Got the desired result, he named the dismissed official **son of a bitch** I use unacceptable vocabulary in political circles: *I'm leaving here in six hours. If the prosecutor's not fired, you're not getting the money... Well, son of a bitch, he got fired* (Biden).

Non-verbal signs can also express aggression. Speaking about his relationship as president with the Taliban 45, the US president talked about how he canceled a meeting with them. This was due to unacceptable actions by the Taliban. Thus, with the help of non-verbal means, he showed his strength: *I have to tell you that, if you remember, when they were coming to Washington to meet with me, they decided to kill an American soldier, because they thought that was a good way to negotiate. And I canceled the trip* (Trump).

The statement of the possibility or impossibility of certain actions of the opponent in the future is also a type of verbal aggression: *When I was in charge of the recovery act with \$800 billion, I was able to get \$145 billion to local communities that have to balance their budgets and states that have to balance their budgets. And then they have to fire firefighters, teachers, first responders, law enforcement officers, so they could keep their cities and counties running. He will not support that. They have not done a thing for them. And Mitch McConnell said, "Let them go bankrupt. Let them go bankrupt." Come on. What's the matter with these guys?* (Biden).

Another type of explicit verbal aggression is the accusation of lying.: **You know who I am. You know who he is, you know his character, you know my character, you know our reputations for honor and telling the truth. I am anxious to have this race. I'm anxious to see this take place** (Biden, 2020).

The use of harsh expressions is aimed at attracting the attention of the audience, as this does not correspond to the usual norms of political discourse: *There are 50 former national intelligence folks who said that what he's accusing me of is a Russian plant. They have said that this has all the ... five former heads of the CIA, both parties, say what he's saying is a bunch of garbage. Nobody believes it except him and his good friend, Rudy Giuliani* (Biden, 2020).

Argument tactics are often used to back up verbal aggression with facts: *We're in a situation now where the New England Medical Journal, one of the serious, most serious journals in the whole world said for the first time ever that the way this president has responded to this*

*crisis has been absolutely tragic. And so folks, I will take care of this. I will end this. I will make sure we have a plan (Biden, 2020).*

Persuasive tactics are often combined with different types of verbal aggression: *He had nothing, he did virtually nothing. And then he gets out of the hospital and he talks about, "Oh, don't worry. It's all going to be over soon." Come on. There's not another serious scientist in the world who thinks it's going to be over soon (Biden, 2020).*

Comparisons between the opponent and citizen voters are actively used to actualize verbal aggression: *We have no choice. We can't lock ourselves up in a basement like Joe does. He has the ability to lock himself up. I don't know. He's obviously made a lot of money someplace, but he has this thing about living in a basement. People can't do that (Trump, 2020).*

Opposition tactics are one of the ways to express verbal aggression: *He says that we're learning to live with it. People are learning to die with it. You folks home will have an empty chair at the kitchen table this morning. That man or wife going to bed tonight and reaching over to try to touch, there out of habit, where their wife or husband was, is gone. Learning to live with it. Come on. We're dying with it, because he's never said (Biden, 2020).*

Responding to threats from other politicians is also seen as responding to verbal aggression: *North Korean Leader Kim Jong Un just stated that the "Nuclear Button is on his desk at all times." Will someone from his depleted and food starved regime please inform him that I too have a Nuclear Button, but it is a much bigger & more powerful one than his, and my Button works! (Trump)*

Threats as a manifestation of verbal aggression can also be used to implement a strategy of positive self-presentation: *He will pay a price. I, we had a long talk, he and I, when we – I know him relatively well. And I – the conversation started off, I said, "I know you and you know me. If I establish this occurred, then be prepared" (Biden)*

Ironic nicknames for opponents are typical for manifestations of Donald Trump's verbal aggression: *Rocket Man is on a suicide mission for himself and for his regime (Trump).*

A characteristic feature of Joe Biden's linguistic personality is the use of swearing in relation to opponents: *You're a damn liar, man (Biden).*

Insults against US citizens have been repeated more than once: *You're a lying dog-faced pony soldier (Biden)*, which indicates a certain trend in the vocabulary of Joe Biden.

Joe Biden is not tolerant of any speech aggression: *I probably have a much higher IQ than you do, I suspect (Biden)*, there are very numerous cases of his use of profanity, including using profanity: *You're full of shit (Biden).*

#### 4. Conclusions

So, we have analyzed various types of verbal aggression and linguistic, speech, communicative ways of their implementation. The study proves that verbal aggression is one of the main communicative strategies of political discourse.

There are different types of verbal aggression, such as criticism of appearance, personality traits, actions, direct insult, ridicule, irony, implicit insult.

Verbal aggression is often used by linguistic individuals in combination with other communicative tactics. In turn, verbal aggression is a means of actualizing various communication strategies.

A characteristic feature of the expression of verbal aggression in Donald Trump's speech is its humorous effect, which can be achieved with the help of ironic connotations or author's neologisms-nicknames.

A characteristic feature of the expression of verbal aggression in Joe Biden's speech is the politician's use of a lexicon that does not correspond to the norms of not only political, but also institutional discourse in general. The use of profanity and direct insults has become a trend in the politician's speech. He uses these linguistic units not only in relation to his opponents, but also to voters.

Prospects for further research are the development of a classification of verbal aggression, as well as a comprehensive scheme for analyzing this phenomenon in speech.

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## INNOVATION, WORK, SOCIETY

EDUCATION QUALITY MANAGEMENT IN THE COMPREHENSIVE  
COMPLEX BY MEANS OF INSTITUTIONAL AUDIT**Olena Forkutsa**Postgraduate Student, Lviv Polytechnic National University, Ukraine  
e-mail: osvita075@ukr.net, orcid.org/0000-0002-6786-1361**Summary**

The article substantiates the need and features of education quality management in the comprehensive complex fulfilled by means of institutional audit. It describes the system of education in Ukraine and shows the main elements that provide stable effective development of relations aimed at rendering educational services therein. It outlines the concept of institutional audit and advantages of its application in modern realities. It presents the practical experience of using institutional audit abroad and proves the possibilities of its implementation in Ukraine. As concerns the implementation of institutional audit, the attention is focused on the Norwegian, Belgian and Czech systems of education. The arguments are provided for the necessity in education quality management through institutional audit, based on the need of educational sphere transition to a new format of interaction. The article presents the trends enabling to characterize the public administrative impact of institutional audit on the functioning of educational institutions, taking into account the positive experience of developed European countries. It defines the trends of educational sphere advancement and the place of institutional audit in this process. According to the conclusion reached in the article, institutional audit shall be implemented in the educational sector on basis of the complex approach by considering both foreign experience and Ukrainian realities. The methods used in the research were as follows: general scientific methods of analysis and synthesis, induction and deduction methods, as well as the method of comparison.

**Keywords:** institutional audit, comprehensive complex, management, system of education, services, state, quality.

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**1. Introduction**

Providing high-quality education to population is an important means used by any state to implement its tasks and functions. Citizens' access to first-class educational services determines further progress in the society and enables it to stably develop on the principles of sustainable development. However, the provision of these services is a complex process that requires implementation of a set of appropriate management and control actions. The execution of institutional audit in the comprehensive complex is exactly the means that ensures the quality of educational services at educational institutions; therefore its active implementation is the key to effective development of educational sphere.



The aim of this study is substantiating the need for institutional audit application in the comprehensive complex of Ukraine and search of ways to improve the education quality management in general education system by means of institutional audit. While this article was being written, the following research tasks were solved: formulation of the role and place of institutional audit in comprehensive complex of Ukraine; analysis of institutional audit features in the developed countries; determination of the management aspect of institutional audit; presentation of the ways to improve the educational services by means of institutional audit.

The study of education quality management in the comprehensive complex by means of institutional audit is carried out in accordance with certain methodology based on the synergetic and systemic approaches. Due to this, it will be possible to take into account the properties of a holistic system in the complex, which has the ability to self-develop, and to set the priorities on this foundation for improving the quality of education by institutional audit. The study includes such general scientific methods as the method of analysis and synthesis, induction and deduction, comparison method. The logic of materials research is revealing the essence of institutional audit, its application in the comprehensive complex, substantiation of management peculiarities in this process and ways to improve educational services.

## 2. System of Education in Ukraine

Institutional audit aims at ensuring the quality of services provided by educational institutions, therefore first and foremost it is important to determine how these institutions are functioning in the education system of Ukraine. Referring thereto, let us consider how an education system is organized and which of its main elements ensure the sustainable effective development of relations aimed at providing educational services.

So, these services are rendered in Ukraine by educational institutions, i.e. the organizations that provide the educational process on a continuous stable basis for any individual's study, self-improvement, comprehensive development and education. These organizations carry out activity on the ground of Charter as legal entities, they are based on public, municipal and private form of ownership and are a fully valid branch of the Ukrainian system of education.

The Ministry of Education and Science of Ukraine is the central body responsible for implementation of state policy in the field of education. It determines the main trends of education development, coordinates the activity of educational institutions, controls and inspects them, performs their accreditation, attestation and a number of other important functions assigned by the state.

At the regional level, the following institutions should be noted as such that shall perform state functions in the education system and manage education:

- At the level of oblast state administrations, these functions are fulfilled by relevant structural units of the Ministry of Education and Science of Ukraine, i.e. education departments;
- At the level of district (city) administrations, education management is performed by education departments;
- At the level of village and settlement councils of people's deputies, the functions of the state are implemented by education commissions.

At the oblast level, the administrations manage education by analyzing the educational process in the region, by implementing regional programs for education development, attestation and licensing of educational institutions, by ensuring the advance of the system of educational institutions in the oblast. Apart from that, education administrations are responsible for introduction of new educational technologies in the region, which are approved by the Ministry

of Education and Science, control the activity of education departments in relevant districts and cities of the oblast, inspect their subordinate educational institutions.

At the district level, the education departments directly manage educational institutions, analyze the condition of education within the territory under their jurisdiction, contribute to strengthening of educational resource base in the region and submit appropriate proposals to the local authorities.

Thus, the education system of Ukraine consists of several levels, which are subordinated to the central authority – the Ministry of Education and Science of Ukraine. According to the scope of their powers, they manage education in subordinate regions.

### 3. Institutional Audit in the Comprehensive Complex of Ukraine

The quality of general secondary education is ensured by many tools, and institutional audit is one of the most effective ones. It is a principally innovative tool that can be used to assess the quality of services provided by educational institutions. Institutional audit is the tool that can replace attestation, which has been the only way to inspect the educational process at Ukrainian schools until recent time. As proclaimed by the Constitution of Ukraine, every citizen of the state has the right to get education, moreover, complete general secondary education is compulsory (*Constitution of Ukraine, 1996*). This right shall be executed in the context of ensuring high-quality educational services at schools, thus determining the significance of institutional audit application. After all, it is at schools where the younger generation is formed, thus ensuring the progressive development of society, so the quality of education is a necessary element of general educational process.

*The Law of Ukraine «On Education» (On Education, 2017)* indicates the need and capability of using institutional audit in the educational process as a means of improving the quality of educational process. This capability is also indicated in *the Law of Ukraine «On General Secondary Education» (On General Secondary Education, 2020)*. This means, its implementation is based on the regulatory basis of the Ukrainian state, so this process is inevitable in modern realities.

Thus, as the legislation stipulates, institutional audit should be understood as an inspection of comprehensive character, which is external and involves the assessment of both educational and administrative procedures at educational institutions, depending on the need for ensuring their effective activity and sustainable development (*Article 45 of the Law of Ukraine «On Education»*). With the help of institutional audit methods, the assessment is conducted by external experts expected to improve the functioning of schools, their interaction with other educational institutions and psychological climate there inside.

The need for institutional audit is explained by objective factors. So, attestation, underlying the inspections of educational process, has proven its ineffectiveness. Significant bureaucracy in all procedures, a large scope of paperwork, non-compliance with current requirements for inspectors' actions demonstrate: attestation has a number of shortcomings if compared to institutional audit as the latest tool for inspection activities in the comprehensive complex.

### 4. Institutional Audit in Developed Countries

The practical experience of those institutions that have already undergone an institutional audit procedure shows: this method of inspection can respond to the questions faced by today's society. The experience of developed European countries also proves the reasonability

and effectiveness of institutional audit, showing that this way of interaction between comprehensive schools and the state gives good results as compared with those observed in the post-socialist countries.

Such educational systems such as Lithuanian, Czech, Belgian, English, Austrian, Norwegian, Danish and Swedish systems have come to appreciate the benefits of institutional audit since long ago in the context of meeting the needs of modern society. This is primarily due to the civilized relationship between the subjects of educational process and the subjects of public administration.

For instance, the Norwegian education system applies institutional audit through the prism of taking into account the basic human values, such as the rule of law and everyone's equality before the law, justice and democracy, recognition of the value of cultural diversity and respect for human rights. Besides, institutional audit in secondary education is based on subjects' partnership and trust, which objectively strengthens the educational sphere of Norway (*Gudoshnyk Yu, 2018*).

The Belgian education system is quite multifaceted, given the multilingualism and organic mix of various nationalities in the country. The quality assessment of the educational process in secondary education is carried out in six directions: goals and strategies for quality development in the educational process, educational outcomes, studying and teaching, school culture, school management and leadership, and also teacher's professionalism (*Gudoshnyk Yu, 2018*).

If we consider the Czech Republic as an example, the audit peculiarity at comprehensive schools in this country consists in its focus on assessing the emotional climate at schools, as well as on analyzing the favorable atmosphere for teachers' work and children's study at educational institutions. Children's health and safety should be the heart of educational process – that's what inspectors check in the first place during any audit. Inspectors also accurately monitor possible cases of bullying at schools and take all measures to prevent them (*Gudoshnyk Yu, 2018*).

Thus, institutional audit can be seen as a means of recommendations and encouragements, rather than a means of punishing the administrators of comprehensive schools. Meanwhile, it can be recognized as a tool for supervision and control over the educational process, though auditors, fulfilling their control and supervision functions, aim at improving the educational process instead of punishing anyone.

## 5. Management Aspect of Institutional Audit

What makes institutional audit really special, it's its ability to affect the general educational process by taking certain actions of administrative nature. The publicly administrative impact of institutional audit on the functioning of educational institutions, taking into account the positive experience of developed European countries, the condition of development of the Ukrainian education system and the need to reform it in accordance with international standards can be characterized by the following trends:

- Improving the services rendered by comprehensive schools by conducting an institutional audit. This enables pupils to reach self-realization and harmonious growth, whereas the public sector and high educational institutions will be able to shift to a new format of interaction;
- Breaking stereotypes that in the education field, the public authorities shall strictly control and punish comprehensive schools for non-compliance with relevant rules and standards. After all, institutional audit is not meant to strictly control and punish for non-observing the discipline, but rather improve the educational process and raise the quality of educational services provided by schools;

– Pupils' better integration and adaptation to the educational process, as the institutional audit is a flexible tool enabling to take into account modern approaches to studying (Kremzel, 2019).

The State Service for Education Quality and its territorial bodies are authorized to manage the relations that arise in the educational sphere during institutional audits in Ukraine. An audit itself should be conducted by certified teachers, master-level pedagogues and heads of secondary schools, who are sufficiently experienced in such procedures – in other words, correspondingly trained professionals.

Thus, the administrative procedural actions should be taken not by officials and bureaucrats, who are often far from the peculiarities of real educational process, but by specialists and experts directly involved in the educational process and familiar with its features and specifics. In this case, the managerial effect will be much better and the quality of educational services will be much higher.

## 6. Improving Educational Services by Means of Institutional Audit

In the field of public management, there exist many approaches to improving the educational process, and exactly the institutional audit is the very tool that can raise an education system to a qualitatively new level. Taking into consideration the world experience and Ukrainian realities, one can suggest the following management actions at the level of public sector as for introduction of institutional audit:

- Form such a system that would ensure the application of institutional audit on the professional basis, which could adequately promptly respond to all changes taking place in the field of education;
- Improve the regulatory basis underlying the institutional audit and bring it in line with the standards of developed European countries on the specifics of control in the education system, focusing on increasing transparency of activity of its subjects;
- Reform the inspection procedures in such a way that should not target at punishing offenders, but at improving the educational process through appropriate recommendations;
- Improve the procedural elements of audit by specialists and experts;
- Improve the logistical, financial, staff, information and methodological support of institutional audit bodies in the secondary education system;
- Promote the formation of an effective organizational structure of institutional audit system in the education field by optimizing the powers and functions of each supervisory body;
- Monitor the situation that teachers should not feel humiliated at the workplace, their freedom and creative approach to teaching should not be restricted, in order not to worsen their motivation to work. Such methods used to be typical for past inspections, so now it is crucially important for institutional audit procedures not to repeat these errors, instead aim at developing the educational sphere.

The proposals presented for institutional audit introduction in the educational sphere of Ukraine, using the experience of leading European countries, mean to transfer education to a qualitatively new level due to:

- Improving the level of discipline at comprehensive schools;
- Providing unification of the regulatory basis;
- Optimizing the activities of bodies appointed to carry out institutional audit;
- Ensuring the procedural actions by appropriate personnel;
- Improving the informational and methodological support of the institutional audit system;

– Forming a unified effectively valid mechanism for evaluation, supervision and control in the secondary education system of Ukraine.

As of today, Ukraine is already facing a transition to new methods of assessing the quality of educational process at comprehensive schools. However, these procedures are still untested and rise many questions, so these problems require to be settled both at the all-national and regional levels by improving the regulatory, organizational, administrative and procedural support. In general, formation of an effective mechanism of institutional audit can be reached in the field of education only if the offered measures are implemented fully on a complex basis.

## 7. Conclusions

Institutional audit is an important tool for managing the quality of education in the comprehensive complex. According to foreign experience, it is successfully used in educational systems by leading European countries. Institutional audit has a lot of advantages over traditional methods of inspecting the educational process. Thus, it allows to avoid bureaucracy and large paperwork in the course of documentation preparation. Besides, institutional audit helps to inspire teachers' motivation to work, improves their creative potential and discipline.

The improvement of management actions in the education field using institutional audit will help bring the education sector to a qualitatively new level built on trust and respect for teachers' work. The change of educational paradigm on the ground of institutional audit will make the educational system approach the European standards and increase the level of educational services at comprehensive schools.

The prospects for further research in this direction also consist in substantiating the ways of implementation of an integration model of education quality management in the comprehensive complex.

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## THE PROGRAM OF DEVELOPMENT OF PSYCHOLOGICAL PREPAREDNESS OF MILITARY SERVANTS OF AIRBORNE ASSAULT FORCES OF THE ARMED FORCES OF UKRAINE TO ACTIVITIES IN BATTLES

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### Summary

The article reveals the main tasks, purpose, content and structure of the program for the development of psychological readiness of servicemen of the Airborne Assault Forces of the Armed Forces of Ukraine to work in combat conditions "Born – to win" (hereinafter the program). The purpose of the program is not only to provide servicemen of Airborne Assault Forces with knowledge of psychological readiness, functioning of the body in extreme conditions and practical skills of self-regulation, but also to optimize the process of psychological readiness of paratroopers in combat. The main objectives of the program are: development of the motivational sphere, psychological readiness of servicemen for service and combat activities; acquaintance with the concepts of "psychological readiness", "psychological stability", "traumatic factors of modern combat", "preservation of mental health"; formation of a positive attitude to oneself, to the chosen profession, understanding and representation of servicemen's own actions on the battlefield, forecasting possible dangerous situations and making timely and correct decisions to overcome them; formation and development of skills and practical skills necessary for first aid, self-regulation and self-control of emotional state. Paratroopers enrich their professional experience, form and develop skills and abilities necessary to perform tasks on the battlefield in conditions of danger, uncertainty and suddenness, realize their own characteristics (know themselves), improve practical skills of first aid, self-regulation and self-control of emotional state. According to the results of the program is an effective tool for developing the psychological readiness of servicemen of the Airborne Assault Troops of the Armed Forces of Ukraine.

**Keywords:** psychological readiness; combat activities; motivation; development program; self-regulation.

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### 1. Introduction

The urgency of the development of the psychological readiness of the servicemen of the Airborne Assault Troops of the Armed Forces of Ukraine for activity in combat conditions becomes essential. Paratroopers, according to their specifics of professional activity, perform the most difficult combat tasks not only in the controlled territory, but also in the enemy's rear. So, for example, from July 19 to August 10, 2014 during a raid in the rear of the enemy units of the Airborne Assault Troops passed about 470 km, of which 170 km behind the enemy. It was the longest raid on armored vehicles in recent military history, with fighting in militant-controlled territory and the first clash with Russian paratroopers with the same symbols: blue berets and vests. During the operation, special attention was paid to the provision of food, fuel and ammunition. Of course, the paratroopers took all the necessary property, food and ammunition with them in the maximum number, as no one would deliver it to the enemy's rear.



