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ul. Gen. Kazimierza Pułaskiego 4/6, 42-226 CZĘSTOCHOWA
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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 51 (2) (2022)!

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

Authors in the sphere of technology elicit synthetic and biological aspects of studying the properties of 1,2,4-triazole derivatives and the effectiveness and safety of students' work with digital learning ecosystems.

The scientific issue also contains interesting researches in language, culture, and communication that are focused on actual issues of intercultural communication, stylistics, and different kinds of discourse analysis. Special attention has been paid to the investigation of the mythoencyclopedic and linguopoetic characteristics of the images of "water" and "fire" in world culture, dynamics of love motives in Jack London's adventure novel «Hearts of three», anatomical and physiological terminology in the Austrian expressionist literature, intertextuality in Roald Dahl's poetry. A new insight has been gained into the core concepts of media literacy and the importance of media education, as well as media competence formation of students in the process of teaching theoretical disciplines and the essence of communicative competence in training interpreters in general.

In the education realm much attention is paid to theoretical aspect of the phenomenon of creativity in the profession of pedagogue-musician, modern tools application in training foreign language teachers, pedagogical technologies of formation of socially successful personality of primary and secondary school pupils and implementation of stem education system in Ukraine.

Authors in the sphere of innovation, work, society elicit ways of cooperation between the members of essential and temporal dimensions of the material legal relationship, the interaction of public authorities and the elements of civil society at the regional level, the correlation between military organization from masculine to gender-neutral and the development of e-government under conditions of digitalization.

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.

Wojciech Podlecki

LANGUAGE, CULTURE, COMMUNICATION

LEGAL AND LEGISLATIVE FACTORS OF CULTURE FORMATION OF PROFESSIONAL ACTIVITY AMONG OCCUPATIONAL SAFETY AND HEALTH ENGINEERS

Elviza Abiltarova

Candidate of Pedagogical Sciences, Associate Professor, Doctoral Student,
Institute of Vocational Education and Training of the National Academy of Educational
Sciences of Ukraine, Ukraine

e-mail: elviza2008@gmail.com, orcid.org/0000-0001-9747-3303

Summary

The article is devoted to the problem of formation of the culture of safety of professional activity among future occupational safety and health engineers in higher education. The following methods of scientific research are used in the work: analysis and systematization of scientific and pedagogical, psychological literature on the problem of research, classification and synthesis of scientific works, practical experience. The article examines the factors that effectively influence the process of formation of the culture of safety of professional activity in future occupational safety and health engineers. The author highlights the hierarchical structure of these factors. The legal and legislative factors of formation of the culture of safety of professional activity among future occupational safety and health engineers have been substantiated and considered in detail. It was found that legislative factors (the creation of legislative and regulatory acts on labor protection) and legal factors (responsibility for violation of labor protection requirements and rules) create the prerequisites for increasing the level of knowledge of future specialists in the field of labor protection, contribute to the formation of a high degree of legal responsibility for observance and fulfillment of the requirements of the legislation on labor protection.

Keywords: culture of safety of professional activity, vocational training, occupational safety and health engineer, factors, occupational safety culture, legal culture.

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1. Introduction

The study of the problem of formation of the safety culture (CSPA) among future occupational safety and health engineers led to the need to consider a set of factors that affect and contribute to the effectiveness and efficiency of the research objective. We believe that a holistic and comprehensive consideration of the factors will make it possible to determine the positive dynamics of their effect on the system of formation of the CSPA among future occupational safety and health engineers and at the same time to reveal the factors that affect negatively in order to reduce and minimize their impact on the intended research result.

The results of the analysis of scientific publications show that in the pedagogical literature there is no single approach to the classification of factors. So, among the factors contributing to the formation of legal, professional, communicative, corporate cultures, Ukrainian scientists distinguish the following: humanization and humanitarization of education; integrated content, professional identity, creation of an optimal educational environment, stimulation to self-education, spatial environment, legal education, environmental responsibility (Vovk, 2017; Habovda & Tovkanets, 2017; Hrybok, 2013; Karytka, 2018; Sherman & Bezbakh, 2014).

The theoretical analysis of resources allowed us to determine the factors influencing the formation of the CSPA among future occupational safety and health engineers:

- macro-level (state level) – political, legal, legislative, socio-economic;
- meso-level (the level of a higher educational institution and organization) – technological, organizational, biomedical, pedagogical, psychological;
- micro-level (subjective) – individual personality traits, professionally important qualities, motivation for safe behavior.

Taking this into consideration, the purpose of the article is to substantiate the legal and legislative factors for the formation of the culture of safety of professional activity among future occupational safety and health engineers.

2. Legal factors of formation of the culture of safety of professional activity among future occupational safety and health engineers

The legislative factors are characterized by the active creation of a legislative and regulatory framework for labor protection, which is the theoretical basis for the formation of the CSPA. The main law of the Ukrainian state, the Constitution of Ukraine (1996), laid down guarantees and rights of citizens to improve working conditions and health protection. Article 43 states that everyone has the right to work, decent safe and healthy working conditions, and the employment of women and minors in jobs hazardous to their health is prohibited. Articles 45, 46 ensure the rights of workers to rest, social protection, providing for their provision in the event of complete, partial or temporary disability, loss of the breadwinner.

The next law, which defines the main directions of the implementation of the political rights of citizens to protect their health and life in the process of labor activity, is the Law of Ukraine "On labor protection", adopted on 14.10.1992 № 2694-XII, which consists of 44 articles. The law, with the participation of the relevant state authorities, regulates the relations between the employer and the employee on the issues of occupational safety, hygiene and the working environment and establishes a unified procedure for organizing occupational safety and health in Ukraine.

An important legislative document regulating the labor relations of all employees, promoting labor productivity, improving the quality of work is the Labor Code of Ukraine (1971). The key elements for the formation of theoretical knowledge in the field of safety are the provisions of the labor code on the issues of collective employment agreements and labor agreements, work standardization, norms of working hours and time for rest, occupational safety, and labor regulation of women, minors and disabled people.

The following laws contributing to the formation of the cognitive base of CSPA are the following: the Law of Ukraine "Fundamentals of Legislation on Health Protection" dated 19.11.1992 № 2801-XII; the Law of Ukraine "On Ensuring Sanitary and Epidemic Safety of the Population" dated 24.02.1994 № 4004-XII; the Law of Ukraine "On Fire Safety" dated 17.12.1993 № 3745-XII; Fire safety rules in Ukraine dated 30.12.2014 No. 1417;

the Civil Protection Code of Ukraine dated 02.10.2012 № 5403-VI; the Law of Ukraine "On Environmental Protection" dated June 25, 1991 № 1264-XII; the Law of Ukraine "On the Use of Nuclear Energy and Radiation Safety" dated 08.02.1995 № 39/95-VR.

It should be noted that the level of safety at work depends not only on the legal framework but also on the regulatory framework, which includes state intersectoral regulations on labor protection, which apply to all enterprises, organizations, as well as state industry regulations on labor protection, the action of which extends to the enterprises belonging to a particular industry. In addition, in Ukraine, there are other types of normative and technical documentation for labor safety standards such as state standards of Ukraine, industry standards for enterprises, construction norms and rules, safety and industrial sanitation rules, and instructions. In accordance with the order of the State Committee of Ukraine for Labor Protection Supervision № 151 of 08.06.2004, the procedure for maintaining the state register of normative legal acts on labor protection (Register of NLALP) is introduced, representing a databank to ensure a unified record of the creation of the corresponding information fund of these acts. Thus, the considered legislative and regulatory documents constitute an important basis for the formation of the CSPA and create the prerequisites for increasing occupational safety and improving working conditions.

3. Legislative factors of formation of the culture of safety of professional activity among future occupational safety and health engineers

Legislative factors include the protection of the rights and interests of employees when concluding an employment contract, in the process of labor, due to a workplace accident or occupational disease, when assigning benefits and compensations for work in harmful and hazardous working conditions, and also provide for the material, administrative, disciplinary and criminal responsibility for violation of occupational safety legislation both on the part of employees and on the part of the employer, or officials.

Thus, in the Law of Ukraine "On Labor Protection" (1992) it is noted that, when concluding an employment contract, employees have the right to know about working conditions and about the presence of hazardous and harmful occupational factors at their workplaces. In the process of labor, the workplace, the equipment used, raw materials, materials, machines, mechanisms, personal and collective protective equipment must comply with regulatory requirements. An employee has the right to refuse assigned work if an industrial situation has become dangerous to his life or health or to the people around him. For work in harmful and hazardous working conditions, employees are entitled to benefits and compensation in the form of additional paid leave, reduced working hours, free therapeutic and prophylactic diet, milk or other equivalent food products, preferential pension benefits, and paid health breaks.

In addition, by reason of damage to health or in case of death, the employee has the right to compensation for harm caused to him, carried out by the Social Insurance Fund of Ukraine in accordance with the Law of Ukraine "On Compulsory State Social Insurance" No. 1105-XIV dated 23.09.1999. Note that the designated rights of employees are reinforced by their obligations to comply with labor protection legislation. So, in accordance with Art. 14 of the Law of Ukraine "On Labor Protection" (1992), employees must take care of personal safety and health, as well as the safety and health of people around, know and comply with the requirements of regulatory legal acts on labor protection, undergo preliminary and periodic medical examinations. The employee is directly responsible for the violation of these requirements.

According to Art. 44 of the Law of Ukraine "On Labor Protection" (1992) for violation of laws and other normative legal acts on labor protection, creating obstacles in the activities of officials of state supervision over occupational safety, as well as representatives of trade unions, their organizations, and associations guilty persons attracted to disciplinary, administrative, material, and criminal liability. So, in accordance with Art. 147 of the Labor Code of Ukraine (1971), disciplinary liability is imposed on an employee in the form of disciplinary action (reprimand, dismissal from work). Administrative liability is applied to persons guilty of violating legislative and other regulations on labor protection, creating obstacles to the activities of officials, state supervision bodies, in the form of a monetary fine. For example, in accordance with Art. 1884 of the Code of Ukraine on Administrative Offenses № 8073-X (1984) failure to comply with the legal requirements of officials of the central executive body that implements the state policy in the field of occupational safety to eliminate violations of occupational safety legislation or create obstacles to the activities of these bodies – is punishable by a fine on employees from six to ten non-taxable minimum incomes of citizens and on officials – from thirty to one hundred non-taxable minimum incomes of citizens. Liability includes the liability of both the employee and the employer. For example, on the basis of Art. 130 of the Labor Code of Ukraine № 322-VIII (1971), employees are financially liable for harm caused to an enterprise, institution, organization as a result of violation of their labor duties. When imposing material liability, the rights and legitimate interests of employees are guaranteed by establishing liability only for direct actual damage and provided that such damage is caused to the enterprise, institution, organization by the culpable illegal actions (inaction) of the employee. This liability, as a rule, is limited to a certain part of the employee's earnings and should not exceed the full amount of the harm caused. Criminal liability occurs if the violation of the requirements of the legislation on occupational safety entailed a danger to the life or health of citizens (section 10 of the Criminal Code of Ukraine № 2341-III (2001)). So, in accordance with Art. 271 violation of the requirements of legislative and other normative legal acts on labor protection by an official of an enterprise, institution, organization, or a citizen, who is a subject of entrepreneurial activity, if this violation caused harm to the victim's health, is punishable by a fine from one thousand to three thousand non-taxable minimum incomes of citizens or correctional works for up to two years, or restriction of freedom for the same period.

Summarizing the above, it is necessary to conclude that the knowledge of students in the field of the rights and obligations of employees and employers on safety issues, the types of responsibility established by law for violation of occupational safety regulations contribute to the formation of a high degree of legal responsibility for their life and health, discipline and compliance with legal requirements.

4. Conclusions

Thuswise, the analysis of the legislative and regulatory framework in the field of occupational safety showed that in the legal field there are serious prerequisites for improving occupational safety through the formation of the culture of safety. We see the prospect of further research in a detailed analysis and study of socio-economic factors that contribute to the effective formation of the culture of safety of professional activity.

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MEDIA COMPETENCE FORMATION OF STUDENTS IN THE PROCESS OF TEACHING THEORETICAL DISCIPLINES

Victoria Barkasi

Ph.D. in Education, Associate Professor at the Department of the English Language and Literature, Mykolaiv Vasyl Sukhomlynskyi National University, Ukraine
e-mail: vvbarkasi@gmail.com, orcid.org/0000-0003-1112-2209

Tetyana Filippeva

Ph.D. in Education, Associate Professor at the Department of the English Language and Literature, Mykolaiv Vasyl Sukhomlynskyi National University, Ukraine
e-mail: filippjeva@gmail.com, orcid.org/0000-0003-4536-0141

Summary

The article highlights the problem of formation of media competence of a modern student in the process of studying theoretical disciplines. Media competence is seen as a set of knowledge, skills, abilities, facilitating the using, critical analysis, evaluation, creation and transmission of media texts. It is proved that a graduate of a higher education establishment must use traditional and modern information technologies to meet the level of a modern specialist. In the development of modern society, a modern teacher must have the skills to use media resources in his work, follow the media information about existing media products for educational purposes, possess the ability to use it effectively in the educational process. Options for the use of media products in the educational process through the study of theoretical disciplines are considered. The reasons for the need to introduce media education into the educational process are determined. The main provisions of the Concept of Media Education in Ukraine are analyzed.

Keywords: media, professional skills, media competence, media literacy, media product, media education, theoretical disciplines.

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1. Introduction

The actual problem of developing an individual culture of media consumption is one of the most important in the field of education and requires thorough research. The lack of traditions of conscious media consumption and effective processing of information negatively affects the quality of the educational process. Within the framework of educational institutions, it is necessary to purposefully develop a culture of information consumption, to form general cultural competencies and critical thinking among students, as well as media competencies.

Theoretical and methodological principles of the work were monographs and articles by Ukrainian and foreign scientists. Different aspects of media education such as the importance of media education, the introduction of media education into the educational process, the use of media technologies, the formation of media competence, etc. were studied by Ukrainian researchers D. Bachinsky, L. Bidenko, O. Burim, N. Cherepovska, Dychkivska, I. Donina, Yu. Echkalo, Y. Gorun, R. Gurevich, V. Ivanov, V. Kravchuk, M. Kuzmina, A. Kulyok, I. Levshina,

K. Lemkivska, A. Lytvyn, O. Mokroguz, L. Naidyonova, G. Onkovich, B. Potyatinnik, G. Pocheptsova, A. Sulim, O. Voloshenyuk, O. Zima. Significant studies of this problem were made by foreign scientists: P. Auderheid, D. Considine, G. Ferrington, D. Hilli, M. Kerry-Tash, V. Kilpatrick, D. Robinson, K. Tyner and in. (USA), N. Andersen, A. Caron, B. Duncan, G. McLuhan, O. Melli, D. Pangente, L. Roser et al. (Canada), K. Bazalget, D. Buckingham, D. Graham, E. Hart, A. Hawkingson, A. Kerr, R. Kolins, S. Livingston, L. Masterman, B. Moore, R. Volting, K. Worsnop. (UK).

The issues of media literacy have been relevant over the past decades. In this article we analyze the possibilities of using media education and the formation of media competence in the course of teaching theoretical disciplines as the basis for the formation of basic knowledge of both specialized and general disciplines.

The aim of the study is to analyze the relationship between media education and media competence and to determine the role of media competence for a modern student. According to this goal, we set the following tasks: on the base of the Concept of Media Education in Ukraine to analyze the reasons for the need to form students' media competence; to determine the ways of formation of media competence in the process of studying theoretical disciplines; to consider the means and ways of forming all components of media education in the process of higher education in Ukraine.

In modern philosophy, information is considered as processed, organized and structured data. It provides context for data and enables decision making processes. The number of options for interpreting information is limited by the level of the development of people's culture. Information is an integrated concept. It can be considered in the systems "cognitive object – cognizable object", "controlling object – controlled object", "training object – learnable object" (Sulim, 2011).

The use of information and communication technologies and the Internet allows young people to actively master new means of communication and obtain information. At the same time, the younger generation has little social experience to adequately understand the rather symbolic and ambiguous media information, and in the context of education, the adaptation of young people to life in the era of the information explosion is not sufficiently updated. High school students and university students are often not ready to integrate into the expanding global information space. Their search on the global Internet is limited, as a rule, to entertainment resources and is aimed at chaotic communication. In modern educational processes, students more and more often prefer the use of texts from the Internet to textbooks and books. This method of obtaining information poses the problem of developing critical thinking and competencies of young people, as well as ensuring their safety. So, in modern conditions of training, development and education in the context of the global information and media space, there is a need to develop media competence among the younger generation.

By introducing special educational programs for the formation of media competence at the university, it is possible to achieve a harmonious balance between the growing volumes of mass media and collective educational values.

Scientific facts and technologies acquire positive social meanings, provided that root or traditional values are preserved and dominate in the individual and collective consciousness. This can be done within the framework of the educational space, systematically developing a kind of information culture in society and forming general cultural competencies that increase awareness of perception and critical evaluation of media products (Bachynskyi, 2018).

Media means of communication play an increasingly important role in people's lives and in the educational process, therefore, the intensive development of media education is

necessary. The concept of "media education" arose as a result of the significant influence of the media on the formation of social and scientific thought. This definition was first used in 1973 at a meeting of the UNESCO Information Sector and the International Council for Film, Television and Audiovisual Communication (*Ivanov, Shkoba, 2012*).

According to L. Masterman, one of the consultants of the Council of Europe and UNESCO, media education is relevant because it reflects:

- superabundance of the modern world of media (television, radio, newspapers, magazines, video games, etc.);
- the impact of mass media on human consciousness;
- creation and dissemination of information, development of information flow control devices;
- the growing influence of media education on the development of democracy in the world;
- growing importance of visual communication and information;
- emergence of "information economy". turning information into a commodity, its privatization (*Masterman, 1999*).

In Ukraine, the first important step in this direction was the Concept of Media Education (*Kontseptsii vprovadzhennia media-osvity v Ukraini, 2010*).

O Zima emphasizes that among the main tasks set in the Concept which was developed for the introduction of media education in Ukraine, one can single out such components as media information literacy; media immunity of the individual; reflection and critical thinking; ability to media creativity; specialized aspects of media culture, in particular visual, auditory and musical media cultures; developed aesthetic tastes regarding art forms; mediated mass media; modern trends in media art, etc. (*Zyma, 2018*). The researcher notes that the use of certain media educational elements in higher education institutions contributes to the formation of media competencies and media culture, to the prevention of human vulnerability to media manipulation and media violence, to an escape from reality, and to the prevention of the spread of media addiction. "Media literacy allows you to resist the aggressive media environment and destructive media-information influences, ensures psychological well-being when consuming media products, provides media awareness, the ability to select the right information, bypass information "garbage", protect against potentially harmful information based on direct and hidden influences" (*Zyma, 2018: 180*).

So, media education is a component of pedagogy aimed at implementing the process of personality development with the help and on the material of mass communication (media) in order to form a culture of communication with the media, creative, communicative abilities, critical thinking, the ability to qualitatively perceive, interpret, analyze and evaluate, teaching various forms of self-expression using media technology.

The main tasks of media education are: preparing a new generation for life in modern information conditions and for the selective perception of different information; teaching a person to understand it, to realize its consequences on the psyche; mastering the methods of safe communication based on non-verbal forms of communication with the help of technical means.

Council of Europe documents define media education as training that seeks to develop media competence, understood as a critical and thoughtful attitude towards media, with the aim of educating responsible citizens who are able to express their own thoughts based on the information received.

2. Media competence as a quality of a media literate person

Media competence as a quality of a media literate person is the result of media education, which helps a person to actively use the possibilities of the information and educational field – television, radio, video, press, the Internet – forms a culture of communication, develops creative, communication skills, critical thinking, the ability to perceive, interpret, evaluate media texts, to teach different forms of self-expression with the help of educational technologies, including media technologies. It is media competence that develops the skills of professionally oriented critical thinking, which help to make independent judgments and make competent decisions in response to information transmitted through mass communication channels. (*Sulim, 2011*).

The media education aspect of pedagogy was formed in the second half of the 20th century, when the problem of preparing students for life in the information society, shaping their ability to use information in any form, to communicate, to be aware of the consequences of the impact on a person of the media, especially mass media arose (*Dychkivska, 2004: 352*).

G. Onkovich believes that it is time to talk about media didactics of higher education, since didactics is a part of pedagogy that substantiates and reveals the content of education, methods and organizational forms of education. Media didactics is a set of ordered knowledge about the principles, content, methods, means and forms of organizing the educational process using mass communication materials in teaching media pedagogy or other disciplines that provide the solution of educational problems with the applying of the media. New circumstances require the orientation of higher education towards the comprehensive development of the personality of a specialist in the process of his training. The task of an information age specialist is to develop critical thinking, the ability to analyze and select personally significant information, generalize and use media products in a meaningful way, that is, to be a media-competent person. The scientist emphasizes that the media competence of a specialist is an integral characteristic of a person, which consists of separate private competencies and is a sign of media culture. (*Mediakompetentnist fakhivtsia: kolektyvna monohrafiia, 2013*).

The formation of media literacy is of particular importance for the system of higher language education, because the texts of foreign media are intensively used in the process of training specialists in the field of foreign languages (teachers, translators, specialists in intercultural communication). It is obvious that media literacy is a necessary condition for critical understanding and interpretation of the phenomena of a foreign culture. Therefore, media competence is extremely important for students of language faculties in the aspect of continuous education (*Mediaosvita i mediahramotnist: pidruch, 2012*).

3. Lecture as the main type of educational activity

Within the framework of this article, we will focus on the problem of the formation of media competence among philology students in the process of studying theoretical disciplines. Teaching a foreign language as a specialty involves mastering not only practical knowledge, but also a deep knowledge of the theory of language. The teaching of theoretical disciplines today reflects the development of modern trends in linguistics, in particular, the achievements of such sciences as communicative linguistics, cognitive linguistics, linguo-pragmatics, linguo-cultural studies, historiography of linguistics, intercultural communication, etc. These new vectors in the study of language theory require serious and thorough elaboration, as they involve the use of new approaches to revealing the focus and content of academic disciplines. The updated

program of academic disciplines requires updated types of educational activities that reflect a communicative approach to obtaining and consolidating knowledge.

Lectures and practical classes are the main types of educational activities at the university today.

Practical classes are a traditional method of mastering theoretical knowledge, during which presentations on the topic in the form of multimedia reports are heard, a survey and testing with an assessment of the results obtained are conducted.

A practical lesson, according to S. Goncharenko, is a form of a training session in which the teacher organizes a detailed consideration by pupils or students of certain theoretical provisions of the subject and also forms the skills and abilities of their practical application (*Honcharenko, 1997: 268*).

The purpose of lectures is to form an argumentative basis for the subsequent assimilation of educational material by students. Lectures are not a retelling of the content of educational literature, but the ability of a teacher and a student to think, search, and reason together.

Lecture, according to S. Goncharenko is a systematic, consistent presentation of educational material, any issue, topic, section, subject, methods of science.

The main requirements for lectures are scientific, accessible, unity of form and content, emotional presentation, connection with other types of educational activities – seminars, practical classes, etc. (*Honcharenko, 1997: 198*).

On account of the changed sanitary-epidemic and military-political situation in Ukraine, which led to the transition to distance online learning system, some specialists in the field of education have expressed doubts about the appropriateness of using lectures, as a basic form of giving and receiving knowledge, considering them to become outdated. Their reasons to abandon lectures are as follows: the lecture stops independent thinking and leads to the passive perception of other people's opinions; the lecture discourages the desire to learn independently; lectures are needed only if there are no textbooks on a particular topic or there are few of them; some students have time to comprehend the information being outlined, while others can only mechanically write down the words of the lecturer, etc.

However, experience shows that refusing lectures reduces the level of students' training and violates the system and uniformity of work during the semester. At the same time, new modern approaches to the organization of lectures are needed (*Iechkalo, 2011: 261-266*).

The authors of this article believe that the lecture should remain the leading form of organization of the educational process in the study of theoretical disciplines. Lectures should be the main source of information, especially in cases when the material on a particular topic has not yet been included in existing textbooks, some of its sections are outdated, or when certain topics of the curriculum are especially difficult for independent study and require methodological revision. Sometimes on some issues there are conflicting concepts that are difficult for the student to understand. So, some of the advantages of modern lectures are: creative communication between the lecturer and the audience; co-creation, emotional interaction; a lecture is a very economical way of obtaining in general terms the basics for obtaining knowledge; the lecture activates mental activity, if it is well understood and carefully listened to.

Lectures on theoretical disciplines, which are the main source of theoretical training for students of philological faculties, provide a systematic basis for getting scientific knowledge, reveal the state and prospects for the development of science, focus students' attention on the most complex and key issues, stimulate their active cognitive activity, and contribute to the formation of creative thinking (*Kaidalova, 2014*). This is possible with the use of modern forms of lectures that help to form students' media competence. Media competence is the result of

media education and promotes the development of professionally oriented critical thinking, which helps to put together an independent judgment and competent decisions in the form of completely obtained information.

4. The educational potential of modern lectures as a means of developing media competence

The widespread implementation of information technologies in the educational process has led to the emergence of innovative lectures such as a visualization lecture, a lecture with multimedia supplement, a video lecture, etc.

During a visualization lecture the principle of visibility is fully implemented. This type of lecture contributes to teaching students how to convert oral and written information into a visual form, thanks to the systematization and selection of the most significant, essential elements of the content of a lecture.

The ability of visual information to influence the awareness and understanding of new information contributes to the formation of linguo-cognitive skills. This impact can be more effective if the video material is used by the teacher not as a visual commentary on verbal information, but as a set of problematic tasks leading to active mental activity of the learning subjects.

Thus, a visualization lecture is not only the transmission of oral information converted into a visual form using multimedia tools, but also serves as a means of organizing students' intellectual activity. The preparation of such a lecture consists in reconstructing, recoding the content of the lecture or its parts into a visual form for presentation through a computer. The main task of this type of lecture is to facilitate the perception of complex linguistic material as much as possible, when it is necessary not only to take into account key concepts and phrases and basic definitions, but also to be aware of the nature of the relationship between them.

A video lecture can be considered a kind of a visualization lecture. It is a summarized version of a lecture by a leading scientist which is filmed and recorded on disk, supplemented with diagrams, tables, photographs that illustrate scientific theoretical material. Therefore, the visually presented educational material should ensure the systematization of students' knowledge, the implementation of opportunities for analysis and synthesis, classification and generalization of educational material, the creation of problem situations and conditions for their solution, which is important for the process of forming linguo-cognitive skills.

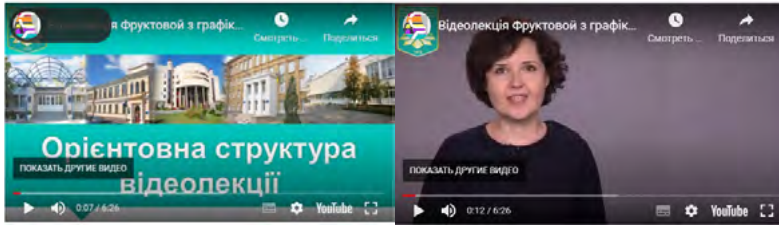
A lecture with multimedia accompaniment is somewhat different from a visualization lecture. It represents a lecture during which the lecturer relies fragmentarily on multimedia tools (whereas a visualization lecture is a series of interconnected video fragments). Thus, a lecture of an innovative type allows intensifying the activity of students; to improve the quality of assimilation of the material, as well as to focus on the most important characteristics of the studied objects from the point of view of educational tasks and goals (*Bidenko, 2020*).