In these difficult conditions, each paratrooper relies on his own strength and friendly mutual assistance of colleagues, as well as to obtain trophies, both food, drinking water and Russian equipment, weapons and ammunition, which is identical in modification and can be used by our troops. The servicemen of the Airborne Assault Troops faced the most difficult situation, the evacuation of the wounded and killed, which is not possible in the rear, the enemy is everywhere 360 degrees (*BBC News Ukraine, date of application 29.06.2021*).

Thus, to solve the problem of psychological readiness of paratroopers to work in extreme conditions, a program was developed to develop the psychological readiness of servicemen of the Airborne Assault Forces of the Armed Forces of Ukraine to work in combat "Born – to win".

Analysis of the state of scientific development of this issue has shown the lack of sufficient scientific work to study the development of psychological readiness of servicemen of the Airborne Assault Troops of the Armed Forces of Ukraine. In general, related to the chosen research topic are the works of V.V. Stasiuk and O.A. Blinov.

Therefore, the urgency of the issue, its lack of development in modern psychology of theory and practice and the outlined contradictions lead to research in a particular direction.

The purpose of the article is to actualize the problem of developing the psychological readiness of paratroopers to work in extreme conditions. Coverage of the results of the development of the program for the development of psychological readiness of servicemen of the Airborne Assault Troops of the Armed Forces of Ukraine for activities in combat conditions "Born – to win".

## 2. The contribution of the main research material

To implement the defined tasks, the interrelated blocks of the program were based on the main components, such as: information-semantic, activity-reflexive, correctional-developmental and diagnostic (*Karamushki, 2005: 37*).

The informational and semantic component enables the servicemen of the Assault Troops to understand the basic essence of psychological readiness for activity in combat conditions, the functioning of the organism in extreme conditions, the influence of motivation on success, etc. In the program, this component is implemented through selected methods of work: mini-lectures, group and individual exercises, group discussions and brainstorming.

Activity-reflexive component contributes to the formation and development of psychological readiness of paratroopers to perform assigned tasks, awareness (self-knowledge) of their own actions on the battlefield, overcoming the most difficult situations in danger, uncertainty and suddenness, enriching professional experience, self-regulation, providing the first help and self-control of emotional state, etc. This component is performed through practical exercises and training in the field with modeling of danger and the introduction of various elements inherent in the combat situation.

The correctional and developmental component allows to actualize motivation for self-improvement, positive attitude to oneself, to the chosen profession, realization of self-confidence, desire for success, effective interaction, career growth, achievement of own life prospects and formation of reflective skills, etc. The selected component is implemented using the following forms and methods: group exercises and individual exercises, analysis of life and professional situations, group discussions, the method of incomplete sentences,

The diagnostic component of the program involves the analysis of the main criteria and established indicators of the level of psychological readiness of servicemen of the Assault Troops according to selected methods and a certain structure of components (motivational, cognitive-orientational, operational and emotional-volitional).

**The purpose of the program:** is not only to provide servicemen of Airborne Assault Forces with knowledge of psychological readiness, functioning of the body in extreme conditions and practical skills of self-regulation, but also to optimize the development of psychological readiness of paratroopers to fight.

**Tasks of the program:**

- 1) development of the motivational sphere of servicemen for service and combat activities;
- 2) acquaintance with the concepts of "psychological readiness", "psychological stability", "traumatic factors of modern combat", "preservation of mental health";
- 3) formation of a positive attitude to oneself, to the chosen profession, understanding and representation of servicemen's own actions on the battlefield, forecasting possible dangerous situations and making timely and correct decisions to overcome them.
- 4) formation and development of skills and practical skills necessary for first aid, self-regulation and self-control of emotional state.

**Target category:** contract military servicemen serving in the Airborne Assault Troops of the Armed Forces of Ukraine.

**Work tools for the program:** projector, projector screen, laptop or computer, speakers, flipchart, markers, pens, workbooks, A4 paper, badges.

**General structure of the program.** The program "Born – to win" consists of an introduction, 4 interconnected blocks, summarizing and individual psychological counseling with a total duration of 21 hours. The main structure of the program is shown in table 1.

Table 1

**Structure of the program of development of psychological readiness of servicemen of the Airborne Assault Troops of the Armed Forces of Ukraine for activity in combat conditions "Born – to win"**

№	Basic activities	Quantity by hours
1.	Introduction	2
2.	Lesson 1.1 "Motivation and its effective impact on the combat activities of servicemen of the Airborne Assault Troops".	2
3.	Lesson 1.2 "Motivational strategy as an important determinant of successful tasks on the battlefield".	2
4.	Lesson 2.1. "Psychological readiness of Airborne Assault Troops as a major factor in the successful implementation of combat tasks".	2
5.	Lesson 2.2 "Modern combat and its impact on the mental processes of servicemen of the Airborne Assault Troops during the performance of assigned tasks".	2
6.	Lesson 3.1 "There is such a profession – to defend the Motherland. Professional activity of servicemen of the Airborne Assault Troops during the performance of assigned tasks".	2
7.	Lesson 3.2 "Practical actions of a soldier during combat missions in the rear of the enemy".	2
8.	Lesson 4.1 "Development of the emotional and volitional sphere of the Airborne Assault Forces as a basis for the success of overcoming mental stress during activities in special conditions".	2
9.	Lesson 4.2 "Negative mental states and methods of self-regulation during combat missions by servicemen of the Airborne Assault Troops".	2
10.	Summarizing the program	1
11.	Individual psychological counseling	2

## **Contents of the program.**

### **Introduction.**

#### **1. Demonstration of a patriotic video.**

*Purpose:* to evoke in the program participant's emotions that motivate a person to work and achieve a positive result and remind that the protection of the Fatherland, independence and territorial integrity of Ukraine, respect for its state symbols is a sacred duty of every citizen of Ukraine.

#### **2. Self-presentation of the trainer (speaker), bringing to the participants the goals and objectives of the program.**

*Purpose:* to present the facilitator (speaker) and to acquaint the participants with the purpose, tasks and planned activities of the training.

#### **3. Exercise "Acquaintance"**

*Purpose:* expanded acquaintance and rapprochement of participants.

#### **4. Exercise "Waiting".**

*Purpose:* to obtain important information from each participant about his expectations from the training.

#### **5. Exercise "Basic rules of the group".**

*Purpose:* to discuss and adopt the rules of the group, compliance with which during the lesson had a positive impact on the effectiveness of the work.

#### **6. Summing up**

### **I. Motivational block**

*Purpose:* to form awareness of servicemen of the positive impact of motivation on achieving success and overcoming difficulties; development of motivation to successfully perform tasks in everyday and combat conditions.

#### **Lesson 1.1 "Motivation and its effective impact on the combat activities of servicemen of the Airborne Assault Troops."**

##### **1. Introduction to the motivational block.**

*The course of execution.* Proving the purpose, tasks, organization and interaction during work.

##### **Information and semantic component:**

##### **2. Exercise "One old story" (Jackson, 2014: 21).**

*Purpose:* interest of training participants, awareness of life values and the impact of motivation on success, the formation of a positive attitude towards themselves.

##### **3. Exercise "Motivation for me is..."**

*Purpose:* to encourage training participants to admire, analyze and develop knowledge about the phenomenon of motivation.

##### **4. Mini-lecture: lecture "Motivation as one of the main factors of success"**

*Purpose:* acquaintance with the concept of "motivation" and its role and place in the life of servicemen; formation of awareness of the positive impact of motivation on success.

##### **Correction and development component:**

##### **5. Exercise "Steps to success"**

*Purpose:* formation of the basic principles of definition of the purpose and ways of its achievement.

##### **6. Summarizing the lesson.**

#### **Lesson 1.2 "Motivational strategy as an important determinant of successful tasks on the battlefield".**

**Information and semantic component:****1. Brainstorming on the topic: "Quotes about motivation".**

*Purpose:* to stimulate creative thinking, activity, reflection, self-belief, revealing the essence and use in later life of useful expressions of famous people.

**2. Mini-lecture on the topic: "The role of motivation in performing assigned tasks".**

*Purpose:* to reveal the features of the manifestation of motivation and its role in achieving individual and joint success of servicemen during activities in combat; development of motivation for the success of the combat mission.

**3. Exercise "Who am I in this world?"**

*Purpose:* to promote the development of skills of self-knowledge, thinking, reflection; fostering respect for oneself, colleagues and the chosen profession; awareness of self-importance and motivation in the course of performing assigned tasks.

**4. Exercise "Advertising agent".**

*Purpose:* to promote a positive image of military service, awareness of their own importance in the system of the Armed Forces of Ukraine and the development of the ability to interest and motivate others.

**5. Exercise "Through the eyes of other people".**

*Purpose:* to promote the development of skills of self-awareness, self-analysis, reflection; formation of self-esteem, awareness of the importance of the chosen profession and motivation to work in combat.

**Diagnostic component:****6. Psychological diagnosis.**

*Purpose:* to measure individual psychological differences in group members, to establish effective changes and qualitative characteristics of the impact of the motivational block of the program on servicemen.

**7. Summarizing the lesson.****II. Cognitive-orientation block.**

*Purpose:* to reveal the peculiarities of the formation and development of psychological readiness of servicemen for military service.

**Lesson 2.1. "Psychological readiness of Airborne Assault Troops as a major factor in the successful completion of combat missions."****1. Introduction to the cognitive-orientation block.****Information and semantic component:****2. Brainstorming on the topic: "My psychological readiness"**

*Purpose:* to unite and stimulate participants to active creative thinking, reflection.

**3. Mini-lecture on the topic: "Psychological readiness of servicemen of the Assault Troops for extreme activities"**

*Purpose:* acquaintance with the concept of "psychological readiness" and its significant impact on the course of the combat mission; formation of a conscious idea of their own actions on the battlefield and making timely and correct decisions.

**Correction and development component:****4. Exercise "My team"**

*Purpose:* to promote the development of skills of self-awareness, self-analysis, reflection; formation and development of self-esteem, authority, leadership qualities, willingness to cooperate, interact and trust in the team; demonstration of own individual-professional qualities necessary for formation of a fighting team.

5. Group discussion on the topic: "Psychological readiness of servicemen: features and ways of its maintenance".

*Purpose:* development of practical thinking, self-improvement, reflection, use of own experience, representation of own actions on a battlefield, forecasting of possible dangerous situations and acceptance of timely correct decisions for their overcoming.

**6. Summarizing the lesson.**

**Lesson 2.2 "Modern combat and its impact on the mental processes of servicemen of the Airborne Assault Troops during the performance of assigned tasks."**

**Information and semantic component:**

**1. Brainstorming: "Factors that complicate combat activities and affect the change of personal characteristics of the serviceman".**

*Purpose:* formation of practical thinking, reflection, self-improvement, enrichment of own experience and understanding of own actions on the battlefield.

**2. Mini-lecture on the topic: "Psychological resilience as one of the necessary properties of a serviceman of the Assault Troops to confront the challenges of modern combat"**

*Purpose:* acquaintance with the concept of "psychological stability" and its impact on the course of the combat mission; formation of a conscious idea of their own actions on the battlefield and making timely and correct decisions.

**Correction and development component:**

**3. The method of incomplete sentences "Reasons for reducing the level of psychological stability on the battlefield"**

*Purpose:* development of skills of practical thinking, self-analysis, reflection, enrichment of own experience, awareness of personal behavior on the battlefield and the emergence of possible negative influences on the course of combat missions.

**4. Group discussion on the topic: "Ways to restore psychological stability"**

*Purpose:* formation of abilities and skills of practical thinking, self-analysis, reflection, interaction in collective, enrichment and use of own experience, motivation for success.

**Diagnostic component:**

5. Psychological diagnosis.

*Purpose:* to measure individual psychological differences in group members, to establish effective changes and qualitative characteristics of the impact of the motivational block of the program on servicemen.

6. Summarizing the lesson.

**III. Operating block.**

*Purpose:* formation and development of psychological readiness of servicemen of Airborne Assault Troops for activity in combat conditions.

**Lesson 3.1 "There is such a profession – to defend the Motherland. Professional activity of servicemen of the Airborne Assault Troops during the performance of assigned tasks".**

**1. Introduction to the operating unit.**

**Information and semantic component:**

**2. Brainstorming on the topic: "Quotes that inspire and lead to victory"**

*Purpose:* to stimulate creative thinking, activity, reflection, self-belief and victory in the battlefield, the discovery of the essence and use in later life of useful expressions of prominent military leaders and people.

**Activity-reflexive component:****3. Exercise "Angry Crowd"**

*Purpose:* development of psychological readiness of servicemen to act in conditions of danger, uncertainty and suddenness; formation of skills and abilities of practical thinking, self-analysis, reflection, interaction in collective, enrichment and use of own experience, motivation for success (*Gritsevich, 2017: 35*).

**4. Exercise "Moving on the battlefield" (Chaplygina, 1975: 18).**

*Purpose:* development of psychological readiness of servicemen to act in conditions of danger, uncertainty and suddenness; formation of skills and abilities to move on the battlefield, introspection, reflection, teamwork, enrichment and use of personal experience, motivation for success.

**Activity-reflexive component:****5. Exercise "Reconnaissance in the rear of the enemy" (Chaplygina, 1975: 36).**

*Purpose:* development of psychological readiness of servicemen to act in conditions of danger, uncertainty and suddenness; formation of skills and abilities during intelligence in the rear of the enemy, introspection, thinking, reflection, teamwork, enrichment and use of personal experience, motivation for success.

**6. Summarizing the lesson.****Lesson 3.2 "Practical actions of a soldier during combat missions in the rear of the enemy."****Activity-reflexive component:****1. Exercise "Ambush"**

*Purpose:* development of psychological readiness of servicemen to act in conditions of danger, uncertainty and suddenness; formation of skills and abilities during the attack of the enemy, self-analysis, thinking, reflection, interaction in the team, enrichment and use of personal experience, motivation for success.

**2. Exercise "Assault on the building"**

*Purpose:* development of psychological readiness of servicemen to act in conditions of danger, uncertainty and suddenness; formation of skills during the storming of the building, introspection, thinking, reflection, interaction in the team, enrichment and use of personal experience, motivation for success.

**3. Exercise "Game duel"**

*Purpose:* development of psychological readiness of servicemen to act in conditions of danger, uncertainty and suddenness; formation of skills during the storming of the building, introspection, thinking, reflection, interaction in the team, enrichment and use of personal experience, motivation for success. (*Armed Forces of Ukraine, 2021: 34*).

**4. Captive Exercise (Gritsevich, 2017: 334).**

*Purpose:* development of psychological readiness of servicemen to act in conditions of danger, uncertainty and suddenness; formation of skills and abilities in situations close to reality, self-analysis, thinking, reflection, enrichment and use of one's own experience.

**Diagnostic component:****5. Psychological diagnosis.**

*Purpose:* to measure individual psychological differences in group members, to establish effective changes and qualitative characteristics of the impact of the operational unit of the program on servicemen.

**6. Summarizing the lesson.**



#### **IV. Emotional and volitional block.**

*Purpose:* to acquaint group members with the main signs and phases of stress, the formation and development of skills, practical skills needed for first aid, self-regulation and self-control of emotional state.

#### **Lesson 3.1 "Development of the emotional and volitional sphere of the Airborne Assault Troops as a basis for the success of overcoming mental stress during activities in special conditions"**

##### **1. Introduction to the emotional-volitional block.**

##### **Information and semantic component:**

##### **2. Brainstorming on the topic: "Know yourself. Quotes about the disclosure of the inner strength of man, which stimulates and leads to victory.**

*Purpose:* to stimulate creative thinking, activity, reflection, faith in yourself and in victory on the battlefield, the discovery of the essence and the use in later life of useful expressions of famous people.

##### **Information and semantic component.**

##### **3. Mini-lecture on the topic: "Man is a weapon and its limitless possibilities"**

*Purpose:* to reveal the professional capabilities of a serviceman as a soldier – a defender of the Motherland; formation and development of a conscious idea of one's own actions and psychological readiness to function in extreme conditions.

##### **Correction and development component:**

##### **4. Exercise "Self-programming" (Shlachter, 2002: 12).**

*Purpose:* formation of skills, practical skills necessary for self-regulation, self-control of emotional state and self-suggestion, aimed at increasing their own intellectual, physical and mental capabilities.

##### **5. Exercise "My movie".**

*Purpose:* awareness of their own capabilities, the formation of readiness to manage the emotional state.

#### **Lesson 3.2. "Negative mental states and methods of self-regulation during combat missions by servicemen of the Airborne Assault Troops"**

##### **1. Mini-lecture on the topic: "Self-regulation of mental states of servicemen of the Airborne Assault Troops as one of the main conditions for the success of combat missions."**

*Purpose:* to acquaint group members with the main signs and phases of stress and methods of self-regulation.

##### **Exercise "Secret of breathing" (Memo to a serviceman in preparation for and in battle, 2015: 6).**

*Purpose:* formation of skills and abilities necessary for self-regulation.

##### **2. Exercise "Muscle relaxation" (Zoran Komar, 2017: 23).**

*Purpose:* to develop skills and abilities to master the techniques of calming, breathing and muscle relaxation.

##### **3. Exercise "My strong-willed composure" (Gritsevich, 2017: 348).**

*Purpose:* the formation of skills necessary for voluntary decision-making in extreme conditions.

##### **4. Exercise "Relieving stress with self-massage" (Gritsevich, 2017: 350).**

*Purpose:* the formation of skills necessary for voluntary decision-making in extreme conditions.

##### **5. Exercise "Emotions that accompany me in life" (Afanasieva, a textbook, . date of application 29.06.2021).**

*Time:* 10 minutes

*Purpose:* awareness of their own mental states, work on improving emotional feelings, the formation of skills and abilities to relieve internal tension, self-regulation.

**Diagnostic component:**

**6. Psychological diagnosis.**

**7. Summarizing the lesson.**

**Summarizing the program.**

**1. Exercise "My expectations and further wishes"**

*Purpose:* analysis of experience gained during the program, establishing feedback.

**Individual psychological counseling.**

*Purpose:* to provide psychological assistance to servicemen in solving life problems.

### 3. Conclusions

The analysis of the results of the implementation of the program for the development of psychological readiness of servicemen of the Airborne Assault Forces of the Armed Forces of Ukraine to work in combat conditions "Born – to win" shows its effective results. There is a significant advantage of statistical data between the experimental and control groups on the level of psychological readiness of paratroopers and their motivational orientation to perform tasks on purpose; skills and practical skills necessary for first aid, self-regulation and self-control of emotional state. The program can be used during the training of Airborne Assault Troops in the process of psychological training of military servicemen under the contract of military units of the "platoon – battalion".

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## PROBLEMS OF CONFLICT OF INTEREST MANAGEMENT IN THE CIVIL SERVICE SYSTEM

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### Summary

We offers a solution to problems of conflict of interest management in the civil service system. Conflicts of interest are largely provoked by the implementation of a radical domestic policy of reforms that affect the fundamental interests of most actors in political life. It is in these crisis conditions of “institutional instability” that the articulated interests of the main groups in the struggle to preserve or change their political status are especially evident. The conflict of interests of the ruling elite is resolved by the new strategic course development by the political leadership of the state, which finds its expression in the institutionalization of the political regime within the policy of “consensus”. Ukraine implements the European experience and uses international cooperation of developed democracies to study and prevent conflicts of interest, implement international standards, settle political and legal mechanisms to overcome the negative consequences of conflicts in the civil service.

**Keywords:** conflict, interest management, democracy, political, legal mechanisms, consensus.

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### 1. Introduction

Conflicts in the field of public administration by their specificity are one of the most problematic conflicts that arise due to differences of interest, the struggle for positions.

Contradictions between political and state-administrative structures show the dual nature of the orientations of the macro-government system. In other words, in this case we have a conflict of principles and criteria that, on the one hand, focus the activities of state institutions on the consolidation and stabilization of political power, and on the other it is aimed at macroeconomic regulation of social relations. The beginning of the conflict of interests is associated with a vague division of powers, lack of responsibility.