Within this article, we would like to share our experience in organizing a video-lecture as one of the key opportunities for using information technology in the educational process on the topic "English as a Global Language".

The basic principles of organizing a video lecture are discussed in a video created by Ya.S. Fructova.

Before the lecture, students received video materials that briefly reflect the problems that will be considered in the lecture by the outstanding contemporary linguist David Crystal.

Referential structure of the video lecture (<http://ctdn.kubg.edu.ua/orientovna-struktura-videolektsii>)



David Crystal:

Why a Global language?

- A language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power.
- The history of a global language can be traced through the successful expeditions of its soldiers/sailor speakers.

What makes a Global language?

- Not as much with # of those who speak it but rather who those speakers are.
- Latin was an international language not because it was spoken by more people but by the more powerful people.

- Other dominance factors: economic, technological and cultural power.

What is the impact which the Internet is making on language?

- Is the Internet going to be bad for the future of language – technospeak will rule, standards be lost, and creativity diminished as globalization imposes sameness?

or

- Is the Internet enabling a dramatic expansion to take place in the range and variety of language, and is providing unprecedented opportunities for personal creativity?

Such preparatory work created the conditions for better assimilation and understanding the lecture material. At the online lesson, students listened to a fragmentary lecture material

presented in video form. After each video clip, the students and the lecturer discussed the information received, made a brief outline of the lecture passage and expressed their attitude to the problems presented in the lecture

1. Will English Always Be the Global Language

<https://newlearningonline.com/literacies/chapter-1/crystal-on-the-multiplicity-of-the-english-language>



2. The effect of the new technologies on English

<https://www.youtube.com/watch?v=qVqcoB798Is>



3. How is the Internet changing language today? <https://www.youtube.com/watch?v=P2XVdDSJHqY>



4. The Future of Englishes

<https://www.youtube.com/watch?v=MqqlSb9uGUQ>



After the lecture students are given links to reference material and other additional resources. The assimilation of the received information and its concretization and consolidation in the form of knowledge took place at the practical lesson on this topic. The assimilation of theoretical knowledge obtained at the lecture was carried out through the implementation of project work and listening to its results in the form of multimedia reports at the practical lesson. The topic of the formation of media competence in the process of studying theoretical disciplines in practical classes will be considered in more detail in the next article devoted to this problem.

5. Conclusions

Media competence as a quality of a media educated person is the result of media education, which helps a person to actively use the possibilities of the information and educational field, forms a culture of communication, develops creative, communication skills, critical thinking, the ability to perceive, interpret, evaluate media texts, to teach different forms of self-expression with the help of educational technologies, including media technologies.

Consequently, the media competence of a person is a combination of his knowledge, skills, abilities that contribute to the selection, use, critical analysis, evaluation, creation and transmission of media texts in various types, forms and genres, analysis of the complex processes of media functioning in society.

The formation of media competence among university students means achieving a level of media culture that provides an individual with an understanding of the socio-cultural, economic and political context of the functioning of the media, indicates its ability to be a carrier and transmitter of media cultural tastes and standards, and to interact effectively with the media space.

The use of multimedia technology and the formation of media competence activates the teaching process, increases students' interest in the discipline being studied and the effectiveness of the educational process, and allows to achieve a greater depth of understanding the educational material. The use of video in lectures on theoretical disciplines is the basis of a successful and effective lecture. Such an organization of the educational process makes significant changes in the activities as of a lecturer, as of students, it changes their roles and functions. The involvement of multimedia tools into the lecture is only an auxiliary method of teaching and learning, it is not the only source of information for students: the lecturer should play the leading role, as an organizer of the productive and meaningful activities of students in the classroom.

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COMMUNICATIVE COMPETENCE IN TRAINING INTERPRETERS

Julia Bondarchuk

Ph.D., Associate Professor, Head of the Department of Philology and Translation,
Kyiv National University of Technologies and Design, Ukraine
e-mail: bondarchuk_julia28@ukr.net, orcid.org/0000-0002-4851-8701

Kseniia Kugai

Senior Lecturer at the Department of Philology and Translation,
Kyiv National University of Technologies and Design, Ukraine
e-mail: sketch_k2008@ukr.net, orcid.org/0000-0001-9838-904X

Summary

The article deals with the issue of future interpreters' training. The essence, content and components of the interpreter's professional competence have been characterized. There has been analyzed communicative competence as one of the main skills for future specialists in the sphere of translation. Communicative competence is an integrated use of language and non-language means of communication. The basis of communicative competence are communicative skills formed through speech skills. Communicative competence also implies the ability to interpret non-verbal forms of communication. Translation as a special type of communicative activity aims at providing the opportunity to communicate and exchange information in a situation of intercultural (bilingual) communication. The process of translation is a kind of language activity, which aims at the most complete reproduction of the content and form of a target text. There have been used different methods in the study: general scientific (analysis and synthesis), methods of theoretical research, descriptive method (classification, cataloguing), continuous sampling method alongside definition analysis.

Keywords: professional competence, foreign languages, interaction, translation, communication, intercultural, barriers.

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1. Introduction

The world does not stand still, it develops. The main trend now is globalization, the emergence of a common world culture, the combination of national traditions and the strengthening of cooperation between nations. In such a world, another question arises: which language to choose and how to improve the quality of the study. A man of today should know well at least one foreign language, because an international understanding is of great importance for cooperation. This cooperation is almost impossible without a good command of a foreign language. Various forms of international communication are now developing: international meetings, exhibitions, sporting events, and joint business.

There are many occupations where foreign languages are essential. These are, of course, interpreters, foreign language teachers, diplomats, journalists, scientists, tour guides, etc.

The purpose of the work is to characterize and analyze the essence, content and components of the interpreter's professional competence, namely communicative competence as one of the main skills of the future specialist.

To achieve this goal the following tasks were set: to study the concept of competence from the point of view of different authors, to identify the approaches to professional competence interpretation, to research translation as a special type of communicative activity and analyze the process of future interpreters' training.

There are different methods that were used in the study – general scientific (analysis and synthesis), methods of theoretical research, descriptive method (classification, cataloguing), continuous sampling method alongside definition analysis.

2. Competence interpretation

What does the notion of competence mean? Competence is experience, awareness and knowledge. From Latin competence (“competentia”) means a range of issues in which a person is well aware, has knowledge and experience. Competence is also defined as the integrated ability of an individual acquired in the learning process, which consists of knowledge, experience, values and attitudes that can be fully implemented in practice (3).

The term competence is widely used today when it comes to training and education. Competence is complex personality characteristic, which absorbs the results of previous mental development, knowledge, skills, and abilities; has the ability to creatively solve problems, initiative, independence, self-esteem, self-control.

Regarding professional competence, there are different interpretations. Adolf, V. interprets professional competence as a complex entity that contains a set of knowledge, skills and qualities of an individual that provide educational process variability, optimality and efficiency (*Adolf, 1998: 118*).

Zeer, Ye. notes that professional competence is a matter less of significant measure of knowledge and experience than the ability to update them at the right time and use them in the implementation of one's professional functions (*Zeer, 2008: 94-95*). This is a situational approach.

As mentioned above, there are several approaches to the interpretation of professional competence in domestic research. Speaking about future interpreters' training, some experts believe that key professional competencies in the field of professional communication include:

- foreign language communicative competence;
- intercultural competence;
- translation competence;
- communicative competence in the native language.

Let us focus on the communicative competence of a future interpreter. Communicative competence is the ability to communicate in order to understand. This competence includes mastering languages and ways of interacting with people, skills of a group work. A student must be able to introduce himself, write a letter, fill in an application form, ask questions, lead a discussion, etc.

Communicative competence contains three components: language, speech and a socio-cultural element.

Communicative competence is an integrated use of language and non-language means of communication, interaction in specific social and domestic situations, the ability to navigate in a communication situation, the initiative of communication.

The formation of communicative competence is aimed at developing the culture of speech communication, mastering speech etiquette and ethical norms of communication (7).

3. The process of translation

The language component of an interpreter's training, in addition to native and foreign languages, includes such components as understanding the features of professional language with the ability to use its elements in the common language, knowledge of different language styles and genres, skills of harmonious language communication. This forms the linguistic culture of an individual as part of the general expert's culture in the sphere of translation.

Translation is a special type of communicative activity aimed at providing the opportunity to communicate and exchange information in a situation of intercultural (bilingual) communication. Bilingual communication takes place between individuals who use different language codes.

An interpreter is a direct participant in bilingual communicative interaction, who acts as a receptor of the message, decodes it, namely participates in the act of communication in the language from which the translation is performed (*Kush, 2013*).

The process of translation is a kind of language activity, which aims at the most complete reproduction of the content and form of a target text.

The translation process consists of three stages: perception (reading or listening) in one language, understanding, reproduction in the native language (*Kugai, 2018*).

Future specialist in the sphere of translation should have the following professional competences (*Bondarchuk et al., 2021*):

- ability to use the knowledge of language as a special sign system, its nature, functions, levels in professional activity;
- ability to analyze dialect and social varieties of languages studied, to describe the sociolinguistic situation;
- ability to freely, flexibly and effectively use the language being learned, orally and in writing, in different genres and styles, registers of communication (formal, informal, neutral), to solve communicative tasks in various spheres of life;
- ability to collect and analyze, systematize and interpret linguistic, literary, folklore facts, interpretation and translation of the text (depending on the chosen specialization);
- ability to use fluency in special terminology to deal with professional goals;
- awareness of the principles and technologies for creating texts of different genres and styles in native and foreign languages;
- ability to perform linguistic, literary and philological (depending on the chosen specialization) analysis for texts of different styles and genres;
- ability to perform oral and written translations of texts in various genres and styles from foreign into native language and vice versa, their editing at a professional level.

4. Interpreters' training

At the present stage of social development, it is not enough for a professional interpreter to be only an expert in a foreign language and a mediator who satisfies the external need for foreign language communication between people, being divided by linguistic and ethnic

barriers. A modern interpreter must be a highly qualified manager in the field of business and professional communication, a language consultant who is well versed not only in foreign and native languages, but also knows people who speak these languages. This requires the interpreter to have a high general and worldview culture, professional competence, great erudition, interpersonal skills, tact, constant desire to enhance knowledge, focus on socio-cultural values and ideals.

In terms of psychological and social skills, interpreters, as knowledge workers, achieve great success if they are open to cooperation at work, have a high level of tolerance, respect for interlocutors, developed self-criticism and sensitivity.

Training of an interpreter is an extremely important task, which can be successfully completed only if you study the disciplines of translation throughout the educational process, considering the theory and practice of translation, written and oral translation, translation in various fields of professional communication, etc. But it is not enough. After all, an interpreter is a specialist in the field of intercultural communication, who encounters cultural differences every day.

Present-day realities require innovative approaches to interpreters' training. Innovative learning is designed to involve a student in life processes, provide him not only with the necessary knowledge to perform professional duties, but also the necessary personal qualities and attitudes, positive experience of using and developing their professional potential, which becomes possible with a competence-based approach. Professional competence of an interpreter means the degree of profession mastery and is manifested in the adequacy of solving professional tasks and contains professional and cognitive, motivational, social and communicative components.

Taking into account the sources reviewed, we can distinguish the following modern requirements to the system of guidelines for the formation of future interpreters' communicative competence (*Pidruchna, 2008*):

- teaching methods and organization are determined by the goals set for future interpreters as language mediators who perform certain public function and have a corresponding public purpose;
- training subsystem of material presentation is developed considering the strategies used in teaching practice, which are based on the conceptual apparatus and terms system of the communicative model of translation;
- the process of listening mastering is aimed at the formation of communicative translation competence, the components of which are linguistic, visual, communicative, pragmatic, cognitive, informative competence;
- the process of future interpreters' training is aimed at mastering the principles, methods and techniques of listening and developing the ability to choose and apply them differently in specific conditions, to different texts and for different purposes;
- in the process of learning knowledge, skills and abilities of translation work must be reported.

5. Communicative competence components

Therefore, the basis of communicative competence are communicative skills formed through speech skills. If we rely on the accepted structure of communication in social psychology, which includes perceptual, communicative and interactive aspects, communicative

competence then can be considered as a component of communication. Thus, the communicative process is understood as an information process between people as actors, taking into account the relationship between partners. That is, there is a narrower concept of communication. However, communication is often interpreted as synonymous with interaction, emphasizing that communicative influence is the psychological influence of one communicator on another in order to change his behaviour. This means that there is a change in the type of relationship between the participants in communication.

There are the following components of communicative competence:

- orientation in various communication situations, which is based on the knowledge and personal experience of an individual;
- ability to interact effectively with the environment through self-conception and conception of people around you in the constant change of mental states, interpersonal relationships and social conditions;
- literal self-worth perception, personal psychological potential, partner's potential and the ability to deal with a situation;
- willingness and ability to build up contacts with people;
- internal means of communicative events' regulation;
- knowledge, skills and abilities of constructive communication;
- innate resources needed to build up effective communicative events in a range of situations of interpersonal interaction.

Thus, communicative competence appears as a structural phenomenon that contains component values, motives, attitudes, socio-psychological stereotypes, knowledge, skills, and abilities. One can say that communicative competence includes not only personal characteristics of an individual, but also specifically organized cognitive processes and emotional sphere.

It is clear that communicative competence also implies the ability to interpret non-verbal forms of communication. And this can be a challenge. If each word has more or less definite meaning in verbal communication, in non-verbal communication system it is not only difficult to put the content in line with the sign, but also to distinguish the sign, that is, the unit of analysis in this communication system.

6. Conclusions

In view of the above it can be concluded that communicative competence is the presence of knowledge, skills, abilities and personal qualities, the ability to master communicative mechanisms, techniques and strategies necessary to ensure an effective communication process.

Among the key competencies of a future interpreter, communicative competence acquires the greatest value. According to many experts, it is this competence that ensures the success of work. In this regard, the development of communicative competence is included in the tasks of training a specialist as a component of professional competence and professional mobility.

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**EUROPEAN EXPERIENCE IN ORGANIZING THEATRICAL
ACTIVITIES IN PRIMARY SCHOOL TEACHERS TRAINING
(BASED ON THE RESULTS OF THE JEAN MONNET MODULE
PROJECT 620252-EPP-1-2020-1-UA-EPPJMO-MODULE)**

Olena Demchenko

Candidate of Pedagogical Sciences, Assistant Professor,
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine
e-mail: d_olena_pr@ukr.net, orcid.org/0000-0001-5975-4470

Inna Stakhova

Doctor of Philosophy (Ph.D.), Senior Lecturer,
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine
e-mail: kachayloinna@gmail.com, orcid.org/0000-0002-8942-6248

Summary

The European integration processes that permeate the Ukrainian education system need to be strengthened through the implementation of the European experience. The use of European experience in the organization of theatrical activities in preparing students for raising children is meaningful and multifaceted in this context. Theatrical activity promotes the development of cognitive interests of future teachers, allows you to delve into the historical and social processes of writing a play, which expands the worldview, promotes self-realization, forms aesthetic tastes and preferences, stimulates thought processes, promotes self-affirmation in public life. Theatrical activity contributes to the rapid transformation of the student into appropriate images, which develops his creativity, imagination, fantasy, creates an environment of professional creative development. The use of European experience contributes to the formation of a set of European values, appropriate lifestyle, progressive thinking. In the article we drew attention to the use of theatrical activities in working with future teachers in Europe (France, Germany, Poland), the influence of the International Association of Theater and Education on student training and outlined the impact of European culture on the Ukrainian education system.

The publication reveals the way to implement the Erasmus + Jean Monnet project "EU experience of soft skills development of preschool and primary school age children by theater activities in teacher training". The aim of the project is to provide theoretical and practical training of future educators and primary school teachers to use theatrical activities to develop soft skills of different categories of children and the meaningful organization of their leisure activities based on the experience of Western European pedagogical concepts. We revealed the content of preparing students to use the European experience of organizing theatrical activities in the upbringing of children, presented their creative work, theatrical reincarnations. We have singled out a set of recommendations for teachers of higher education institutions regarding the use of dramatization games and dramatizations in the educational process, which allow to practice behavioral skills in different social situations and gain relevant experience. We paid attention to the promotion of European classical literature, acquaintance with foreign sites and work with them, the creation of various types of theaters (finger theater, soft toy theater, table theater, shadow theater, nature theater, open-air theater) based on European playwrights, the use of Scrum technology in the training of future teachers.

Keywords: European experience, theatrical activity, future teachers, Erasmus + project.

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1. Introduction

Ukraine's rapid European integration progress raises a number of new social demands on the population. In modern European and Ukrainian psychological and pedagogical research and educational practice, the emphasis shifts from cognitive to social factors that provide conditions for successful self-realization and achieving high status in society. An effective means of organizing the educational process of future teachers is theatrical art, which provides a multicultural environment for teacher development, as it combines fine, musical and decorative arts, literature, and the skills of the student. The use of theatrical activities in the educational process of students allows them to develop a set of soft skills necessary for personal affirmation and successful adaptation in society. In view of this, the issue of training future primary school teachers and preschools to use the European experience of organizing theatrical activities in raising children becomes relevant, as their professional activities are aimed at laying the foundation for dynamically and vector-growing social success. The achievements of European scholars in the field of theatrical activities are harmoniously combined with the concept and ideas of the Standard of Higher Education of Ukraine, so modern teachers are open to a wide range of ideas for implementing the European experience of theatrical activities. Qualitative training influences the expansion of pedagogical horizons of future teachers, their style of thinking, views on social relations, enriching the pedagogical arsenal with new forms, methods and techniques, the formation of European values and promotion in pedagogical practice.

Pedagogical institutions of higher education (PIHE) are actively working on a state order to prepare future teachers for the use of European experience in organizing theatrical activities in the upbringing of children. Professional training of future primary school teachers and preschool institutions includes lectures, practical, laboratory classes, pedagogical practice that stimulates the development of rational and, at the same time, creative thinking, enrich cognitive and emotional intelligence, be at the epicenter of pedagogical innovations and implement them in their activities, strive for acmeological growth in the professional sphere. The standards and recommendations for quality assurance in the European Higher Education Area, the Rome Ministerial Communiqué, and the Bologna Declaration emphasize the positive aspects of promoting the European experience in various educational institutions.

2. European experience in the use of theatrical activities in the educational process of teachers

The experience of European educators who have worked on the use of theatrical art in working with children is valuable for our study. Progressive ideas regarding the use of the syncretic nature of theatrical activity are covered in the pedagogical concepts of R. Steiner (Waldorf pedagogy), S. Frenet ("School of Joy"), K. Orff, D. Serafin, Z. Rashevsky, G. Rovid. The experience of educational institutions in the EU (Germany, Poland, etc.) uses different types of theatrical activities in leisure time. In the context of training future teachers in the context of training future teachers, courses in theater and pedagogy and stage skills are taught, in particular at the Pedagogical University of Ludwigsburg (Germany). Significant scientific achievements in the creative style of pedagogical activity are presented in the works of

foreign researchers such as P. Abbs, M. Braun-Galkovska, R. Scrutton, R. Gibson and others. The idea of practical use of theatrical art in pedagogical work with children was proposed by domestic scientists: I. Baranovska, N. Vodolaga, O. Derkach, T. Karamanenko, O. Kononko, L. Makarenko, O. Timofeeva, L. Khomenko, S. Martinyuk. Well-known directors such as O. Bryantsev, K. Stanislavsky, N. Sats and others made a great contribution to the study of the essence, means and mechanisms of children's theater development.

D. Briggs believes (1975) that each person should be perceived through the prism of creativity and do everything possible to ensure that he is not afraid to share their ideas and feelings. The teacher and the student should be connected by a sincere interest in joint creative activity, only then it will be able to give a productive result, such as: competence, development of creative abilities, development of personality in general. One of the leading tasks of the organization of theatrical activities is to establish mutual cooperation between teachers and students, which will be a successful start for all educational activities (*Briggs, 1975, p. 18*).

L. Ziaziun (2003) made a great contribution to the study of general problems of education by means of art in France. Among the compulsory subjects such as French, mathematics, physical education and sports, and speech and general culture, the Ministry offers subjects of the artistic cycle. To this end, French educators had a well-thought-out system for using art disciplines during the school day (in the second half) and a system for encouraging artists to teach art cycle subjects at school" (*Ziaziun, 2003, p. 24*). Didacticism is a universal feature of theater as a specific kind of creative human activity. In this regard, P. Pavi (2003) notes that "didactic is any theater that pursues an educational goal, causing the audience to think about certain problems, understanding of a particular social situation and education of moral or political positions" (*Pavi, 2003, pp. 485-486*). Varieties of didactic theaters are: moralizing theater, political theater, pedagogical theater (didactic or pedagogical plays, thesis theater, parables, philosophical fables).

Considering the implementation of theater activities in primary school and preschool education, Australian educator John O'Toole (2011) argued that teachers should confidently use the achievements of theater pedagogy in their own teaching activities, as well as understand its role in the context of school activities in general. (*Toole, 2011, p. 26*).

The International Drama / Theater and Education Association (IDEA) promotes European theatrical experience by organizing seminars, international projects, creating information resources, holding the World Congress and thus contributing strongly to world art and education forums. IDEA unites national theater associations, theaters, teachers, educators, artists, theatergoers, artists from about 90 countries. IDEA represents the interests of children and students at the international level in order to promote the role of drama in public life, contributes to the enrichment of the inner world of the individual, expanding his consciousness and worldview (International Drama).

Valuable material for our research is the experience of the Academic Theater of the University of Warsaw. According to the Statute of the University of Warsaw (1998). The Academic Theater is an organizational unit of the university structure. The main task of the theater is to promote Polish culture and art in the scientific community. Functions of theatrical activity – implementation of educational programs in the field of theater, art and culture; organization of meetings with well-known representatives of culture, science, politics and business; presentation of students' creative achievements; assisting creatively gifted youth in gaining knowledge of practical rhetoric and the art of self-presentation. Future teachers of the University of Warsaw, for example, the Faculty of Journalism, Pedagogy, Applied Linguistics, Political Science, Law, etc., take part in theatrical productions of the Academic

Theater. Everyone is invited to watch the performances, including students, schoolchildren, fans of progressive theatrical art. The Academic Theater of the University of Warsaw is an active participant in city cultural and artistic events and international theater festivals (Teatr Akademicki Uniwersytetu Warszawskiego).

3. The results of the use of theatrical activities in working with future teachers (Jean Monnet module project 620252-EPP-1-2020-1-UA-EPPJMO-MODULE)

In order to promote the European experience, the team of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University took part in the Erasmus + Jean Monnet module project and received positive approval of the project “EU experience of soft skills development of preschool and primary school age children by theater activities in teacher training”. On November 19, 2020, a bilateral grant agreement was signed between the Rector of Vinnytsia State Pedagogical University named after Mykhailo Kotsyubynsky, Doctor of Pedagogical Sciences, Professor Natalia Lazarenko and the Head of the Executive Agency for Education, Audiovisual Technology and Culture Jose-Lorenzo 2020 years. The aim of the project is to provide theoretical and practical training for future preschool teachers and primary school teachers to use theatrical activities to develop soft skills for different categories of children and the meaningful organization of their leisure activities based on the experience of Western European pedagogical concepts.

The project is implemented through teaching students the optional discipline “Preparation of future teachers for the development of soft skills of preschool children and primary school students by means of theatrical activities in the context of European educational traditions”, which is presented in the following modules: “Theatrical activities in social and educational work based on an inclusive approach: the experience of the European Union”, “Organization of various types of theatrical performances of children in educational institutions: European context”, “Fundamentals of directing and artistic design of theatrical action: European context”, “Implementation of European experience in involving representatives of social services and public organizations in the implementation of theatrical activities”.

The main objectives of the study of the optional discipline “Preparation of future teachers for the implementation of European experience in the formation of soft skills of preschool children and primary school students by means of theatrical activities” are:

- acquaintance of students with different types of theater in Western Europe, methods of theater pedagogy; disclosure of educational, developmental, educational opportunities and organization of children's theatrical activities;
- gaining the ability to critically master foreign theories and experience in organizing theatrical activities for children, creatively use Western European experience in organizing various types of theatrical activities to develop soft skills of different categories of children with special needs;
- introduction and popularization of progressive pedagogical concepts and experience of educational institutions of the EU countries on the use of theatrical activities for the development of children's soft skills in leisure time;
- formation of future teachers' skills of planning, development, implementation of educational activities with the inclusion of theatrical techniques; skills of staging children's performances and organizing mini-theaters;
- developing the ability to use different types of theatrical performances of children in educational institutions;

- study of psychological and pedagogical features and methodological methods of inclusion in theatrical activities of different categories of children with special educational needs, including features of psychophysical development and gifted;
- mastering the basics of directing and artistic and musical design of theatrical action in the context of European traditions;
- development of the ability to involve social service specialists, members of public organizations, parents and the elderly in theatrical activities of children.

Preparing students to use theatrical and play activities in working with children of preschool and primary school age, we offer them to transform themselves into well-known images of classics of literature. They embody the image of Cinderella Charles Perrault, Juliet William Shakespeare, Dulcinea Miguel Cervantes, Esmeralda Victor Hugo, Matilda de La Mole Stendhal, Laura Petrarca Francesco and others. Creative images of students are presented in Fig. 1 and Fig.2.



Fig. 1. Creative image of Anna Sh.



Fig. 2. Creative image of Anastasia Ch.

Immersed in theatrical art, we repeatedly mention the work of Flacus Kvit Horace “To Melpomene”, Greek and Roman mythology, in which Melpomene was the patron saint of theatrical art. Therefore, we offer students to embody her image in their own work. In the process of project implementation we pay special attention to the acquaintance of students with foreign sites that promote theatrical art. We devoted ourselves to studying the literary works of W. Shakespeare, reviewed the language of the original of his theatrical production of “The Twelfth Night”. The students were especially interested in the history of the Globe Theater, where Shakespeare worked, and future teachers enthusiastically studied the stages of the theater's development, its features and structure. Some first learned that at the beginning of their existence in the theater, all female roles were performed by men. Under the mass of impressions and emotions, students created their own senkan and poems, wrote essays.

While working on the project, we did not limit ourselves to the resources and literature we know, but tried to expand the search opportunities for future teachers. They were happy to monitor various foreign sites, studying the experience of European countries in the use of theatrical art in working with children. All the collected information, interesting facts, notes were included by future teachers in booklets and on the project tray. Research and literary activities of students stimulated the development of their creative potential, allowed a non-standard approach to the tasks. Future teachers were able to experience the synthetic nature of

theater, which is based on a combination of drama, literature, architecture, music and fine arts, sculpture, the skill of the actor himself.

In the process of preparing students for the use of theatrical and play activities, we consider different types of theaters: finger, shadow theater, nature theater, puppet theater, one-actor theater, flannel theater, puppet theater, etc. and offer future teachers to make appropriate equipment for each of them. Together with future teachers, we studied the work of D. Rodari and offered a variety of stagings based on his fairy tales: "The Adventures of Cibulino", "Gelsomino in the Land of Liars", "Grammar of Fantasy", "Journey of the Blue Arrow", "Jeep on TV" (Fig. 4, Fig. 5).



Fig. 3. Inventory for staging the fairy tale "The Adventures of the Bulb"



Fig. 4. Inventory for staging the fairy tale "Grammar of Fantasy"

Classes are aimed at making future teachers clearly aware that theatrical activities are one of the most effective means of pedagogical influence on personal development. At the same time, it is a polyartistic activity is one of the most popular types of children's art. During the project, we involve students in writing their own plays for elementary school students. Future teachers use the plots of famous children's fairy tales, cartoons, personify life in the kingdom of flora and fauna, compose their own stories, create illustrations. Students develop theatrical plays, write scripts for performances in artistic and cognitive styles.

First of all, through theatrical activities the child has the opportunity to satisfy their existential need for creative self-realization and self-presentation in communication, self-knowledge through the reproduction of various images, demonstrates the level of artistic and aesthetic perception, complex knowledge, skills acquired in a specially organized teaching. During the internship, future teachers have the opportunity to involve children in theatrical games and performances created by them.

Thus, during the implementation of the project "EU experience of soft skills development of preschool and primary school age children by theater activities in teacher training" we used Scrum technology. It allows you to solve complex adaptive problems, and at the same time productively and creatively, making original decisions, to develop products of the highest quality. The scrum approach is easy to understand and easy to solve.

Scrum consists of Scrum Teams, in which the respective roles are assigned, as well as ceremonies (events), artifacts and rules. Each component of Scrum has a purpose and is key to success. The Scrum team consists of the Product Owner, the Development Team and

the Scrum Master. The Scrum team is self-organized and cross-functional. In working with students, we use the Scrum approach. We unite future teachers into three scrum teams and set a task – to make a mini screen for a puppet theater. In their scrum teams, students assign roles independently, they determine the owner of the product and the scrum master, and the rest of the positions come up independently, according to the task.

Working on Scrum technology means that students must adhere to their core roles. The scrum team works on developing ideas for the screen, selects the design, creates a layout, selects the necessary materials under the clear guidance of the scrum master. All ideas are agreed with the owner of the product, he voices his wishes regarding the quality and appearance of the mini-screen, and at the end of the work creates a presentation. During the week, each scrum team gathers together for a daily 15-minute scrum, discussing their ideas and trying to make them a reality. The main difficulties for teams are that students can't get used to their own roles, take over other people's powers, it is difficult for them to clearly explain their opinion, verbally describe the image of a mini-screen for table theater, which arose in the imagination, especially during remote teaching.

Our task is to monitor the activities of future teachers, to be so-called arbitrators, to remind each time of the personal task of each student, thereby establishing effective team work. Creative works of students on Scrum technology are presented in Fig. 5.



Fig. 5. Creative work of future teachers in the process of implementing Scrum technology

Working on the project, we try to prepare students to use the European experience of organizing theatrical activities in the upbringing of children. Future teachers must be ready to organize the perception of theatrical spectacle by students, which, according to K. Vain, promotes the mastery of the best forms of literary speech; organization of theatrical play aimed at activating vocabulary and coherent speech, storytelling of schoolchildren; preparation of theatrical performance (rehearsals, practice of expressiveness of speech). According to the types, the organization of theatrical activities, according to the scientist, provides three main areas of work of teachers:

- cognitive – the formation of children's certain knowledge, skills, ideas about theater, theatrical terminology; provides acquaintance with the theater, artistic and aesthetic perception;
- game – creating favorable conditions for play activities, encouraging children to improvise, use of acquired knowledge in the game; contains dramatization games and improvised games;
- stage – children form theatrical performances, elements of stage expression, skill; contains rehearsals, exercises, work in a theater group, preparation of a play.

In the process of project implementation, we use the experience of T. Jackson and offer future teachers to participate in dramatization games: dramatizations with fingers (with bi-ba-bo dolls); improvisations on a given or chosen topic, where teachers create an image through expressions, facial expressions, pantomime. As well as participation in simulation games that should be used in working with younger students in primary school, on the topic: "I'm in the theater", "In Search of Treasure", "Fairy Tale World", "Island of Desires", "Chocolate Country", etc. . Such games are aimed at the development of creative motives, awaken creative ideas and direct them to implementation.

4. Conclusions

Preparing students to use the European experience of organizing theatrical activities in the upbringing of children, we recommend participating in conferences, webinars, discussions organized by the Erasmus + Office in Ukraine. Interesting findings, research, a set of activities on the topic can be found on the website of the project "EU experience of soft skills development of preschool and primary school age children by theater activities in teacher training" and on the official Facebook page. In our opinion, the use of European experience in the organization of theatrical activities in the upbringing of children contributes to:

- to study fairy tales in children's literature classes: English folk tales ("Joan and the Crooked Goose", "Dick Whittington and His Cat"), Italian folk tales ("Gifts of the Fairy of Crene Lake", "Three Oranges"), German folk tales "Bremen Musicians", "The Wolf and the Seven Goats", "Golden Goose", "Cat in Boots") Polish folk tales ("Punished Trick", "Fern Blossom", "Janosik"), make dramatization games or imitation games for their content;
- to show fragments of the best European films of the Children's Film Festival (Life of a Squash), "Boy in Golden Pants", "I Love You, Mom", "Molly Moon and the Magic Textbook of Hypnosis", "Forward, to school!", "Little Monster"), discuss current situations that are considered in them and create their own scenarios for the sequel to theatrical performances;
- working with future teachers, you should conduct virtual tours of European theaters, including the Italian Theater in the Arena di Verona, the Austrian Water Theater in Bregenz, the French Theater of Aerial Gymnasts, the DALHALLA Theater in Sweden, etc .;
- in pedagogical activities it is appropriate to use the achievements of the classics of pedagogy in relation to the use of theatrical activities in working with children (R. Steiner (Waldorf pedagogy), S. Frene ("School of Joy"), K. Orff, D. Serafin, Z. Rashevsky, G. Rovida);
- it would be informative for future teachers to take part in the organization and staging of theatrical performances, participation in theatrical circles;
- it is appropriate to offer students to independently search and analyze foreign sites of European schools, which demonstrate innovative methods and techniques of using theatrical activities;
- an interesting form of work can be online meetings with representatives of European theaters, teachers, etc.

The issue of using theatrical activities in working with preschool children and young students is relevant in every corner of Europe, which is why the exchange of experience in using innovative techniques, methods, forms of work will expand the pedagogical palette, saturate it with new, creative ideas. Preparing students to use the European experience of organizing theatrical activities in the upbringing of children will educate a new generation of teachers who can promote and promote European values.

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MYPHOENCYCLOPEDIA AND LINGUOPOETIC CHARACTERISTICS OF THE IMAGES OF "WATER" AND "FIRE" IN WORLD CULTURE

Anzhela Demianiuk

Ph.D. in Philology, Associate Professor at the Department of Slavic Languages and Literatures, Kafkas University, Turkey
e-mail: dem.anzhela@gmail.com, orcid.org/0000-0001-7704-4157

Isayev Khurshud Bairam ohlu

DSc, Professor at the Department of Slavic Languages and Literatures, Kafkas University, Turkey
e-mail: hursutisa@mail.ru, orcid.org/0000-0002-4578-3833

Summary

The article discusses the mythological, encyclopedic and linguo-poetic characteristics of the images of "water" and "fire" in different ethnic groups and societies. The image of "water" is an ancient universal symbol of all cultures of the world, as it is associated with the primordial matter and birth, as a result of which *water* is considered as the guardian of life, symbolizes its beginning and end. *Fire* is most often seen as a male substance and as a symbol of vital energy, the heart, the fertilizing force, enlightenment, the Sun. The image of "water" is not a holistic image, it consists of many forms: *sea, river, ocean, lake, dew, stream, rain, downpour, thunderstorm, storm, ice, fog, well, spring*. The image of "fire" is also objectified by different forms: *a fireplace a candle, a flame, a bonfire*. Much attention is paid to the description of the meanings of the main linguistic and mythopoetic characteristics of the images "water" and "fire" in the world, as well as in the Slavic mythopoetic picture of the world.

Keywords: mythology, symbol, water, fire, mythopoetic picture of the world, linguomithopoetic characteristic.

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1. Introduction

Relation of the language with culture and history of the ethnos are multidimensional and diverse. In studies of recent decades, the understanding of the language "as a mirror of folk culture, folk psychology and philosophy" is widespread (*Snitko, 2000: 15*). In the context of modern research, it became relevant to consider the language not only as a tool for cognition and communication, but also as a cultural code of the nation.

The most important role in the mythology of different ethnic groups and societies is played by mythological and mythologized images of water, earth, fire, animals and plants, interpreted as special creatures with magical properties.

Water as a primary element has always attracted the attention of all representatives of mankind. After all, the existence of all life on planet Earth depends on it. It has the power to give life and take it away. It is not for nothing that the sacred books of many peoples talk about water as something that existed even before the creation of heaven and earth, and folklore sources note the ability to magically influence a person and the world around him.

Fire was previously associated with sacred power, a gift sent by the god Svarozhich, and only then with a home, that is, with a family among our Slavic ancestors. Fate of a person depended on fire, as well as on water, and hence the preservation of his life. In such a sacred book as the Bible, fire often fulfills the will of the Lord, acts as His servant. All these tell us about extremely important role of fire in life and consciousness of man, therefore this phenomenon could not be left without the attention of linguists.

The purpose of this article is to study the mytho-encyclopedic and linguo-poetic characteristics of the images of "water" and "fire" in world culture.

2. Water as an ancient symbol

In all mythologies of the world, *fire* and *water* act as the primary elements of being, despite the fact that for different peoples of the world, content of the concept of "primary elements of being" is not the same. For example, Russians believe that there are four primary elements of being: water, fire, earth, air; and the Chinese – five elements: water, fire, wood, earth and metal.

In the mythologies of the world, *fire* and *water* are associated with various deities and spirits, but comparing these most important elements of the mythological picture of the world, we can talk about the functional similarity of these phenomena in mythological systems. Fire and water are the two great – active and passive – principles of the universe. Fire and water are in constant conflict, but in the form of heat and moisture they are necessary for all life (Cooper, 1995: 222).

For a person who thinks in alchemical categories, four elements form a cross, which is also a world square. This figure can be formed by two pairs of basic states: hot and dry – cold and wet. Fire is just hot and dry, while water is cold and wet (Biedermann, 1996: 295).

According to N.I. Kostomarov, who characterizes the main features of Slavic cosmogony, "the passive position of water in nature served as a reason for a person to see a female being in her. Without the life-giving power of light, motionless water fills space; but when light and warmth (embodied in the symbol of fire) awaken it, it diverges and, under the influence of light, gives birth and nourishes the annual world (Snitko, 2000: 76). Thus, the marriage of fire and water is considered by the Slavs as a manifestation of love in the universe. That is why on the feast of Ivan Kupala, the scientist argues, they make a stuffed animal called Morena, jump over fire with it and drown it in water, which in its own way symbolizes the marriage of light with water (Potapenko, 1997: 217-219).

The image of "**water**" is an ancient universal symbol of all cultures of the world, as it is associated with the primordial matter and first birth, as a result of which water is considered as the guardian of life, symbolizes its beginning and end; often becomes an intermediary between other primary elements (air, fire, earth). Water acts in an ambivalent way: already in the pagan consciousness there were ideas about water as a saving, sacred principle and at the same time a source of evil, death, death, which is reflected in the language (Yuan, 1965: 76-78).

The myths of many nations claim that water existed before the creation of the world and will exist after its death. The Greek philosopher Thales believed that water is the fundamental principle of everything, and the earth in the form of a flat circle floats in the waters of the boundless ocean (Encyclopedia, 1997: 92).

In all known legends about the origin of the world, life originated from the primordial waters, the female symbol of potency, devoid of form. It was believed that pure water, especially dew, spring and rain water, have healing properties and are a form of divine grace, a gift from

mother earth (spring water) or heavenly gods (rain and dew). The myths of the Flood, in which the sinful humanity is destroyed, are an example of the symbolism of purification and rebirth (*Tresidder, 1999: 43*). The symbolism of water as a transitional state explains a large number of myths in which rivers or seas separate the worlds of the living and the dead. Many deities were born in water or could walk on water (*Tresidder, 1999: 45*).

In Chinese mythology, the creation of the world is associated with two great spirits – Yin and Yan. This well-known myth is recorded in a book called *Huainan-zi* in the 2nd century BC. In ancient times, the world was only a gloomy formless chaos. In this darkness, two great spirits Yin and Yan began to order the world (*Yuan, 1965: 46*). In Chinese mythology, water, a symbol of Yin power, is opposed to fire as a symbol of Yan power, the solar principle (*Cooper, 1995: 223*).

Water has also been compared to wisdom; Thus, in Taoism, the image of water, which finds its way around obstacles, is a symbol of the triumph of apparent weakness over strength (*Tresidder, 1999: 44*). Lao Tzu paid considerable attention to this cyclical meteorological process, which is at the same time physical and spiritual, and noted that: “Water is never at rest, day or night. When it flows from above, it causes rain and dew. As it flows below, it forms streams and rivers. Water has an outstanding ability to do good. If a dam is built on its way, it stops. If you make a path for it, it flows along it. That's why they say she doesn't fight. And yet she has no equal in destroying what is strong and solid” (*Kerlot, 1994: 118-119*).

At the same time, there is another series of symbolic meanings of *water*, generated by the fact that it is necessary for human and plant life. In Judaism, the Torah is traditionally compared with water, since this holy book, firstly, attracts all those who are thirsty, secondly, it spreads throughout the earth, thirdly, it serves as a source of life, fourthly, it comes from heaven, fifthly, renews the soul, sixthly, cleanses, seventhly, flows from top to bottom and turns a simple vessel into a jewel, and, finally, serves as food for growth (*Encyclopedia, 1997: 93*).

3. The meanings of the images of "water"

The image of "water" is formed by a number of private images, having their own meanings.

Rising water symbolizes danger to life; water depths are a symbol of the unknown, incomprehensible and dangerous (*Encyclopedia, 1997: 92*).

Water in the form of a **stream** or **sea** carries the meaning of an insurmountable or insurmountable barrier – a metaphor especially popular in Buddhism, where "to cross the stream" means to pass through the world of illusions and gain enlightenment. The **stream** of water symbolizes the inexorable flow of time – this "river that cannot be entered twice." From here comes the symbolic connection of flowing water with oblivion, which gave rise to images of the border rivers of the underworld – Acheron, Styx and Lethe, and, perhaps, it was precisely because of this connection that the ancient Slavs sent their dead downstream the rivers (*Encyclopedia, 1997: 92-93*).

Water in the form of an **ocean** is a dream element, representing states from extremely deep to stormy or serenely contemplative. In ancient Greek mythology, he is a *river* washing the earth. According to Hesiod, this is Titan, the son of Uranus and Gaia, the brother and husband of Tethys, from whom he had a thousand daughters, oceanides, and a thousand sons, river streams. In the extreme west, it forms the boundary between the world of life and the world of death (*Encyclopedic Dictionary, 1997: 359*). It is generally regarded as the origin of all life, and science confirmed that life actually began in the sea (*Kerlot, 1994: 357*).

The **river** is a powerful symbol of passing time and life. For many large civilizations, whose well-being depended on the irrigation of fields with natural waters, rivers were important symbols of the constantly replenished wealth of nature, purification and movement. Often, rivers were presented as boundaries separating the worlds of the living and the dead (*Encyclopedia, 1997: 304*). It is also a symbol of direction: its direction determines her destiny. The rivers in the land of the Dead are Lethe and Acheron. Charone transports the dead through Acheron; after drinking water from Lethe, they forget everything they remembered before (*Encyclopedia, 1997: 416*).

Ice represents two main ideas. The first is those changes that occur with water under the influence of cold, i.e. "freezing" in its symbolic meaning. And the second is the paralysis of the possibilities of water. Therefore, ice is defined as a clear boundary between the reasonable and the unreasonable (or between other similar dynamic levels) (*Kerlot, 1994: 288*).

Rain contains the original and obvious symbolism of the fertilizing principle and refers to the general symbolism of life and water. The symbolism of rain comes from the fact that it comes from heaven. Hence its communion with light. Here is an explanation of why in many mythologies rain is considered as a symbol of the "spiritual influences" of the heavens descending on the earth (*Kerlot, 1994: 179*).

However, rain can be a source of flood and destruction, a manifestation of the wrath of God (*Encyclopedia, 1997: 159*). It was common to imagine that it depended on the gods whether there would be a drought, whether a downpour of destructive power would fall, or whether a pleasant, blessing-like rain would fall, giving life to nature (*Tresidder, 1999: 81*).

Thunderstorm is God's power. Indians of North America heard in peals of thunder sounds made by the mighty eagle wings of the Thunderbird, usually acting in the protective role of the sky god. The symbolism linking the bird and thunder is also found in the mythology of the peoples of Siberia. The prevailing tradition is to identify the thunderstorm with male gods, such as the Scandinavian Thor, or with blacksmith gods. But sometimes this natural phenomenon is represented by lunar and earth goddesses, who give fertility and rich harvest. In Asia, thunderstorm was associated with dragon (especially in China), drum, rumbling wagon, taking away souls of dead people, and wrath or joy of the gods (*Tresidder, 1999: 67*).

Storm. In mythology and symbolism, it is mostly emphasized that, unlike the wind, it is a powerful manifestation of the divine sphere, as well as an instrument of the divine will (*Biedermann, 1996: 30*).

Dew is purity, spiritual enlightenment, rejuvenation, the nectar of immortality (*Tresidder, 1999: 310*).

Lake – according to myths and legends, a magical place, which is a natural analogue of a mirror, the water of a calm lake means opportunity to contemplate both its own reflection and the spirits of the lake, who lived, presumably, in palaces full of jewels (*Tresidder, 1999: 250*).

However, the meaning of lake, associated with the concept of level, is rather related with human consciousness. In this case, everything at low level in space is identified with what is considered "low" in spirituality (something negative, destructive and even fatal). That the symbol of water has much in common with the symbol of the abyss confirms the fatal implication of the meaning of the lake: liquid particles always provide the transition from life to death, from solidity to gaseousness, from formed to unformed. While the lake as such or even its very surface – smooth surface – have the meaning of a mirror, personify contemplation, reflection and revelation (*Kerlot, 1994: 356*).

The **fog** is a symbol of the uncertainty of things, or the fusion of the elements of air and water, and the inevitable obscurity of the main features of every aspect and every phrase

of the evolutionary process. "Fire Mist" is the stage of cosmic life that follows the state of chaos and corresponds to the three elements that existed before the solid element – earth (Kerlot, 1994: 525).

The **well** is salvation, life, knowledge, truth, purity. In most traditions, especially the Jewish and Islamic ones, wells have a sacred meaning as sources of life. Water flowing out of the earth symbolizes female fertility. In China and some countries, the well was directly associated with uterus and vagina (Tresidder, 1999: 156).

So, the image of "water" is not a single, holistic image, it consists of many forms that represent particular embodiments of the elements of water, natural states: *water, sea, river, ocean, lake, dew, stream, rain, downpour, thunderstorm, storm, ice, fog, well, source, spring water, rain water*.

In modern science, it is customary to consider and characterize private incarnations of the image of "water", as evidenced by many mythological dictionaries and symbols, as well as research in this area (Tresidder, 1999: 156). However, the conclusion about the mythological and encyclopedic characteristics of the image "water" can be drawn from the presented set of meanings of specific water images.

Thus, in world culture, *water* is the fundamental principle of all living things, it is associated with the first matter and birth; symbolizes the beginning and end of life; acts as a saving, sacred principle and at the same time a source of evil, death, death; has healing properties; symbolizes the unknown, incomprehensibility and danger; carries the meaning of an insurmountable or insurmountable barrier; personifies the inexorable passage of time; associated with oblivion; acts as a boundary between reasonable and unreasonable; symbolizes "spiritual influence"; acts as a source of flood and destruction; symbolizes purity, spiritual enlightenment, rejuvenation, the nectar of immortality; personifies self-contemplation, reflection and revelation.

4. Linguomithopoetic characteristic of the image of "water"

O.A. Petrichenko studied the image of "water" in the works of N. Gumilyov, A. Akhmatova, L. Gumilyov and offers the following characterization of the mythopoetic meanings of this image:

Water – 1) One of the main elements of the universe, living, spiritualized, changeable, ambivalent. 2) The beginning, the initial state of all things, the equivalent of primitive chaos // Environment, agent and principle of universal conception and generation. 3) Cleansing and healing power, pure and holy (Christ.). 4) The border of the afterlife, a link with the world of ancestors. 5) The equivalent of all the vital "juices" of a person – blood and tears. 6) Prophetic power, an attribute of divination and magical rites. 7) The personification of danger, a metaphor for death, the global finale (the motif of the flood) // An ominous element that requires sacrifice. 8) A niche of mythological worlds, various spirits and deities (Petrichenko, 1998: 33).

In the study of O.N. Samusenko points out that "the core of the linguomithopoetic hypostasis of the image "water" include the following range of meanings: all-consuming chthonic element, symbol of fertility, reproduction, symbol of cleansing and regenerating power, symbol of the beginning and end of everything that exists, mediator between the polyworlds of the universe, between life and death, symbol of love, girl, health, keeper of sacred information, spatial niche of mythological worlds" (Samusenko, 2003: 38).

So, the main linguistic and mythopoetic characteristics of the image of "water" in the world, as well as the Slavic mythopoetic picture of the world, can be reduced to a number of the

following meanings: 1) the feminine; 2) mediator between real and unreal worlds; 3) source and keeper of life; 4) symbol of purification and rebirth; 5) the border separating the worlds of the living and the dead; 6) the border between reasonable and unreasonable; 7) beginning and end of life; 8) salvific, sacred principle; 9) source of evil, destruction, death; 10) symbol of wisdom, knowledge; 11) healing power; 12) symbol of goodness, life, helper, divine blessing; 13) symbol of the passage of time, a symbol of movement; 14) personification of danger, insurmountable obstacle, destruction; 15) natural analogue of a mirror, personification of truth.

5. The image of "fire" in world culture

Generally, **fire** is seen as a male substance (as opposed to water as a female substance) and as a symbol of vital energy, heart, fertilizing force, enlightenment, the Sun (see Phoenix) (*Biedermann, 1996: 185*). In the most primitive cultures, fire was the demiurge arising from the sun and its earthly representative. Therefore, it correlates, on the one hand, with a ray of the sun and lightning, and on the other hand, with gold (*Kerlot, 1994: 352*).

The symbolism of fire has received a deep dimension, since fire is a metaphor for describing God himself (Yahweh is a giving birth fire). Fire from ancient times not only warmed, but also gave hope, fire does not deceive, it gives support (*Encyclopedia, 1997: 355*).

Fire is the only one of all elements that a person can reproduce himself, with improvised means, so this could really serve as evidence of the god-likeness of a person (*Biedermann, 1996: 184*). Fire is both a master and a slave, since it depends on the availability of firewood and the person who has to make a fire (*Encyclopedia, 1997: 355-356*). The myth of Prometheus, who produced fire for a man, passing it on in a hollow reed, is not only a theme of theomachism. This is not only the theft of fire in the sense of theft, but rather the taking of the Sacred Fire, revealing to mortal man secrets of the gods (*Encyclopedia, 1997: 355*).

The ancients considered fire to be a living being, feeding, growing, dying, and then being born again. Holidays suggesting that fire is the earthly incarnation of the sun, so it largely shared its symbolism (*Tresidder, 1999: 246*).

The symbolism of fire associated with the resurrection is personified by the image of the Phoenix bird and the salamander and is manifested in the Easter rituals of the Roman Catholic Church and Orthodox churches, during which candles are solemnly extinguished and then lit with "new fire". The tradition of New Year's lights comes from the rites of magic, it symbolizes the return of sunlight and warmth (*Tresidder, 1999: 248*).

Fire is an image of energy that can be found both on the level of animal passion and on the plane of spiritual force (*Kerlot, 1994: 248*).

Once a year, in the mountains of Scotland, fireplaces in houses are blew out, and fire is burn in the hills. Livestock is circled around it several times in order to protect it from troubles and misfortunes. Fireplaces are kindled again through coals from these fires after the ritual (*Encyclopedia, 1997: 357*).

The result of fire is ashes. Sprinkling ashes on the head is a sign of the irreversibility of grief. But in the Scandinavian sagas, the hero Tetleyye, before setting out on another feat, lay in ashes. This motif of magical transformation is also known in the fairy tale "Cinderella" (*Encyclopedia, 1997: 357*).

According to the type of bonfires, various predictions were made. For many peoples, fire carried elements of a taboo. It was impossible to spit in it (otherwise a pimple would pop up on the tongue), urinate (*Encyclopedia, 1997: 357*).

It is known that the servants of the ancient Slavic pagan cults maintained an eternal flame as a sign of a constant good connection with the gods and the continuity of life, the well-being of the clan and tribe. In Russia, there were rituals associated with fire: for example, picking a cuckoo with the color of your lips and throwing it into the fire, accepted as the fulfillment of desires, or jumping over the fire on Ivan Kupala was a rite of purification by fire. Black aconite (fire-color) glows at night. He also grants all desires. Previously, one could see peasants in the villages coming out of the forest with wreaths of aconite. In Russia, two types of fire are known – hellish and heavenly (*Encyclopedia, 1997: 356*).

The **fireplace** is a kind of “domestic sun”, symbol of home, combination of the male element (fire) with the female (receptacle) and, therefore, with love (*Kerlot, 1994: 376*).

A **candle burning** – like a lamp, symbolizes individualized light and, therefore, the life of the individual, as opposed to the life of the cosmos and the universe (*Kerlot, 1994: 456*).

Spark – the image of the spiritual principle, giving birth to each individual, also refers to the Kabbalistic concept of souls dispersing from the center outward into the outer world in the form of sparks. Therefore, for Jung, it is a symbol of the heavenly father (*Kerlot, 1994: 231*).

The Slavs especially revere living fire (a living, unopened fire, obtained by friction from a tree and not yet serving people), “woody, forest, new, living, medicinal or king-fire” (*Snitko, 2000: 18*) and the fire of a fireplace, acting as symbol of family happiness, home, comfort; maintaining the eternal flame was a sign of constant connection with the gods, the continuity of life and the well-being of the family (*Snitko, 2000: 27*).

So, the image of “fire” is objectified by different forms: *fireplace, candle, flame, bonfire*, and others, but their symbolic meanings are too close.

Thus, the image of “fire” in world culture acts as a vital energy, a fertilizing force; symbolizes enlightenment; is the demiurge arising from the sun, and his earthly representative; there is a metaphor for describing God himself; represents the return of sunlight and warmth; associated with resurrection; acts as a metaphor for sexual desire; symbolizes the continuity of life, the well-being of the clan and tribe; has a cleansing and healing power; personifies family happiness, comfort.

The main linguistic and mythopoetic characteristics of the image of “**fire**” in the world, as well as in the Slavic mythopoetic picture of the world, can be represented by a number of such meanings: 1) male substance; 2) symbol of rebirth and transformation; 3) cleansing, healing power; 4) symbol of destruction and destructive power; 5) symbol of rebirth and creative power; 6) mediator between life and death; 7) sign of constant good connection with the gods and the continuity of life; 8) earthly incarnation of the sun; 9) symbol of family happiness, prosperity, well-being of the clan, tribe; 10) the embodiment of energy; 11) metaphor for sexual desire; 12) symbol of hope, support; 13) symbol of resurrection.

The coincidence of the mythological meanings of fire and water lies in the fact that both images of “water” and “fire” are considered mediators between the real and unreal worlds; cleansing and healing power.