The study of conflict of interest in the civil service as a research problem has not received sufficient attention from scholars, which is largely due to the incompleteness of the process of the civil service institutionalization... Conflicts arise in all kinds of human activity and in the field of public administration this is not a drawback. Conflicts have their consequences, the general social nature, affect the state of the social environment of society as a whole. Every person who goes through periods of social growth on the state steps is constantly faced with conflict situations of various kinds. Such a large set of conflict agents leads to a state where conflict is considered an integral part of the life of the individual and his team, the civil service as a whole (Vasiliev, 2009).

Ukraine, unlike the European Union, does not have a solid legal framework to help prevent conflict situations for individuals during the civil service, and this is being discussed very actively recently in our country. In this complex globalized world, no country can protect itself from conflicts of interest in the activities of civil servants. Ukraine implements the European experience and uses international cooperation of developed democracies to study and prevent conflicts of interest, implement international standards, settle political and legal mechanisms to overcome the negative consequences of conflicts in the civil service.

## 2. The concept “conflict of interest”

The purpose of the study is scientific and theoretical justification of the analysis, a mechanism formation for managing and resolving conflicts of interest in professional activities in the civil service, making recommendations for their improvement and developing measures to resolve conflicts manage conflicts of interest and fight corruption.

In the process of scientific research the methods of structural-functional, typological, comparative-historical, legal, statistical, sociological analysis, as well as the methodology of system analysis and synthesis have been used. The normative basis of the study is the current Ukrainian legislation, official documents of the EU, USA, Canada, normative documents of the UN General Assembly.

The concept “conflict of interest” is a category covering the most important aspects of public administration, the scope of general issues of political and the state economic activity, the legal life of society. Conflicts of interest cover personal categories, usually officials who may have a direct interest in political decision-making (Bruno, 2008).

Conflict of interest cannot be studied without a stable definition of “interest”. Interest is a person’s active position on the use of various objects, which he uses, directs to his own good and to meet certain needs. In the sociological context, the specificity of interest is its position and role in the system of social relations, a factor in determining its activities. Conflict interest arises in the system of consensus and cooperation, which can lead to risks in the civil service.

On the theoretical side, the conflict of interest is clearly defined, but on the practical side it is very difficult to separate the boundaries between conflict in public administration and personal conflict, because interests are not always separated, they are often the same. Status conflict, violation of equality in the relations of the organization, causes great harm to the interests of the state, society and the individual, violates the conditions of competition, access to state resources. (Lopushinsky, 2020).

The main problem of political conflict is centered around its spheres of influence, which includes the management, regulation and control of confrontation (Carney, 1998). Proper organization of conflict management in the modern system of public administration minimizes possible and inevitable moral, economic and other losses and contributes to the best results in the confrontation.

For example, the 2003 UN Convention against Corruption does not define conflicts of interest. But the articles of this international treaty on the public sector (art. 7), codes of conduct for public officials (art. 8) and the private sector (art. 12) contain provisions, with varying degrees of directiveness, that guide states to take action on prevention and resolution of conflicts of interest in the civil service (*Corruption perceptions index, 2020*).

Also, the Corruption Perceptions Index highlights the global indicators of corruption and at the same time focuses on the presence of conflicts of interest. Although most countries have made little progress in fighting corruption in a decade, more than two-thirds of countries have below 50. From bribery and misappropriation and overpricing to favoritism, corruption takes various forms (*Corruption perceptions index, 2020*).

The Council for the Organization for Economic Co-operation and Development (OECD) is concerned about the ethics of public service conduct and has developed Recommendations for OECD member countries on resolving conflicts of interest in the civil service. They will propose international standards that will help European countries reform their policies, maintain integrity in decision-making, put them into practice, take risks and prevent conflicts in the public sector in their day-to-day work. They supported the opinion of various scholars who believed that a conflict of interest could not be separated from the interests of the individual and his job descriptions. All these points should be taken into account and determined, including sanctions against officials who are personally responsible for compliance with behavioral norms, compliance with state trust in institutions, service to the public interest. All these points should be taken into account and determined, including sanctions against officials who are personally responsible for compliance with behavioral norms, compliance with state trust in institutions, service to the public interest (*Recommendation of the OECD Council on Guidelines for Managing*).

### 3. Corruption and conflict of interest

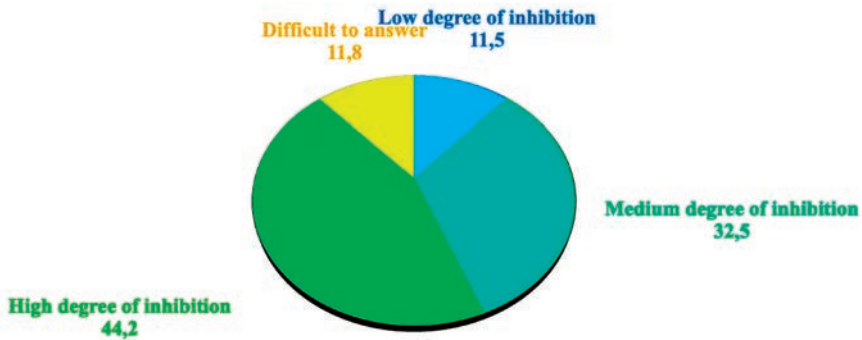
Corruption is one of the most difficult areas in Ukraine, which requires a total reform of the civil service and the settlement of conflicts of interest, the corruption risks spread. Це все описано у Explanation of the Ministry of Justice of Ukraine of April 12, 2011 “Corruption risks in the activities of civil servants” (*United Nations Convention against Corruption*).

Corruption leads to inefficient allocation and expenditure of public funds and resources, slowing economic growth, loss of taxes, reduced investment in production and growing social inequality. As practice shows, at the heart of any corruption offense is a conflict of interest of persons holding public office in the system of public administration and has in connection with the powers granted to them by the state appropriate influence that can be used in their personal interests, including contrary to the interests of the state.

With the establishment of the state body of the National Agency of Ukraine for the Prevention of Corruption (NAPC), statistical information on corruption and conflicts of interest has increased significantly. Offenses related to the prevention and settlement of conflicts of interest are disclosed, this is prescribed in Article 172-7 on violations of the requirements for the prevention of conflicts of interest (*Corruption risks in the activities of civil servants*).

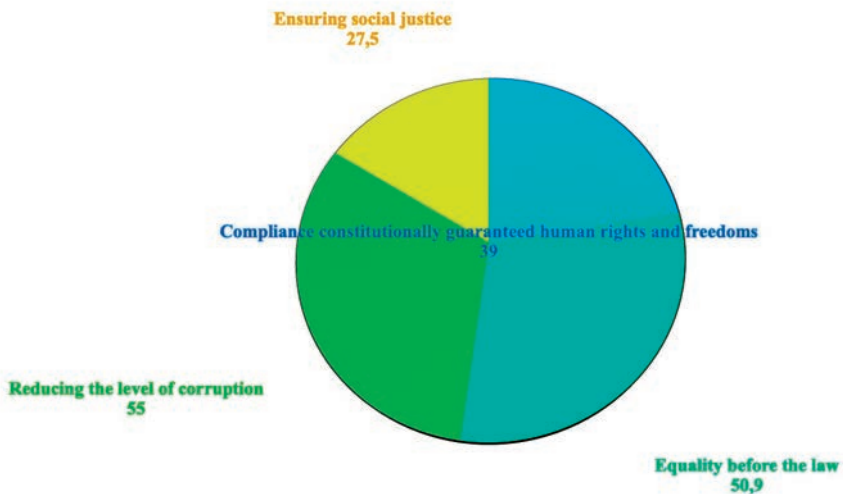
According to the results of the monitoring survey conducted by the Institute of Sociology of the National Academy of Sciences of Ukraine, it is shown that in 2019 the question: “In your opinion, to what extent are reforms in the field of public administration currently hampered?”, among respondents are 44, 2% said that a high degree of gallification of public administration reforms, and 32.5% believe that it is slowed down indirectly. This shows that the state has a low level of response to the problem of public administration and the emergence of conflicts of interest. (see fig 1) (*Golovakha, 2019*).





**Fig. 1. In your opinion, to what extent are reforms in the field of public administration currently hampered? 2019**

The key issue in considering this topic is the emergence of conflicts of interest. Providing these facts grants information on the following research question, which examines the most important causes of conflict of interest in the civil service. According to the respondents, the most acute problem is shown in the answers to the question of another sign: “In your opinion, what are the most important tasks of development and transformation in our society?”, among the respondents, 55% answered that the issue of reducing the level of corruption is relevant, it is quite logical to state this reason, for example, first place, 50.9% in second place, the importance of equality before the law, and third place is the observance of constitutionally guaranteed rights and human freedoms, which was 38% (See fig. 2) (Golovakha, 2019).



**Fig. 2. In your opinion, what are the challenges of development and transformation in are our society most relevant? 2019**

Respondents' answers help to conclude that the mechanism of conflict of interest management does not work to some extent, and sometimes does not apply at all.

Thus, Ukrainian society needs to make considerable efforts to reform and improve the system of conflict of interest management in the civil service and restore confidence in government. Accelerate the reform of national policies for the regulation of conflicts of interest and the corruption prevention; clearly reflect this in regulations to maintain the moral purity of the civil service.

In resolving conflicts of interest, an important role is played by increasing the activity of society, public awareness of what they can expect from civil servants. It is the increase in the role of public control over the activities of civil servants that will create an appropriate social environment against abuses in the civil service. Conflicts of interest, like corruption in general, are largely due to imperfect civil service legislation. Civil servants are not interested in legislating conflicts of interest and establishing responsibilities for promoting conflicts of interest. The scale of such a conflict depends not only on the private interests of civil servants, but also on a number of factors, among which are important legal, economic, political, social.



Fig. 3. CORRUPTION PERCEPTIONS INDEX (2020)

Conflict of interest threatens the value of the institution of civil service, negative changes in the legal and social foundations of the state, because in case of conflict of interest:

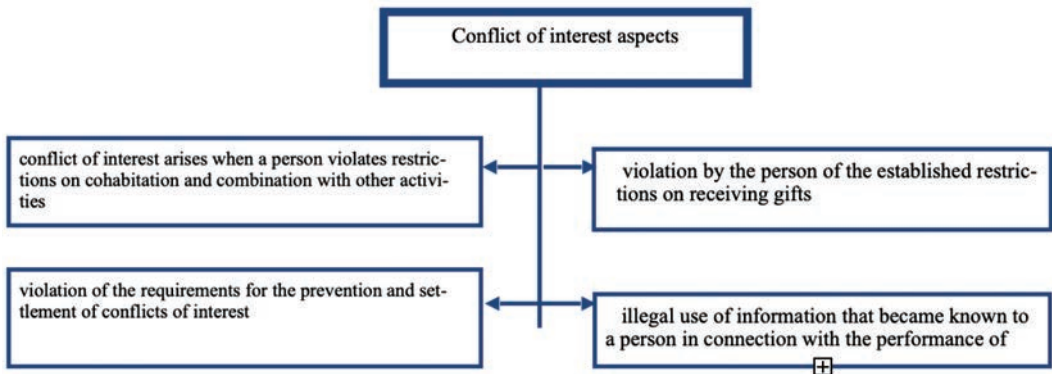
- public (social) interest is replaced by private interests;
- “the right and the law” are ignored;
- the principles of tolerance, equality and transparency in the use of benefits by civil servants who have access to public resources (material, financial, information) are violated) (McKevitt, 1998).

In accordance with the above, scientists have identified the main mechanisms for resolving conflicts of interest:

- elimination of the source of conflict in the participants relations of the confrontation, reduction of the share of hostility of the subjects, mutual desire to eliminate differences;
- prevention of open-ended political conflicts, such as political decision-making in one's own favor (Likarchuk, 2020).

Table 1

**A step towards corruption: resolving conflicts of interest  
(Eidos: Center for Political Studies and Analytics)**



Conflict resolution requires finding new, modern and comprehensive methods. To achieve a balance in resolving conflicts of interest in the civil service, the following conditions must be met:

- first, the parties to the conflict must acknowledge the existence of a conflict situation;
- secondly, in resolving the conflict it is necessary to identify the degree of organization, in order to reach an agreement between the parties and the implementation of current legislation;
- thirdly, certain “rules of the game” must be established, in compliance with which political responsibility is important (*Manuel, 2008*).

Modern mechanisms for resolving conflicts of interest are based not only on the statutory requirements for timely resolution of conflicts and penalties for non-compliance, but also on the disclosure of potential cases of personal interest and increasing the role of ethics and morality in choosing between private interest and official interest duty. Ethical norms form the behavior standards of an individual in certain circumstances of personal interest, determine the scope of the subject’s exercise of the rights granted to him by law and ensure the balance of personal and public interests.

A lot of European Union countries have developed laws and mechanisms to prevent conflicts of interest in the civil service. It has been proposed to create specialized anti-corruption bodies, mechanisms for verifying declarations of assets and interests of senior government officials, security and protection of persons who report on the state of the official’s crime. According to the proposals of the European experience, the solution of the problems of conflict of interests in the perspective of three strategies has been covered:

- detection takes place through analysis, studies all the materials (Islibostoi) and the emergence of a possible conflict of interest, clarifying the role of the victim;
- prevention with the help of established rules and prohibitions to certain activities;
- prevention occurs through removal from the civil service in the event of a conflict of interest, the adoption of a collegial decision on situations involving conflicts of interest (*Tokar-Ostapenko, 2013*).

The Law of Ukraine of October 14, 2014 №1700-VI “On Prevention of Corruption” (hereinafter the Law of №1700, which entered into force on January 1, 2020) defines the types of concepts such as potential (relatives) and real conflict of interest of civil servants of different levels.

If we consider two types of conflict together, we can observe in them one belonging to the property interest, which is accompanied by extra-service relations with individuals or legal entities, different types of organizations. *Potential interest* is a private interest that may prejudice decision-making and abuse of power (Article 1 of the Law). Thus, it characterizes the connection of a person with property or non-property interest, personal, family, friendly, business, which may or may not happen in the future.

*Real interest* is the opposition between one's own and one's official (service) interest. What affects the objectivity of decision-making during the term of office (Article 1 of the Law). Thus, this conflict characterizes a decision that has already occurred during the identification of private interest.

#### 4. Conclusions

Conflicts of interest are largely provoked by the implementation of a radical domestic policy of reforms that affect the fundamental interests of most actors in political life. It is in these crisis conditions of "institutional instability" that the articulated interests of the main groups in the struggle to preserve or change their political status are especially evident. The conflict of interests of the ruling elite is resolved by the new strategic course development by the political leadership of the state, which finds its expression in the institutionalization of the political regime within the policy of "consensus".

Based on the analysis of the situation, conflict management, certain shortcomings in the work of civil servants have been identified:

- lack of a comprehensive and unified approach to the conflict management process;
- the most documents development in the field of conflict of interest management is based on separate decisions of different subjects such as the president, government, parliament;
- lack of regulation of the decision-making process in a situation of conflict of interest;
- underdeveloped mechanisms of control over the actions of civil servants;
- lack of political will for radical changes in this area.

Resolving conflicts of interest as one of the most important means of combating corruption is the difficult organizational and legal work of state bodies, local governments, civil society institutions and citizens themselves. Proper implementation of this activity requires agreed decisions, systematic justification of rational experience and adequate scientific and analytical interpretation of results. For example, U.S. law requires civil servants to provide the Office of Ethics with information about their expenses and income, as well as the expenses and income of relatives, including not only children and husbands (spouses).

Therefore, conflicts of interest will be required in the constant updating of co-regulation mechanisms, and in order to improve the prevention and settlement of conflicts of interest it is necessary:

- increasing information openness;
- further development of systems of administrative and state regulations;
- improving procedures for mandatory notification of conflicts of interest;
- improvement of the order information on the return to work of former public servants.

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## COOPERATION BETWEEN THE MEMBERS OF THE EUROPEAN UNION IN PROTECTION OF CULTURAL VALUES

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### Summary

In the provisions of the scientific article, the author analyzes the formation of cooperation between the Member States of the European Community in the field of protection of cultural property since the introduction of the single European market in 1993 and to the present day. This study presents the formation of cooperation in the field of export of cultural values. It was found that special control has been established, and the criteria for issuing licenses for the export of cultural property are the items' age and value. Particular attention is paid to the peculiarities of legal regulation and cooperation in the field of return of cultural objects illegally moved from the territory of an EU member state. It is determined that in order to combat the illicit trafficking of cultural property, the current legislation has expanded opportunities for cooperation and exchange of information between Member States. Greater emphasis is placed on the development of cooperation in the field of import of cultural values from non-EU countries, which provides for the creation of a centralized electronic database of imported cultural values.

**Keywords:** European Union, Single European Market, harmonisation of law, export of cultural values, import of cultural values, return of cultural goods

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### 1. Introduction

Cultural values are an important source of scientific knowledge of both art history and the history of mankind as a whole. UNESCO estimates that the world's annual illicit trade in cultural goods exceeds US \$ 2 billion and is the third largest after drugs and weapons. In the context of the pandemic, the illicit trafficking of cultural property has gained new momentum, as epidemiological restrictions have allowed cultural traders to take advantage of reduced security at archeological sites and museums to engage in illegal excavations and thefts with impunity. Moreover, the shadow business, which thrives in conflict-affected regions, is a threat to international peace and security.

Therefore, one of the most important areas of cooperation between states is the protection of cultural values. The international community has developed universal regulations on the protection of cultural property and the prevention of its illegal movement. However, at the regional level, activities for the protection of cultural property are also an important area of cooperation between Member States. Given the European integration intentions of the Ukrainian state, it is of special interest to study the development of cooperation between the member states of the European Union in the field of protection of cultural values and the current state of its legal regulation.



## 2. The beginning of cooperation in the field of protection of cultural values

The integration processes in Europe, which led to the emergence of such a supranational entity, which is now the European Union were primarily due to economic and political goals. Although the Treaty of Rome of 1957 defined the development of the culture of the Member States as one of the activities of the Community, the sphere of culture in general and the protection of cultural property in particular, have exclusively belonged to the internal competence of the Member State for a long time.

It should be noted, that the European Economic Community (EEC) has succeeded to some extent in regulating the protection of cultural property in Commission Recommendation of 20 December 1974 to Members States concerning the protection of the architectural and natural heritage (75/65/EEC), which reflects Europe's cultural identity is now seriously threatened with decay and disappearance and urgent measures are needed. In the 1980s, resolutions of the EEC Council of Ministers of Culture identified the need for Europe's architectural heritage, the preservation of works of art and artifacts, and the establishment of effective cooperation within the Community in this field (*Melnychuk, 2011: 266*).

With the signing of the Maastricht Treaty in 1992, cultural policy was officially recognized as one of the activities of the European Union, and the creation of a Single European Market within a united Europe necessitated closer cooperation in the legal field to stop the growing illegal export of cultural property. In order to achieve concerted action in this field, Regulation № 3911/92 of the EEC Council of Ministers on the export of cultural goods of 9 December 1992 was adopted (*Council Regulation (EEC) № 3911/92*).

The document operated with such a concept as "cultural goods", the content of which was disclosed in the appendix and included fourteen categories of cultural values and provided for the procedure of export of such goods outside the territory of the European Union. A system of control and monitoring of their movement was established. In particular, a European license for the export of cultural goods was introduced (its form was defined in the Annex to Regulation № 753/93 of 30 March 1993 laying down rules for the implementation of Regulation № 3911/92), which was necessary for the export of cultural property outside the customs territory of the Community, which operated in the territory of all EU member states. In practice, this has given all EU Member States the confidence that cultural values cannot leave the territory of the Community without a minimum of control by each EU country (*Shulgovskaya, 2013: 157*).

Regulation № 3911/92 on the export of cultural goods has been substantially amended and clarified several times, in particular one of such document being the Regulation of the EEC Council № 974/2001 of 14 May 2001, which generally led to the need for a clearer and more rational statement of its provisions and reflected in its codification (*Council Regulation (EC) № 116/2009*). The regulation defines the list of cultural values in Annex A for the export of which an EU license is required. Those are, for example, archeological objects, books older than 100 years, all antiques, vehicles older than 75 years, maps printed more than 200 years ago, archives older than 50 years. Moreover, cultural values are covered by the Regulations only if they meet the value limits of Annex B of the Regulations or exceed them, for example, for a painting – 150 thousand euros; watercolors, gouache, pastels – 30 thousand euros; sculptures, books, collections – 50 thousand euros; mosaics, engravings – 15 thousand euros; archives, manuscripts, archaeological objects – regardless of cost.

Therefore, when deciding on the issuance of a license for the export of cultural property, the EU criteria are the age and value of the items. It should be noted that national legislation is often much stricter than EU law. In some EU countries, the export of items permitted under

an EU license may be prohibited by national law or an additional national license (certificate) may be required.

EU export licenses are authorized to be issued mainly by the Ministries of Culture, although in some countries there are other bodies that monitor and control the import and export of cultural property, and this may be other agencies, as well as museums, libraries (List of authorities). The EU license is the main instrument of customs control and must be presented to the customs authorities (List of customs) when making a customs declaration. It should be noted that the use of single model licenses in the EU simplifies standard customs controls on the export of works of art, although the rules for drawing up documentation for the import and export of works of art differ in the European Union countries.

### 3. Development of cooperation in the field of return of cultural values

An important area of cooperation between the states in the EU is the return of cultural objects illegally moved from the territory of an EU member state. In order to develop a common policy, Council Directive 93/7 / EEC of 15 March 1993 on the return of cultural objects unlawfully removed from the territory of a Member State of the European Community was adopted (*Council Directive 93/7/EEC*). Because, unlike regulations, EU directives are not directly applicable, they require implementation by each EU Member State into national law.

This document guaranteed the return of cultural objects classified as national treasures of art historical or archaeological value on the basis of national legislation or administrative procedures if they: belong to one of the categories defined in the Annex to the Directive, form an integral part of public collections in museum registers, archives, and libraries or similar institutions.

Council Directive 93/7 / EEC provided that the competent authorities of the EU Member States would follow an established procedure that simplifies the procedure for the return of cultural property. An EU member state is obliged, at the request of another EU state, to search for the relevant cultural property and find out who owns it. In the event that any EU Member State discovers in its territory a cultural property that may have been illegally exported from the territory of another EU Member State, it undertakes to notify the relevant State and to take all necessary measures to physically preserve the valuable property. object and prevent by all possible methods any attempt to deviate from the return of cultural property to the Homeland (*Kotys, 2013: 180*).

A study of the effectiveness of the Directive, based on the reports of the EU Member States on its practical application, which they were obliged to send every three years, indicated the existence of a number of problematic issues.

The low rates of the actual return of cultural objects illegally removed from the territory of the Member States over the years of the Directive have shown that its effectiveness is limited for a number of reasons:

- establishing strict eligibility criteria for facilities covered by the Directive (defined in the Annex to the Directive indicating financial and age thresholds);
- insufficient time to bring an action for return (one year from the date on which the requesting Member State became aware of the location of the cultural object and of the identity of its owner or owner);
- the cost of compensation to which the owner could be entitled under the Directive (*Górka, 2016 :29*).

In view of these shortcomings, the Directive needed to be revised to make it a more effective tool for restoring the cultural property. As well as to improve the mechanisms of

administrative cooperation and consultation between central authorities to enable them to better implement the Directive.

Following public discussions, various options have been worked out, from leaving the Directive unchanged with the encouragement of Member States to ratify the 1970 UNESCO Convention to its full revision with a view to amending its scope to all objects classified as national treasures, increase of terms for filing a claim for return and inspection of a cultural object; coordination of terms of compensation to the owner. To improve administrative cooperation, it was proposed to facilitate the use of the module "IMI" (the Internal Market Information System), for information exchange and joint consultations.

Note that the ratification by the Union of the 1970 UNESCO Convention on Measures to Prohibit and Prevent the Illicit Import, Export and Transfer of Ownership of Cultural Property and the UNIDROIT Convention on Stolen or Illegally Exported Cultural Property of 1995 (UNIDO Convention) were rejected because they can be joined only by the state separately, and not the organization as a whole. Note that the 1970 UNESCO Convention was ratified by 141 states (The 1970 Convention), including 26 EU member states, but only a little more than half of them (15) ratified the 1995 UNIDROIT Convention, which is primarily intended to address problems of restitution of cultural values.

#### **4. Improving legislation on the return of cultural sites within the EU**

On 15 May 2014, the European Parliament and the Council of the European Union adopted Directive 2014/60 / EC on the return of cultural objects unlawfully removed from the territory of a Member State and amending Regulation (EU) № 1024/2012. Among the key changes, it should be noted that the scope of Directive 2014/60 / EU has been significantly expanded, namely, it applies to all cultural objects that can be defined as "national values of artistic, historical or archaeological value", respectively to national law or administrative procedures within the meaning of Article 36 of the Treaty on the Functioning of the European Union (TFEU).

The Directive stipulates that the central authorities of the Member States must cooperate and facilitate consultations through the IMI (Internal Market Information System) in order to locate an illegally exported cultural object, identify the owner and/or holder, and inform that the cultural object, the object is found, and if there are reasonable grounds to believe that it was illegally taken out, to inspect the cultural object, to take measures for the physical preservation of the cultural object and to act as a mediator for its return.

The new rules increase the time limit for initiating return proceedings, namely that the procedure must be initiated no later than three years after the requesting Member State has become aware of the location of the cultural object and the identity of its owner or holder. And in the event of a return decision, the court of competent jurisdiction of the requested Member State shall award the owner fair compensation depending on the circumstances of the case, provided that the owner has exercised due care and diligence in purchasing the item. In addition, there are currently non-exhaustive criteria for interpreting the concept of due diligence and attention shown by the owner when purchasing the object. It should be noted that such criteria are based on those set out in the provisions of the 1995 UNIDROIT Convention.

Another innovation is that the deadline for submitting national evaluation reports and the Commission's report on the application of the Directive has been extended from three to five years. As the first five-year period expires at the end of 2020, the analysis of reporting will help assess the effectiveness of the return mechanism for illegally exported cultural objects established by the new Directive 2014/60 / EU.

Member States had to transpose the provisions of Directive 2014/60 / EU by 18 December 2015. For example, in the Netherlands, the Law on the Implementation of Directive 2014/60 / EU was published in the Dutch Bulletin of Acts, Ordinances, and Decrees in June 2015, and although the new instrument introduced a broader approach to cultural heritage protection in the EU, its implementation did not lead to serious changes in the country's legislation. After all, with the implementation of Council Directive 93/7 / EEC of 15 March 1993, a number of complex issues in this area have been resolved, including a reasonable balance between the interests of primary owners and the interests of innocent buyers (*Heese, 2016: 105*). While cultural property reform has taken place in Germany, Parliament has adopted a new law on cultural property, transposing the new Directive 2014/60 / EU; improved implementation of the 1970 UNESCO Convention; contains provisions on the 1954 Hague Convention; and the regulation of 1955 on the protection of national cultural values of Germany in accordance with EU and international standards (*Peters, 2016: 87*). And in Italy during the transposition, there were problems of harmonization of national legislation (Landscape and Cultural Heritage Code) with EU legislation (*Frigo, 2016: 79-80*).

According to the provisions of Directive 2014/60 / EU, each EU country designates a body that deals with the return of cultural objects. In order to share experiences and good practices in the implementation of the Directive, the European Commission has set up an Expert Group on Return of Cultural Objects, which is included in the Register of Expert Groups and other similar organizations.

It should be noted that in addition to the protection of the national cultural heritage of the Member States under Regulation 116/2009 and Directive 2014/60 / EU, an important exception to the free movement of goods is made for the cultural property of Iraq and Syria. As a result of the hostilities in Iraq, Council Regulation (EC) № 1210/2003 of 7 July 2003 concerning certain restrictions on economic and financial relations with Iraq was adopted. The regulation prohibits the import, export, or trade of all Iraq's cultural property, although there are two exceptions. If the owner of the cultural object can prove that the object was taken out of Iraq before August 6, 1990, and also if the object is officially returned to the Iraqi institutions according to the purpose of safe return, according to the UN Security Council Resolution 1483 (2003). As regards Syria, similar rules are included in Council Regulation (EU) № 36/2012 of 18 January 2012 concerning restrictive measures in relation to the situation in Syria (*Peters, 2016: 95*).

It is known that terrorist organizations, in particular the Islamic State, have been organizing mass looting of archeological sites and museums in the regions of Syria and Iraq under their control since 2014. The sale of such items, including to EU countries, is aimed at financing terrorist activities and money laundering.

### **5. A new legal framework for controlling the import of cultural property from outside the EU**

With the exception of restrictions on the import of Iraqi and Syrian cultural sites, the European Union has long had no common legislation establishing common rules for controlling the import of cultural property from outside the EU. That is, there was a loophole where illegally seized cultural property from outside the EU could enter the single market because the requirements for their import are defined as for any other product for which a customs declaration is provided.

The strengthening of the fight against terrorist financing and illicit trade in cultural property was reflected in a joint statement by the European Commission and the High

Representative of the European Union for Foreign Affairs and Security Policy in 2016 on the intention to prepare a legislative proposal to address the import of cultural property to the EU (*Joint Communication...*).

The legislative process was completed in April 2019, and on June 27, the Regulation 2019/880 on the import and import of cultural objects came into force (*Regulation 2019/880 EU*). In particular, the Regulation prohibits the importation into the EU of cultural property listed in Annex A (12 groups of cultural property, including rare collections and specimens of fauna, flora, minerals and anatomy and objects of paleontological interest; archaeological excavations (in including ordinary and secret) or archaeological discoveries on land or underwater, etc.), if they were illegally removed from the territory of the country in which they were created or found. Although the general ban does not require systematic monitoring, the competent authorities of the Member States will take appropriate measures when attempting to import such cultural goods.

With regard to the import of cultural property, the Regulation stipulates that for cultural objects older than 250 years it is necessary to issue an import permit (license), and for cultural objects older than 200 years worth 18 thousand euros and above – it is necessary to present an importer statement. Member States need to organize cooperation between their competent authorities for the effective implementation of the regulation.

Member States need to organize cooperation between their competent authorities for the effective implementation of the regulation. Therefore, although the new rules for the circulation of cultural property came into force on December 28, 2020, the application of some provisions has been postponed to allow the necessary implementation measures. It is assumed that these measures will provide effective protection against illegal trade in cultural property and prevent their loss.

It should be noted that joint efforts in the fight against the smuggling of cultural property continue. On May 30, 2018, the *EU Directive 2018/843* on the prevention of the use of the financial system for the purposes of money laundering or terrorist financing was adopted, which added the art market to the list of regulated industries. As a result, since 2020, the rules for the design and movement of works of art across the borders of the European Union have changed. Banks, art galleries, and auctions are obliged to collect and provide government agencies with information about transactions and clients, the powers of intermediaries. All transactions in the amount of EUR10 000 and above, regardless of the form of payment, come under control.

## 6. Conclusions

Thus, the above suggests that since the creation of the single market, the European Union has paid considerable attention to cooperation in the field of protection of cultural property. The Community regulates the export of cultural property through the introduction of licensing controls. And although for a long time in the European Union there was no general legislation governing the import of cultural heritage, in 2019 came into force legislation governing the import of cultural property from non-EU countries. To ensure effective protection against illegal trade, a centralized electronic database of imported cultural property will be created. No less important area of cooperation is the return of cultural objects illegally moved from the territory of an EU member state. The analysis of the practice of application of the EU Council Directive 93/7 / EEC, which has been in force since 1993 in this area, has shown the low efficiency of the established procedure. Therefore, in order to address the issues and harmonize the legal framework of the European Union on the right of Member States to return cultural objects and national treasures from one country to another, a new Directive 2014/60 / EU was adopted in



2014. Enhanced cooperation through the exchange of information, the use of formal requests and return procedures, or the use of amicable settlements has opened up new opportunities for the return of an illegally seized object. Examining the first reporting on the application of Directive 2014/60 / EU will determine whether it has become an effective tool in the fight against illicit trafficking in cultural objects.

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## THE CHAMBER OF NOTARIES IN KATOWICE WYKONYWANIE ZAWODU NOTARIUSZA W DOBIE PANDEMII KORONAWIRUSA NA PODSTAWIE DANYCH POZYSKANYCH Z IZBY NOTARIALNEJ W KATOWICACH

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### **Streszczenie**

Praca ma za zadanie przedstawić specyfikę, charakter oraz zakres zawodu notariusza, możliwości i ograniczenia w wykonywaniu zawodu notariusza w dobie pandemii na podstawie analizy pozyskanych danych z Izby Notarialnej w Katowicach oraz przeprowadzonych badań własnych w celu ustalenia rzeczywistego wpływu pandemii na wykonywanie zawodu notariusza. Celem niniejszej pracy jest określenie wpływu pandemii na pracę notariuszy oraz analiza problemów badawczych poprzez potwierdzenie lub zanegowanie postawionych w części badawczej hipotez. W wyniku przeprowadzonych badań wykazano, że pandemia miała umiarkowany wpływ na pracę notariuszy oraz kancelarii notarialnych w kraju. Ponadto, stwierdzono występowanie zmian w zakresie wykonywanych czynności notarialnych oraz częściowy wpływ na zdawalność oraz dostępność do wstępnych egzaminów notarialnych oraz notarialnych egzaminów zawodowych.

**Słowa kluczowe:** notariusz, wykonywanie zawodu, koronawirus.

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### **1. Wstęp**

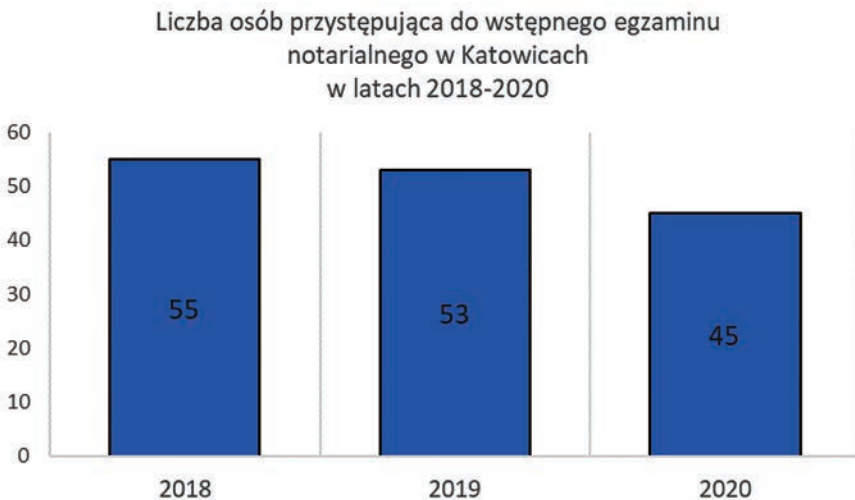
Celem niniejszej pracy jest ustalenie wpływu pandemii koronawirusa na wykonywanie zawodu notariusza. W tym celu przeprowadzona została analiza danych pozyskanych z Izby Notarialnej w Katowicach w celu ustalenia rzeczywistego wpływu pandemii na wykonywanie zawodu notariusza. Dokonano gruntownej egzegezy dostępności oraz zdawalności wstępnego egzaminu notarialnego w Katowicach w latach 2018-2020. Ponadto, dokonano analizy zdawalności notarialnego egzaminu zawodowego w latach 2018-2020 oraz analizy danych dotyczących aplikantów Izby Notarialnej w Katowicach. Skupiono się ponadto na badaniach dotyczących wpływu pandemii COVID-19 na zdawalność notarialnego egzaminu zawodowego oraz dostępności do aplikacji notarialnej w Polsce. W uzupełnieniu należy dodać, iż doktryna wskazuje cechy wyróżniające notariuszy od innych zawodów prawniczych, potwierdzające status notariusza jako osoby zaufania publicznego. Dodatkowo, winno się podkreślić również, iż samorząd zawodowy notariuszy o którym mowa w art. 17 ust. 1 Konstytucji RP<sup>1</sup> wykonuje swoje zadania wyłącznie w granicach interesu publicznego. Innymi słowy oznacza to w szczególności zakaz nadużywania swojej pozycji. Ma to przede wszystkim na

<sup>1</sup> Konstytucja Rzeczypospolitej Polskiej z dnia 2 kwietnia 1997 (Dz.U. z 1997 nr.78 poz.483) z póź. zmianami

celu przeciwdziałanie nadmiernemu ograniczaniu sposobności w możliwości nabycia danych uprawnień zawodowych.<sup>2</sup>

## 2. Egzegeza danych pozyskanych z Izby Notarialnej w Katowicach w celu ustalenia rzeczywistego wpływu pandemii na wykonywanie zawodu notariusza

Analiza danych dotyczących liczby osób przystępujących do wstępnego egzaminu notarialnego wykazała, że w 2018 roku do tego egzaminu przystąpiło 55 osób, w 2019 roku 53 osoby, czyli dwie osoby mniej niż w roku poprzednim, natomiast w 2020 roku 45 osób, czyli 10 osób mniej niż w 2018 roku i 8 osób mniej niż w 2019 roku. Dane dotyczące liczby osób przystępujących do wstępnego egzaminu notarialnego w poszczególnych latach zostały przedstawione na Wykresie nr 1.

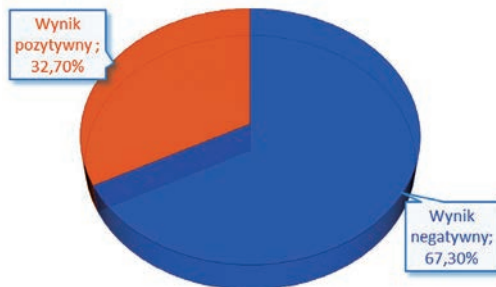


**Wykres 1. Liczba osób przystępująca do wstępnego egzaminu notarialnego w Katowicach w latach 2018-2020**

Źródło: Opracowanie własne na podstawie danych pozyskanych z Izby Notarialnej w Katowicach

Analiza danych dotyczących zdawalności wstępnego egzaminu notarialnego w Katowicach wykazała, iż w 2018 roku do wstępnego egzaminu notarialnego w Izbie Notarialnej Katowicach przystąpiło 55 osób, z których 18 otrzymało pozytywny wynik, 37 osób otrzymało negatywny wynik z wstępnego egzaminu notarialnego, co oznacza, że egzamin zdało 32,70% ogółu osób przystępujących do tego egzaminu. Dane te przedstawia Wykres nr 2.

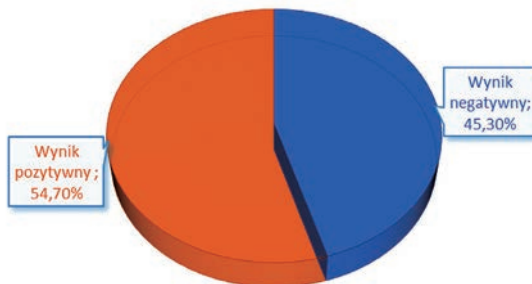
<sup>2</sup>K. Wiatrowski, J. Wiatrowski, B. Wanot „Uwarunkowania i ekonomiczno-prawny charakter wykonywania prawnych profesji zaufania publicznego w konfrontacji z zawodem lekarza” Częstochowa 2020 r. Wydawnictwo Uniwersytetu Humanistyczno –Przyrodniczego w Częstochowie s.11



**Wykres 2. Zdawalność wstępnego egzaminu notarialnego w Katowicach w 2018 roku**

Źródło: Opracowanie własne na podstawie danych pozyskanych z Izby Notarialnej w Katowicach

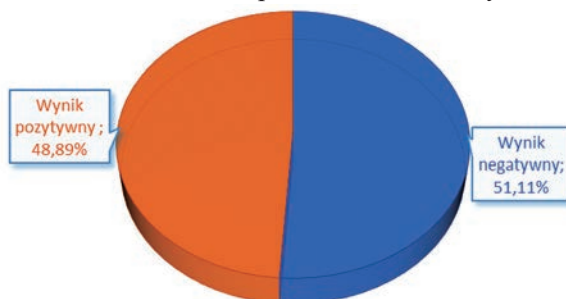
W 2019 roku do wstępnego egzaminu notarialnego przystąpiły 53 osoby, z których 29 uzyskało wynik pozytywny, natomiast 24 wynik negatywny. Oznacza to, że zdawalność wstępnego egzaminu notarialnego w Katowicach w 2019 roku wynosiła 54,70% i była o 22,00% wyższa niż w roku poprzednim. Dane te zostały przedstawione na Wykresie nr 3.