6. Conclusions

In world culture, water is the fundamental principle of all living things, it is associated with the primordial matter and birth; symbolizes the beginning and end of life; acts as a saving, sacred principle and at the same time a source of evil, death, death; has healing properties; symbolizes the unknown, incomprehensibility and danger; carries the meaning of an insurmountable or

insurmountable barrier; personifies the inexorable passage of time; associated with oblivion; acts as a boundary between reasonable and unreasonable; symbolizes "spiritual influence"; acts as a source of flood and destruction; symbolizes purity, spiritual enlightenment, rejuvenation, the nectar of immortality; personifies self-contemplation, reflection and revelation.

The main linguistic and mythopoetic characteristics of the image of "water" in the world, as well as in the Slavic mythopoetic picture of the world, can be represented by a number of the following meanings: feminine; mediator between real and unreal worlds; source and keeper of life; a symbol of purification and rebirth; the border separating the worlds of the living and the dead; the boundary between the reasonable and the unreasonable; beginning and end of life; saving, sacred beginning; source of evil, death, death; a symbol of wisdom, knowledge; healing power; symbol of goodness, life, helper, divine blessing; symbol of the passage of time, symbol of movement; the personification of danger, insurmountable obstacles, destruction; natural analogue of a mirror, personification of truth.

The image of "fire" in world culture acts as a vital energy, a fertilizing force; symbolizes enlightenment; is the demiurge arising from the sun, and his earthly representative; there is a metaphor for describing God himself; represents the return of sunlight and warmth; associated with resurrection; acts as a metaphor for sexual desire; symbolizes the continuity of life, the well-being of the clan and tribe; has a cleansing and healing power; personifies family happiness, comfort.

The main linguistic and mythopoetic characteristics of the image of "fire" in the world, as well as in the Slavic mythopoetic picture of the world, can be reduced to a number of the following descriptors: male substance; symbol of rebirth and transformation; cleansing, healing power; symbol of destruction and destructive power; symbol of rebirth and creative power; mediator between life and death; sign of constant connection with the gods and the continuity of life; earthly incarnation of the sun; symbol of family happiness, prosperity, well-being of the clan, tribe; the embodiment of energy; metaphor for sexual desire; symbol of hope, support; resurrection symbol.

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DYNAMICS OF LOVE MOTIVES IN JACK LONDON'S ADVENTURE NOVEL «HEARTS OF THREE»

Maryna Derii

Postgraduate Student, Poltava National Pedagogical University named after V. G. Korolenko,
Ukraine

e-mail: nestmarinka2010@gmail.com, orcid.org/0000-0002-7523-3699

Summary

The article is devoted to the study of the work of American writer Jack London and his use of such a literary concept as «love motives». In the works of Jack London, one can often observe a reference to the ancient heroic epic and mythology. It can be said that the Klondike is a kind of prototype of the modern heroic epic and mythopoetics of Jack London, which is opposed to modern Western civilization, creating points of contact and mutual transition between the two worlds. A characteristic feature of the artistic world of Jack London is a branched motivating organization. The article examines the dynamics of love motives in Jack London's adventure novel «Hearts of Three». The author describes the literary techniques that the author uses to embody love motives. The motives of love in the novel can be found in the monologues of the characters, their actions, words and the construction of the plot, the center of which is a love story. The main means of conveying the feelings of lovers in Jack London's novel is the dialogue between the characters, because the writer, as a representative of realism, presents people as simple earthly creatures, truthfully depicts reality and doesn't share romantic feelings and everyday problems, but describes them as they are, without decorations and exaggeration. Honor, dignity and friendship are the main features of the characters, they are guided through life.

Keywords: Jack London, motif, adventure novel, love triangle, Maya treasures.

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1. Introduction

The study of the concept of «motive» is one of the current areas of modern literary criticism. Despite, it has long been used in the analysis of works of art, this concept is understood differently in the history of literature. At different times, many researchers turned to the study of the motif, who with a functional and semantic view, spoke of it as a plot, as a theme of the work, as a fundamental non-definition of the event in the text (*O. Veselovsky, 1989; B. Tomaszewski, 1996; W. Propp, 1969; B. Gasparov, 1994; I. Silantiev, 2004*).

Motive (from the Latin motif – move) – the theme of the work or indivisible semantic unit, which consists of the plot (plot): the motive of devotion to the Motherland, sacrifice, betrayal of a loved one and more. Motives drive the actions of the characters, excite their experiences and thoughts, especially subtly dynamize the inner world of the lyrical subject.

There are different definitions and approaches to understanding this term. The motif is used as a complex of «repetitive feelings and ideas», «moving component woven into the fabric of the text and exists only in the process of merging with other components» and a broader concept: motif – repetitive and variable component of literary works, which is a complex of feelings and ideas or concentrates ideas about phenomena, action. The peculiarities

of the motive are as follows: predicative, structural and semantic heterogeneity, belonging to the plot and thematic plane. Occurring in the text, the motive to the general context of the work gives a certain amount of meaning, which a priori already exists in it (*Nikolenko O., Kushnirov T., 2006*).

2. Motives in literary criticism

For the first time this term was theoretically substantiated and defined by the Russian literary critic O.M. Veselovsky in his work «Poetics of Plots» (1897–1906). Highlighting the main, in his opinion, elements of mythology and fairy tales, the researcher speaks of motive as the simplest indivisible unit of the plot, reducing the motive to a schematic formula that is constantly repeated and taken as the basis of myth or fairy tale. Later, the concept of motive was used by G.E. Lessing in a comparative study of French and English drama. Brothers J. and W. Grimm were engaged in cataloging plot motives, searching for a primitive that was unique for multinational folklore. Numerous variants of motives were analyzed by L. Ulland and K. Müllengoff in studies of German fairy tales.

For each century, direction and current are characterized by certain sets of motives. For example, traditional for realistic literature of the XIX century, there were socio–historical motives: the influence of society on man, the power of money, and others. Romanticism actualizes the motives of the spiritual kind, which help to recreate the complex inner state of man of that time. In this article, we set ourselves the goal of considering love motives in Jack London’s adventure novel *Hearts of Three*. To achieve the goal of our study, we have identified the following objectives:

- explore the love motives in Jack London’s novel «*Hearts of Three*»;
- to trace the dynamics of love motives in Jack London’s novel «*Hearts of Three*»;
- highlight the techniques used by the author, embodying love motives in the novel.

To achieve this goal we use general scientific methods of analysis of theoretical and methodological sources, generalization, synthesis and comparison.

3. Creativity of Jack London

Jack London is one of the most famous American writers, he has written more than 30 volumes of works. The adventure novels and short stories created by the writer brought him well–deserved world fame and love. Jack London traveled the world from the far North to the South Seas, from Canada to Australia, perfectly revealing the fascism of the Western cultural and civilizational type of Oswald Spengler. But the most realistic imaginary world that came out of his pen and became the second home for so many readers around the world is, of course, the Klondike. The writer is a bright representative of the spirit of his time – positivist and evolutionary, at the same time he is the creator of the mythological world, which clearly has a sacred status in the minds of readers and has often been compared by researchers with modern heroic epics. In the works of Jack London, one can often find references to ancient heroic epics and mythology. We can say that the Klondike is a kind of prototype of the modern heroic epic and mythopoetics of Jack London, which is opposed to modern Western civilization, while creating points of contact and mutual transition between the two worlds. By evoking nostalgic feelings about the idea of a homeland where, as in an alchemical crucible, the spirit of a strong

man is hardened, purified and crystallized, the writer makes this transformation accessible to all who wish to travel to the ends of the earth at their own risk.

4. Motives in the novel «Hearts of Three»

The novel «Hearts of Three» became one of Jack London's last works. This novel is unlike any of the works of Jack London's art, the fact is that the author wrote it for the film according to the plan of Hollywood film director Charles Goddard. Unfortunately, during the author's lifetime, the novel was not screened, it was published in the *New York Journal American* in the spring of 1919, and a year later was published as a separate book. Over time, he gained great popularity among readers and viewers. The enthusiastic audience appreciated the new style of the writer, which combined a combination of plots and intrigues accumulated in world literature and the rapid development of events with maximum use of imagery and continuous, as in a kaleidoscope, changing scenes and events. One of the main qualities of American literature has always been the desire for dynamism, Jack London actively used it in the novel, combining with the popular cinematic techniques (*Jack London, 2007*).

Jack London's «Hearts of Three» (1916) is a model of an adventure novel. The plot is based on the adventures of a young New York millionaire Frank Morgan, his friend and distant relative Henry and the charming Leoncia, who are united by the search for Mayan treasures and romantic love. Dangerous journeys in the Cordilleras, mystical prophecies, mysterious caves, where every step hides mortal danger, stock intrigues, insidiousness of enemies and betrayal of feigned friends – these are the path that the heroes of the work have to overcome. The novel is full of motives about true friendship, devotional love and such human virtues as courage, nobility and self-sacrifice.

In the novel we are studying, we can distinguish a number: adventure, friendship, betrayal, mortal dangers, ancient mysteries and riddles, intrigue, the immortal spirit of adventure and, of course, love. The very title of the novel «Hearts of Three» is a hint at one of the main motives of the novel. The motives of the work are closely intertwined and interconnected, they capture the readers to the end. According to K. Trunin, «Bussenaar and Stevenson in one bottle – this is the only way to describe the contents of the book». There are traditional motives for escape-adventure novels of escape, persecution, search are closely related to the movement of characters in space. All motives that are present in the works serve as structural units, or so-called «nodes» for the construction of the plot and the completeness of the work.

Gold diggers resemble the Scandinavian Vikings, whose treasures, often hidden forever, were primarily a sign of military victory, and the Spanish-Portuguese conquistadors, conquering unprecedented spaces in search of the mythical country of Eldorado. «Like the Argonauts of Antiquity» is not the accidental title of Jack London's story, which is true for the entire cycle of his works, combining the hunt for the Golden Fleece from the Dogomeric epic with his stories of Klondike gold diggers into a single metahistorical saga. Jack London's realism, simple language and a novel special in his style emphasize the mythological elements in his work.

The Heart of Three is a fascinating work by a talented writer who portrays strong, young, spiritually rich people, honest and worthy people who are able to risk their own lives for the justice and happiness of others. The plot-conceptual side of the novel determined its original style. The variety of styles in the work serves as a means of characterization and creates the linguistic background of the novel. Interesting elements in the work are the speech of the Blind Bandit Leader, which embodies Harsh Justice, the ominous mutterings of a cruel priest of the

Lost Souls, the mystical reading by the high priest of a Mayan manuscript and vivid Spanish speeches that include metaphors and epithets. Alvarez Torres's speech, when he confesses to Leoncia, is quite eloquent, in which love motives are clearly expressed: «I came to offer my service in any and all ways you may command. My life, my honor, are at your disposal. Speak. I am your slave...I knew you when you were small, Leoncia, so very, very charmingly small, and I loved you always. No, listen! Please. My heart must speak. Hear me out. I loved you always. But when you returned from your convent, from schooling abroad, a woman, a grand and noble lady fit to rule in the house of the Solanos, I was burnt by your beauty. I have been patient. I refrained from speaking. But you may have guessed. You surely must have guessed. I have been on fire for you ever since. I have been consumed by the flame of your beauty, by the flame of you that is deeper than your beauty» (*Jack London, 2013*).

The writer's contemporaries liked the belief in the value of man-made civilization in the novel, for our generation, a combination of personal courage, bravery and resilience is valuable, which is combined with the «original beginning» and save humanity in all life situations. An important place in the novel is occupied by humor, which has a touch of evil irony, the characters do not lose their sense of humor, even in difficult situations, when they seem to face death. The novel «Hearts of Three» can be called polyphonic in its genre, because it contains elements of almost all areas of modern literature, the writer's creative range is extremely wide and has no clear plot lines and motives. Undoubtedly, the genre of adventure literature has by this time passed a great fruitful path of evolution, the use of love motives is one of the active techniques in adventure literature (*Jack London, 2007*).

Strange, often resurrected characters, magicians, mummies, amazing spiders and snakes with magical powers and special purposes, such as guarding the entrance to a cave or guarding an ancient treasure, constantly interfere with the artistic reality of the novel. The motif of glorifying the Gods is clearly expressed in the novel. Jack London's heroes often find themselves in numerous mystical tribes, where the pristine savagery of robbers and natives is harmoniously combined with the power of unknown Gods and spirits, ancient civilizations, written prophecies and epistles, magic spells and customs and rites incomprehensible to our brains. For example, the bright character «The Lady Who Dreams» – the Queen of the tribe of Lost Souls, somewhere in the Cordilleras, forgotten by God and people.

Leonsia is the brilliant of this novel, the main character and extraordinary person, the bright combination of intelligent woman and Spanish passion. The girl itself loves both of them, for which she constantly feels remorse, but later, she realizes that love for the groom is different, more like a brotherly, and for Francis is passionate and unrestrained: «Perhaps it was because Francis and Henry were so much alike, and her poor stupid loving woman's heart failed properly to distinguish between them. And yet while it had seemed she would have followed Henry anywhere over the world, in any luck or fortune, it seemed to her now that she would follow Francis even farther. She did love 'Henry, her heart solemnly proclaimed. But also, did she love Francis, and almost did she divine that Francis loved he...» (*Jack London, 2013*).

Moreover, the author introduces us to another character – Alvarez Torres, a man passionately in love with the main character Leoncia. His love is strong, he has loved a girl since childhood, but the author describes this hero as a vile coward who disregards all the laws of honesty and justice. The man is driven by a thirst for profit and a desire to take possession for Leoncia, and his monologue to his beloved, though sincere, but is perceived by the reader with disgust and contempt: «He was not to be stopped, head and wondering idly why his hair was so unbecomingly cut, and whether it had been last cut in New York or San Antonio. 'Do you know what you have been to me ever since your return?' She did not reply, nor did she endeavor to

withdraw her hand, although his was crushing and bruising her flesh against Henry Morgan's ring. She forgot to listen, led away by a chain of thought that linked far» (*Jack London, 2013*).

At first glance, the cold and cruel queen reminds readers of a witch with mysterious powers, but later the author reveals new features in her, she as an ordinary woman who wants love, tender and fragile. The queen, who possesses enormous wealth, has a noble contempt for jewels, which she calls simply «glasses». Many mystical and plot mysteries can be found in the novel: the heroes search for the mysterious treasure of the pirate Sir Henry Morgan, who keep huge treasures and memories of human crimes, the Maya Gods protect their treasures in the Cordilleras with monsters and mysterious manuscripts that only one man on the Earth can read. The brightest elements in the work that enhance the adventure motives are the names of caves, places, roads, tribes and Gods. For example, the Footsteps of God, the goddess Chia and her husband, the Sun God Htsatstl.

Motives of love are vividly implemented in our study of Jack London's «Hearts of Three». Love is an extremely strong driving force on the Earth, and it is the tension of all forces, human and inhuman, overcoming all obstacles. People dream of this pure and bright feeling, sing it in songs and compose poems, dedicate novels, poems and more. Man's spirituality is revealed in love, and a holistic image of the human personality is formed. There is a unanimous opinion that it opens the natural potential of a man, which is to reserve the feelings that remain unused, until another individual appears, to which a person could direct all his inner energy, to transfer potential inner feelings for an external object – a loved one. Motives of love in the novel can be found in the monologues of the characters, their actions, the words of the author and the construction of the plot, the center of which is a love story. The author uses love motives from the beginning to the end of the novel, but you can see the changing dynamics of feelings. At the beginning of the work the novel based on adventure motives, such as the motif of treasure hunting, unraveling ancient manuscripts, and the motives of love are intertwined and appear in the background, but when we are approaching the main part of the novel love motives can be seen as the idea of the work.

5. Conclusions

So, the novel «Hearts of Three» presents a classic love triangle, the love of two men to one woman. The love between them creates a kind of basis for the work on which the plot is hold. Francis Morgan, a businessman from New York, fell madly in love with the bride of his distant relative Henry Morgan, the beautiful Leoncia. The main means of transmitting the feelings of lovers in Jack London's novel is a dialogue between the characters, because the writer, as a representative of realism, presents people as simple human beings, truthfully depicts reality and does not share romantic feelings and everyday problems, but describes them as they are without embellishments and exaggeration. Honor, dignity and friendship are the main features of the heroes, they are guided by them in life. The motif of humanity permeates all the works of Jack London, so the novel «Hearts of Three» has not become an exception, and the motives of love emphasize its value and relevance for contemporaries of the author and for the future generations.

So, the characteristic feature of Jack London's creative world is an extensive motive organization. Motive thinking is inherent for the artist at all stages of his creative path. Further study of motives in Jack London's works is very interesting and perspective, accordingly his wide range of motives. In the novel «Hearts of Three» the writer finds a complex system of

motives: friendship, adventure, myth, love, treasure hunt and more. Motives of love take a significant place in the novel, reveal the main idea of the work, and enhance its value and honorable place in the library of world literature adventures.

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LEARNING PROBLEMS DURING QUARANTINE MEASURES IN THE COURSE "SCIENTIFIC RESEARCH METHODOLOGY"

Alla Dyachenko

Ph.D., Associate Professor at the Department of Industrial Design and Computer Technology,
Kyiv State Academy of Decorative and Applied Arts and Design named after Mikhail

Boychuka, Ukraine

e-mail: diachenko.alla@ya.ru, orcid.org/0000-0003-4496-5931

Summary

The use of problem-based learning in higher education institutions during quarantine restrictions involves the creation and development of problem situations with their subsequent solution by students in group cooperation. This approach involves working out a high level of self-organization in students, and from the teacher – work to improve methodological skills in the new educational environment. This determined the relevance of the presented research. The conditions created by the COVID-19 pandemic required from all participants in the educational process significant changes in the organization, technical and methodological support of quality educational process, where priority was given to work with generalized knowledge and basic principles of problem solving. The subject of the research is problem-based learning as an interactive pedagogical technology that is able to provide quality higher professional education in conditions of quarantine restrictions during the teaching of the course "Research Methodology". The research methodology is based on an integrated approach. Descriptive method, as well as analysis and synthesis are used for the analysis of theoretical and methodological investigations. The paper also uses comparative-historical, comparative methods. In addition, the consideration of research issues is based on an interdisciplinary approach. The result of the study is the establishment of evolutionary changes in the problem-based approach used in the course "Methodology of Scientific Research" under quarantine restrictions. Using a problem-based approach in this course is a comprehensive approach to online learning. This will allow students to effectively use research methods, support research activity, independence of thinking and activities in conditions of quarantine restrictions.

Keywords: higher education, pandemic, problem approach, COVID-19, training course.

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1. Introduction

The idea of problem-based learning involves first of all an appeal to educational activities, where a problem situation is created and solutions are found as a result of group activities of students and teachers. An important condition for the successful application of this technology is reliance on students' independence in work, self-organization and the ability to plan and systematize. Thus, the learning process actively uses cognitive capabilities, accustoms to scientific research. This skill is one of the leading within the discipline "Methodology of Scientific Research", the question of working on the development of creative thinking, research approach in difficult conditions remains open (*Manko, 2006:102*).

Quality professional education in a higher education institution is designed to implement a number of tasks. First, to form in students, defined by the work program, system of knowledge, skills and abilities. Secondly, it is necessary to achieve a high level of development of professional competencies, as well as skills of self-education and self-organization. All these educational tasks are the core of the course "Research Methodology", and a problem-based approach with great success can help to learn the material, implement the educational objectives of the course, the processes of active research activities of students.

2. Distance education of the 21st century at Covid-19

The training course with the declared subject is a complex of problem lectures (seminars), problem-cognitive tasks that require the realization of creative aspirations of students.

A number of current studies (*Kumar; Somani, 2020*) have taken an active position on the need to include a problem component in learning, which, due to the quarantine restrictions of the COVID-19 pandemic, can be done online, remotely. Researchers (*Kumar; Somani, 2020*) associate the concept of "problem" with a certain algorithm of action: the problem and its establishment in the classroom; formulation of the educational problem in accordance with the declared topic; finding ways to solve it; selection of the most optimal solution to the problem, implementation; analysis of the effectiveness of the decision, summarizing; if necessary, adjustments in approaches to the decision.

Following WHO recommendations, most higher education institutions switched to online learning in 2019/2020. These changes have significantly affected all academic communities, as well as their motivation, psychological state, willingness to continue their studies. A number of studies in psychology presented results that showed changes in mood in a constant mode of distance learning (within a few weeks, a positive attitude changed to negative, frustration and phobias) (*Huang, et al 2020*).

There are a large number of studies that consider medical education as a crisis because distance learning has negatively affected it (*Galea, et al 2020:817*). The nurses were concerned about the health effects of the coronavirus, the ability to study and work. Such anxiety causes stress, depression. Online learning can be uninteresting, even annoying monotony, a lot of external barriers (poor communication, lack of necessary technical equipment), it reduces student motivation, negatively affects the quality of learning (*Galea, et al 2020:818*). Psychological problems of students, administrative difficulties, abrupt changes in the learning rhythm, restructuring of social conditions in universities – all must be changed to reduce the damage caused by quarantine restrictions on education (*Bao, et al 2020:37*). At the same time, researchers often view the psychological difficulties of perceiving quarantine restrictions as a phenomenon that causes panic, phobias against the background of fear for their own health. Lack of interpersonal communication, physical distancing policies and prohibition systems are also considered to complicate the learning process in quarantine languages (*Galea, et al 2020:818*). Online learning encourages students to communicate through gadgets, makes interaction between a person and other people devoid of nonsense of nonverbal communication. The search for interactive methods and technologically possible teaching methods is very important.

Requirements for education in the XXI century require the introduction of such educational technologies that allow students to use in further activities the knowledge and skills acquired during the course. Students must take an active part in the educational process, meaningfully apply educational technologies, cooperate.

3. Problem-based learning as a pedagogical approach

According to some researchers, problem-based learning is a pedagogical approach that can be used as a learning tool for a student-centered learning model, where learners develop and solve real, poorly structured problems that need further research and streamlining (Jonassen, Hung, 2008). Researchers (Barrows, 1996:4) consider gaps in knowledge and lack of skills that become apparent during training to be motivated to use problem-based learning. Possibility of cooperation in research, skills of group work in development of decisions and presentation of results help to increase interest in a training course, better motivate to research activity.

In research positions, the positive features of problem-based learning are the ability to develop problem-solving skills (Norman and Schmidt, 1992:557), acquire metacognitive skills (Gijbels, et al. 2005:27), actively engage in learning and improve intrinsic motivation (Dochy et al., 2003:533). There are a number of works in which the algorithm of introduction of problem-based learning in education is developed. It is also intended for those educators who, due to lack of knowledge or confidence in their abilities, refuse to use new methods and forms in their own training courses (Ertmer & Simons, 2006).

The great potential benefits of problem-based learning and the quarantine constraints faced by university professors have helped to draw on the experience of using this type of innovation. Further quarantine restrictions encourage the further development of methods that are well adapted to distance and online learning.

An important condition for maintaining the quality of higher education, and especially the second (master's) level of education is the development of the ability to self-organize and plan learning, as well as improving creative potential, where the teacher must take into account individual characteristics. The simulated problem situation should meet the scientific interests of all participants and should be feasible for them. This is how the course "Methodology of Scientific Research", which is taught at the second (master's level) of higher education, should look like.

4. Organization of problem-based learning

Problem-based learning has a certain organizational sequence, which requires the teacher to conduct careful preparatory work within a clear organization of the educational process.

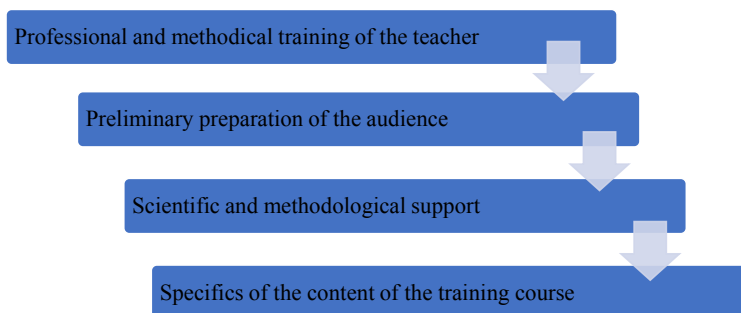


Fig. 1. Algorithm for organizing problem-based learning (author's development)

1. Training and methodological skills of the teacher is based on a high level of mastery of the content of the course. The teacher must be well acquainted with and master the techniques of problem-based learning (ability to motivate, skills of discussion and dialogue, communication skills). The teacher must also have organizational and pedagogical skills (listen, accept hypotheses, analyze in a group, have a constructive dialogue).

2. Preliminary preparation of the audience (students). This is primarily the presence of a topic that is interesting from a professional point of view for students, the student must also be motivated to the problematic presentation of the material. It is also important for the master to master the techniques of analytical activities, a set of theoretical knowledge on the topic, the ability to work on finding the result or by solving a problem, performing a task.

3. Scientific and methodological support involves the preparation of material and technical, methodological, cognitive and semantic conditions in the educational process of the problem situation until its solution.

4. Specifics of the content of the training course. These are primarily external factors that also significantly affect the educational process, especially in limited quarantine conditions (topic study time, learning platform, topics).

It is also necessary to acquaint students and define the key components of problem-based learning (problem lecture, problem task, problem situation, problem question).

Seminars and workshops can also be organized as problem-based learning online. In the course of such educational work, masters work on solving problem situations, for this they solve problems, seek solutions to problems.

One of the important positions of problem-based learning is the preparation of questions and tasks that require reflection, formation of one's own opinion, activation of analytical skills. For example, the course presents the following: Is it possible to be born a researcher? What research can be considered qualitative? Will intuition be enough to build an effective study? Why aren't all students active in the class?

Such questions open up space for open-ended answers, and in these conversations there are sometimes original answers, atypical ways to solve research problems. Teaching the course "Research Methodology" involves mandatory independence in the work and the ability to accept and evaluate conflicting opinions and theories. The undergraduate must have a set of knowledge, analytical skills, different types of work – this is what allows you to independently search for the result.

A component of problem-based learning is a situation that can become problematic only if the undergraduates are motivated. The topic should be interesting, relevant, understandable for them, one that meets the professional needs of students.

The problem situation creates a conflict between old and new knowledge, research conditions and requirements for it, it requires the development of a new research strategy, will successfully deal with the problem situation. When working on choosing a set of problem situations on the topic, the teacher must anticipate the process of finding the right solution, identify and show contradictions and complex aspects of the topic, encourage students to the greatest independence in cognitive activity. The didactic principles (scientific, systematic, accessible, clear, etc.) are also necessary for the master's course, which should be the basis for identifying the problem situation.

The organization in the situation of distance learning problem lectures provides a special focus on relevance and clarity. First of all, the positions of the presented topic in science, its value, relevance for future professional activity should be determined, it is also necessary to know the directions and ways of its possible consideration and solution of research problems.

The interactive component of problem-based learning involves the mediating role of the teacher, who only guides the flow of thoughts and searches, students must form their own opinion and their own way to solve the problem.

In the structure of the problem lecture there is a set of top positions that must be developed. The research problem can be selected by students in advance, can be named at the beginning of the lecture, and can be an initial discussion of research tasks and areas of research. And in the end we can name the problem. The problem of completing the lecture involves continuing to find a solution after the lecture, in independent work.

The problem lecture determines the identification of the problem, the creation of cognitive difficulties, when in the course of research work, reasoning, students show possible ways to solve it. In quarantine conditions, the problem approach is a way to support active learning activities, promotes an interested attitude to professional growth and generally develops research skills and analytical thinking.