**Wykres 3. Zdawalność wstępnego egzaminu notarialnego w Katowicach w 2019 roku**

Źródło: Opracowanie własne na podstawie danych pozyskanych z Izby Notarialnej w Katowicach

W 2020 roku do wstępnego egzaminu notarialnego przystąpiło 45 osób, z których prawie połowa, czyli 22 osoby otrzymała pozytywny wynik z egzaminu, 23 osoby otrzymały wynik negatywny, co oznacza, że zdawalność wstępnego egzaminu notarialnego wyniosła w 2020 roku 48,89%, czyli była mniejsza o 5,81% w porównaniu do roku poprzedzającego i 16,19% wyższa niż w 2018 roku. Dane te przedstawiono na Wykresie nr 4.



**Wykres 4. Zdawalność wstępnego egzaminu notarialnego w Katowicach w 2020 roku**

Źródło: Opracowanie własne na podstawie danych pozyskanych z Izby Notarialnej w Katowicach

Dane liczbowe przytoczone dotychczas dotyczące wyników wstępnego egzaminu notarialnego w latach 2018-2020 w Katowicach przedstawiono w Tabeli nr 1.

Tabela 1

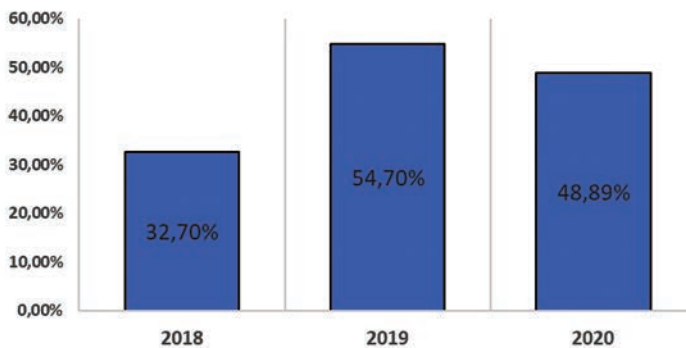
### Zdawalność wstępnego egzaminu notarialnego w latach 2018-2020 w Katowicach

Rok	Liczba osób, które przystąpiły do wstępnego egzaminu notarialnego	Liczba osób, które uzyskały pozytywny wynik z wstępnego egzaminu notarialnego	Liczba osób, które uzyskały negatywny wynik z wstępnego egzaminu notarialnego	Procent zdawalności	Różnica zdawalności względem roku poprzedniego w procentach
2018	55	18	37	32,70%	Rok bazowy
2019	53	29	24	54,70%	Wzrost o 22%
2020	45	22	23	48,89%	Spadek o 5,81%

Źródło: Opracowanie własne na podstawie analizy danych pozyskanych z izby notarialnej w Katowicach

Dane liczbowe dotyczące zdawalności wstępnego egzaminu notarialnego w Katowicach w latach 2018-2020 ujęte w Tabeli 1 przedstawia Wykres 5.

Zdawalność wstępnego egzaminu notarialnego w Katowicach w latach 2018-2020



Wykres 5. Zdawalność wstępnego egzaminu notarialnego w Katowicach w latach 2018-2020.

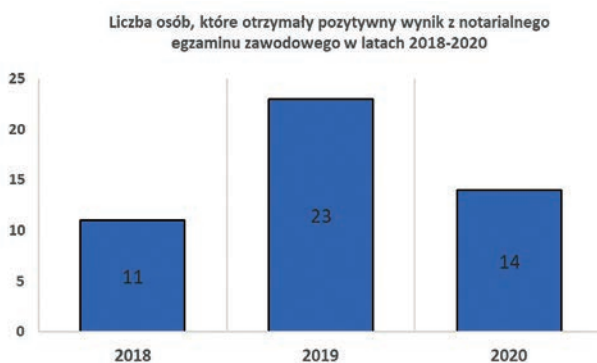
Źródło: Opracowanie własne na podstawie danych pozyskanych z Izby Notarialnej w Katowicach

Analiza danych dotycząca dostępności oraz zdawalności wstępnego egzaminu notarialnego w Katowicach w latach 2018-2020 wykazała, że co roku w Katowicach odnotowany został spadek liczby osób przystępujących do wstępnego egzaminu notarialnego. Najwięcej osób zdecydowało się przystąpić do wstępnego egzaminu notarialnego w 2018 roku (55 osób) a najmniej zdecydowało się przystąpić do egzaminu w 2020 roku (45). Należy zaznaczyć jednak, że z jednoczesnym spadkiem liczby osób przystępujących do wstępnego egzaminu notarialnego odnotowano jednocześnie wzrost zdawalności tegoż egzaminu. Największą zdawalność odnotowano w 2019 roku, mimo że do egzaminu przystąpiły tylko 2 osoby mniej niż w roku poprzednim, natomiast w 2020 roku odnotowano spadek zdawalności o 5,81% niż w roku poprzednim. Można przyjąć, że obecna epidemia COVID-19 mogła mieć wpływ na dostępność do wstępnego egzaminu notarialnego, ponieważ na przełomie lat 2018-2020 występował sukcesywny spadek liczby osób przystępujących do

wstępnego egzaminu notarialnego, jednakże okoliczność takowa nie wpłynęła znacząco na wyniki tych egzaminów, ponieważ w porównaniu do 2018 roku zarówno wyniki z 2019 roku jak i z 2020 roku były zdecydowanie wyższe.

### 3. Analiza zdawalności notarialnego egzaminu zawodowego w Katowicach w latach 2018-2020

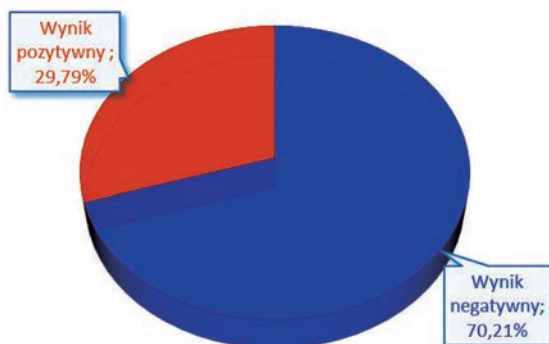
Analiza danych dotycząca zdawalności notarialnego egzaminu zawodowego w Katowicach w latach 2018-2020 wykazała, że w 2018 roku zawodowy egzamin notarialny w Katowicach zdało 11 osób, w 2019 roku 23 osoby, natomiast w 2020 roku 14 osób. Oznacza to, że w stosunku do 2019 roku w Katowicach odnotowano znaczny spadek liczby osób, które otrzymało pozytywny wynik z zawodowego egzaminu notarialnego. Dane liczbowe zostały przedstawione na Wykresie nr 6.



Wykres 6. Liczba osób, które otrzymały pozytywny wynik z notarialnego egzaminu zawodowego w latach 2018-2020

Źródło: Opracowanie własne na podstawie danych pozyskanych z Izby Notarialnej w Katowicach

Analiza danych dotycząca wyłącznie 2020 roku wykazała, że spośród 47 osób przystępujących do notarialnego egzaminu zawodowego w Katowicach, 33 osoby uzyskały wynik negatywny a tylko 14 uzyskało wynik pozytywny, zdawalność więc wynosiła zaledwie 29,79%. Zestawienie danych przedstawia Wykres nr 7.

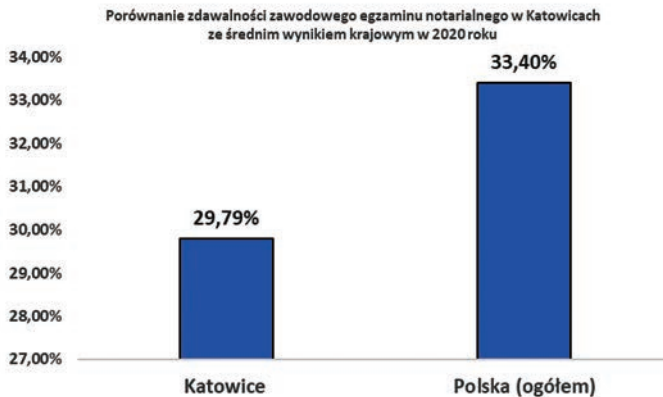


Wykres 7. Zdawalność zawodowego egzaminu notarialnego w Katowicach w 2020 roku

Źródło: Opracowanie własne na podstawie danych pozyskanych z izby notarialnej w Katowicach



Analizując wskazane dane można uznać, że pandemia mogła zaważyć na dostępności do zawodowego egzaminu notarialnego, jednakże nie wpłynęła ona na wyniki przeprowadzonego w 2020 roku egzaminu. Czynniki, które mogły oddziaływać na zdawalność egzaminu pozostają przede wszystkim trudność pytań egzaminacyjnych oraz stopień przygotowania osób przystępujących do egzaminu. Biorąc pod uwagę, że ogólny wynik zdawalności zawodowego egzaminu notarialnego w Polsce w 2020 roku był bardzo niski i wynosił 33,40% to wynik zdawalności w Katowicach był o jeszcze 3,61% niższy.<sup>3</sup> Dane porównujące wyniki zdawalności zawodowego egzaminu notarialnego w Polsce w 2020 roku oraz wyniki zdawalności tegoż egzaminu w Katowicach przedstawia Wykres nr 8.



**Wykres 8. Porównanie zdawalności zawodowego egzaminu notarialnego w Katowicach ze średnim wynikiem krajowym w 2020 roku**

Źródło: Opracowanie własne na podstawie danych pozyskanych z izby notarialnej w Katowicach oraz na podstawie danych zawartych w: J. Wiatrowski, K. Wiatrowski, 2020, *Analiza wpływu pandemii Covid-19 na zdawalność notarialnego egzaminu zawodowego*, Periodyk Naukowy Akademii Polonijnej, Częstochowa, PNAP (2020) nr 6

Tabela 2

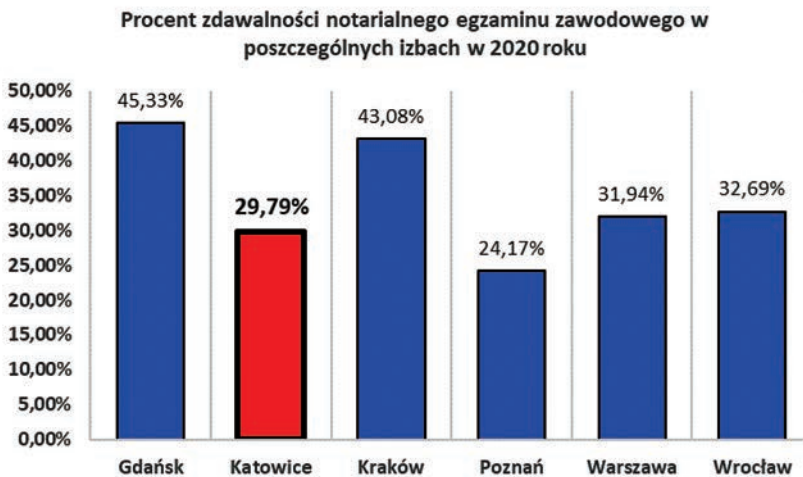
**Zdawalność notarialnego egzaminu zawodowego w poszczególnych izbach notarialnych w 2020 roku**

Izba notarialna	Liczba osób przystępujących do egzaminu notarialnego	Liczba osób, które uzyskały pozytywny wynik z egzaminu notarialnego	Liczba osób, które uzyskały negatywny wynik z egzaminu notarialnego	Procent zdawalności
Gdańsk	75	34	41	45,33%
Katowice	47	14	33	29,79%
Kraków	65	28	37	43,08%
Poznań	120	29	91	24,17%
Warszawa	144	46	98	31,94%
Wrocław	52	17	35	32,69%
Ogółem	503	168	335	33,40%

Źródło: J. Wiatrowski, K. Wiatrowski, 2020, *Analiza wpływu pandemii Covid-19 na zdawalność notarialnego egzaminu zawodowego*, Periodyk Naukowy Akademii Polonijnej, Częstochowa, PNAP (2020) nr 6

<sup>3</sup> J. Wiatrowski, K. Wiatrowski, 2020, *Analiza wpływu pandemii Covid-19 na zdawalność notarialnego egzaminu zawodowego*, Periodyk Naukowy Akademii Polonijnej, Częstochowa, PNAP (2020) nr 6

Różnice pomiędzy skrajnymi wartościami procentowymi zdawalności w poszczególnych izbach, tj. w Gdańsku i Poznaniu są bardzo znaczne i w tym przypadku wynoszą one aż 21,16%. Katowice okazały się być na przedostatnim miejscu w zestawieniu zdawalności zawodowego egzaminu notarialnego w poszczególnych izbach z wynikiem o 3,61% niższym niż średnia zdawalność. Zastanawiającym jest znaczne zróżnicowanie zdawalności w poszczególnych izbach, co może świadczyć o niejednorodnym przygotowaniu zdających osób. Średnia zdawalność w poszczególnych izbach jest zaskakująco niska a wysoka rozbieżność pomiędzy tymi wynikami bez wątpienia pozostaje zjawiskiem negatywnym. Zestawienie przytoczonych danych liczbowych zostało przedstawione na Wykresie nr 9.



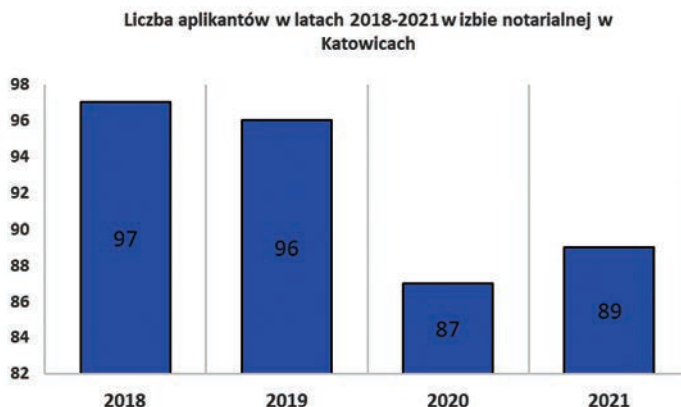
**Wykres 9. Procent zdawalności notarialnego egzaminu zawodowego w poszczególnych izbach w 2020 roku**

Źródło: Opracowanie własne na podstawie J. Wiatrowski, K. Wiatrowski, 2020, *Analiza wpływu pandemii Covid-19 na zdawalność notarialnego egzaminu zawodowego*, Periodyk Naukowy Akademii Polonijnej, Częstochowa, PNAP (2020) nr 6

Analiza danych dotycząca zdawalności notarialnego egzaminu zawodowego w Katowicach w 2020 roku wykazała, że zdawalność ta była wyjątkowo niska a jej wynik okazał się być niższy niż średnia krajowa. Wpływ na rezultat zdawalności mogły mieć ograniczenia pandemiczne, jednakże za kluczowy czynnik tak niskich wyników można uznać przede wszystkim niedostateczny poziom przygotowania osób przystępujących do egzaminu, a nade wszystko trudność pytań egzaminacyjnych.

#### 4. Analiza danych dotycząca aplikantów izby notarialnej w Katowicach

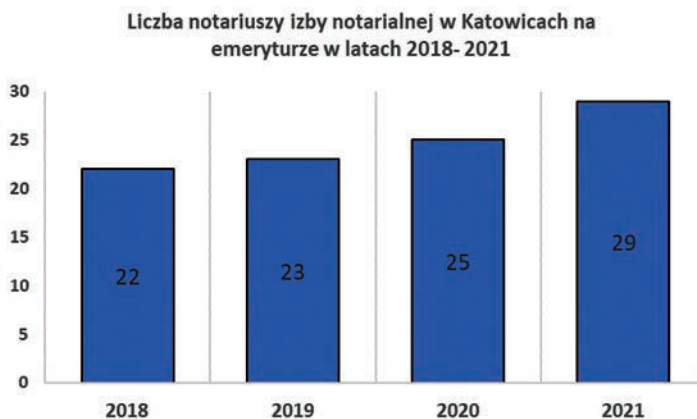
Liczba aplikantów w latach 2018-2021 w izbie notarialnej w Katowicach co roku systematycznie się zmniejszała. W 2018 roku wynosiła 97 aplikantów, w 2019-96 aplikantów, i kolejno w 2020-87 aplikantów. Wyjątkiem okazał się być 2021 rok, gdzie stan na dzień 01.01.2021 r. wynosił 89 aplikantów. Jednakże, zauważyć można sukcesywny spadek liczby aplikantów w tej izbie. Dane liczbowe dotyczące aplikantów izby notarialnej w Katowicach przedstawiono na Wykresie nr 10.



**Wykres 10. Liczba aplikantów w latach 2018-2021 w izbie notarialnej w Katowicach.**

Źródło: Opracowanie własne na podstawie danych uzyskanych z izby notarialnej w Katowicach

Ponadto, z uzyskanych danych ustalono, że nieprzerwanie zwiększa się liczba notariuszy przechodzących na emeryturę. W 2018 roku 20 notariuszy było już na emeryturze, w 2019 - 23, w 2020 roku - 25 osób a w 2021 roku aż 29. Dane liczbowe dotyczące notariuszy izby notarialnej na emeryturze przedstawia Wykres 11.



**Wykres 11. Liczba notariuszy izby notarialnej w Katowicach na emeryturze w latach 2018–2021**

Źródło: Opracowanie własne na podstawie danych uzyskanych z izby notarialnej w Katowicach

Analizując uzyskane dane wnioskować zatem można, że coraz większa liczba notariuszy izby notarialnej w Katowicach osiąga wiek emerytalny i rezygnuje z pracy w zawodzie. Systematycznie zmniejszająca się liczba aplikantów oraz niskie wyniki zdawalności zawodowego egzaminu notarialnego w Katowicach są zatem zjawiskiem niepokojącym ze względu na możliwe w przyszłości braki kadrowe w tej izbie.

## 5. Wpływ pandemii COVID-19 na zdawalność notarialnego egzaminu zawodowego oraz dostępność do aplikacji notarialnej w Polsce

J. Wiatrowski i K. Wiatrowski w swym opracowaniu wykazali, że zdawalność egzaminu notarialnego charakteryzuje się wysokim zróżnicowaniem wyników na przestrzeni lat oraz że epidemia COVID-19 w 2020 roku mogła być jednym z kilku czynników wpływających na dostęp do egzaminów zważywszy na nagły spadek liczby osób, które przystąpiły do egzaminu, jednak ilość osób, które uzyskały pozytywny wynik z egzaminu, nie miała związku z obecną sytuacją. Jako główne czynniki mające wpływ na zdawalność egzaminu autorzy badań wskazali trudność pytań egzaminacyjnych oraz poziom przygotowania do egzaminu przez osoby zdające.<sup>4</sup>

Badania przeprowadzone przez J. Wiatrowskiego i K. Wiatrowskiego dotyczące analizy dostępności do aplikacji notarialnej oraz zdawalności notarialnego egzaminu zawodowego w Polsce wykazały, że izbą notarialną, w której przeprowadzana jest największa liczba egzaminów wstępnych na aplikację notarialną jest izba notarialna w Warszawie, najmniejszą zaś liczbą egzaminów wstępnych na aplikację notarialną charakteryzuje się izba notarialna w Katowicach. Autorzy wykazali, że wysoka liczba przeprowadzanych egzaminów nie ma związku z ich zdawalnością, za przykład podając wyniki z Warszawy i Poznania z 2018 roku. Mimo tego, że w Warszawie do egzaminu wstępnego przystąpiło o 69 osób więcej niż w Poznaniu, to zdawalność w Poznaniu była wyższa, niż w Warszawie. W swym opracowaniu autorzy wyraźnie zaznaczyli wysoce zauważalną niską zdawalność egzaminów wstępnych na aplikację notarialną oraz wysoką wartość odchylenia standardowego otrzymywanych wyników. Przeciętna zdawalność egzaminów wstępnych w Polsce w latach 2018-2020 wynosiła 40,83%, natomiast wartość odchylenia standardowego 10,06%. Autorzy w swym opracowaniu wyraźnie zaznaczyli, że istotna jest częsta zmienność wyników egzaminów. W 2018 roku zdawalność egzaminów w Polsce wynosiła 32,70%, w 2019 roku 55,00% a w 2020 roku 34,79%. Najniższą zdawalnością w latach 2018-2020 charakteryzowała się Warszawa z wynikiem 36,39%, natomiast najwyższą Katowice z wynikiem 45,43%.<sup>5</sup> Dane dotyczące przeciętnej zdawalności egzaminów wstępnych na aplikację notarialną i ich odchylenia standardowe w poszczególnych izbach notarialnych w latach 2018-2020 przedstawia Ryc. 1.