The teacher needs to submit educational material to stimulate analytical opportunities, which means to select such material, such problematic situations to arouse students' professional cognitive interest, an urgent need to solve the problem. In this regard, we should turn to the concept of information and cognitive contradiction, which within the course "Research Methodology" identifies different types of problem situations:

1. Understanding the lack of available knowledge and skills to solve the problem.
2. The need to use the acquired theoretical knowledge in practice.
3. Lack of available theoretical knowledge to evaluate the results of practical research.

In the context of online learning, the construction of these types of problem situations involves the use of electronic media, showing videos, presentations that contain a problem element. It is also important to use such communication systems that allow work in groups and pairs (breeding "offices"). Demonstration of research results and further analysis of the reasons and ways to obtain such results also requires prior training of both masters and teachers. Therefore, the problematic topics submitted for consideration presuppose ready-made illustrative material, preliminary information from which the undergraduate can begin his reflections.

Modern pedagogy has several aspects of the existence of a problem situation. This is a problem-based position, which is implemented according to the following algorithm: the level of existing knowledge and skills and those that are lacking in order to solve the problem; the methods and ways of activity necessary for the decision of a problem question are selected.

Another, no less important aspect, remains the motivational position, which should be constantly involved in the structure and content of the course. This is certainly a disciplinary component, but professional interest and self-interest remain key in online education. This is the only way to create a sufficiently intense cognitive need, then the problem lesson and its topic can interest undergraduates and encourage them to find solutions. The condition of such acceptance is also the presence in the presented problem situation of a component known to the student, ie part of the information that must be clear to the applicant. The problem situation in this context is transformed into a problem task. In the course of independent work on the problem there is an understanding that the available knowledge is not enough and it is necessary to increase their volume. Thus, the teacher's task is successfully implemented.

The problem task has its own sequence of actions, which under quarantine restrictions has undergone certain transformations. During the training course "Methodology of Scientific Research" a comprehensive algorithm for forming a problem was developed.

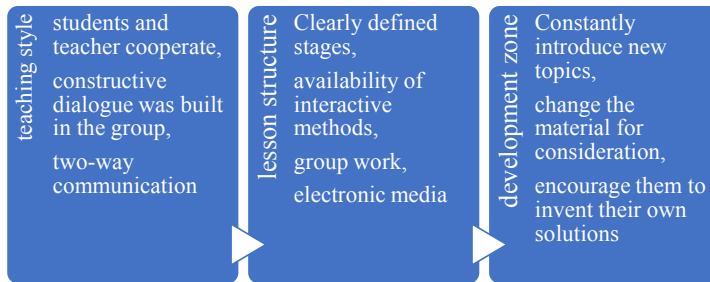


Fig. 2. Components of the formation of the problem approach in the tasks (author's development)

The chain of activities that will lead to the solution of the research task helps to gain new knowledge, skills with less effort and without loss of motivation.

In distance communication, special attention should be paid to changes in the style of communication between teachers and students, students among themselves. The gradual transition from an authoritarian form of teaching also involves a change in the rules of communication, where all participants in the learning process are active speakers (sometimes the teacher takes on only the role of moderator). That is, communication in the classroom is based on the principles of cooperation, mutual respect and cooperation.

The chosen topic should be clear and accessible to the student, ie in the structure of the lesson there is already familiar information that can be relied on to continue research. The principle of scientificity involves constant updating of educational material, as the situation may change, there are new aspects of the topic, new areas of research.

In addition, it is important to determine the level of independence in solving the problem. Sometimes it is a complex collective work, where a common decision is a common position, and everyone's participation is important. In the online format, this is a very important element of motivation to learn.

5. Conclusions

According to the results of the study, the use of problem-based learning during quarantine restrictions has a positive effect on the learning process. This helps to overcome the difficulties of online learning, such as reduced motivation, lack of active communication, lack of self-organization and skills in planning the learning process, as well as a number of psychological problems.

The introduction of problem-based learning in the course "Research Methodology" will better cope with the stressful situation of online learning, to form educational content so that the student remains motivated, not losing interest in research.

Problem-based learning creates the necessary conditions for the development of logical thinking, the development of analytical capabilities, a creative approach to solving research problems. The level of effectiveness of classes in online learning depends on the methodological skills of the teacher, the potential learning opportunities of the student, his motivation. Problem-based learning is used within the course "Research Methodology", as it encourages the activation of a creative approach to complex and problematic topics, activates thinking and teaches to independently analyze and solve problems at the professional level.

Higher education administrations should pay attention to the technical support of all participants in the educational process, as well as the introduction of ongoing consultations on digital education. Also, close cooperation of all participants in the educational process in the development and implementation of innovative technologies is designed to make the educational process more modern and competitive in the market of educational services.

In the future it is necessary to introduce research of theoretical developments and practical research to establish a set of methods for distance education, where an important component would be identified ways to overcome the psychological, educational, social consequences of the COVID-19 pandemic.

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FOLD AS A MODEL OF EKPHRASIS IN CONTEMPORARY ESSAYS ON THE VISUAL ARTS (BASED ON THE ANALYSIS OF ENGLISH ESSAYS)

Tetyana Lunyova

Ph.D., Associate Professor, Poltava V. G. Korolenko National Pedagogical University,
Ukraine

e-mail: lunyovat@gmail.com, orcid.org/0000-0002-7022-0821

Summary

The article addresses the complex nature of ekphrasis as the verbal representation of the works of the visual arts and discusses its explications through the prism of various metaphorical models. With the metaphors of the paragone and the sister arts acknowledged as the two powerful models of ekphrasis, a recently introduced metaphor of ekphrasis as a fold is given a close look. The roots of the fold as a metaphorical model are traced back to works of Gottfried Wilhelm Leibniz and further philosophical elaboration of this model in Gilles Deleuze's writings is discussed. It is argued that viewing ekphrasis as a fold makes it possible to capture the nature of ekphrasis in contemporary essays on the visual arts as a means of producing meanings through interpretation of the existing meanings and thus as a means of perpetuating culture. This argument is supported with the cognitive poetic analysis of ekphrasis in John Berger's essays on the visual arts.

Keywords: a work of art, verbal representation, metaphor, meaning, interpretation, continuity.

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1. Introduction

Any of widely accepted definitions of ekphrasis implies its complexity. L. Spitzer's seminal characterisation of ekphrasis as "the poetic description of a pictorial or sculptural work of art, which description implies, in the words of Theophile Gautier, "une transposition d'art," the reproduction through the medium of words of sensuously perceptible *objets d'art* (*ut pictura poesis*)" (Spitzer, 1955: 207) brings forward such aspects of ekphrasis as the verbal ("the poetic description"), the visual ("a pictorial or sculptural work of art"), the artistic ("a pictorial or sculptural work of art", "*objets d'art*"), the perceptible directly through the senses ("sensuously perceptible"), the transposed ("une transposition d'art,""). J. A. W. Heffernan's frequently quoted delineation of ekphrasis as "the verbal representation of graphic representation" (Heffernan, 1991: 299) highlights the verbal ("the verbal"), the visual ("of graphic representation"), as well as the represented and the representing ("the verbal representation of graphic representation").

Because of the intricacy of ekphrasis, no single definite explanation has become comprehensive but rather there have appeared various interpretations of what this phenomenon is actually like. The famous two interpretations are those of the paragone and the sister arts (Bugno-Narecka, 2020: 3). Both interpretations are metaphorical, the paragone employing the idea of "unresolved rivalry and continuous struggle for domination between word and image" (Bugno-Narecka, 2020: 3) and the sister arts dwelling on the idea of "the cooperation between

the visual and the verbal” (*Bugno-Narecka, 2020: 3*). Both the paragone and the sister arts approaches have had long and rich traditions of discussion (*Harvey, 2002*). However, neither any of them, nor their combination has succeeded in providing the exhaustive description of ekphrasis. Thus, this paper aims at examining the possibility of yet another model of ekphrasis, which is viewed in this study as the verbal representation of the works of the visual arts, and discussing the explanatory potential of this third model for the studies of ekphrasis in contemporary essays on the visual arts.

To achieve this aim, the following tasks were set: to review the nature of metaphorical models in research, to consider the origins of fold as a model in philosophy and its subsequent development, to discuss the model of ekphrasis as a fold and to test the applicability of this model via an analysis of contemporary essays on the visual arts written in English.

The whole study is grounded in the cognitive approach, which means that metaphor is treated as a cognitive rather than purely linguistic phenomenon and that cognitive poetic approach is adopted to the analysis of the ekphrases in the essays.

2. Metaphorical models as a means of research

Scientific modelling is viewed as “the generation of a physical, conceptual, or mathematical representation of a real phenomenon that is difficult to observe directly” (*Britannica: scientific modelling*). According to D. M. Bailer-Jones, a scientific model is “an interpretative description of a phenomenon that facilitates access to that phenomenon” (*Bailer-Jones, 2002: 108*), with the access being “perceptual as well as intellectual” (*Bailer-Jones, 2002: 109*). Models usually focus on some specific features of a phenomenon and thus they are partial descriptions (*Bailer-Jones, 2002: 109*).

The idea that scientific models are metaphors is attributed to M. Black (*Bailer-Jones, 2002: 117*). Metaphorical is explained in contrast with the literal (*Bailer-Jones, 2002: 117*) and through the concept of “a meaning shift for metaphors” (*Bailer-Jones, 2002: 117*). Metaphors are acknowledged to “play a crucial role in the understanding of science” (*Humar, 2021*) because “since antiquity, metaphors have been used in technical texts to describe structures unknown or unnamed; besides establishing a terminology of science, metaphors are also important for the expression of concepts” (*Humar, 2021*).

Since metaphors highlight some aspects of the concept which is comprehended with the help of metaphorical projection and simultaneously hide other aspects of this concept (*Lakoff, Johnson, 1980: 11*), complex phenomena might need several metaphorical models to be properly understood. Hence the metaphorical model of ekphrasis as a fold, introduced by D. Bugno-Narecka as a development of the concept of fold in philosophy (*Bugno-Narecka, 2017; Bugno-Narecka, 2020*), deserves a close examination.

3. Fold as a metaphorical model

The concept of fold as a means of conceptualisation and explanation of a certain aspect of the world can be found in a wide range of disciplines: “from philosophy to mathematics, biology, physics and chemistry, from the arts to art history, and so on” (*Seppi, 2016: 50*). Fold as a metaphorical concept is rooted in the conceptualisation of material folds, the manifestations of which are numerous: “they stretch out from the folds of drapery to the folds of living tissue,

from the diptychs of antique tablets and reliefs to the explicit or implicit diptychs of painting, from book-folds to present-day folded Note-Books, from the art of folding paper to foldable architecture” (Seppi, 2016: 50).

Since the conceptualisation of fold as a phenomenon in reality can be quite rich, various aspects of this conceptualisation may be selectively exploited in different conceptions. For example, G. Deleuze explicates his conception of fold, developed as a reaction to Leibniz’s ideas of fold, using the image of veins of marble: “... sometimes the veins are the twisted coils of matter which surround the living beings caught in a block, so that a bank of marble is like an undulating lake full of fish. Sometimes the veins are the innate ideas in the soul, like the bent figures or the potential statues caught in a block of marble” (Deleuze, 1991: 229).

3.1. Fold as a model in the works of Leibniz

When the concept of fold is used in modern philosophy (Seppi, 2016) and studies of ekphrasis which dwell on philosophical conceptions (Bugno-Narecka, 2017; Bugno-Narecka, 2020), it is traced back to the works of G. W. Leibniz (Seppi, 2016: 50; Bugno-Narecka, 2017: 98; Bugno-Narecka, 2020: 4). Leibniz’s fold eliminated Cartesian dichotomy between the ideal and the material (Bugno-Narecka, 2017: 98). As A. Seppi summarises, “Leibniz conceives of matter as an elastic, continuous and endlessly folded texture” (Seppi, 2016: 66) and of “the material world” as “a worldwide net of ever-smaller folds” (Seppi, 2016: 66). D. Bugno-Narecka’s account of Leibniz’s ideas concede with A. Seppi’s: “For Leibniz, matter is an infinite continuum of elastic texture that folds into ever smaller folds” (Bugno-Narecka, 2017: 99). In more details, for Leibniz, “Folded into ever-smaller folds, matter does not ever break down into primary atomic constituents, nor is its cohesion (tension and release) ever lost” (Seppi, 2016: 66), “Within these folds there is no final indivisible point and different forces are at play. Subject to these forces, matter also forms inner folds, distinct from outer ones, but belonging to the same continuum, the same unity” (Bugno-Narecka, 2017: 99). A. Seppi emphasises that “Leibniz holds on to the hypothesis that matter forms an infinite continuum and consequently denies the existence of any final indivisible point, which would allow us to determine the limits of a specific body or motion” (Seppi, 2016: 68). Further on, in Leibniz’s conception, “the unity of matter points to the existence of another layer – the labyrinth of the soul, also subject to folding and unfolding” (Bugno-Narecka, 2017: 99).

G. Deleuze, who develops the idea of fold in his own works, underscores that Leibniz, contrary to the Cartesian hypothesis does not break the world into “separable minima” (Deleuze, 1991: 231) but rather “sets forth in an extraordinary text: a flexible or elastic body still has coherent parts which from a fold, with the result that they do not separate into parts of parts, but rather divide infinitely into smaller folds that always retain a certain cohesion” (Deleuze, 1991: 231).

Thus, Leibniz’s fold as a model of the world, which encompasses both the matter and the soul, highlights the continuity and the cohesion.

3.2. Fold in Deleuze’s conception

Deleuze uses the idea of fold to contemplate the nature of the Baroque: “The Baroque does not refer to an essence, but rather to an operative function, to a characteristic. It endlessly creates folds” (Deleuze, 1991: 227). As Leibniz, Deleuze operates with the concept of fold to deliberate on both the material and the spiritual: “The characteristic of the Baroque is the fold that goes on to infinity. And from the beginning it differentiates them along two lines, according to two infinities, as if the infinite had two levels: the coils of matter, and the folds in the soul” (Deleuze, 1991: 227).

A. Seppi observes, that “with Leibniz and Deleuze the fold is everywhere and nowhere the same” (Seppi, 2016: 58). From this observation she draws an inference that “the fold must not be perceived as universality, but rather as a universal differentiator” (Seppi, 2016: 58). She further develops Deleuze’s ideas of fold and indicates that “thinking in folds” “implies a philosophy of the event and a corresponding theory of differentiation and individuation” (Seppi, 2016: 73).

Hence Deleuze’s fold, grounded in Leibniz’s fold, enables conceptualisation of the different and the individual.

3.3. Fold as a model of ekphrasis

D. Bugno-Narecka suggests that the concept of fold can be employed to “provide a new dynamic model of ekphrasis” which can capture the relationships between word and image as “complementary rather than competitive modes” (Bugno-Narecka, 2017: 98) since “word and image” are viewed as “folded together into a single structure” (Bugno-Narecka, 2017: 103). The scholar argues that when ekphrasis is viewed as a fold that “joins word and image and at the same time marks the difference between them”, the centuries old paragone between word and image “is solved” because the visual and the verbal elements “are equally important and the binary opposition is lifted/deconstructed as the verbal and the visual elements in ekphrasis constitute the ends or extremes of the fold’s extension in a given direction” (Bugno-Narecka, 2017: 105).

Advocating fold as a model for ekphrasis, D. Bugno-Narecka highlights that “the elements within the fold, or its sides, remain distinct but are inseparably connected as they belong to a continuum” (Bugno-Narecka, 2020: 4). Thus, her model of ekphrasis as a fold presupposes that “there is no hierarchy, no domination of one element over the other” (Bugno-Narecka, 2017: 106), the verbal and the visual in ekphrasis are balanced and equal (Bugno-Narecka, 2017: 106). While highlighting this equality between the verbal and the visual in ekphrasis, the scholar asserts that that “ekphrasis unifies word and image but at the same time maintains the difference between them” (Bugno-Narecka, 2017: 106).

3.4. Fold as a model of essayistic ekphrasis

The model of ekphrasis as a fold seems to be properly applicable to ekphrasis in English essays about the visual arts written at the end of the 20th century and the beginning of the 21st century as it allows to account for the vibrant relationships between a work of art and its verbal representation that is not intended to substitute or repress the original image or to subordinate to it, but aspires to continue the process of producing meanings as a means of perpetuating culture.

For example, John Berger’s essay on Piero della Francesca (Berger, 2015: 12-16), the Italian painter of the 15th century who “came to be recognized in the 20th century as a major contribution to the Italian Renaissance” (Britannica: Piero della Francesca), includes ekphrasis of several details of Francesca’s paintings: “Look again at Piero’s faces, the ones that watch us. Nothing corresponds to their eyes. Their eyes are separate and unique. It is as though everything around them, the landscape, their own faces, the nose between them, the hair above them, belonged to the explicable, indeed the already explained world: and as though these eyes were looking from the outside through two slits on to this world. And there is our last clue – in the unwavering, speculative eyes of Piero’s watchers. What in fact he is painting is a state of mind. He paints what the world would be like if we could fully explain it, if we could be entirely at one with it. He is the supreme painter of knowledge. As acquired through the methods of science, or – and this makes more sense than seems likely – as acquired through happiness.” (Berger, 2015: 16). This passage singles out the faces depicted by the artist as an

object of ekphrasis (*Look again at Piero's faces*) and then zooms in to discuss the painted eyes (*Nothing corresponds to their eyes*). With the important visual details highlighted (*everything around them, the landscape, their own faces, the nose between them, the hair above them*), the ekphrasis provides a characteristic of the painted eyes as one-of-a-kind (*Their eyes are separate and unique*) and offers an interpretation of the meaning of the depicted as a representation of the special state of mind when a person can fully cognize the world and become one with it (*What in fact he is painting is a state of mind. He paints what the world would be like if we could fully explain it, if we could be entirely at one with it*).

This ekphrasis as a verbal description of the material side of the work of art and its interpretation does not enter any competition with the original painting as it is not an attempt to render exactly what the eyes in Francesca's canvases look like (i.e., no shape, or colour, or size is ever mentioned) and thus it does not aim at substituting the painting. Neither is the ekphrasis in the essay a try to surpass the painting since it highlights the paintings merits (their uniqueness ensured by the originality of the significant details), nor is it an undertaking to subordinate to the paintings because it goes on to discuss the idea that emerged in the process of interpreting the depicted, i.e., the idea that knowledge can result from both scientific study of the world and emotional interaction with it (*He is the supreme painter of knowledge. As acquired through the methods of science, or – and this makes more sense than seems likely – as acquired through happiness*). In the discussed extract the concepts of knowledge (*knowledge*), science (*science*) and positive emotions (*happiness*) constitute the semantic focus of the meaning which is being generated.

Connected by the ekphrasis, the paintings and their verbal representation and interpretation do remain different, they maintain their own individualities, however they create a certain continuity of meaning generation. Essayistic ekphrasis reveals the paintings meaning and then proceeds to further develop it into a new idea that knowledge can be gained not only with the help of scientific methods but also through emotional enjoyment of the existence (*As acquired through the methods of science, or – and this makes more sense than seems likely – as acquired through happiness*).

The process of a new meaning being generated in an essay through the discussion of a work of the visual arts can be further illustrated with the following ekphrasis from Berger's essay (Berger, 2015: 267-274) on Vincent van Gogh, "Dutch painter, generally considered the greatest after Rembrandt van Rijn, and one of the greatest of the Post-Impressionists" (*Britannica: Vincent van Gogh*): "*I can think of no other European painter whose work expresses such a stripped respect for everyday things without elevating them, in some way, without referring to salvation by way of an ideal which the things embody or serve. [...] He became strictly existential, ideologically naked. The chair is a chair, not a throne. The boots have been worn by walking. The sunflowers are plants, not constellations. The postman delivers letters. The irises will die. And from this nakedness of his, which his contemporaries saw as naivety or madness, came his capacity to love, suddenly and at any moment, what he saw in front of him. Picking up pen or brush, he then strove to realise, to achieve that love. Lover-painter affirming the toughness of an everyday tenderness we all dream of in our better moments and instantly recognise when it is framed...*" (Berger, 2015: 271). This extract provides a verbal representation of the peculiarities of van Gogh's depiction of real-life objects as recognisable real-life objects ("The chair is a chair") without any idealisation (*such a stripped respect for everyday things without elevating them, in some way, without referring to salvation by way of an ideal which the things embody or serve*), without representing these objects as imagined or symbolical ("not a throne"), or mythological or metaphorical ("The sunflowers are plants, not constellations") ones. The ekphrasis acknowledges that van Gogh's pictorial representations

of everyday objects reflect their typical use (“*The boots have been worn by walking*”) and the natural change that occurs to them (“*The irises will die*”). Further on, the ekphrasis suggests an interpretation of the artist’s paintings as his expression of his love of the ordinary everyday things (“*came his capacity to love [...] what he saw in front of him. Picking up pen or brush, he them strove to realise, to achieve that love*”). This explication is further elaborated into the idea that all people dream of “*toughness of an everyday tenderness*” which is a meaning generated in the essay as an attempt to understand some of the aspects of life based on the artistic achievements. Thus, the ekphrasis in the essay connects the visual (van Gogh’s paintings) and the verbal (their ekphrastic representation and interpretation) into the continuity of generating meanings centred around the concepts of life (*everyday things, existential*) and love (*love*).

4. Conclusions

The metaphorical model of ekphrasis as a fold can help to grasp such a characteristic feature of ekphrasis in contemporary essays on the visual arts as being a means of generating new meanings through the verbal interpretation of the meanings inherent in the works of the visual arts which ultimately results in perpetuating culture. The model of ekphrasis as a fold is particularly helpful in capturing the continuity of meaning generation which occurs when a verbal essayistic text dwells on a work of the visual arts.

The further research can deepen the understanding of ekphrasis as a fold between the visual and the verbal and result in determining the types of ekphrastic folds.

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ANATOMICAL AND PHYSIOLOGICAL TERMINOLOGY IN THE AUSTRIAN EXPRESSIONIST LITERATURE

Yuliia Lysanets

Ph.D., Associate Professor at the Department of Foreign Languages with Latin and Medical Terminology, Poltava State Medical University, Ukraine
e-mail: julian.rivage@gmail.com, orcid.org/0000-0003-0421-6362

Olena Bieliaieva

Ph.D., Associate Professor, Head of the Department of Foreign Languages with Latin and Medical Terminology, Poltava State Medical University, Ukraine
e-mail: elenablanch69@gmail.com, orcid.org/0000-0001-9060-4753

Ivanna Znamenska

PhD, Associate Professor at the Department of Foreign Languages with Latin and Medical Terminology, Poltava State Medical University, Ukraine
e-mail: ivannaznamenska@gmail.com, orcid.org/0000-0001-7091-6215

Summary

Anatomical and physiological vocabulary is used in Expressionism for a range of specific artistic purposes. The paper identifies the situations, in which such lexical units are used and analyzes the purpose of their application in the context of Austrian Expressionist literature. Along with references to the most important theoreticians and experimentalists of Austrian Expressionism, the present research is largely based on the prose by Gustav Meyrink (1868-1932). The research demonstrated that the vocabulary of human anatomy and physiology in Meyrink's prose effectively implements specific Expressionist intentions: (1) anti-aesthetic strategy and revolt against the classical canons of beauty; (2) erosion of the frontiers between the literary discourse and non-textual reality; (3) designing the atmosphere of horror and shocking the burghers; (4) synaesthetic word-formation for the purpose of lexical "condensation" of images; (5) the motif of conflict between the father and the son; (6) development of the grotesque image of the City through the techniques of synecdoche and hyperbole; (7) reconstruction of the divine component that would unify people. In addition to a range of classical Expressionist intentions, Meyrink's prose also employs the anatomical vocabulary for the manifestation of intellectual sensualism, which is typical of Viennese Expressionism. Thus, the analysis of Gustav Meyrink's prose demonstrated the author's deliberate choice of anatomical and physiological terminological units, which gives us ground to conclude that the vocabulary of human anatomy and physiology constitutes an integral part of Expressionism in general, and a significant feature of Austrian Expressionist literature in particular.

Keywords: Austrian Expressionist literature, Gustav Meyrink, anatomical and physiological terminology, anti-aesthetic strategy, synecdoche, hyperbole, grotesque.

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1. Introduction

The questions posed by Expressionism at the beginning of the 20th century do not lose their relevance today: they deal with the internal nature of Human beings and their place in the modern world. According to Gottfried Benn, understanding the deep essence of Expressionism is, perhaps, the key to comprehending the entire art of the twentieth century (*Anz, 2002*). The “New Man” of Expressionism appears to be divided into parts by paradoxical dichotomies: this art criticized the society, but nurtured the unity of the Spirit; glorified the death of the burger and foretold the onset of the era of the world brotherhood; undermined the authority of the Father and at the same time demonstrated its own masculinity. The path of Expressionists goes forward, they seek to bring into the world the New, and at the same time, the artists are drawn back – to nature, to history, to the innermost depths of the human being. In this regard, the Expressionist phenomenon is compared with Janus – the Roman god of contradictions. The two-faced Janus with his faces – the old and the young ones – addresses both the past and the future. The heterogeneity of the ideas of Expressionism, the plurality of contradictions in its focus of interest is determined primarily by the complexity of artists’ experiences (*Sokel, 1959*).

The aim of this paper is to identify the main situations, in which such lexical units are used and analyze the purpose of their application in the context of the Austrian Expressionist literature. The present research is largely based on the prose by Gustav Meyrink (1868-1932) who has been defined by Marianna Wünsch as “one of the most profound and ingenious authors not only of fantastic prose at the beginning of the 20th century in particular, but of German-speaking literature in general” (*Wünsch, 1975: 528*). Furthermore, the prose of Gustav Meyrink has been selected as the material for this research in view of the fact that his life and work were inextricably linked to the Expressionist centers of the Dual Monarchy – Vienna and Prague, – which renders him one of the most representative writers of that period. In addition, Meyrink’s prose will be analyzed in terms of its conformity to the artistic principles manifested by the most important theoreticians and experimentalists of Austrian Expressionism.

2. General features of German Expressionism

Before addressing directly the examination of Expressionism in Austria, it seems necessary to briefly outline the main tendencies within the German Expressionism, since this will make it possible to specify the Austrian specificity in the literature of the period under consideration. Expressionism in Germany was born in the wake of socio-political shocks at the turn of the 19th-20th centuries, in the context of rejecting the ideology of the Wilhelminian institutions, as a reaction to the disasters of the First World War, which literally redrawn the map of Europe. In the process of the formation of German Expressionism, the exclusive role belongs to the Berlin magazines “Der Sturm” (1910-1932) and “Die Aktion” (1911-1932). The literary Expressionism received its official terminological status on the pages of “Der Sturm” in 1911, when Kurt Hiller stated: “We are expressionists. We turn the poetry to content, impulse, spirituality” (*Sokel, 1959: 19*). Already in the early 1910s, the German Expressionists united under the sharp rejection of conformism, any norms and standards: Expressionism considered itself as an uprising against reality in general. The decisive break of the Expressionists with the traditional outlook of the burger world is particularly pronounced in the development of the irreconcilable conflict of generations, first of all in addressing the theme of fatherhood.

The rapid development of industrialization after the Franco-Prussian War caused an intensive growth of cities. In Germany, there were genuine urban landscapes without any structure and integration. Berlin was the center of Expressionism in Germany at the beginning of the 20th century that rapidly transformed into one of the largest metropolis in Europe. Industrialization of Berlin, the intensive pace and convulsive rhythms of the metropolis largely determined the nature of German Expressionism. Poetics, developed by Expressionists, revealed a wide range of artistic solutions. It is extremely difficult to bring them together to a common denominator, since the intensity of the image, which the artists sought was achieved through the rhetorical stimulation of pathos, the technique of assembling, suggestive expressiveness, bold metaphors, and at the expense of the grotesque, alogism, aphoristic shortness. The Expressionists rejected the conformity to any norms and standards, aspired to disrupt the paradigms in all spheres of human life. They criticized the burghers' world with its traditional outlook, condemned the modern society, in which a person suffered from alienation, and revolted against the conventional structures of language. The tendencies of de-aestheticization and shocking the reader, the assault against everything traditional largely defined the form, style, tone, as well as the content and choice of vocabulary in Expressionist writings. In this context, the anatomical and physiological vocabulary occupies an important place in implementing the Expressionist intentions (*Sokel, 1959*).

3. The singularity of Austrian Expressionism

Meanwhile, at the turn of the 19th-20th centuries, Austria went to its own Last Judgment: the collapse of the Dual monarchy, the horrors of the Great War mobilized the intellectual resources of time, freed the spiritual potential of the Expressionists, diagnosed the decline of the old world, the departure from the established norms, and hence the need to master the new historical reality. Ethnic diversity in the Austrian monarchy has become a powerful catalyst for the sense of alienation of a man, who desperately tried to restore the lost order, confidence in the surrounding reality and in the inner world. In this regard, the central position belongs to the problems of existential homelessness. The Austrian Expressionism, like Expressionist literature in Germany, was born in the context of critique of the absurd realities of the society. At the beginning of the 20th century, the Habsburg monarchy formed the crossroads of contradictions, an "arboretum" of social vices. Thus, the Austrian literature of the period under consideration is of particular interest for researchers due to a large number of dramatic events in the history of the Dual Monarchy. In addition to the horrors of Great War, rapid development of industry and metropolises, as in case with its German counterpart, the worldview of Austrian Expressionist literature was exacerbated by the collapse of Habsburg Empire, and subsequent change of Austria's status. Karl Kraus defined the fin de siècle Vienna as "the research station for the end of the world" (*Fischer and Haefs, 1988: 14*), and the apocalyptic scenes witnessed by Austrian writers were vividly depicted through the Expressionist lens. The change in the status of Austria from a multinational empire to a modest European state has become the subject of painful reflections for artists, largely defining the content, form, style, intonation, and even the choice of the vocabulary of their texts. Therefore, the Austrian literature of this period quite often demonstrates the maximum possible development of Expressionist philosophy and aesthetics, wherein the use of anatomical and physiological terminology plays one of the leading roles.

4. The Expressionist strategies in Gustav Meyrink's prose

It is necessary to point out that Gustav Meyrink's prose uncompromisingly reconsiders the traditional aesthetic ideals of the human body. In the short story *Der Untergang* (*The Downfall*, 1904), the narrator suggests an alternative view of the classical canons of beauty: "Ein nackter lebender Mensch ist und bleibt mir das Grauenhafteste, das sich denken läßt. Fehlen ihm Federn oder Schuppen? ... Die klassische Schönheit ist eine Schulsuggestion, die sich vererbt wie eine ansteckende Krankheit" ("The naked human body is for me the ugliest sight. Perhaps it lacks feathers or scales? ... The classic beauty – the concept we obtained at school and pass from generation to generation as infectious disease") (Meyrink, 1987: 377). The author encourages the reader to look at the human hand and perceive it in a quite different way: "Ein widerlicher Fleischklumpen mit fünf verschieden langen scheußlichen Stummeln!" ("An ugly piece of meat with five disgusting stumps of different lengths!") (Meyrink, 1987: 377). Hence, Meyrink's intention is to undermine the classical admiration for the human body.

In the context of Expressionist de-aestheticization tendency, Gustav Meyrink's prose displays a number of frankly scandalous titles with quite unexpected lexical units: *Die Keimdrüse des Herrn Kommerzienrates* (*Sex Glands of Mr. Commercial Advisor*, 1926); *Die Frau ohne Mund* (*The Woman Without a Mouth*, 1930); *Das verdunstete Gehirn* (*The Evaporated Brain*, 1906) and others. In our opinion, anatomical and physiological terminology in Meyrink's prose titles efficiently triggers one of the principal ideas of Expressionist literature, which was widely propagated by the Viennese theoretician Paul Hatvani. This transgressive strategy advocated the aspiration of the Expressionist's ego to "flood" the external world by means of undermining the conventional idea of a title as the reader's "entrance point" to a literary writing (Sokel, 1959: 59). By introducing the startlingly unaesthetic terms into the titles, the author aims to dissolve the boundaries between the literary discourse and non-textual reality.

Meyrink deliberately designs the abhorrent situations by means of medical lexis, as in the short story *Die Pflanzen des Dr. Cinderella* (*Dr. Cinderella's Plants*, 1904): "Mit einem Rankennetz blutroter *Adern*, aus dem wie Beeren Hunderte von glotzenden *Augen* hervorquollen, war die Mauer bis zur Decke überzogen ... *Augen* aller Größe und Farben" ("The entire wall up to the ceiling was entangled with dense network of blood-red *veins*, planted like berries, with hundreds of bulging *eyes* (...) *Eyes* of all sizes and colors") (Meyrink, 1987: 270). Richard Murphy defines this trend of Expressionist literature as a kind of "iconoclastic gesture" by means of which the writers achieved the maximum anti-aesthetic effect in order to "shock the burghers" (Murphy, 1999: 176). Narrator's hypersensitive perception often generates "remote metaphors" (Korwin-Piotrowska, 2001: 142) which are implemented through unexpected revival techniques: "Orchideen sind keine Blumen, – sind satanische Geschöpfe! ... Eine riesige Orchidee, – das *Gesicht* eines Dämons, – ohne *Kinn*, nur schillernde *Augen* und ein klaffender, bläulicher *Gaumen*" ("Orchids are no flowers, – they are satanic creatures! ... A huge orchid – the *face* of a demon – without *chin*, only iridescent *eyes* and a gaping, bluish *palate*") (Meyrink, 1987: 141).

The anatomico-physiological vocabulary effectively triggers the paradoxical combinations that are aimed to shock the reader. For example, atmospheric precipitations suddenly acquire a vivid physiological expression: "Seit Stunden warte ich durch den *Himmelskot*, der aus Höhe klebrig niederfällt. *Verdauung* des Himmels, widerlich, widerlich!..." ("For hours I was dabbling in these heavenly *excrements*, falling from on high in sticky masses. Celestial *peristalsis* – disgusting, disgusting!...") (Meyrink, 2003: 89). Meyrink deliberately depicts abstract notions by means of physiological vocabulary and even suggests his own, neological terms for "the

brain” and “thoughts”: “Die *Ausscheidungen* der menschlichen *Denkdrüse* sanken täglich tiefer im Kurs” (“The *secretions* of the human *thinking gland* are of no value any more”) (Meyrink, 1917a: 22).

The Expressionists undermined the authority of the Father, and the irreconcilable conflict of generations was vividly articulated in the motif of patricide. The vocabulary of human anatomy and physiology provides an extensive ground for the development of this motif in Meyrink’s prose. In the novel *Der Engel vom westlichen Fenster* (*The Angel of the West Window*, 1927), the terrible scene of patricide is based on the detailed representations of the human body: “Ich spaltete ihm den *Schädel* bis zum *Kiefer*, wobei ihm ein *Auge* herausfiel auf die Steinfliesen und mich anstarrte von unten auf” (“I split his *skull* with an axe up to the *jawbone* with his right *eye* rolling on stone slab and staring at me from below”) (Meyrink, 2003: 62). Likewise, in the short story *Meister Leonhard* (*Master Leonhard*, 1916), the moment of father’s death is depicted by means of restrained elliptical structures with the entire focus on physiology and anatomy: “Und das Röcheln wird schwächer und schwächer. Stockt. Fängt wieder an. Bricht ab. Verstummt. Der *Mund* klappt auf. Bleibt offen stehen...” (“And the rales are weaker and weaker. Stop. Start again. Break down. Subside. The *mouth* opens up. And remains open...”) (Meyrink, 2000: 13).

The Expressionist poetics widely applied the technique of synaesthesia (“die Synästhesie”, i.e., simultaneous feeling via multiple sensory receptors) (Sokel, 1959: 81). This technique is based on the unusual combination of heterogeneous morphemes and concepts, and thereby a newly formed word acquires the most possible abstract meaning. In Meyrink’s prose, synaesthesia is often based on the anatomico-physiological terminology: “die *Gehirnschublade*” (“the *brain drawer*”) (Meyrink, 1917b: 50), “das *Herzpendel*” (“the *heart pendulum*”) (Meyrink, 1987: 243), “*Traummund*” (“the *mouth of a dream*”) (Meyrink, 1973b: 90) and others. As a result, a kind of etymological regeneration of a word takes place: lexical units expand or even change their meanings, and new words with multiple intersecting layers of associations are formed. By virtue of this linguistic contamination, the author undermines the conventional word-formation model and achieves the maximized condensation of the image with minimal linguistic tools.

Human anatomy and physiology are widely depicted within the framework of the Expressionist image of the City. At the turn of the 20th century, the European cities were rapidly turning into large metropolises engulfed by frantic pace of industrialization, which largely determined the Expressionist outlook. Hence, the existential alienation and dissociation of a man’s identity in technogenic space are the leading motives of Expressionism (Fiala-Fürst, 1994: 280). The atmosphere of the city in Expressionism postulated the depiction of a modern man as a lifeless object, which was achieved by means of hyperbole and synecdoche (Krull, 1984: 22). And yet, the most important place in designing the Expressionist image of the City belongs to grotesque. According to K. Otten, Expressionism “reopened grotesque as an element of style” (Otten, 1962: 7). Indeed, the Expressionist grotesque reached its fullest extent in radical methods of “demonization” and “dynamization” of the City. The urban poetics of Expressionism is based on the stylistic devices of “revitalization of the inanimate world” (“Personifizierung der Dinge”) and “materialization of the man” (“Verdinglichung des “Ich”) (Otten, 1962: 11).

The representatives of the Prague school largely depicted anatomical and physiological deformations with the aim of expressing the ambivalence and grotesque visions of the City. For instance, the anatomico-physiological terminology provides the morbid romance and the phantasmagoric cult of the dead in Paul Leppin’s novels *Severins Gang in die Finsternis* (*Severin’s Journey into the Dark*, 1914) and *Daniel Jesus* (1905) (Fiala-Fürst, 1997: 19-20).

Gustav Meyrink lived in Prague for twenty years (1883-1903), and this period of residence greatly influenced his outlook and style (*Cersowsky, 1983: 60*). The novel *Das grüne Gesicht* (*The Green Face, 1917*) contains vivid examples of the Expressionist grotesque through “the triumph of objects over the subject” (*Anz, 2002: 92*) by means of anatomico-physiological vocabulary, for instance: “Die Dinge im Zimmer hatten von ihren eigenen *Organen* nichts wesentlich Verschiedenes mehr für sie – waren beides Gebrauchsgegenstände für den Willen” (“Things in the room seemed not to be essentially different from the *organs* of her body – both now serve someone’s will”) (*Meyrink, 1917a: 91*). The Expressionist grotesque of Gustav Meyrink is largely based on the unnatural proportions and hyperbolic distortions of human anatomy: “Mein *Nase* würde sich fraglos um eine Spanne ins Rüsselartige ... die *Ohren* würden sich zu Tellergröße auswachsen, meine *Hände* hätten sicherlich das Ausmaß eines mittleren Palmenblattes erreicht...” (“My nose undoubtedly would have stretched to the length of a trunk ... ears would be the size of a plate, hands probably would have reached the average value of palm leaves”) (*Meyrink, 2000: 68*). Hyperbole is implemented not only visually, but also acoustically: “Das Schwirren der tausend und abertausend Flügel gab einen hohen, singenden Ton, der mir durch *Mark und Bein* ging” (“Crackling of thousands of trembling wings merged into one high itching sound that pierced me to the marrow of my bones”) (*Meyrink, 2000: 55*). The Expressionist city of Gustav Meyrink is filled with alien, unnatural sounds and smells, disparate images are strung together, thus creating a disturbing effect: “Wie das Pochen eines großen *Herzens* tönte das Schlapfen der Motore herüber” (“The noise of motors over resembled the pounding of a large heart”) (*Meyrink, 1917a: 119*).

The atmosphere of traumatic intervention of the City in the human consciousness is designed by virtue of depicting the anthropomorphic architecture, which is widely represented in Meyrink’s prose: “schiefwinkliges Haus mit zurückspringender *Stirn*” (“a crooked house with a receding *forehead*”) (*Meyrink, 2008: 55*), “Eine krumme Reihe engbrüstiger Gebäude” (“a curve string of *narrow-chested* houses”) (*Meyrink, 1917a: 17*), “Das *schädelhafte* Haus in der Jodenbreetstraat stand grinsend dabei und kniff zwinkernd bald das eine, bald das andere *Auge* zu” (“The *skull-like* house on Jodenbreetstraat stood grinning and winked with one, then another *eye*”) (*Meyrink, 1917a: 49*), “Die Wasserschauer fegten über die Dächer hin und liefen an den *Gesichtern* der Häuser herunter wie ein Tränenstrom” (“Showers of water swept across the roof-tops, streaming down the *faces* of the houses like floods of tears”) (*Meyrink, 2008: 71*). In the novel *Der weiße Dominikaner* (*The White Dominican, 1921*) houses seem to be watching the people passing by: “Die glühenden *Augen* der Häuser leuchten aus der Finsternis” (“The glowing *eyes* of the houses shone out of darkness”) (*Meyrink, 2002: 53*), and in the story *Die Stadt mit dem heimlichen Herzschlag* (*The City with the Mysterious Heartbeat, 1928*) one of the lanes resembles “ein im *Ellenbogen* angerissener *Arm*” (“an *arm* twisted in the *elbow*”) (*Meyrink, 1973b: 115*). In the description of man’s death, Meyrink compares the hero’s body with a house: “der Wurm der Zerstörung zernagt zuerst die weniger wichtigen *Organe*: das ist das Altern; trifft sein *Zahn* die Lebenspfeiler, so stürzt das Haus zusammen. Das ist der normale Verlauf” (“the worm of destruction initially affects less important *organs*; but when its *tooth* touches the vital pillars, the entire building is destroyed. It is the natural order of things”) (*Meyrink, 2002: 89*).

The depiction of the Tower of Hunger in Prague includes vivid naturalistic details of digestion: “ein granitenes Ungeheuer mit schauerlichen *Eingeweiden*, die *Fleisch* und *Blut* *verdauen* konnten gleich denen eines reißenden nächtlichen Tieres ... ein rundes Loch mitten hindurch, vom *Schlund* bis hinab in den *Magen*. Im obersten hatte in alter Zeit Kerkerjahr um Kerkerjahr in lichtloser schrecklicher Finsternis die Verurteilten langsam *zerkaut*” (“a granite

monster with an insatiable *womb* that can *digest flesh* and *blood*, like a stray nocturnal predator ... a pitshaft, like the *esophagus*, permeated the entire tower – from the *throat* to the *stomach*. In the old days the condemned were slowly *masticated* year after year in the terrible twilight at the top floor”) (*Meyrink, 1917b: 66*).

As Kurt Pinthus observes, Expressionism was primarily the “art of masses” which sought to break any mental and social barriers between people (*Sokel, 1959: 23*), and to regain their original Godlike nature. That is to say, Expressionism aspired to universal generalization and archetypization. According to Albert Paris von Guetersloh, “the poet’s ultimate objective is to uncover the divine component in a human being” (*Sokel, 2005: 78*). Thomas Anz emphasizes the Expressionists’ desire to revive the mysterious Godlike prototype of the true life in each person (*Anz, 2002: 76*). The Expressionist breakthrough to the divine principle is implemented in Gustav Meyrink’s novel *Der weiße Dominikaner* (*The White Dominican, 1921*) by means of addressing the Cabbalistic concept of Sefirot, according to which the human body is created in the image and likeness of God. Thus, each part of the human body corresponds to a certain Sefirot: *Keter* (“crown” – skull); *Hokhmah* (“wisdom” – right brain); *Binah* (“understanding” – left brain); *Hesed* (“mercy” – right arm); *Gevurah* (“judgement” – left arm); *Tieferet* (“beauty” – torso); *Netzah* (“triumph” – right leg); *Hod* (“glory” – left leg); *Malkhut* (“kingship” – mouth) (*Green, 2003: 155*). Likewise, in Meyrink’s novel every part of the body corresponds to a particular epiphany.

The writer offers the theomorphic model of existence, in which a perfect human form merges with its divine prototype: “Der Leib des Menschen ist das Haus, in dem seine toten Ahnen wohnen ... *Lenden, Schenkel* und *Knie* bis zu den *Fußsohlen* ... Als er auf sie seine *Hände* legt, sagt er: “und hier wohne ich! Denn die *Füße* sind das Fundament, auf dem das Haus ruht; sie sind die Wurzel und verbinden den Leib deines Menschen mit der Mutter Erde” (“The human body is the house where his dead ancestors live ... *loins, thighs* and *knees* to the *soles of the feet* ... When he put his *hands* on them, he said, “and here I live! Because the *feet* are the foundation on which the house rests; they are the roots that connect the man’s body with the mother earth”) (*Meyrink, 2002: 38*). For Meyrink, a man is the medium of spiritual vitality, the unconscious matrix, which is transmitted from generation to generation. In the novel *Das grüne Gesicht* (*The Green Face, 1917*), the archetypal phenomena accompany the immortal human soul, which is also depicted by means of medical lexis: “Ist mein *Körper* etwas anderes als ein wimmelndes Heer lebendiger *Zellen* ... Die sich nach vererbter Gewohnheit von Jahrmillionen um einen verborgenen Kernpunkt drehen?” (“Is not my *body* a pulsating accumulation of many living *cells* ... which are swarming around a hidden core due to the habit, which is inherited over millions of years?”) (*Meyrink, 1917a: 63*).

Furthermore, it is necessary to point out that numerous texts of Austrian Expressionist literature contain the motive of madness as a new transrational form of consciousness in reaction to intolerable pressure of standards and conventions. Indeed, the image of “zerebrale Leidenschaft”, that is, “the brain passion” as defined by Karl Kraus (*Fischer and Haefs, 1988: 13*), reflects the intellectual sensualism as a vivid feature of the Viennese Expressionism. This image embodies the Expressionist’s hyperreflexia as a special borderline state, experienced by Viennese writers. In fact, the image of “inflamed brain” intensifies to the extent of pathological shifts in *Die tanzende Törin* (*The Dancing Fool, 1911*) by Albert Paris Gütersloh and *Tubutsch* (1911) by Albert Ehrenstein (*Fischer and Haefs, 1988: 17*). Gustav Meyrink was born in Vienna and lived there in 1903-1905 (*Smit, 1988: 29*), just at the dawn of his literary career. The echoes of Viennese influence can be found in the aphoristic image of the human head as a prison, which actually permeates Meyrink’s prose: “Soweit ich zurückdenken kann, immer ist mir,

als trüge ich um den *Kopf* einen eisernen Reifen, der mein *Gehirn* einschnürt und dasjenige zu entfalten verhindert, was man gemeinhin Phantasie nennen mag” (“As far as I can remember, it always seemed to me that I was carrying around my *head* an iron hoop, which constricts my *brain* and prevents from it developing and what may be commonly called imagination”) (Meyrink, 2000: 111); “Als wäre sein *Kopf* ein Kerker, und er selbst säße darin und blickte durch seine Augen hindurch wie durch langsam erblindende Fenster in eine Welt der Freiheit hinein” (“As if his *head* was prison, and he was sitting in it, looking through his eyes as if through windows, which were slowly growing blind into a world of freedom”) (Meyrink, 1917a: 54); “Phantastische Durcheinander im Innern dieses *Schädels* aus Mauerwerk...” (“Great confusion in the interior of this *skull* of masonry...”) (Meyrink, 1917a: 72). The human skull is thus depicted as a symbolic restraint of intuition by the positivistic knowledge.

5. The list of anatomical and physiological terms in Gustav Meyrink’s works

Our study revealed that the anatomical and physiological terminology of the Austrian Expressionism, as exemplified by Gustav Meyrink’s works, are represented by 40 lexical units (Table 1).

Table 1

Anatomical and Physiological Terminology in Gustav Meyrink’s works

No.	German term	English equivalent
1.	die Ader	Vein
2.	der Arm	Arm
3.	das Auge	Eye
4.	die Ausscheidungen	Secretions
5.	das Blut	Blood
6.	die Brust	Chest
7.	die Drüse	Gland
8.	das Eingeweide	Viscera
9.	der Ellenbogen	elbow bone
10.	das Fleisch	Flesh
11.	der Fuß	Feet
12.	die Fußsohle	sole of the foot
13.	der Gaumen	Palate
14.	das Gehirn	Brain
15.	das Gesicht	Face
16.	die Hand	Hand
17.	das Herz	Heart
18.	der Herzschlag	Heartbeat
19.	der Kiefer	Jawbone
20.	das Kinn	Chin
21.	das Knie	Knee
22.	der Kopf	Head
23.	der Körper	Body

24.	der Kot	Excrements
25.	die Lenden	Loins
26.	der Magen	Stomach
27.	Mark und Bein	marrow of the bones
28.	der Mund	Mouth
29.	die Nase	Nose
30.	das Ohr	Ear
31.	das Organe	Organ
32.	der Schädel	Skull
33.	der Schenkel	Thigh
34.	der Schlund	Esophagus
35.	die Stirn	Forehead
36.	verdauen	to digest
37.	die Verdauung	Peristalsis
38.	der Zahn	Tooth
39.	die Zelle	Cell
40.	zerkauen	to masticate

6. Conclusions

Hence, the anatomical and physiological vocabulary permeates the prose by Gustav Meyrink and implements a specific Expressionist intention in each particular situation. The terms denoting the anatomy and physiology of the human body perform the following functions:

- (1) anti-aesthetic strategy and revolt against the classical canons of beauty;
- (2) erosion of the frontiers between the literary discourse and non-textual reality;
- (3) designing the atmosphere of horror and shocking the burghers;
- (4) synaesthetic word-formation for the purpose of lexical “condensation” of images;
- (5) the motif of conflict between the father and the son;
- (6) development of the grotesque image of the City through the techniques of synecdoche and hyperbole;
- (7) reconstruction of the divine component that would unify people.

In addition to a range of classical Expressionist intentions, Meyrink’s prose also employs the anatomical vocabulary for manifestation of intellectual sensualism, which is typical of Viennese Expressionism.

Thus, the analysis of Gustav Meyrink’s prose demonstrated the author’s deliberate choice of anatomical and physiological terminological units, which gives us ground to conclude that the vocabulary of human anatomy and physiology constitutes an integral part of Expressionism in general, and a significant feature of Austrian Expressionist literature in particular. In our opinion, further research will be productive in terms of analysis of anatomical and physiological terminology in the writings of other Austrian authors of this literary period.

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THE REVOLUTION OF DIGNITY AS SEEN BY TURKISH MEDIA¹

Olha Maksymenko

MA in Psychology, Leading Sociologist, Institute of Sociology of the National Academy of Sciences of Ukraine, Ukraine

e-mail: olga.maksimenko.65@gmail.com, orcid.org/0000-0003-2804-2790

Summary

Euromaidan, also known as the Revolution of Dignity, is undoubtedly an epoch-making event in the history of independent Ukraine. The mass protests, which began in Kyiv as a response to the government's sudden decision to abandon the planned signing of landmark agreements with the EU and a short time later spread far beyond the capital of Ukraine, could not but capture the global community's attention. Numerous media outlets widely covered those historic events. Turkey, whose political life has always been full of contradictions, did not stand aside either. The paper provides a comprehensive picture of how different Turkish newspapers portrayed the Euromaidan events and what they put special emphasis on. The following aspects have come to the fore: a) what caused mass protests in Kyiv's Independence Square (both immediate and remote causes were being explained); b) who were Euromaidan participants, how they looked and behaved, how they described their political views and explained their own motives for participation in anti-government protests; c) what was the character of protests and how it changed over time; d) what forces contributed to the continuation of protests; e) the outcomes of the Revolution of Dignity; f) predictions about what "a post-Maidan Ukraine" will look like in the near future. In total, about 20 newspaper articles from various sources ("Cumhuriyet" – "The Republic", "Milliyet" – "The Nation", "Avrasya Haber" – "Eurasian News", "Özgür Gündem" – "The Free Agenda", etc.) have been analysed. The findings were initially presented at an international conference "The Maidan Phenomenon in Ukrainian Society: Sociological Interpretations" held in memory of an eminent Ukrainian sociologist Natalia Panina (Kyiv, Institute of Sociology of the National Academy of Sciences of Ukraine, 10 December 2014).

Keywords: Revolution of Dignity, Turkey, freedom of speech, civil liberties, independent media outlets, pro-government newspapers, news coverage.

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1. Introduction

As we live in a globalised world, key events in a country's social and political life attract the attention of the world's leading mass media and evoke numerous comments. The Euromaidan, which (like the Orange Revolution) was bound to become a turning point in Ukraine's post-Soviet history, is not an exception in this regard.

The paper focuses on how the Euromaidan events were represented in Turkish mass media. There are several reasons for why this issue might be of some interest. First, Turkey keeps strengthening its position on the international scene. Besides, both trade and economic

¹ For a more detailed version of the article see: Maksymenko, O. (2016.) Ukraine's Euromaidan in Turkish media. *Sociology: Theory, Methods, Marketing*, 2, 162–173.

relationship and cultural links between Turkey and Ukraine have developed rapidly in recent years. Second, particularities of Turkey's integration into the European Union are also worth mentioning: Turkey had signed the Association Agreement with the European Economic Community (ancestor of the EU) as early as 1963; moreover, it has been a NATO member since 1952. In 1996, Turkey concluded the FTA (Free Trade Agreement) with the European Union. Nevertheless, it still remains a candidate country for EU accession. A number of European countries are against Turkey's EU membership since they think that Ankara does not follow the key European standards of democracy. Third, being a social institution the mass media play an especially important role in the society as they are able both to inspire absolute trust and provoke total distrust, both to consolidate and split the society. Another reason for why the author chose this topic is her experience of working as a translator and contributor to a news website "TürkHaber – Ukrayna Haberleri" ("News about Ukraine in Turkish").

Trying to provide a complete picture of the Euromaidan events (and how they were interpreted in Turkish media), the author has analysed about 20 newspaper articles from various sources. All the newspapers mentioned in this article had different political leanings.

2. The Revolution of Dignity in Turkish newspapers: the main aspects chosen for analysis

The analysis of the Euromaidan events, which later were called the Revolution of Dignity, embraces the following aspects: a) what caused mass protests in Kyiv's Independence Square (both immediate and remote causes were analysed); b) who were mainly Euromaidan participants, how they looked and behaved, how they described their political views and explained their own motives for participation in anti-government protests; c) what was the character of protests and how it changed over time; d) what forces contributed to the continuation of protests; e) the outcomes of the Revolution of Dignity; f) predictions about what "a post-Maidan Ukraine" will look like in the near future. Besides, some authors make a comparison between Euromaidan and similar acts of civil disobedience in Ukraine (first of all, the Orange Revolution) and other countries.