Zdaniem autorów badań epidemia COVID-19 nie miała negatywnego wpływu na liczbę osób, które przystąpiły do egzaminu wstępnego na aplikację notarialną. Zgodnie z przeprowadzoną analizą danych okazało się, że mimo zmniejszaniu się liczby osób, które przystępowały do egzaminu w latach 2016-2019, to na przełomie lat 2019 i 2020 odnotowano wzrost liczby osób przystępujących do egzaminu notarialnego. J. Wiatrowski i K. Wiatrowski wskazują, że dla tego czynnika mogła znaczenie mieć izolacja społeczna i jej produktywnie wykorzystanie do poświęcenia większej ilości czasu na naukę do wstępnego egzaminu na aplikację notarialną. Dane te przedstawia Ryc. 2.

<sup>4</sup> J. Wiatrowski, K. Wiatrowski, 2020, *Analiza wpływu pandemii Covid-19 na zdawalność notarialnego egzaminu zawodowego*, Periodyk Naukowy Akademii Polonijnej, Częstochowa, PNAP (2020) nr 6

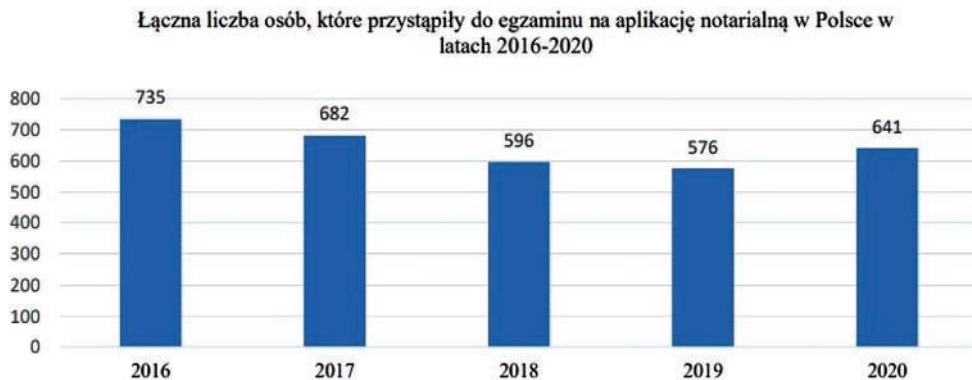
<sup>5</sup> Wiatrowski, K. Wiatrowski, *Analiza dostępności do aplikacji notarialnej oraz zdawalności notarialnego egzaminu zawodowego w dobie pandemii COVID-19*, 2021, Acta Iuris Stetinensis Szczecin, nr 1/2021 (33)



*Wykres 1. Przeciętna zdawalność egzaminów wstępnych na aplikację notarialną i ich odchylenie standardowe w poszczególnych izbach notarialnych w Polsce w latach 2018-2020*

**Ryc. 1. Przeciętna zdawalność egzaminów wstępnych na aplikację notarialną i ich odchylenie standardowe w poszczególnych izbach notarialnych w Polsce w latach 2018-2020**

Źródło: J. Wiatrowski, K. Wiatrowski, *Analiza dostępności do aplikacji notarialnej oraz zdawalności notarialnego egzaminu zawodowego w dobie pandemii COVID-19, 2021, Acta Iuris Stetinensis Szczecin, nr 1/2021 (33)*



*Wykres 2. Łączna liczba osób, które przystąpiły do egzaminu na aplikację notarialną w Polsce w latach 2016-2020*

**Ryc. 2. Łączna liczba osób, które przystąpiły do egzaminu na aplikację notarialną w latach 2016-2020**

Źródło: J. Wiatrowski, K. Wiatrowski, *Analiza dostępności do aplikacji notarialnej oraz zdawalności notarialnego egzaminu zawodowego w dobie pandemii COVID-19, 2021, Acta Iuris Stetinensis Szczecin, nr 1/2021 (33)*

## 6. Podsumowanie

Relevantnym pozostaje znaczący wpływ samorządu zawodowego notariuszy na wykonywanie i dostępność do poddanej analizie profesji, oczywiście poddane określonej skali ograniczeń. Co więcej, jak podkreśla P. Sarnecki w komentarzu odnoszącym się do art. 17 Konstytucji RP podstawą włączenia określonego zawodu do kategorii zawodu zaufania publicznego powinno być zawsze uznanie, że nałożenie owych ograniczeń nie następuje w celu stworzenia określonej grupy zawodowej przywilejów, lecz ma służyć interesowi publicznemu.<sup>6</sup>

Dlatego też, przegląd danych przedstawionych w niniejszym opracowaniu pozwolił na przytoczenie kilku najważniejszych informacji i wniosków ujętych w jego podsumowaniu. Mianowicie, analiza danych dotycząca dostępności do wykonywania rzeczonego zawodu notariusza, analizowana przede wszystkim przez pryzmat zdawalności wstępnego egzaminu notarialnego w Izbie Notarialnej w Katowicach w latach 2018-2020 wykazała, że co roku w Katowicach odnotowywano spadek liczby osób, które przystępowały do wstępnego egzaminu notarialnego oraz że z jednoczesnym spadkiem liczby osób przystępujących do tegoż egzaminu odnotowywano wzrost zdawalności. Przyjąć zatem można, że obecna sytuacja epidemiczna mogła mieć wpływ na dostępność do wstępnego egzaminu notarialnego, jednakże nie wpłynęła na wyniki tych egzaminów, ponieważ w porównaniu do 2018 roku wyniki zdawalności w kolejnych latach były wyższe. Różnice pomiędzy skrajnymi wartościami procentowymi zdawalności notarialnego egzaminu zawodowego w poszczególnych izbach okazały się być bardzo znaczne i wynosiły aż 21,16%. Izba Notarialna w Katowicach w tym zestawieniu uplasowała się na przedostatnim miejscu z wynikiem o 3,61% niższym niż średnia zdawalność w poszczególnych izbach. Egzegeza danych dotyczących zdawalności zawodowego egzaminu notarialnego w Katowicach wykazała, że procent zdawalności był niższy niż średnia krajowa a na niskie wyniki zdawalności mogły mieć wpływ ograniczenia pandemiczne, jednakże kluczowym wyznacznikiem tak niskich osiągnięć było przede wszystkim niedostateczne przygotowanie osób przystępujących do egzaminu oraz trudność pytań egzaminacyjnych. Liczba aplikantów w latach 2018-2020 w Izbie Notarialnej w Katowicach systematycznie się zmniejszała. Ponadto, nieprzerwanie zwiększa się liczba notariuszy przechodzących na emeryturę co w połączeniu z niską liczbą aplikantów jest zjawiskiem niepokojącym. Przechodząc do wskaźników ogólnopolskich należy stwierdzić, iż pomiędzy 2019 a 2020 rokiem w Polsce miał miejsce spadek liczby osób przystępujących do egzaminu notarialnego, mimo że od 2016 roku odnotowywany był ciągle wzrost liczby osób deklarujących przystąpienie do tego egzaminu. Stąd zasadnym jest wnioskować, iż pandemia COVID-19 mogła być jednym z czynników, jeżeli nie kardynalnym, który wpłynął negatywnie na możliwość dostępu do tegoż egzaminu. Takowe wynika z okoliczności, iż średnia zdawalność egzaminu zawodowego notariuszy okazała się być bardzo niska i wynosiła zaledwie 33,40%.

Konkludując, należy stwierdzić, iż epidemia COVID-19 mogła mieć wpływ na nagły spadek liczby osób, które deklarowały przystąpienie do egzaminu notarialnego, jednakże spadek zdawalności był spowodowany niedostatecznym stopniem przygotowania oraz trudnością pytań egzaminacyjnych. Jednocześnie warto podkreślić, iż izbą notarialną, w której przeprowadza się najwięcej egzaminów wstępnych na aplikację notarialną jest Izba Notarialna w Warszawie.

W Izbie Notarialnej w Katowicach tych egzaminów przeprowadza się najmniej. Badania wykazały jednak, że ilość przeprowadzanych egzaminów nie ma związku z ich

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<sup>6</sup> P. Sarnecki, *Komentarz do art. 17, [w:] Konstytucja Rzeczypospolitej Polskiej. Komentarz*, L. Garlicki (red.), t. IV, Warszawa 2005, s. 2.



zdawalnością. Przeciętna zdawalność egzaminów wstępnych na aplikację notarialną w Polsce w latach 2018-2020 wynosiła 40,83%. Przeprowadzone badania wykazały jednak, że epidemia COVID-19 nie miała lub miała bardzo mały wpływ na liczbę osób, które przystąpiły do egzaminu wstępnego na aplikację notarialną.

Dlatego też, analiza danych pozyskanych z Izby Notarialnej w Katowicach oraz przeprowadzonych badań własnych w celu ustalenia rzeczywistego wpływu pandemii na wykonywanie zawodu notariusza pozwala na określenie wpływu pandemii COVID-19 na wykonywanie badanej profesji. Ponadto, skupiono się tu na analizie danych dotyczących przystępności i zdawalności wstępnych egzaminów notarialnych oraz zawodowych egzaminów notarialnych. Przeprowadzona analiza wykazała, że co roku w Katowicach odnotowany został spadek liczby osób przystępujących do wstępnego egzaminu notarialnego z jednoczesnym wzrostem zdawalności tegoż egzaminu. Pandemia COVID-19 mogła zatem mieć wpływ na dostępność do wstępnego egzaminu notarialnego, jednak nie wywarła negatywnego wpływu na jego wyniki. To zjawisko można wytłumaczyć np. poprzez poświęcenie większej ilości czasu na naukę przez osoby przystępujące do egzaminu ze względu na ograniczenia wynikające z restrykcji pandemicznych. Tym samym autorzy rzeczzonego opracowania stoją na stanowisku, iż spadek liczby osób przystępujących do wstępnego egzaminu notarialnego faktycznie mógł być związany z obowiązującymi obostrzeniami, zaś wzrost zdawalności związany z poświęcaniem większej ilości czasu na naukę, kosztem innych zajęć, których wykonywanie przez obowiązujące restrykcje stało się niemożliwe lub bardzo ograniczone. W porównaniu do 2018 roku wyniki zdawalności wstępnego egzaminu notarialnego były wyższe w latach 2019 i 2020. Gorzej reprezentowały się wyniki badań dotyczące zdawalności zawodowego egzaminu notarialnego, ponieważ średnia zdawalność w Katowicach była o 3,61% niższa niż średni wynik ogólnej zdawalności w poszczególnych izbach notarialnych w kraju. W konkluzji niniejszego opracowania zasadnym jest stwierdzenie, że zdawalność zawodowego egzaminu notarialnego w Polsce jest skrajnie zróżnicowana. Co więcej, pandemia COVID-19 mogła mieć wpływ na dostępność do egzaminu, ale niska zdawalność wynika raczej z niedostatecznego przygotowania się osób podchodzących do egzaminu pod względem wiedzy oraz wysokiego poziomu trudności pytań egzaminacyjnych. W opinii autorów, należy zgodzić się z takową tezą, ponieważ niska zdawalność związana może być ze słabym przygotowaniem osób podchodzących do egzaminu.

Dodatkowo, w niniejszym opracowaniu porusza się także egzegezę danych dotyczących aplikantów Izby Notarialnej w Katowicach, która co roku systematycznie się zmniejszała. Ponadto, dzięki uzyskanym informacjom przedstawiono, że sukcesywnie zwiększa się ilość notariuszy przechodzących na emeryturę, co w porównaniu z coraz mniejszą liczbą aplikantów jest zjawiskiem niepokojącym ze względu na obawę o braki kadrowe dla tego zawodu w przyszłości w tym regionie.

Konkludując, przedmiotowe opracowanie zostało poświęcone analizie danych poświęconych wpływowi pandemii COVID-19 na zdawalność notarialnego egzaminu zawodowego oraz dostępności do aplikacji notarialnej w Polsce ze szczególnym i wiodącym uwzględnieniem Izby Notarialnej w Katowicach. W ujęciu ogólnopolskim, pomiędzy 2019 a 2020 rokiem miał miejsce spadek liczby osób przystępujących do egzaminu notarialnego, mimo że co roku odnotowywano wzrost liczby osób deklarujących chęć do jego przystąpienia. W takowym ujęciu, można stwierdzić, że panująca pandemia miała wpływ na dostępność do egzaminu notarialnego. Zdawalność egzaminu również okazała się być bardzo niska i na przestrzeni 2020 roku wyniosła zaledwie 33,40%. Niepokojącym zjawiskiem okazuje się być wspomniana wcześniej znaczna różnica pomiędzy wynikami odnotowanymi w poszczególnych

izbach notarialnych na terenie kraju. Pandemia, jak już wyartykułowano, mogła mieć wpływ na dostępność do egzaminów, jednak zdecydowanie nie miała wpływu na niskie wyniki jego zdawalności. Jako izbę, w której przeprowadzana jest największa ilość egzaminów, wskazano Izbę Notarialną w Warszawie, natomiast najmniej jest ich przeprowadzanych przez Izbę Notarialną w Katowicach. Wykazano, że liczba przeprowadzanych egzaminów nie ma jednak związku z ich zdawalnością. Badania wykazały, że przeciętna zdawalność egzaminów wstępnych w Polsce w latach 2018-2020 wynosiła 40,83%. Najniższą zdawalność odnotowano w 2018 roku-32,70%, a najwyższą w 2019 roku-55%. Natomiast, w 2020 roku znowu zaobserwować można było spadek zdawalności egzaminów wstępnych. Analiza danych pozwoliła ustalić, że pandemia COVID-19 nie miała negatywnego wpływu na liczbę osób przystępujących do wstępnego egzaminu na aplikację notarialną a zdawalność wiąże się jedynie z poziomem przygotowania zdających i trudnością pytań egzaminacyjnych. Dlatego też, autorzy opracowania popierają dezyderat, iż obowiązujące restrykcje pandemiczne powinny pozytywnie wpłynąć na przygotowanie osób zdających egzamin ze względu na możliwość poświęcenia większej ilości czasu na naukę.

Jednocześnie z ostrożności badawczej należy dodać, iż ograniczenia badań własnych przy tworzeniu niniejszej pracy polegały przede wszystkim na małej ilości materiałów do przeprowadzenia badań. Pierwszy raz jako społeczeństwo jesteśmy postawieni w sytuacji tak restrykcyjnych ograniczeń i braku normalnego funkcjonowania gospodarki i relacji społecznych. Kontakt z Izbą Notarialną w Katowicach mógł mieć wyłącznie formę elektroniczną lub telefoniczną, co wpłynęło na utrudnienie w wymianie informacji.

Tym samym poddając ewaluacji niniejsze badania i podsumowując rzeczzone wywody, należy stanowczo i jednoznacznie stwierdzić, iż w oparciu o dane pozyskane z Izby Notarialnej w Katowicach pandemia COVID-19 w ograniczonym stopniu wpłynęła na wykonywanie zawodu notariusza, w szczególności na zakres dostępności do tej profesji.

**HEALTH, ENVIRONMENT, DEVELOPMENT****EXPENDITURE OF IRON DEFICIENCY SCREENING IN ADOLESCENTS  
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**Summary**

The aim: Substantiation of the expediency of screening for iron deficiency in adolescents of Ukraine, determining the relationship between blood ferritin levels and erythrocyte indices. Materials and methods: The literature data analyzes and laboratory examinations of 699 patients in medical records throughout Ukraine in children aged 10-19 who applied for medical care in 2018. Results: According to the obtained data we found that there is no significant difference between the ferritin level ( $p = 0.728$ ) between groups of urban and rural territory of inhabitance ( $p = 0.728$ )/ Total amount of children aged 10-15 years with ferritin below normal 7 ng / ml was 16.3%, of which men 7.7%, women 92.3%. According to European guidelines for the determination of iron deficiency, the number of children with ferritin levels less than 30 ng / ml in this group is 63%, of which men 15.9% and women 84.1%. in a group aged 16 (297 results) the number of male children with ferritin levels less than 22 ng / ml is 12%, and female children with ferritin levels less than 10 ng / ml – 31%. According to WHO recommendations with a rate of 30 ng / ml, the number of people with lower rates was 24% males 69% females. Conclusion: When using the reference values recommended by the WHO for the European region as a criterion for iron deficiency, the percentage of adolescents with iron deficiency increases mainly by 2 times in both the male and female groups.

**Keywords:** iron deficiency, adolescent, ferritin, screening, anemia.

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**1. Introduction**

Modern evidence-based medicine is aimed to prevent and to provide early diagnostic of diseases and conditions that can affect the overall health of the nation. Standardization systems and clinical routes are being developed to help to avoid inefficient and erroneous interventions,

unnecessary and unreasonable research, and material costs. The most effective measure to meet these needs is to conduct screening programs. Anemia is a clinical and hematological syndrome characterized by a decrease in the amount of iron in the serum, bone marrow and depot, which leads to a violation of the synthesis of hemoglobin and hence erythrocytes.

According to the WHO, anemia affects about 25% of the world's population, in Europe about 20% of the population, but this figure varies depending on the socio-economic conditions of the country. However, the vast majority of the total pool of anemias are iron deficiency, and megaloblastic (B12-deficient and folate-deficient), hemolytic, aplastic and anemia of chronic diseases.

There is an uneven distribution of anemia in the population age groups. Thus, the portion of preschool children with anemia is 47.4%; school-age children 25.4%; pregnant women 41.8%; non-pregnant women 30.2%; among men 12.7%; among the elderly 23.9%.

Anemic syndrome, which includes shortness of breath, rapid heartbeat, fatigue, dizziness, irritability – is often "masked" in children and adolescents by other pathologies, such as somatoform autonomic dysfunction, neuro-circulatory dystonia, chronic fatigue syndrome. For pregnant women, iron deficiency anemia is a threatening factor in pregnancy and childbirth, which can determinate an inadequate physical and mental development of the child.

According to WHO recommendations, iron deficiency screening is performed by detecting the level of ferritin. However, primary care physicians are equipped with hemanalyzers that do not allow to determine the biochemical parameters of the blood, but allow to determine the level of hemoglobin and physical qualities of erythrocytes.

## 2. The aim

Substantiation of the expediency of screening for iron deficiency in adolescents of Ukraine, determining the relationship between blood ferritin levels and erythrocyte indices.

## 3. Materials and methods

We studied the literature data according to the screening of iron deficiency anemia in adolescents in other countries, and analyzed subjective, clinical and laboratory examinations of 699 patients in medical records (which contained the ferritin levels) throughout Ukraine (except the military occupied regions) in children aged 10-19 who applied for medical care in 2018. Method used to detect ferritin – chemiluminescent immunoassay, measurement range: 0.5-82500.0, unit of measurement: nanograms per milliliter. The study was approved by the ethics committee NMAPE Shupik (protocol № 10, 05.11.2018).

## 4. Results

To perform the task of the study, we used the data of 699 medical histories with the results of ferritin analysis throughout Ukraine (except the military occupied regions) in children aged 10-19 who applied for medical care in 2018. Reference values of ferritin for children under 15 years of age in the laboratory is 7-140 ng / ml, for men over 15 years – 22-322 ng / ml, for women over 15 years of age 10-291 ng / ml. The study included data from 160 (23%) males and 539 (77%) females.

According to the obtained data we found that there is no significant difference between the ferritin level ( $p = 0.728$ ) between groups of urban and rural territory of inhabitation ( $p = 0.728$ ) (city group Me 21.2 (10.38; 40.4) and the village group Me 23.2 (9.65; 43.5)).

While comparing the groups by sex according to the Mann-Whitney test for independent samples with nonparametric distribution, a significant difference was found in the indicators of ferritin ( $p < 0.001$ ) between the group of females aged 10-19 years Me 17.9 (8.68; 32.85) and males Me 40.3 (22.75; 70.05).