3. What exactly triggered the protests in Kyiv's Independence Square?

As a matter of fact, the main reason for starting protests in Maidan was Viktor Yanukovich's (who was the President of Ukraine at that time) refusal to sign the Association Agreement with the EU at the Eastern Partnership Summit, which would be held several days later, on 28–29 November 2013, in Vilnius. The "Türkiye" newspaper interprets these events in the following way: "Kyiv has suspended preparations for European partnership, since there is no sign that the European Union will make up losses that could be inflicted on Ukraine (in case of accession to the EU)" ("*Avrupa Birliği'nden Ukrayna'nın zararlarının telâfi edileceğine ilişkin bir işaret alınamamasından dolayı Kiev Avrupa ortaklığı sürecini durdurdu*"). Certainly, there is no point in citing the entire article (the same is true for other articles mentioned here); otherwise, the paper will be too long. It would be more useful to focus on the most significant points. First, Ukraine's trade relations with Russia and other CIS countries have weakened considerably over the last four months (from August to November 2013); as a result, Ukraine's economy has incurred substantial losses, which are being deliberately neglected in order to

distract public attention from the problem. Second, Ukraine is likely to incur even more losses if the government continues rapprochement with the EU: industrial enterprises will certainly be closed down, and unemployment will increase (*Türkiye Gazetesi*, 2013)².

The Resolution of the Cabinet of Ministers on suspending the process of preparation for concluding the Ukraine-EU Association Agreement evoked strong discontent among most Ukrainians, while Russian political elites expressed their approval. Numerous media outlets reported that Moscow was satisfied “with Ukraine’s decision to develop cooperation with Russia and other CIS countries”³. It was also emphasised that the European Union was disappointed with Ukraine’s decision to freeze all efforts towards signing the Association Agreement, and if the decision was implemented all the Ukrainian people would be disappointed. However, “the ball is still on the Ukrainian side” (*“top Ukrayna'nın sahasında”*), so Ukraine has the right to choose which way to go. Another article (from the same website) begins with the words: “European countries exert pressure on Ukraine and try to blackmail it”. This is an excerpt from the answer given by the President of Russia Vladimir Putin to a reporter of the “Interfax” news agency at the press conference following the Fourth Meeting of the High-Level Russian-Turkish Cooperation Council⁴: “We have really heard intimidation from our European partners towards Ukraine – even to the extent that they will instigate mass protests. This is pressure and blackmail” (*“Aslında, Avrupalı ortaklarımız tarafından Ukrayna'ya yönelik, kitlesel protesto eylemlerini teşvik etmeye kadar varan tehditleri duyduk. Bu bir baskı, bu bir santajdır”*). Vladimir Putin also stressed that Russia is ready to participate together with Ukraine and the EU in trilateral talks on trade and economic cooperation and called these talks a test for European partners.

4. Economic dimensions of the Euromaidan events

Deniz Berktaş, the author of the article “Is it the New Orange Revolution?” (*“Yeni bir Turuncu Devrim mi?”*), analysing the causes of the new Maidan, brings to the forefront an economic aspect of the problem: after the 2008 world economic crisis Ukraine experienced considerable deterioration in quality of life, so political life did not interest Ukrainians as much as before. However, they kept cherishing hopes for “a better European future”, believing that joining the EU would put an end to long-lasting economic hardships. Therefore, Ukraine’s sharp turn on the eve of the Eastern Partnership Summit meant for most of them collapse of all hopes and expectations.

In the 2004 presidential campaign, Viktor Yanukovich was an antagonist to pro-Western (“orange”) forces and so prevented their coming to power. However, he managed to win the presidency in 2010. Analysing the factors that could help him gain victory the elections, the author draws the reader’s attention to political quarrels, which often occurred within the ruling coalition after the Orange Revolution and eventually led to political instability. Besides, as a result of the 2008 global economic crisis, many Ukrainians suffered a considerable decline in living standards. Those were the reasons why they had lost interest in politics at all. Even voters from Western Ukraine, who never liked Yanukovich anyway, seemed to reconcile themselves to the existing state of affairs. “Come what may,” they said. So, neither the arrest and imprisonment of

² The newspaper published an excerpt from the speech of the former Vice Prime Minister of Ukraine Yuriy Boiko in order to confirm that idea.

³ A quote from the news published on the website of the “Voice of Russia”.

⁴ The meeting was held in St. Petersburg on 22 November 2013.

the former prime minister Yuliia Tymoshenko nor other dramatic events were able to make such a large number of people went outside on the streets. But once Ukraine's economy slumped, support for the ruling party decreased a lot. Notwithstanding all these difficulties, both the party of power and the opposition kept talking about a promising future for Ukraine as a potential EU candidate, describing the "European choice" as a panacea for Ukraine's ills (*"her derde deva"*). But no sooner had Ukraine stepped back from the declared political line than thousands of people took to the streets. Thus, the reins of Ukraine's domestic policy fell into Brussels' hands.

In the author's view, the further course of events depends mainly on external forces: "Those who organised the Orange Revolution could achieve their aims, because Western countries overtly supported the Ukrainian opposition. The same is true for today's protests. Whether they will continue or subside depends more on the outcome of negotiations between Kyiv and Brussels sector (or rather, between Kyiv, Brussels and Moscow) than on Kyiv itself" (*Berktaş, 2013*).

"Why are both the West and Russia so interested in Ukraine?" asks Murat Çakır, a columnist of the "Ozgür Gündem" newspaper (the article under this title appeared on 1 February 2014). First of all, Ukrainian seaports Odesa and Sevastopol are of great importance to Russia; the latter, moreover, is a strategically important base for Russia's naval fleet. However, Ukraine is attractive to the European Union too, because of being a transit country: 80% of petroleum and natural gas, transported from Russia and Central Asia to Europe, passes through Ukraine's pipeline network. Besides, Ukraine is rich in natural resources. There are about 109 billion tons of coal and natural gas in Donbas. Eastern Ukraine, whose population consists mainly of ethnic Russians, is a huge great granary. In fact, Ukraine is the world's third biggest cereal exporter (after the USA and all EU countries put together). Some big agricultural corporations and food companies such as "Monsanto", "Cargill" and "Kraft Foods" took a keen interest in Ukraine long ago. Moreover, iron ore, granite, graphite and salt deposits have always been arousing the appetites of European steel manufacturers, porcelain companies and chemical firms. So, this information is sufficient for understanding why Ukraine evokes such a strong interest (*Çakır, 2014*).

The author also emphasises that ordinary Ukrainians are experiencing impoverishment and social injustice, which have reached their peak (*"Halkın yoksullaşması ve adaletsizlik had safhada"*). Of course, it was quite natural that people poured into the streets to demand democracy, social justice and civil liberties. However, one can hardly say that the majority of those who came to Maidan represented a real "people's" opposition (*"gerçek bir halk muhalefeti"*). The author argues that there were representatives of ultra-nationalist and fascist parties, who only made a lot of noise and thus diverted attention from the people's just demands (*"Aşırı milliyetçi ve faşist partilerin çıkarttıkları gürültü, halkın haklı taleplerinin üstünü örtüyor"*). The current situation plays into the West's hands since the latter is striving for "regime change" in Ukraine (*"Ve bu durum, 'rejim değişikliği' peşinde olan Batı'nın işine geliyor"*). Eventually, Ukrainians become victims of the war of interests that is being waged between the major imperialist forces (*"Sonuçta Ukraynalılar emperyalist güçlerin çıkar savaşlarına kurban ediliyor"*).

Murat Çakır's another article "Ukraine as the epicentre of inter-imperialist rivalries" (*"Emperyalist çelişkiler odağı Ukrayna"*) focuses attention on a serious conflict between the USA and the European Union (especially Germany). Proving this, the author cites a fragment of the leaked phone conversation between Victoria Nuland, the Assistant Secretary of State for European and Eurasian Affairs at the U.S. Department of State, and Geoffrey Pyatt, the United States Ambassador to Ukraine, in which Ms Nuland expressed the hope that the UN will help the United States to "teach the EU a lesson".

5. The difference between Maidan in Kyiv and Gezi in Istanbul

A reporter of the independent online newspaper “T24” (who writes under the pen name “Ex Libris”) calls the Euromaidan events “manifestation of nationalists” (*‘milliyetçi’*), happened as a result of Ukrainians’ longing to be free from the Russian rule. The article begins with the words: “Anyone who is not jumping loves Russians” (*“Zıplamayan herkes Rusları seviyor”*). The word “nationalist” is put in inverted commas. “Ukrainians, who are considered the poorest nation in Europe after Kosovans and Moldovans, ended up deciding whether to become Europeans or to be like sheep driven by Moscow” (*“Hâlen Avrupa’nın, Kosovalılar ve Moldavlardan sonra en fakir halkı sayılan Ukraynalılar, Moskova tarafından koyun misali güdülmek ile Avrupalılaşılmak arasında bir tercihle karşı karşıyalar”*), notes the reporter. She catches sight of placards depicting a portrait of Yanukovich together with Stalin and Hitler, thus symbolising “the old system” (*“eski düzen”*) – in other words, Russia’s age-old hegemony over Ukraine, which Ukrainians want to get rid of. Meanwhile, the author seems to be surprised by the fact that adherents of Ukraine’s integration into the EU (she thinks that Tymoshenko’s sympathisers are among them too) stand on the same side of the barricades as the far-right “Svoboda” (“Freedom”), which has got many fascist-like features (*“faşizan çizgiler”*). “There are quite a few rough-looking, brawny guys in Maidan, who are strolling through the protest camp, holding chain whips and cobblestones in their hands”, says the author (*Ex Libris, 2013*).

The article “Gezi’s followers in Maidan” (*“Gezi’ye özenen çocuklar Maydan’da”*), published on 15 December 2013 on the website of the “Hürriyet” website, also pays special attention to the protesters’ characteristics, comparing them to Gezi’s participants. The author underlines that most protesters in Istanbul’s Gezi Park could speak English (or even multiple languages) fluently, whereas only few of Maidan’s participants (despite the fact that the majority of them were young people) spoke good English. In general, their knowledge of English was quite poor. The protesters could hardly tell what they were expecting from Ukraine’s integration into the EU (*Özyurt, 2013*). “We want to live a better life, we want the same freedom as Europeans have” was all they were able to say (*“Gençler sadece ‘Daha iyi yaşamak istiyoruz, Avrupa’daki gibi özgürlük istiyoruz.’ diyorlar*). However, the author takes a great deal of pride in Ukraine, who, like Turkey, “has demolished the wall of fear” (*“korku duvarını yıktı”*).

Mustafa Yalçın, the author of the article “Istanbul – Gezi, Kiev – Maidan...”, also makes a comparison between the events which took place in Kyiv’s Maidan and in Taksim Gezi Park. The government’s controversial renovation plan for the city centre, widely known as the “Taksim pedestrianisation project” (along with building a new shopping mall), seemed to be the main cause of the protests in Gezi Park. People gathered there to stop developers from cutting down trees in the park, as it was the only green area in that district. However, there were deeper causes underlying the Gezi Park protests. First of all, Istanbulites were complaining about increasingly autocratic style of Recep Tayyip Erdogan, who held the office of the Prime Minister of Turkey then. Besides, not a few people were concerned about Islamisation of Turkey, which has been a secular state since 1928, due to Atatürk’s political reforms. So, the government’s encroachment on Turkey’s secularism was perceived rather negatively, especially by those who shared secular views.

The protest wave in Taksim Square began on 28 May 2013 and continued until the end of August, spreading to other Istanbul’s districts and then to almost all major Turkey’s cities. Trying to demolish the protester camp, the police used tear gas and water cannons against the activists.

“Well, we know Gezi, as we were not far from it. We have gone through it”, emphasises the author. “The government must resign! Tayyip must resign!” demanded the protesters. Then he adds, “Well, what really made us come there to protest? Love for the environment. Trees. Yes, that was true!.. But the real reason was the President’s position ‘I decide everything myself’; the fact that he ignored the thoughts and feelings of the city inhabitants, whom he called ‘the rabble’ (“*ayak takımı*”)... So, there was an outburst of democratic anger” (“*Demokratik öfke buradan patladı*”).

Thus, Turks bitterly resented the fact that the Prime Minister made decisions without any regard for ordinary people’s opinions while Ukrainians wanted to get rid of Russia’s control and turn towards the West; in other words, Ukraine’s geopolitical realignment was brought to the forefront. In the author’s opinion, “ordinary people” were the main driving force behind the Gezi Park protests whilst Euromaidan came into being due to pro-EU Ukrainians and supporters of the former prime minister Yuliia Tymoshenko (*Yalçiner 2014*).

6. Key figures and victims during the Revolution of Dignity

The “*Hürriyet*” newspaper also focuses on some Maidan’s key figures like ethno-pop singer Ruslana, who threatened to burn herself alive unless the government met protesters’ demands. The article appeared on 7 December 2013 – just a week after a special police unit “*Berkut*” had violently dispersed protesters and torn down their camp (*Hürriyet Gazetesi, 2013*).

Berkut’s assault on the protester camp initiated the next phase of Euromaidan, which was described in detail by Yunus Erdoğan, a news reporter of the “*Cihan*” agency, in the article “Police interference in Ukrainian Euromaidan” (“*Ukrayna’da Euro Meydan’a polis mudahalesi*”). Another article by the same author “Euromaidan must go on until the year 2015” (“*Meydan, 2015 yılına kadar devam etmeli*”) is also worth mentioning. The author cites an excerpt from Arsenii Yatseniuk’s⁵ speech in Maidan. From the politician’s viewpoint, the protest actions in Euromaidan must continue until 2015, that is to say until the year of the next presidential election in Ukraine: “We have a whole year to prepare for the election. Hundreds of people from Maidan will work as election observers; millions of voters will go to the polls and defend Ukrainians’ choice on election night... The actions taking place in the city centre are to be continued, as they are a symbol of freedom in Ukraine. We will win only when these actions engulf Ukraine from the West to the East” (“*Bir senemiz var seçimlere hazırlanmak için. Meydan’daki yüzlerce insan seçimde komisyonlarda, gözlemciler olarak çalışmalı ve oy sayımının yapılacağı gece milyonlarca seçmen seçim bölgelerine gidip Ukraynalıların seçimini korumalı... Kiev’in merkezindeki eylemler Ukrayna’da özgürlüğün bir sembolü olarak kalmaya devam etmeli. Yalnız bu eylemler ne zaman tüm Ukrayna’yı, Batı’dan ve Doğu’ya kadar kuşatırsa biz o zaman kazanacağız*”).

Unfortunately, Ukrainians have won at the cost of many lives. “The first Maidan ended without casualties, whereas about 100 people were killed in the second one”, underscores Deniz Berktaş in the article entitled “Discussions about a new revolution in Ukraine” (“*Ukrayna’da ‘yeni devrim’ tartışmaları*”).⁶

⁵ At that time, he was at head of the opposition party “*Batkivshchyna*” (“*Fatherland*”).

⁶ The article was published right on the first anniversary of the Revolution of Dignity.

The “life after Maidan” turned out to be even crueller than the Maidan reality. The armed conflict in Donbas, which broke out in the spring of 2014, has grown into a large-scale war. Civilian death toll climbs past 1,000, and almost a quarter of Ukraine’s population has already been displaced. Moreover, the number of crippled fates is incalculable.

7. Conclusions

Needless to say, media play an extremely important role in society if they are a source of impartial and reliable information, free from emotional biases; otherwise, they will create a distorted view of reality. Being able to critically analyse all the information received from newspapers, TV or from the Internet, to compare and contrast different points of view, is also of great importance. We should not forget the words of Malcolm X, an American human rights activist: “If you are not careful, the newspapers will have you hating the people who are being oppressed, and loving the people who are doing the oppressing”.

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THE THEORETICAL ASPECT OF THE PHENOMENON OF CREATIVITY IN THE PROFESSION OF PEDAGOGUE-MUSICIAN

Svetlana Mishchenko

Accompanist at the Department of Theory and Methods of Musical Education and
Choreography, Bohdan Khmelnytsky Melitopol State Pedagogical University, Ukraine
e-mail: svetik.piano@gmail.com, orcid.org/0000-0002-6690-9271

Summary

Humanization of educational activities and the direction of the teaching and educational process of higher educational institution is aimed at the formation of the creative personality of the future specialist, the creation of the conditions for the disclosure of abilities, talents and gift of students.

The author of the article appeals to the historical basis of the origin of this concept, explores its transition from psychology to pedagogy, analyzes the existing concepts of the scientific views in the interpretation of the concept of creativity during the solution of the problem of the search of the place of creativity in the professional preparation of pedagogue-musician.

It has been proved by the author that the originative personality is a creative individual, which due to the influence of the external factors has acquired the necessary additional motives for the conditions of the actualization of the creative potential, the personal formations, the abilities that contribute to the achievement of the creative results in one or more types of the creative activities. The concludes has been drown in the publication that the specifics of the activity of pedagogue-musician have the creative contents in its basis. The creative activity of pedagogue-musician mentions the presence in its structure of creativity as a personal quality. It is the well-known fact that pedagogue-musician belongs to the category of creative personalities, and therefore his creativity can be interpreted as the integral personal characteristic that allows realizing his creative potential in the practical activity (making music, singing, teaching, etc.).

It has been determined that creativity engages the main place in the structure of personality of pedagogue-musician and it is the important for his pedagogical activities. The analyzed concepts and the approaches to the study of the phenomenon of creativity have allowed choosing creativity among the professional qualities of pedagogue-musician as one of the leading and the important. The author of the article emphasizes in her article that the pedagogical activity of pedagogue-musician is significantly creative, as it is marked with the diversity, the complexity and the specifics of the subject which is taught. It should include motivation for the chosen activity, the developed special abilities, the intellectual initiative and creativity, as personal quality that will allow pedagogue-musician to be self-realized in art.

Keywords: creativity, pedagogue-musician, professional growth, educational reality of pedagogical higher educational institution.

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1. Introduction

The profession of pedagogue-musician engages the special place among other creative professions, because it includes the amazing world of art and the educational activities. This profession covers the wide range of creative, organizational, pedagogical and methodical opportunities, which in essence are absolutely unique and that is why creativity as the personal phenomenon should be researched in the chosen sphere of the professional activity by pedagogue-musician.

The chosen problem for the research is actualized with the conscious perception of pedagogue-musician of the educational reality and his personal continuous desire to the detection of his own inner qualities, corresponding to the specifics of the profession and the search of the opportunities of self-improvement. It is the important definition of the place of creativity in the personality of pedagogue-musician, the specifics of this phenomenon and the ways of self-realization during pedagogical activity.

2. The place of the phenomenon of creativity in the structure of personality of pedagogue-musician

It is necessary to appeal to the basics of the origin of this concept, the acquaintance of the theoretical precondition of its transition from psychological science to art pedagogy and the detection of existing approaches and the scientific positions in the interpretation of the researched phenomenon by us during the solution of the problem of the research of the place of creativity in the structure of personality of pedagogue-musician.

The Western-European Psychologists J. Guilford, W. Keller, P.E. Torrance, E. Fromm and others have dealt capably with the problem of creativity in the structure of personality of human. In the domestic psychology, the scientific development in search of personal peculiarities of the phenomenon of creativity can be found in O. Brushlinskyi, Z. Kalmykova, J. Ponomarov, S. Rubinshtein and others. Today, creativity as the personal phenomenon in the structure of personality of people of the different professions is of interest to such researchers as V. Druzhynin, L. Yermolaieva-Tomina, M. Kozlenko, M. Leshchenko, V. Pietukhov, K. Toshiyna and others.

N. Vyshniakova, G. Miednikova, N. Yaremenko and other scientists consider creativity in their scientific activity. In their research, they compare the common and the different features between creativity and art. The working of L. Archazhnykova, I. Bodnaruk, V. Brylina, G. Padalka, A. Kozyr, N. Segedy and others are devoted to the questions of the practical preparation of the future pedagogues-musicians and the creative aspect of their professional self-realization.

Appealing to the theoretical basics of the study of the concept of "creativity", we remark that the basics of its emergence are absorbed in pedagogy and psychology of the 60s of XX century. The most famous scientist is J. Guilford who researched for many years the intellectual abilities of human and the intellectual structure of the personality and drew the conclusion about the existence of divergent thinking, which generated many different versions of the solution of the problematic situation and manifested in the process of the solution of the tasks that assumed existence of many correct answers. The psychologist-scientist called such type of thinking as divergent and connected it with a person's mental abilities to production of the new non-standard, interesting ideas, search of several ways of the solution of the same tasks. The scientist considered that such thinking was the basis of creativity (*Adler,2004*).

Exploring the problem of creativity as personal quality, S. Tereshchenko has drawn the conclusion that personality can be considered as creative if the associative and figurative thinking, the creative imagination and artistic observation have been formed. Such person is capable of self-expression by means of art in everyday life and profession. It is necessary to begin to form creativity at school age, especially at teenagers. The pedagogue-scientist gave thoughts of the famous pedagogues and psychologists in his research, among whom are the names of D. Bogoiavlenska, V. Ziaqviazynskyi, V. Kan-Kalik, N. Kuzmina and others. The mentioned scientists addressed the problem of the creative development of personality in their works, emphasizing that its structure had the dynamic basis and it included the set of the creative inclination that were manifested in the creative activity of the personality and conditioned with creativity (*Tereshchenko, 2018*).

The opinion of the founder of creativity of P. Torrence is not left out of our attention who interprets creativity as the personal phenomenon and emphasizes that any life situation can be creative in which there is novelty and unusualness. The necessary conditions for emergence of creativity are the presence of the creative values, the creative personality, the creative process, the creative skills and the creative thinking, the cognitive interests, the deviation from the pattern in behavior, speed of the reaction, flexibility of thinking, the prevision of the solution of the situation, the high degree of the activity in the mental activity (*Torrens, 1965*).

A. Savenkov, based on the experience of the Western-European psychologists, gives the categories of the personal abilities, by which it is possible to assess creativity. Including:

- productivity and speed, it is the ability to production as many ideas as possible. This indicator is not specific for creativity, but the more ideas, the more opportunities for the choice of the most original among them;

- flexibility, it is the ability to move easily from the phenomena of one class to the phenomena of another class, very often far from each other by content. The opposite quality is called inertia of thinking;

- originality, it is the ability to suggest the new, the unexpected ideas that differ from the well-known, common, banal;

- development, it is the ability to the creative self-realization (in the favorite business, profession) (*Savenkov, 1998:26*).

Analyzing the works of A. Taylor, pays attention to some levels of the human abilities to creativity, which are singled out by the author in the process of the research of the problem of creativity, including: academic, inventive and innovative. He emphasizes that personality is highly erudite in the certain sphere and branch at the academic level of the creativity, is able to use the different methods in practice, has sufficient motivation and the level of the experience for the implementation of his own ideas. Such people have perfect knowledge, which they combine skillfully with creative energy. As for the inventive level, the author interprets it as the boundless space for the realization of the creative possibilities of personality within the activities in which he is engaged, the ability to combine knowledge, approaches, well-known facts for the creation of something new and original. The level of the innovation belongs to individuals of the creative professions (actors, musicians, writers) who are able to implement non-existent ideas and approaches to the solution of the problem. This level, according to the author, is guided with the creative efforts of personality (*Tereshuk, 2019*).

We are impressed with the above-mentioned opinions of the authors as for the phenomenon of creativity, because the specifics of the activity of pedagogue-musician have the creative meaning in its basis. The creative activity of pedagogue-musician determines the availability of creativity in its structure as the personal quality. It is the well-known fact that

pedagogue-musician belongs to the category of the creative personalities, and therefore his creativity can be interpreted as the integral personal characteristic that allows realizing his creative potential in the practical activity (making music, singing, teaching, etc.).

3. The essential contents of creativity of pedagogue-musician

Appealing to the search of the essential contents of the creativity of pedagogue-musician, we give the opinion of S. Sysoieva, who has considered the phenomenon of creativity through the prism of the pedagogical activity and in her research she singles out such features as:

- high level of social and moral consciousness, search-conversation style of thinking;
- developed intellectual and logical abilities (ability to analyze, to ground, to explain, to highlight the main thing, etc.);
- problematic vision;
- creative fantasy, developed imagination;
- personal qualities (love for students, unselfishness, courage, readiness for mental risks in the professional activities, purposefulness, inquisitiveness, independence, perseverance, enthusiasm);
- specific motives (the necessity to realize myself "I"; the desire to be recognized; creative interest; keenness on the creative process, his work; the desire to achieve the greatest effectiveness in the certain conditions of the pedagogical work);
- communicative abilities;
- ability to self-government;
- high level of general culture (*Sysoieva, 2006: 98-9*).

In order that to make the human as the creative personality, it is necessary that he has the developed internal precondition to the creative activity [8]. Based on this, we can determine the psychological essence of the creative potential of the personality through such components as: creative abilities, creative activity and creativity. Originative personality is a creative individual, who due to the influence of the external factors has acquired the necessary additional motives for the actualization of the creative potential, the personal formations, the abilities that contribute to the achievement of the creative results in one or more creative activities.

Musicians, as the creative individuals, are able to show the ability to generation of the ideas, using unusual, non-standard, unique methods and techniques for the solution of the problem, who are extremely emotional and sensual, who are inclined to reproduction of their own experiences with the sounds of music.

4. Conclusions

So, creativity occupies the main place in the structure of personality of pedagogue-musician and it is the important for his practical activity. The pedagogical activity of pedagogue-musician in its essence is creative, because it is marked with the diversity, complexity and specifics of the subject which is taught. It should include motivation for the chosen activity, the developed special abilities, the intellectual initiative and creativity, as personal quality that will allow pedagogue-musician to be self-realized in art.

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MODERN TOOLS APPLICATION IN TRAINING FOREIGN LANGUAGE TEACHERS IN UKRAINE: CHALLENGES AND PERSPECTIVES

Tetyana Myronenko

Ph.D., Professor, V. O. Sukhomlynskyi National University of Mykolaiv, Ukraine

e-mail: tetmir@gmail.com, orcid.org/0000-0002-0965-0232

Lesia Dobrovolska

Ph.D., Assistant Professor, V. O. Sukhomlynskyi National University of Mykolaiv, Ukraine

e-mail: dobrovolskalesya@gmail.com, orcid.org/0000-0002-5304-4133

Summary

The issue analyzes the subject matter of modern tools represented by “blended learning” in the process of future foreign language teachers’ training in Ukraine. The authors analyze the benefits of the model “blended learning” implementation and the balance between virtual and face-to-face learning in the process of contemporary foreign language teacher’s training.

Two approaches to the definition of the concept “blended learning” are distinguished in higher education. The first approach is based on the introduction of distance courses with active learning methods. The second approach considers the usage of up-to-date virtual technologies in education.

The article questions that the main purpose of using “blended learning” in the process of foreign language teachers’ training is to combine the methods of face-to-face and distance learning that promotes active social interaction of students and their immersion into multimedia content.

The authors conclude that syllabuses in “blended learning” are to be worked out and compiled for particular courses in the way the developers can choose optimal combination of a large number of formal and informal, face-to-face and distance learning options.

Keywords: distance learning, blended learning, information computer technologies (ICT), “face-to-face virtual learning”.

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1. Introduction

The global challenges the education faces more and more nowadays requires to use new approaches and methods combining face-to-face and virtual learning, and find the balance between them. Another challenge is the democratization of the national education system that is, reforming and modernization: the implementation of human ideas and fundamental values in education, subject oriented approach, reorientation from informational approach to active approach, focus on student’s needs and abilities, developing leadership potential, tolerance towards different cultures the blended learning is aimed at.

Integration of higher education system of Ukraine into European educational environment contributes to the modernization of the curricula of foreign languages specialists’ training as the language is a means of knowledge acquisition on the one hand; it also allows students to understand cultural peculiarities for further communication on different levels, on the other

hand. Modernization of the content of future foreign language teachers' training requires the following tasks in Ukraine: level correlation of foreign language acquisition; determination of new approaches in selection of the content and teaching materials; usage of appropriate forms and types of evaluation and assessment.