Table 1

**The distribution of ferritin data groups by age was as follows**

Age	Number of partitipants	Withdrew from the study	Median	Q1	Q3
10	37		33	21,9	49,45
11	52	1	32,5	14,8	78,5
12	49		21,8	12,3	37,2
13	73		18,7	7,8	35,45
14	81		16,6	7,55	31,8
15	110	2	19,6	9,12	40
16	94	4	24,35	13,03	51,88
17	99		21,7	9,9	46,8
18	104	1	19,6	8,6	33,9

According to the comparison criterion H Kraskel-Wallis (with a posteriori analysis of Dunn) for three or more groups with nonparametric parameters, it was determined that ferritin data differ significantly between groups aged 10 and 14 years  $p = 0.002$ , between groups 11-14 years  $p = 0.003$ , between groups of 10 and 13 years  $p = 0,039$  and between groups of 10 and 15 years  $p = 0,042$ . According to these results, the level of ferritin decreases significantly in children aged 13-15 years and continues to remain low until 18 years of age, as the differences between the groups of children aged 13-15 and 16-18 years. While checking correlations by Spearman's correlation analysis for continuous nonparametric data, it was determined that there is a direct significant correlation between ferritin and serum iron ( $N = 225$ ,  $r^2 = 0,572$ ;  $p < 0,001$ ), a significant inverse correlation between ferritin and transferrin. ( $N = 98$ ,  $r^2 = - 0,693$ ;  $p < 0,001$ ), direct moderate relationship between hemoglobin and ferritin ( $N = 230$ ,  $r^2 = 0,471$ ;  $p < 0,001$ ), weak insignificant relationship between erythrocyte count and ferritin level ( $N = 230$ ,  $r^2 = 0,104$ ;  $p = 0,116$ ), a direct moderate correlation between the level of ferritin and the average erythrocyte volume ( $N = 227$ ,  $r^2 = 0,333$ ;  $p < 0,001$ ), and between ferritin and the average hemoglobin content in the erythrocyte ( $N = 227$ ,  $r^2 = 0.333$ ;  $p < 0.001$ ).

The part of children aged 10 to 15 years included in the study was 57% (399), of which men 27% (108), women 73% (291). 80% of children living in urban areas (319), 20% of children living in rural areas (80). The distribution was determined by the Kolmogorov-Smirnov criterion. The average values of ferritin for children from the city were Me 19.7 (10.1; 37.1), for children from the village – Me 27.35 (14.37; 44.2). According to the Mann-Whitney U test, a significant difference between the rural group and the urban group was found for independent samples with nonparametric distribution ( $p = 0.039$ ).

Total amount of children aged 10-15 years with ferritin below normal 7 ng / ml was 16.3% (65), of which men 7.7% (5), women 92.3% (60). According to European guidelines for the determination of iron deficiency, the number of children with ferritin levels less than 30 ng / ml in this group is 63% (252), of which men 15.9% (40) and women 84.1% (212).

A comparative analysis of the Mann-Whitney U groups for independent samples with nonparametric distribution by sex in the age group of children under 15 years showed that there is a significant difference in ferritin levels between the group of male adolescents Me 35.7 (18.1; 57, 57) and adolescent females Me 17.9 (8.7; 32.55).

## 5. Discussion

All functions of erythrocytes are determined by their structure, so it is important to determine the shape and structure of erythrocytes. Erythrocyte indexes that can be suspected of iron deficiency anemia include mean erythrocyte volume (MCV) – an indicator expressed in femtoliters and when less than 80 fl is treated as microcytosis (reference values 80-100 fl); average hemoglobin concentration of erythrocytes (MCH) – an indicator that reflects the number of hemoglobin per erythrocyte in absolute numbers (reference values 27-35 pg), where iron deficiency anemia on this indicator is defined as a sign of hypochromia (central lumen of erythrocytes more than 1/3 – the diameter of the cell) MCH <27 pg. As microcytosis occurs in a variety of hereditary and acquired hemoglobinopathies, including a variety of erythrocytes depending on ethnic groups, thalassemia, ferritin is determined as the further step to figure the diagnosis definitely out.

The referent values for ferritin in Ukraine depend on age and stand for: newborns – 25–200 ng / ml (95% confidence interval (CI) 25–200 µg / l); children aged 1 month – 200–600 ng / ml (95% CI 200–600 µg / l); 2–5 months – 50–200 ng / ml (95% CI 50–200 µg / l); 6 months – 15 years – 7–140 ng / ml (95% CI 7–140 µg / l); adult men – 20–300 ng / ml (95% CI 20–300 µg / l); adult women – 20–120 ng / ml (95% CI 20–120 µg / l). However, according to WHO recommendations, ferritin levels for the European population less than 20 ng / ml are considered to be an indicator of iron deficiency, which requires medication and dietary correction, taking to account this norm for children aged 10-19 years as well.

Literature data show that the hemoglobin level reacts late to the decrease in blood iron stores, and the typical symptoms of anemia begin to appear at a low hemoglobin level. Therefore, erythrocyte indices (hypochromia and microcytosis), hematocrit decrease, increase in the width of erythrocyte size distribution are more indicative. Factors influencing the result of the laboratory test include blood transfusion carried out very close before the study (possible increase).

However, there is still the lack of researches, that have been conducted according to the topic of development of iron deficiency without anemia in adolescents in developing countries and their iron status in adulthood. (*Jáuregui-Lobera, 2014:10, 2087*) Anemia affects a quarter of the world's population, holding 8.8% of the global disease burden. There is a tendency in the world to increase the prevalence of anemia with age-growth and for hospital treating patients. Anemia reduces efficiency and increases health care costs. Iron deficiency without anemia is common among both sexes, but the proportion of women is undoubtedly dominant. The relationship between iron deficiency without anemia and restless legs syndrome (RLS), cognitive impairment, decreased quality of life, fatigue and infertility has been identified and corrected by supplementing with iron supplements. Various gastrointestinal conditions, such as celiac disease, inflammatory bowel disease, chronic kidney disease, increase the risk of iron deficiency anemia and clinically significant latent iron deficiency. (*Jimenez et al., 2015: 241*) Adolescents are defined as a "risk group" for eating disorders. They are prone to high food demand due to rapid growth and at the same time reducing the caloric content of the diet and malnutrition for nutrients due to the tendency to a marginal worldview. (*Jáuregui-Lobera, 2014:10, 2087*) Severe iron deficiency is often associated with anemia, but iron deficiency is also possible with



normal hemoglobin levels, which in turn affects quality of life, the comorbidity's condition, and the manifestation of mental disorders and their severity. The appearance of mental disorders in adolescents often indicates a hidden long-term illness and leads to the figuring the iron deficiency out as one of the important risk factors. (Du Plessis *et al.*, 2019: 1-6)

The importance of iron in cognitive function is emphasized in some studies where changes in psychomotor development and cognitive function are usually associated with iodine and iron deficiency, which may be accompanied by long-term behavioral changes. In general, iron deficiency in the neonatal period and early childhood is considered a key risk factor for cognitive impairment. At the same time, the scientific and medical community still does not reach a common consensus on the effectiveness of possible prevention programs. Still additional study requires the effectiveness of screening diagnostic measures, the nutritional composition of the diet, the frequency and amount of food intake. (Jáuregui-Lobera, 2014:10, 2087)

Iron deficiency and iron deficiency anemia are associated with an increased risk and early onset of psychiatric illness, such as unipolar depression, bipolar disorder, chronic fatigue syndrome, autism spectrum disorder, attention deficit hyperactivity disorder, impaired neurodevelopmental development and severity.

Iron is crucial in the functional development of the brain. Iron deficiency can affect the bioavailability of dopamine, norepinephrine and serotonin in various areas of the brain and is associated with delayed psychomotor development in infants and cognitive impairment throughout childhood and adolescence.<sup>3</sup> This contributes to poor sleep quality, lethargy and potentially long-term sleep, causing behavioral changes.

In 2011-2012, the prevalence of dyslipidemia among children in developed countries reached 20.2%, taking into account that 1 in 5 adolescents faced an increased risk of atherosclerosis, which influences the percentage of this disease among the adult population. The hypothesis of dependence of iron metabolism in the development of oxidative stress and prosaic processes was proposed. Additionally, epidemiological studies have shown an association between serum iron and ferritin stores, blood lipid concentrations and oxidative stress in children and adults. A study was conducted in an urban area of China, which included 1,866 children aged 7-18 years who did not have genetic, endocrine and acute pathologies at the time of the survey. The results of the study showed that the parameters of iron metabolism were associated with body mass index and lipid profile in children and adolescents.

The study showed that serum iron levels decreased in proportion to BMI, while ferritin levels peaked in obese subjects, suggesting that iron storage was closely related to BMI in children and adolescents. On the other hand, children and adolescents with dyslipidemia had lower levels of iron, serum transferrin, and sTfR, and higher levels of ferritin in obese individuals. In addition, there have been significant inverse associations between transferrin and sTfR concentrations and the risk of dyslipidemia in children, which may be inversely related to the risk of atherosclerosis and related cardiovascular disease in adulthood. (Zhu Y. *et al.*, 2019 : 1-8)

Some studies have suggested possible genetic abnormalities such as lysosomal storage diseases or mitochondrial lysosomal abnormalities that interfere with the transport of protein, calcium and iron. (Linert *et al.*, 2012)

Small hypochromic erythrocytes are formed in iron-deficient conditions, but in general due to the alimentary insufficiency, which is often for the adolescent population, there may be co-occurrence of folic and B12-vitamin insufficiency, which hematological are characterized by macrocytosis. In such cases, iron deficiency is observed without changes in the erythrocyte lineage, or the presence of normocytic hypochromic erythrocytes. To determine the status of iron in these cases, it is recommended to determine transferrin, iron-binding capacity of

erythrocytes, serum iron and ferritin. (Jimenez et al., 2015:241) To diagnose iron deficiency, the determinant levels of TfS are below 20% and the level of ferritin is below 30 ng / mL. As ferritin is known as an inflammatory protein, it is recommended to determine the C-reactive protein to avoid misinterpretation of the results.

It is known that external factors such as living above sea level and smoking increase the concentration of hemoglobin. Accordingly, there is a high probability of underestimating the prevalence of anemia among people living at high altitudes and among smokers if we apply the standard reference values of hemoglobin. In 2011, the WHO proposed amendments to define anemia depending on the landscape of the place of residence as well as the smoking status. Both amendments are recommended for smokers living high above sea level. There was also a difference in hemoglobin depending on ethnic groups, but so far there is insufficient evidence of the difference between them, so this error is not recommended to take into account in practice. (World Health Organization, 2014) Iron levels on the generalized norms do not suit for athletes who practice enhanced sport's activity. (Jimenez et al., 2015:241)

Blood sampling options – venous or capillary – also affect hemoglobin levels. Thus at definition of hemoglobin in capillary blood indicators can often be overestimated, in comparison with venous blood. (World Health Organization, 2014)

According to the Order of the Ministry of Health №709 of 02.11.2015, people who are highly likely to have iron deficiency anemia can be identified by certain risk factors. Paragraph 4.2 lists the primary factors which include the period of intensive growth of children, pregnancy up to 18 years of age, women with heavy menstrual losses. Much attention is also paid to conditions in which the absorption of iron decreases. Secondary reasons include low socio-economic status, donation, and vegetarianism. The need for primary diagnosis of celiac disease in the detection of microcytosis and hypochromia is especially emphasized. If there are risk factors, it is recommended to take a general blood test to check the level of hemoglobin, erythrocytes with erythrocyte indices, hematocrit, leukocytes with the formula and platelets. Only then, with changes in erythrocyte indices, it is recommended to determine ferritin to confirm the iron-deficient nature of anemia.

A total of 43% (300) of persons aged 16 and over dropped out of the study according to the exclusion criteria and 297 results were taken into account. The share of males among them was 50, females – 247. Among them, the number of male children with ferritin levels less than 22 ng / ml is 12% (6), and female children with ferritin levels less than 10 ng / ml – 31% (77). According to WHO recommendations with a rate of 30 ng / ml, the number of people with lower rates was 24% (12) males 69% (171) females.

The total number of men aged 16 and over is 50. Among them, the number of people with ferritin levels less than 22 ng / ml is 6 people (12%). According to WHO recommendations (World Health Organization, 2014) with a rate of 30 ng / ml, the number of people with lower rates was 12 (24%). (World Health Organization, 2011)

The total number of women aged 16 and over is 247. Among them, the number of people with ferritin levels below 10 ng / ml is 77 people (31.2%). According to WHO recommendations with a rate of 30 ng / ml, the number of people with lower rates was 171 (69.2%).

## 6. Conclusions

1. There is the same situation regarding iron deficiency among adolescents aged 10-19 years in rural and urban areas in all territory of Ukraine.
2. Iron deficiency is common for females in Ukraine much more than males.

3. A significant decrease in ferritin levels among adolescents is observed from the age of 14 years and remains almost unchanged until 19 years.

4. When using the reference values recommended by the WHO for the European region as a criterion for iron deficiency, the percentage of adolescents with iron deficiency increases mainly by 2 times in both the male and female groups.

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## Conflict of interests:

The authors declare no conflict of interest.

## ASSESSMENT OF COHERENT PROPERTIES OF WATER FROM NATURAL SOURCES USING KIRLIANPHOTOGRAPHY OF WATER

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### Summary

The article assessed the condition of the coherent properties of experimental water samples from natural sources in comparison with the results of a biological growth test. Carried out kirliano-graphic (Ki-photograph) study of 3 water samples from the natural springs of Skhidnitsa, including one sample from the pump room, were carried out. Present the criteria for coherent water for experimentally prepared using distilled water (KGD) and natural drinking water (KGP). According to the data presented, it can be seen that, according to the predominant features of the experimental water samples, the properties of the following coherence types are inherent in them: water from source 1 – coherent levorotatory 1st and 3rd degrees of coherence (52% and 17% of signs, respectively); water from the source 26 – coherent both types of direction, more levorotatory 1st degree (42% of signs) and dextrorotatory 1st degree (17%); water from source 10 (pump room) – coherent of both types of direction, more dextrorotatory, mainly with the 1st degree of coherence (46%), and the presence of levorotatory coherence of the 1st (21%) and 3rd degrees (21%). The presented results of biological growth demonstrate their differences among themselves, as well as the established properties of experimental water samples in terms of its coherence properties. It is necessary to further develop the direction of studying fine-material processes in water by the method of kirlianphotography with the development of an automated analysis of kirlianograms.

**Keywords:** coherent properties, natural sources, Skhidnitsa, kirlianographic research, distilled water, growth test.

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## 1. Introduction

Academician V.I. Vernadsky defined water as a bioinert substance. That is, natural water is the result of the interaction of inert and living bodies of the biosphere. At the same time, being a significant part of living matter, water acquires new structural features and physical properties characteristic for it (*Vernadskij, 2004*).

It is obvious that the health-improving effect of water from natural medicinal sources is directly related to its inherent similar properties. This determines the bioavailability of such water to the human body and its maximum «assimilation», that is, inclusion in metabolism.

The progenitor water «absorbed» the energy of volcanic eruptions in the geochemical epoch of the earth's evolution - molten minerals, vapors of their chemical elements, the energies of the Cosmos characteristic for that time. That is, it was high-energy, active forms of chemical elements from their high ionization prevailed, there were practically no rocks, solid earth.

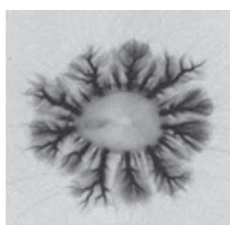
Today, the latter factors more significantly determine the properties of natural water, its energy, structure and fractality. It takes the structure and fractality of the pattern, determined primarily by the composition, structure and energy of the minerals with which it contacts (*Kurik & Pesockaja, 2014*). The influence of dense terrestrial matter on water determines its physicochemical properties, available for study by known physical methods (electrical conductivity, solubility of impurities, ROP, pH, etc.). However, they do not reveal the state of fine energy-electric relationships of water nanostructures caused by weak field interactions (*Kurik et al., 2015*). However, the activity of water in living systems is associated just with the latter (*Voejkov, 2009*).

Revealing the features of fine structures of water is possible by its natural glow, enhanced in a high voltage field, which is known as the Kirlian Effect (*Kirlian & Kirlian, 1957; Koltovoj, 2015; Korotkov & Jakovleva, 2014*).

Previously, we studied Kirlian images of water on an X-ray film to assess its energy (*Pisotska & Hlukhova, 2014; Pesockaja et al., 2016*) on an experimental device "PEK 1" (*Pesockaja, 2015; Pisotska et al., 2007*). Figures 1, 2 show examples of Kirlian photographs of water samples with different mineral composition.



**Waterfall  
of colored stones**



**Source  
Krasnokamenka**



**Source on  
Karadag**

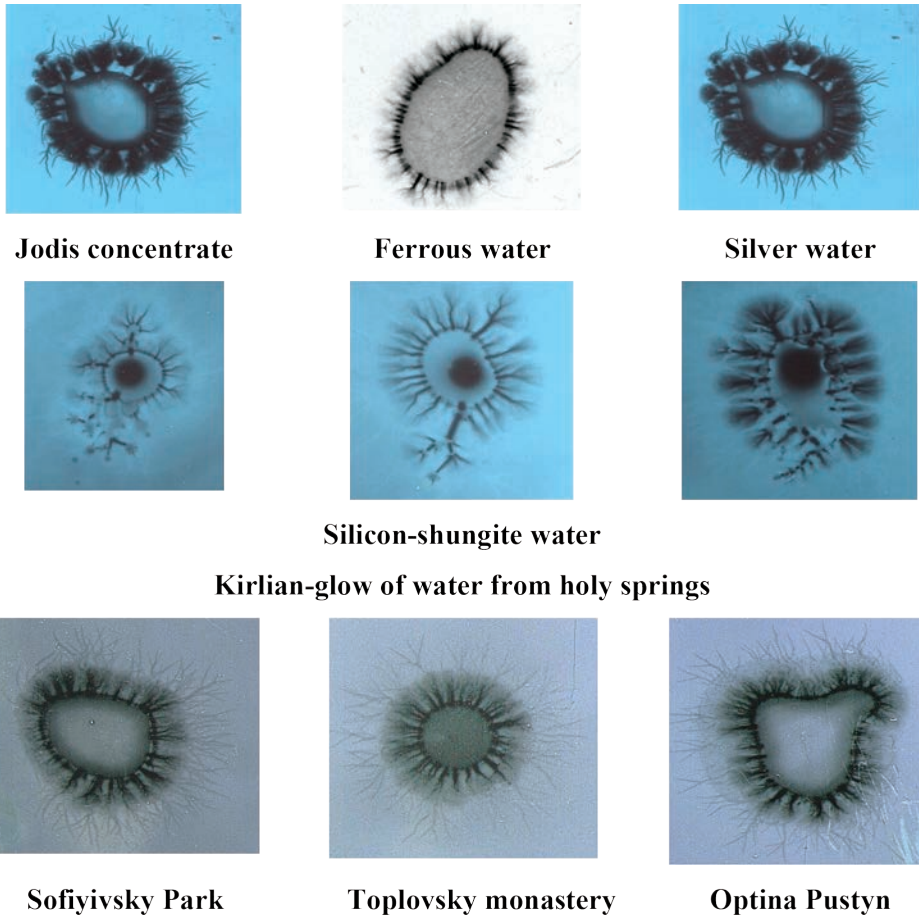


**Epiphany  
spring**

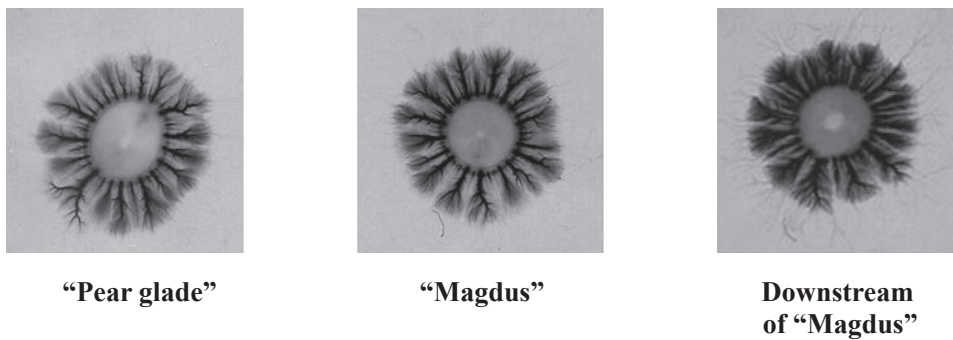
Kirlian-glow of water samples from natural sources of Crimea

In the presented photos, the water from the source at a higher point of the Crimean Mountains according to the signs of the Kirlian glow, established by us, is closer to the water from the holy springs. The glow crown of such water is of moderate intensity, with clear long streamers, and a light inner circle. Water from a source located lower in the sea level (downstream of Magdus) has signs of a degenerative type of luminescence according to P. Mandel





**Fig. 1. Examples of Kirlian-glow of water from natural sources with different mineral composition from different terrain**



**Fig. 2. Kirlian-glow of water samples from different heights above sea level of the Crimean Mountains**



(the least physiological), with a blurred streamer pattern against the background of an increase in the general luminescence, corresponding to dystrophic and structural cellular changes in the human body (Mandel, 1983).

The crown of the glow of water from the sources of holy places draws attention to the presence, in addition to the inner and streamer circle, characteristic of the above water samples, additional circles of glow, different in the image pattern, as well as luminescence lighter than the background of the film. Such features of the images of the Kirlian glow at natural sources outside the territories of monasteries were not observed and have not been described in the literature. The presence of external thin rays of luminescence in such water is similar to those in samples of blood cell material (Kurik & Pesockaja, 2014).

Recent advances in the study of the biological properties of water have identified the effects on the body associated with coherence. The phenomenon of coherence has become widespread in the description of physical states of matter united by a common feature - the orderly and consistent behavior of a large number of elements in the substance. Superconductivity, superfluidity, laser beam and other phenomena arise due to coherence on a macroscopic scale. At present, the relevance of the issue of creating coherent matter has become so high that such matter was called the fifth state of matter. This is due to the fact that macroscopic coherence leads to the emergence of completely new physical properties of matter, which make it possible to use it in various forms and on an «industrial scale». A distinctive property of a coherent substance is a disproportionately strong response to external influences.

In vitro and in vivo studies have shown that coherent water activates the production of interferon, significantly increasing the effectiveness of inhibition for the vesicular stomatitis virus, the protective functions of the immune system against herpes infection, activates the inhibition of HIV, opportunistic diseases; does not cause aberrations (breakdowns) of chromosomes and is not toxic (Krasnobryzhev & Kurik, 2010; Krasnobryzhev, 2012).

Therefore, the development of criteria for the rapid assessment of the coherent properties of water is relevant, important for the practice. Since they determine the electrophysical properties of water, it is possible to use methods based on the Kirlian Effect to solve this problem. The latter allows to visualize them and fix them on photographic material. It is optimal to use an X-ray film recording the ultraviolet part of the spectrum, to which the Kirlian glow belongs. The Kirlian photography method opens up the possibility of studying fine structural and energy processes of water bodies.

The ongoing research in this area requires comparison with the results of biological tests to understand the significance of different types and degrees of water coherence.

*The aim of the work* was to assess the state of the coherent properties of experimental water samples from natural sources in comparison with the results of a biological growth test.

## 2. Research material and methods

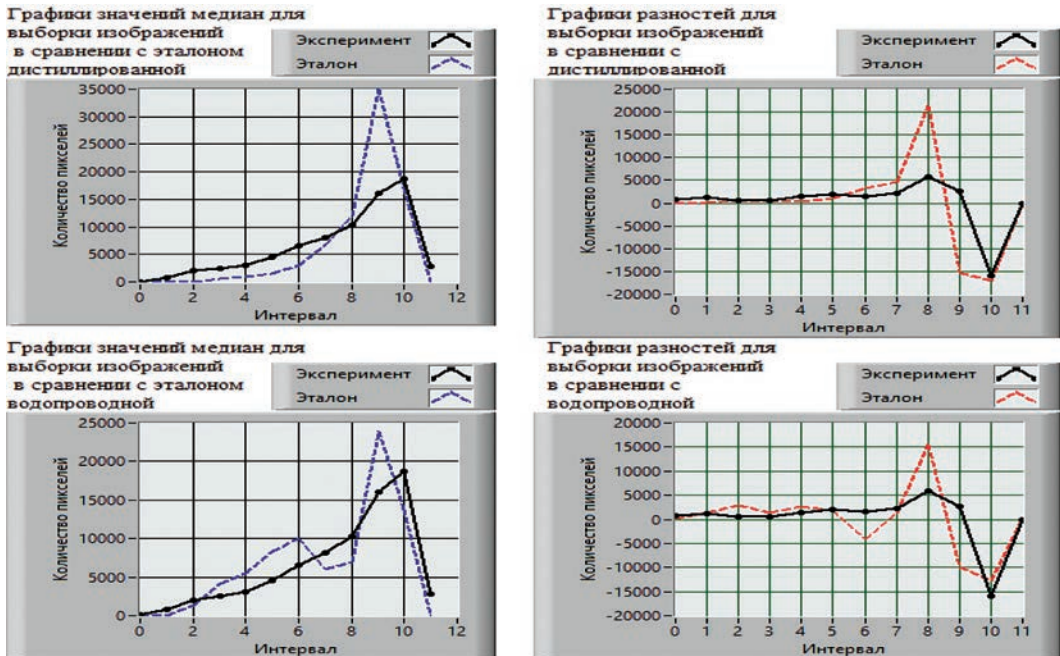
Kirlianographic (*Ki-photograph*) study of 3 water samples from the natural springs of Skhidnitsa, including one sample from the pump room, were carried out.

To obtain a Kirlian image of water samples, an X-ray film, an experimental device with an attachment for liquid-phase objects were used (Krasnobryzhev & Kurik, 2010; Krasnobryzhev, 2012).

Previously, a database of Ki-images on X-ray film for several types of water was created. The following were used as typical waters (TW): distilled (TW1), tap (TW2), natural outside (TW3) and from the territories of monasteries (monastery, TW4). When constructing an automated classification system by water types, the construction of histograms was used as the main method for comparing the geometric and photometric (i.e. brightness) characteristics of images (Pisotska & Hlukhova, 2014; Pesockaja et al., 2016).

Kirlianograms of water droplets in the amount of 50 for each test sample under study were scanned and the values of the Euclidean distance were programmatically calculated from the brightness histograms for the medians of the histogram columns heights of 12 subranges on the graph (EPM, a.u.), as well as the differences in heights in adjacent intervals with the values of typical waters (EPRM, cu). The smallest values of the Euclidean distance indicate the maximum closeness of the test sample to one of the typical classes of water.

Figure 3 shows an example of a histogram for the brightness of the luminescence corona (BLC) of the studied water sample in comparison with the established standards of the above-mentioned samples.



**Fig. 3. An example of a histogram for the brightness of the studied water sample in comparison with the established standards of the above-mentioned samples**

Previously, we used the EPM and EPPM values of the YAC histograms on an X-ray film to establish the criteria for the type and degree of coherent water experimentally prepared on distilled and natural drinking water (*Pesockaja et al., 2016*) by teleportation (*Krasnobryzhev, 2007*). The obtained results of the water samples study were compared with the established criteria for coherent waters.

An analysis of seed germination for 2 types of zucchini using water samples in comparison with their established coherence properties was conducted.

### 3. Results and Discussion

Tables 1 and 2 present the criteria for coherent water for experimentally prepared using distilled water (KGD) and natural drinking water (KGP).

Table 1

Criteria for coherent water according to EPM for experimentally prepared on distilled and natural drinking water

Indicators by EPM	KGD + 1	KGD + 2	KGD + 3	KGD - 1	KGD - 2	KGD - 3	KGP + 1	KGP + 2	KGP + 3	KGP - 1	KGP - 2	KGP - 3
Order	5	5	5	4	4	4	4; 5	5	3; 4	5	5	4
TW2 and TW3 > TW1 and TW4	-	-	-	-	-	-	-	-	-	+	-	+
TW2 and TW3 < TW1 and TW4	+	-	-	+	-	+	+	-	-	-	-	-
TW2 = TW3, TW1 = TW4	+	-	-	-	-	-	+	-	-	+	-	-
All TWs are close	-	+	+	-	TW2-4	-	-	+	-	-	+	-
Max TW2	-	-	-	-	-	-	-	-	+	-	-	-
TW3 < TW4	+	-	-	+	-	+	+	+/-	+/-	-	+/-	-
TW3 > TW4	-	-	-	-	-	-	-	-	-	+	-	+/-
TW3 = TW4	-	+	+	-	+	-	-	+/-	+/-	-	+/-	+/-
TW1 > TW4	-	-	-	+	+	-	-	-	-	+	-	-

Table 2

Criteria for coherent water experimentally prepared from distilled water and natural drinking water

Indicators by EPRM	KGD + 1	KGD + 2	KGD + 3	KGD - 1	KGD - 2	KGD - 3	KGP + 1	KGP + 2	KGP + 3	KGP - 1	KGP - 2	KGP - 3
Order	5	5	5	4	4	4	4; 5	5	3; 4	5	5	4
TW2 and TW3 < TW1 and TW4	+	-	+/-	+	-	<TW4	+	-	+/-	-	-	-
TW2 and TW3 > TW1 and TW4	-	-	-	+	-	-	-	-	-	+	-	+
All TW's are close	-	+	+/-	-	+	-	+	+	+	-	+	-
TW2 = TW3	-	+	+/-	-	-	-	+	-	-	+	+	+
TW2 > TW3	+	-	-	-	-	-	-	-	-	-	-	-
TW2 < TW3	-	-	+/-	+	+	+	-	-	-	-	-	-
TW3 < TW1,2,4	+	-	+/-	-	-	-	-	-	-	-	-	-
TW3 > TW1,2,4	-	-	-	+	+	-	-	-	-	-	-	-
TW4 < TW3	-	-	-	+	+	-	-	-	-	++	-	++
TW4 > TW3	-	-	+	-	-	+	+	-	+/-	-	-	-
TW4 = TW3	-	+	-	-	-	-	-	+	+/-	-	+	-
TW4 < TW2	-	-	-	+	-	-	-	-	-	++	-	++
TW4 > TW2	+	-	-	-	-	+	+	-	+/-	-	-	-
TW4 = TW2	-	+	+	-	+	-	-	+	+/-	-	+	-
TW4 < TW1	-	-	-	-	-	-	-	-	-	++	-	++
TW4 > TW1	-	-	-	+	+	++	-	-	-	-	-	-
TW4 = TW1	+	+	+	-	-	-	+	+	+	-	+	-
Min.	TW3	-	TW3 +/-	TW1, TW4	-	TW2 +/-	-	-	-	TW4	-	TW4
Max	-	-	-	TW3	-	TW4 +/-	-	-	-	-	-	-

Table 3 shows the physicochemical data of the samples of the investigated mineral medicinal waters from the springs of the Skhidnitsa deposit.

Table 3

**Physicochemical characteristics of the studied water samples**

Sample No.	No. of the source	ORP, mV	pH	IS, mV
1	10	2	7.02	237
2	26	-127	7.34	347
3	1	-144	7.45	357

Note: samples 1 and 2 are from the source directly, sample 3 is from the pump room

Table 4 shows the results of the analysis for Kirlian photographs of experimental water samples.

Table 4

**Indicators of brightness histograms of test water samples in comparison with samples of typical water classes**

No. of the specimen	ER for med. Type 1	ER for med. Type 2	ER for med. Type 3	ER for med. Type 4	ER for misc. Type 1	ER for misc. Type 2	ER for misc. Type 3	ER for misc. Type 4
1	20151.9	12136.9	7255.8	22492.1	24040.7	17327.8	13908.2	30534.7
2	8169.09	17101.1	15221.3	7313.64	9977.75	16437.3	15755.7	11417.8
3	13185.8	24496.7	23906.2	9134.41	14714.1	24299.9	24757.9	9614.48

Tables 5 and 6 show the results of comparing the obtained values with the criteria for coherent waters with different spin directions - *right* (+) and *left* (-) and the degree of coherence (Vernadskij, 2004; Kurik & Pesockaja, 2014; Kurik et al., 2015).

The following results were obtained in terms of the degree of differences for above these indicators. TW3 is 2.6 times higher than TW4 for water sample from source 1; TW2 is 2.5 times higher than TW4; TW1 is 1.5 times higher than TW4; min. TW4 is 2.6 times less than the maximum TW2 and TW3.

TW3 is 1.4 times higher than TW4 for a water sample from source 26; TW2 is 1.4 times higher than TW4

Table 5

**Correspondence of EPM indices according to histograms of Kirlian photographs luminescence for experimental water samples to the type and degrees of experimental coherent water**

Sign No.	Signs	Source 1	Source 26	Source 10 (pump room)	Coherence Source 1	Coherence Source 26	Coherence Source 10
1	2	3	4	5	6	7	8
1	Order of magnitude	5; 4	4/5	5; 4			
2	TW2 and TW3 > TW1 and TW4	+	-	-	KGP(-1) KGP(-3)	-	-

Table 5 (Continued)

1	2	3	4	5	6	7	8
3	TW2 and TW3 < TW1 and TW4	-	-	+	-	-	KGD(+1) KGD(-1) KGD(-3) KGP(+1)
4	TW2 = TW3	+	+	-	KGD(+1) KGP(+1) KGP(-1)	KGD(+1) KGP(+1) KGP(-1)	-
5	TW1 = TW4	-	+	+	KGD(+1) KGP(+1) KGP(-1)	KGD(+1) KGP(+1) KGP(-1)	KGD(+1) KGP(+1) KGP(-1)
8	TW3 < TW4 (TW4 > TW3)	-	-	+	-	-	KGD(+1) KGD(-1) KGD(-3) KGP(+1)
9	TW3 > TW4 (TW4 < TW3)	+	+	-	KGP(-1)	KGP(-1)	-
10	TW1 > TW4	+	-	-	KGD(-1) KGD(-2) KGP(-1)	-	-

TW4 is 2.2 times more than TW3 for a water sample from the source 10; TW4 is 1.8 times higher than TW3; TW4 is 1.3 times higher than TW1; min. TW3 is 2.2 times lower than the maximum TW3.

Table 6

**Correspondence of EPPM indices according to histograms of Kirlian photographs luminescence for experimental water samples to the type and degrees of experimental coherent water**

Sign No.	Signs	Source 1	Source 26	Source 10 (pump room)	Coherence Source 1	Coherence Source 26	Coherence Source 10
1	2	3	4	5	6	7	8
1	Order of magnitude	5; 4	5; 4	5			
2	TW2 and TW3 < TW1 and TW4	-	-	+	-	-	KGD(+1) KGD(-1) KGD(-3) KGP(+1)
3	TW2 and TW3 > TW1 and TW4	+	+	-	KGD(-1) KGP(-1)	KGD(-1) KGP(-1)	-
5	TW2 = TW3	+	+	-	KGD(+2) KPV(+1) KPV(+2) KPV(+3) KPV(-1) KPV(-2) KPV(-3)	KGD(+2) KPV(+1) KPV(+2) KPV(+3) KPV(-1) KPV(-2) KPV(-3)	-



Table 6 (Continued)

1	2	3	4	5	6	7	8
6	TW2 > TW3	-	-	+	-	-	KDV(+1)
8	TW3 < TW1,2,4	-	-	+	-	-	KDV(+1)
10	TW4 < TW3 (TW3 > TW4)	+	+	-	KGD(-1) KGD(-2) KGP(-1)!	KGD(-1) KGD(-2) KGP(-1)!	-
11	TW4 > TW3	-	-	+	-	-	KGD(+3) KGD(-3) KGP(+1)
13	TW4 < TW2 (TW > TW4)	+	+	-	KGD(-1) KPV(-1)! KGP(-3)!	KGD(-1) KPV(-1)! KGP(-3)!	-
14	TW4 > TW2	-	-	+	-	-	KGD(+1) KGD(-3) KGP(-1)
16	TW4 < TW1				KGP(-1)! KGP(-3)!		
17	TW4 > TW1	+	-	-		-	KGD(+1) KGD(+2) KGD(+3)!
18	TW4 = TW1	-	+	-	-	KGD(+1) KGD(+2) KGD(+3) KGP(-2)	-
19	Min. TW	TW4	-	TW3	KGD(-1) KGP(-1) KGP(-3)	-	KGD(+1) KGD(+3)
20	Max. TW	-	-	TW4	-	-	KGD(-3) + \-

Table 7 shows the results of the summary analysis of all the obtained EPM and EPPM indicators to identify the frequency of signs occurrence for coherent water of different polarity and degree.

Table 7

**Analysis of the coherence state in the studied water samples according to luminescence histograms of their Kirlian photographs**

KGV	Source 1 Number of signs	Source 1 %	Source 26 Number of signs	Source 26 %	Source 10 Number of signs	Source 10 %
1	2	3	4	5	6	7
<b>KGD:</b>						
+1	1	11	2	22	8	42
+2	1	11	2	22	1	5
3	0	0	1	11	2	10
-1	5	55	3	33	3	16
-2	2	22	1	11	0	0

Table 7 (Continued)

1	2	3	4	5	6	7
-3	0	0	0	0	5	26
Total:	9	100	9	100	19	100
<b>KGP:</b>						
+1	2	10	2	13	3	60
+2	1	5	1	7	0	0
3	1	5	1	7	0	0
-1	10!	50	7!	47	2	40
-2	1	10	2	13	0	0
-3	5	25	2	13	0	0
Total:	20	100	15	100	5	100
<b>KGD + KGP total</b>						
+1	3	10	4	17	11	46
+2	2	7	3	13	1	4
3	1	3	2	8	2	8
-1	15	52	10	42	5	21
-2	3	10	3	13	0	0
-3	5	17	2	8	5	21
Total:	29	100	24	100	24	100

According to the data presented, it can be seen that, according to the predominant features of the experimental water samples, the properties of the following coherence types are inherent in them:

water from source 1 – coherent levorotatory 1st and 3rd degrees of coherence (52% and 17% of signs, respectively);

water from the source 26 – coherent both types of direction, more levorotatory 1st degree (42% of signs) and dextrorotatory 1st degree (17%);

water from source 10 (pump room) – coherent of both types of direction, more dextrorotatory, mainly with the 1st degree of coherence (46%), and the presence of levorotatory coherence of the 1st (21%) and 3rd degrees (21%).

It draws attention to the fact that the use of the coherence criteria obtained experimentally on both types of experimental waters (distilled and natural drinking) are consistent with each other.

However, when analyzing test water directly from natural sources, more signs of coherence were revealed according to the criteria of coherent experimental water prepared with natural drinking water, and when analyzing a sample of water from a pump room - prepared with distilled water. Therefore, it is advisable to use the criteria of both types of experimental waters in studies of determining the water bodies coherence.

The biological experiment consisted of placing zucchini seeds “Skvorushka” and “Chak-lun” of the same size (1 cm) and bulbs of the same size (1–1.5cm) on a moist substrate with different water for germination for 14 days.

The length of the shoots and roots was measured, and the mass of the dry residue was determined. The results are presented in Table 8 and Figure 4.

Table 8

**Growth test results for zucchini seeds and onion bulbs for different water samples**

No.	Name of water sample/biomaterial	Green sprouts			Backs		
		Q-ty pieces	Avg length (cm)	Dry weight (mg)	Q-ty pieces	Avg length (cm)	Dry mass (mg)
	Planting day 07/27/21						
	Measurement day 17.08.21						
1.	Source No. 1						
1.1	Zucchini «Skvorushka»	10	9.5	357	1	5.5	68
1.2	Zucchini «Chaklun»	10	7.5	345	1	3.8	54
1.3	Onion bulb	5	8.2	280	8	7.2	50
2.	Source No. 26						
2.1	Zucchini «Skvorushka»	10	3.8	220	1	2.6	44
2.2	Zucchini «Chaklun»	10	3.2	194	1	2.5	40
2.3	Onion bulb	5	7.3	260	6	6.8	46
3	Source (pump room) No. 10						
3.1	Zucchini «Skvorushka»	10	1.9	128	1	1.9	40
3.2	Zucchini «Chaklun»	10	1.8	116	1	1.6	38
3.3	Onion bulb	5	6.4	245	4	5.4	42

The presented results of biological growth demonstrate their differences among themselves, as well as the established properties of experimental water samples in terms of its coherence properties.

#### 4. Conclusions

1. The presented results showed the best plant growth on water directly from sources, correlated with the results on the quality of its coherence according to the Kirlian luminescence data.

2. The method of Kirlian photography of water droplets on an X-ray film is quite informative for assessing the coherent properties of water by analyzing its gas-discharge glow and can be used as an express method.

3. It is advisable to supplement the identified criteria of water coherence into the existing standards of health-improving water sources.

4. It is necessary to further develop the direction of studying fine-material processes in water by the method of kirlianphotography with the development of an automated analysis of kirlianograms.

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