2. Ukraine as a governmental member of the European Quality Assurance Register for Higher Education

In 2008, Ukraine became a full governmental member of the European Quality Assurance Register for Higher Education together with 18 country-members of the Bologna Process.

Priority objectives in the context of the Bologna process include the following changes in the system of higher education:

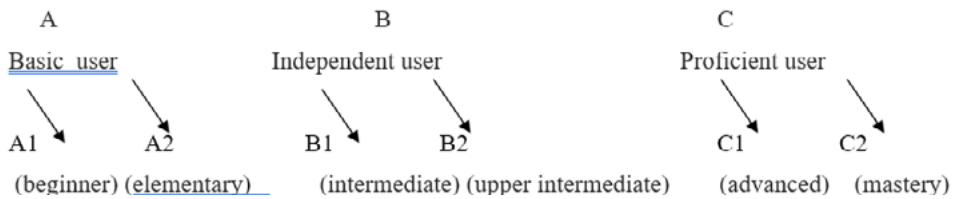
- system of easily understandable and equal to European degrees implementation; issuing the Diploma Supplement for future professional employment of Ukrainian citizens within increasing international competitiveness and standards of European higher education;
- system based on two main stages of education – pre degree and post degree implementation; the access to the second stage of study requires successful completion of the first one lasting at least for three years. The degree/qualification awarded after the first stage of study should be relevant to the European standards; the second stage supposes obtaining Master's Doctorate's degree, as it is in many European countries;
- credit system of the type of ECTS (European system of the transference of credits) implementation for students' mobility within European universities. Credits in the framework of different stages of education are acquired as well as at institutions of higher learning promoting students to lifelong learning;
- students' mobility is promoted by the following steps: students should be provided with access to obtain education and practical training, as well as related services; teachers, researchers and administrative staff should be provided with recognition and crediting of time spent on conducting research, teaching and training in Europe, without violation of their rights;
- promotion of European cooperation in ensuring quality of education for the
- development of appropriate criteria and methodologies of assessment;
- European views on higher education of governmental support, on the development of curricula in particular, inter-institutional cooperation, mobility schemes, joint training programs, practical training and implementation of scientific research (*Kremen, 2004*).

Specific positive changes in organizational and content aspects in the development of language education took place in Ukraine in 2014. According to the Law on "Higher Education", that came in force in September 2014, much attention is paid to the implementation of modern innovative learning technologies (*Zakon Ykrayiny "Pro Vyschy Osvity", 2014*).

Modernization of the content of future foreign language teachers' training requires a balance of knowledge of foreign languages, identification of new approaches to the subject matter and selection of materials, usage of appropriate forms and methods of assessment.

Recommended levels for mastering a foreign language corresponds to A, B and C.

According of the Common European Framework of Reference for Languages a specialist should master communicative competence, which consists of linguistic, sociolinguistic and pragmatic components, what leads to perfection a foreign language at the level of proficient user – C1 and C2 (*Nikolaeva, 2013*).



Scheme 1. Levels of Mastering a Foreign Language

3. Introduction of “blended learning” tools into Ukrainian foreign languages teacher’s training curricula

The Law on “Higher Education” facilitates the introduction of new information and communication technology (hereafter ICT) including “blended learning” into Ukrainian educational process. Therefore, to train future foreign language teachers with a new outlook and more professionally skilled, European projects were introduced in Ukrainian universities: the Tempus project № 544161-TEMPUS-1-2013-1-UK-TEMPUS-JPCR Aston University “Developing the Teaching of European Languages: Modernising Language Teaching through the Development of Blended Masters Programmes” (DeTEL) and Erasmus+ Programme 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP “Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration” (MultiEd).

The priorities of Ukrainian higher education are those areas where the Government of Ukraine considers the European Union experience to be more successfully introduced into the national system of higher education. That is, the importance of quality assurance monitoring at different institutional levels; enhancing training specialist for the needs of a new Ukrainian school, implementation of CLIL approach, hybrid learning system on the basis of “blended learning”; development of effective leadership potential within HEIs; training specialists to be digitally literate with international cooperative and communicative skills; support for student self-governance.

One of the first researchers of distance education in Ukraine V.Kuharenko noted that despite the fact that distance learning provides an opportunity for self-study it also offers a qualitatively new approach to professional training (Kyharenko, 2002).

A quite wide range of Ukrainian (O.Andryeyev, V.Bykov, V.Kuharenko, V.Oliynyk) and foreign researches (Ch.R.Graham, G.Dudenev, N.Hockly, B.Tomlinson, C.Whittaker) emphasized high level of efficiency and effectiveness of such kind of training.

Implementation of distance education is quite actual due to the fact that it improves the educational process by realization of such ICT as: Internet, video conferences, blogging, mobile learning and “blended learning”.

From the above-mentioned forms of distance education “blended learning” is the most flexible as it integrates forms of traditional (face-to-face) and distance learning. It provides studying materials in electronic form (on line) and requires definite feedback from a teacher and students electronically and directly in the class.

The notion “blended learning” appeared in corporate teaching in 1999 and was subsequently modified to the system of education in the works of Ch.R.Graham “all learning is blended learning” (Graham, 2006).

In 2006 E.Masie offered the following interpretation “... blended learning has always been a major part in the field of training, learning and instructions”.

Furthermore, the concept “blended learning” was widely used in corporate learning, which aims to improve the quality of training, its definition had an ambivalent character for some time. Therefore, "blended learning" is also called hybrid learning or combined/mixed learning (Masie, 2006).

Taking into account the peculiarities of higher education “blended learning” can be interpreted as “a combination of technology and classroom instruction in a flexible approach to learning that recognizes the benefits of delivering some training assessment online with the usage of other models to create a complete training programme which can improve learning outcomes and save costs” (Banados, 2006).

In terms of modernization in Ukrainian educational system modern scholars distinguish two approaches to the definition of the term blended learning. Thus, the first approach is based on the fact that this form of education allows introduction of distance learning courses with active learning methods: basic instructional material is presented in a distance course and its practice and assessment is done in the classroom with the teacher «face-to-face» (Kremen, 2004).

The second approach considers the usage of ICT only during face-to-face learning. Therefore, the main components of such form of education are: content and instrumental aspects that require combination of subject material and forms of its study.

In the process of foreign language teachers’ training “blended learning” has the target to integrate content constituents of the process and learning with methods of material implementation.

Ch.Graham in “Handbook of Blended Learning: Global Perspectives, Local Design” recommends to follow special steps while applying methods of “blended learning” in a foreign language classroom:

- interaction with the teacher in the classroom – importance to apply “face-to-face” training. The researcher points out that in terms of teaching foreign languages such activity should not be underestimated;
- student autonomy – the ways students independently choose the type of interaction and the course for “blended learning”;
- methods of teaching – teachers’ readiness to work in terms of “blended learning” and technical support provision;
- balance between innovative and productive training – the ways to achieve efficiency and effectiveness of training;
- cultural adaptation – need for adaption training materials for specific groups;
- the use of interactive learning technologies – implementation of “blended learning” for all social backgrounds (Graham, 2006).

Based on previous studies P.Sharma developed five recommendations for language teachers while applying “blended learning”:

- teacher begins classes using video presentations involving students in discussions and using online technologies; as a result, students are required to prepare their own video presentation;
- for obtaining better results it is suggested to use class wiki (electronic page where students can submit their materials);
- necessity to create a podcast (digital media file or series of files that are distributed on the Internet for playing back on portable media players or personal computers;

- importance to use Moodle platform to support virtual educational environment;
- implementation of online diary (blog) where students can share not only their experience but also their achievement (*Sharma, 2007*).

The main purpose of “blended learning” implementation in the process of foreign language teachers’ training is the combination of full-time (face-to-face) and distance learning. Face-to-face elements can be used to attract students to work with different types of ICT under the direct supervision of a tutor or a teacher.

We propose to call “face-to-face virtual learning” activities on different E-Learning educational platforms, namely ZOOM, Google Class and WebEx, etc., unlike Moodle that helps students to organize their self-directed learning. That allows a student to stay “face-to-face with a computer and a teacher” at the same time. That activity enhances the level of student’s involvement into educational process and consequently makes it more productive, as they feel themselves in a familiar and traditional classroom situation that ensures better understanding of the content and appears a chance to communicate during a lesson among students and with a teacher.

Distance learning, both face-to-face with a computer and a teacher (“face-to-face virtual learning”) and self-directed helps students to deepen into multimedia content at any time and any place where there is Internet access. Thus, the combination of two types of learning technology provides flexibility, higher learning outcome, and frees up students’ time.

Another important element of “blended learning” is active social interaction that involves regular communication between a teacher and students, providing direct integration of online and offline content, making training as effective as possible.

It should be noted that training programs in terms of “blended learning” is always developed for specific courses, so teachers can choose optimal combination of a large number of variants of formal and non-formal, full-time and distance learning. This happens because “blended learning” involves carefully planned sequence of different types of training activity (*Ogienko, 2012*).

Therefore, to develop an effective course for “blended learning” we should consider the following:

- “blended learning” should always be clearly focused. To achieve the goal of learning all the tasks (useful electronic resources) should have a single goal. Students need to have the opportunity to make decisions in the process of education and be aware of their abilities, though in learning content they should follow teachers’ advice.

- “blended learning” is based on systematic approach. All exercises and presentation of information should be presented systematically and logically. It is desirable to develop a convenient schedule, identify the target audience, choose the main course material and appropriate methods of working with it, evaluate and take into account the limitations that exist in connection with the budget and technologies to implement e-learning platform.

- working out appropriate forms of assessment of students’ knowledge and skills (introduction of various forms of assessment);

- correlation of teaching methods. According to the works of foreign researchers, the ratio of teaching time is distributed as follows: 75% is distance learning (online) and 25% classroom learning (face-to-face) (*Dudeny, Hockly, 2007*).

Like any system of education “blended learning” has several drawbacks and advantages. The advantages are the following: usage of both traditional and distance learning, that allows students to use not only discussion, but also other kinds of interactive tasks, knowledge acquisition is done in a new way contributing to reflection and increase of students' motivation.

As to disadvantages, lack of social language environment has limited the possibility of free access to interactive contemporary sources, teachers lack experience of using modern ICT in teaching, low teachers' awareness of modern methods of system design and development concepts of Web 1.0., Web 2.0. and Web 3.0.

4. Conclusions

“Blended learning” is a modern and advanced learning tool that combines traditional – face-to-face and distance learning to organize flexible learning in order to train foreign language teachers. Still, there is a need for a number of improvements to be done in the educational environment: the adoption of methods and technologies in language learning system, the introduction of hybrid teaching methods (on the basis of “blended learning”) and applying students' practical application of the subjects.

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PEDAGOGICAL TECHNOLOGIES OF FORMATION OF SOCIALLY SUCCESSFUL PERSONALITY OF PRIMARY AND SECONDARY SCHOOL PUPILS

Valeriia Necherda

Ph.D., Senior Researcher, Institute of Problems on Education
of the National Academy of Educational Sciences of Ukraine, Ukraine
e-mail: necherda@gmail.com, orcid.org/0000-0003-2571-5785

Summary

The article is dedicated to the problem of pedagogical technologies implemented in general secondary education institutions in the practice of forming a socially successful personality of a pupil. The objectives of the research are to summarize data on this problem, highlight the pedagogical potential of the most effective technologies and their successful implementation in working with primary and secondary school pupils. The research applied theoretical and methodological approaches in the formation of socially successful personality – axiological, acmeological, environmental, competence, design and technological, as well as the following methods – theoretical (analysis, comparison and reinterpretation of data) and empirical (event analysis).

The author clarifies the essence of the concepts of "social successfulness", "socially successful personality of a pupil", "technology of forming socially successful personality of a pupil", revealed the pedagogical potential of art technologies in the formation of socially successful personality of a pupil, in particular, theater technology, outlined the defining characteristics of training, play, project technologies, "case-study" technologies and the experience of implementation of these technologies is presented.

The proposed research highlights the importance of partnership between general secondary education institutions and families of pupils, focuses on the qualities and competencies of pupil's necessary for social success, which are developed in educational institutions using these pedagogical technologies. Based on the obtained results, the important role of pedagogical technologies in the formation of socially successful personality of primary and secondary school pupils is proved.

Keywords: socialization, theater and play activities, art therapy, interactive methods, partnership, case study, project, success situation.

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1. Introduction

The current socio-cultural situation is characterized by increasing attention to the individual with an active life position, socially competent with a varied way of thinking, flexible in various scenarios of changing reality and at the same time ready to take responsibility for their own life trajectory. Informatization and technologies, which have become one of the main features of social development of the XXI century, contribute to the effective socialization of man and his formation as a socially successful person. Education has an undeniable influence on the processes of socialization and the formation of a socially successful personality and uses a variety of pedagogical technologies. In general secondary education institutions, the practice

of forming a socially successful personality involves the introduction of such pedagogical technologies aimed at both self-improvement of s and the development of knowledge and skills necessary for them to take place in society.

Therefore, the *purpose* of our research is to highlight the most effective pedagogical technologies for the formation of socially successful personality of primary and secondary school pupil of general secondary education. Accordingly, our *tasks* are to summarize data concerning the problem of technologies for the formation of socially successful personality of a pupil, clarify the pedagogical potential of these technologies and present their successful implementation in the practice of socially successful personality of a pupil. *The logical structure* of the research, in our opinion, is its division into such key elements as: introduction; theoretical substantiation of the research problem; highlighting the pedagogical potential of art technologies in the formation of socially successful personality with a more detailed description of theatrical technology, in particular, the use of certain theatrical genres in working with pupils; methodological features and results of the introduction of the most popular technologies in educational institutions – design, training and games, as well as "case-study" technology; conclusions.

The methodology of the research was the following theoretical and methodological approaches, which are based on content and technological guidelines for the formation of socially successful personality of a pupil: *axiological approach*, which determines the internalization of socio-cultural values; *acmeological approach* that promotes the holistic comprehensive development of the pupil's personality, self-actualization, the pursuit of self-realization and self-improvement; *environmental approach*, which is based on specially organized activities in the educational environment as a system of educational influences; *competency approach* with its assistance pupil acquires a holistic experience of performing various social roles; *project-technological approach*, which allows to elaborate relevant instrumental support for the process of forming a socially successful personality of primary and secondary school pupils.

The research uses *theoretical methods* (system-structural analysis of domestic and foreign psychological and pedagogical sources concerning the technology of forming a socially successful personality of the pupil, generalization, comparison and reinterpretation of data) and *empirical method* (event analysis of educational practice).

2. Theoretical substantiation of the problem of technologies of formation of socially successful personality of the pupil

Social successfulness is a systemic phenomenon characterized by a positive assessment of society, the presence of qualities and skills necessary for self-realization and constant human self-development. In the context of our study, we consider *social successfulness* as one of the social parameters of man, which is a stable, based on positive thinking and lifestyle personality, which reflects its inclusion in the system of social ties and relationships and contributes to its effective socialization and achievement. socially significant statuses. Therefore, we understand *the socially successful personality of the pupil* as having basic knowledge concerning the phenomenon of social success and awareness of its value, characterized by active life position, desire for knowledge and desire to influence social processes, skills and abilities to perform various social roles, ability to self-development and social activity.

Elementary and senior school pupils are important target groups in the formation of qualities and competencies of socially successful personality, because it is in adolescence and

youth age there is a need to understand themselves, the meaning of life, there is a problem of choosing a profession, there is a desire to assert themselves to separate and master the norms of adult life, as well as strengthen their own beliefs and self-confidence. That is why the issue of social success is one of the key aspects of personal development of primary and secondary school pupils. Research of the problem of forming a socially successful personality of a modern pupil is necessary to find ways and means of personalization, positive approaches of adolescents and young people to solve their problems and a constructive attitude to reality. In the process of forming a socially successful personality of primary and secondary school pupils, educational institutions use various pedagogical technologies.

Today, **technology** is understood by scientists as a kind of human skill, as a certain algorithm with its assistance the planned result is obtained. According to the scientist Sysoeva, any pedagogical technology "must meet such criteria of manufacturability as systematicity – compliance with the characteristics of the system: integrity, interconnection of all parts, the logic of the process; conceptuality – reliance on a scientific concept that provides a rationale for achieving the goals of the educational process; reproducibility – the possibility of re-application of pedagogical technology; controllability – variation of methods of management of educational process, its step-by-step diagnostics, correction of results; efficiency – ensuring the achievement of results" (Sysoeva, 2006: 130). In modern psychological and pedagogical science there are many interpretations of the concept of "pedagogical technology", which combines the definition of its purpose – to increase the efficiency of the educational process and guaranteed achievement of pupils' planned results. We understand **the technologies of formation of socially successful personality of a pupil** as a system set of methodological approaches, forms, methods, means and techniques of educational activities, the sequence of which in general secondary education provides the pupil with the development of necessary qualities and competencies of socially successful personality.

The main methodological innovations today are related to the use of **interactive technologies**, in particular, art technologies and training, which are based on dialogic interaction of educational subjects and "designed by the teacher in a set of interactive forms, methods, teaching aids that best provide effective functioning of the content of education, meet the interests and needs of a pupil" (Sysoeva, 2011). We agree with the conclusions of the scientist Miroshnychenko that "the use of interactive technologies involves building a lesson on a technological approach, as it has a planned result and consists of a set of learning models developed by the teacher" (Miroshnychenko, 2017: 108). Researcher Bondar identifies the following components of interactive technology: "clear learning objectives, ie the expected result in the form of pupils' knowledge; structured learning content; interactive forms and methods that stimulate active activity of pupils; psychological and pedagogical conditions that allow to plan and implement interactive technology" (Bondar, 2020: 10). The scientific position of the scientist Komar agrees, who believes that "interactive technology is a holistic system that has three subsystems: instruction, action, reflection. It involves the performance of specific tasks and obtaining a certain pedagogical product – knowledge, skills, abilities" (Komar, 2008: 79–80).

In our opinion, the most valuable in interactive technologies is the reflection of pupils' own actions and the exchange of different views, different experiences and different worldviews. In this way, the interaction between teacher and pupil changes: the activity of the teacher gives way to the activity of pupils, and the task of the teacher is to create conditions for their initiative, in particular, modeling situations and joint search for solutions. Interactive pedagogical technologies provide an opportunity to use not only the mind of a pupil, but also

his emotions and willpower, to encourage creative and critical thinking, these technologies provide mutual understanding and mutual enrichment. In our opinion, *the peculiarities of the introduction of interactive technologies* in the practice of forming a socially successful pupil's personality are the effective development of partnership between pupils and teachers: being in the same semantic space; joint immersion in the problem field of the task, ie inclusion in a single creative space; consistency in the choice of methods for solving the problem; experiencing consonant feelings.

American researchers emphasize the importance of partnership between pupils and teachers in the formation of a socially successful personality: "An indispensable prerequisite for pupils to be motivated to be socially successful in the future and achieve certain practical and successful results is their involvement in the learning process when pupils and teachers become equal partners in the process of acquiring certain knowledge and skills and pupils play a more active role" (*Satterlee, Matuska, 2018: 20*). Other American scholars share a similar view of the importance of partnership in educating adolescents and young people, noting that "democratic collaboration with teachers and peers on an equal footing helps to develop pupils' propensity for analysis and critical thinking, fosters more meaningful educational relationships, and ultimately, helps them achieve socially significant goals and become socially successful individuals" (*National Middle, 2010: 17*).

3. Pedagogical potential of art technologies in the formation of socially successful personality of a pupil

The partnership of pupils and teachers is the main feature of art technologies, which have now become a kind of trend in modern education due to proven effectiveness. In a number of scientific psychological and pedagogical sources, art technology is called as *art therapy technology* and is considered a means of psychocorrective or rehabilitation effects on a growing personality (*Atamanchuk, 2015; Podkorytova, 2011*). Researchers emphasize that in the formation of socially successful personality art therapy promotes the expression of thoughts, feelings, emotions, needs, it has a high positive emotional charge, forms an active life position, democracy and self-confidence (*Kyrychenko, Necherda, 2018*).

Promising types of art technologies in the practice of forming a socially successful personality of a general secondary school pupil are: theater technology (publicist performance, dramatic performance, plastic-choreographic performance, table theater, shadow theater, finger theater, pantomime theater, forum theater, playback theater), as well as flannel, interactive theater program, literary and musical composition, dance action, flash mob, performance, etc. All of them best meet the interests and needs of the modern teenager and young man, who is characterized by "clip thinking" and used to perceive the world through bright smartphone displays and monitors of netbooks and computers. That is why art technologies in general secondary education institutions are an effective tool for forming a socially successful personality of primary and secondary school pupils and at the same time a means of updating the methodological tools of teachers.

In the practice of forming socially successful personality of a person the following art technologies are implemented: *dance-actions* "My Ukraine", "Successful family – prosperous Ukraine"; *interactive theatrical programs* "We are for the unity of Ukraine", "Eternal feat of the heroes of Ukraine"; *performances* "Ukraine is a country of good", "We are against violence"; *flash mobs* "How not to love you, my Kyiv...", "Immigrant children – together

to success"; **literary and musical composition** "Our European Home". We consider these measures to be effective means of forming a socially successful pupil's personality, because during the preparation and presentation there is a multifaceted impact on the pupil's personality, increases social activity of pupils and their socially important activities, effective immersion in social success.

Theatrical technology focuses on the emotional and figurative experiences of the individual and increase its adaptive capacity to situations of uncertainty, the formation of its general culture (speech culture, business relations), prosocial qualities (tolerance, friendliness, trust, sincerity) and competencies of socially successful individuals, such as assertiveness, self-control, social activity, social mobility. The importance of theater in the education of pupils is emphasized in his research by modern scholar Shakhrai and notes that "theatrical art as a means of diverse personal development has long been actively used in advanced pedagogical practice. By involving pupils in theatrical and play activities, their lives and society are harmonized" (Shakhrai, 2016: 7).

The genre of **playback theater** does not require space and stage performance: the performance requires any room or even a street, no special equipment and props, no need to choose costumes for actors (usually they are black for the audience to be able to focus solely on performance skills). It is a theater of textual, musical and plastic improvisation. In the practice of forming a socially successful personality in secondary schools, playback theater is dedicated to pupils' stories ("My first success", "Conflict and its consequences"), and therefore gives the audience much more attention than in any other theatrical productions.

We consider it important that playback theater is almost the only theater whose genre requires the pupil-actor to listen carefully to another, his audience, perception and understanding of his emotions and reproduction of important real history during the stage. The role of the conductor is to create the most comfortable atmosphere for the viewer, with its assistance he could, conveying the nuances of an event, open up to the audience, feel their importance as individuals and the uniqueness of their story. Therefore, playback theater can be considered a combination of performing arts and social services, which encourages pupils to think and take action.

The main goal of the **forum-theater** is to give a person the opportunity not only to understand the problem and form their attitude to it, but also to gain skills to find ways to solve a difficult situation using their own experience and the experience of others. The themes of the performances are situations of oppression and violence in various manifestations. Everyone can take part in it during the performance. The show is hosted by a joker, or moderator, who first introduces everyone to the problem to be solved during the show, then maintains the necessary "degree of discussion" and activates all the audience, motivating them to look for solutions and play *mise-en-scène*. The cast plays out the situation and stops it at the height of the conflict.

The forum itself is in fact a "living" viewer of the "difficult" situation in the place of the main character ("victim", the protagonist), an attempt to improve the situation of the hero and make his actions more constructive. The peculiarity of the forum is that it is not allowed to act on behalf of the "aggressor", the antagonist, because most often in real life "aggressors" do not change their tactics. The specifics of the forum-theater for the audience of primary and secondary school pupils is as follows: the choice of the problem with a focus on real stories; use of problems, images, arguments that are clear to this age category of pupils; emotional component; involvement of pupil-spectators not only in the discussion of what is happening on stage, but also in interactions with pupil-actors. These were the performances of the forum-theater for teenagers "Not like us", "Remedy for boredom" and "Difficult day", dedicated to cases of discrimination in the school environment; performances for young people "School

Conflict" and "The goal justifies everything" concerning the inadmissibility of success by immoral means, and "We are your patriots, Ukraine!", which addressed the issue of protection of national values, the importance of active citizenship of every conscious Ukrainian state time.

During the introduction of theatrical technology in the practice of forming a socially successful pupil's personality, *interactive forms of work* with primary and secondary school pupils were used:

- *analysis of stories and situations* – "Does modern man need to be successful?" – deepening knowledge of the subject of the program;

- *interactive exercises* "Experience of successful communication" – activation and development of attentiveness and empathy;

- *round tables* "Quality of socially successful person", "Support of vulnerable groups in the life of a successful person" – the formation of skills to analyze social problems of nowadays, draw conclusions and make appropriate decisions, providing a comprehensive vision of social success;

- *talks* "The role of assertiveness in achieving success", "Conflict as an obstacle to success: ways to prevent and resolve", "Is it easy for a pupil to be successful today?" – intensification of pupils' efforts to ensure cooperation and mutual influence, exchange of information, thoughts, feelings caused by the topic of conversation;

- *role-playing games* "Intolerant neighbor: interact or ignore", "New team: how to assert themselves and not cross limits", "Unsuccessful classmate", "Temporarily displaced persons and refugees: problems and challenges" – forming a positive emotional climate, activating creative opportunities;

- *thematic meetings* – "To be successful today – a right or a duty?", "Successfulness in the educational institution environment and beyond" – participation of adolescents and young people in discussing events related to individual experience of social success, helping pupils solve their own psychological difficulties, relevant for them social problems of today, related to the achievement of success, discussion of prosocial qualities and a high level of self-sufficiency inherent in the Ukrainian national character.

The following *methods* of work with teenagers and young people also proved to be effective in the process of introducing theatrical technology:

- *"brainstorming"* in order to work out the various elements of the event scenarios;

- *theatrical games* for the development of pupils' acting skills, the formation of their mutual trust and the creation of a positive atmosphere in creative groups;

- *analysis of stories and situations* to change the collision and the course of action of the performance and the development of creativity of the participants;

- *discussions* concerning the main story lines in order to increase the communicative competence of pupils;

- *scribing* – mixing short phrases, sentences and small pictures into a schematic illustration of the content of the play and discussion of its script.

These forms and methods were aimed at developing pupils' skills to act prosocially, prevent and resolve conflict situations on the basis of friendliness, tolerance, sensitivity and self-control, with their help pupils were able to reveal their own intellectual and creative potential, analyze emotional experiences of interaction with others – own impressions, prejudices, behavioral reactions, stereotypes and gain a positive experience of social success.

The educational potential of theatrical technology in the formation of socially successful personality of primary and secondary school pupils is quite powerful: in the process of preparing an action and its presentation, each participant gets the ability to "live" different

situations, determine their leadership skills, creativity, support, recognition his merits, to the conviction and correct ability to defend his position and avoid conflicts. Every teenager or young person recognizes himself as an equal and equal partner in communication, discovers the various aspects of personality: those that help to interact, achieve harmony, participate in collaboration, succeed in teamwork, and those that hinder it.

The introduction of theatrical technology in the process of forming a socially successful personality of modern pupil in general secondary education has created favorable conditions for the development of teamwork skills, emotional and social intelligence of pupils, their logical thinking, acting skills, including stage speech and stage movement, attentiveness, creativity imagination and understanding of drama, as well as strengthened the desire of pupils to constructively solve various difficult life situations for them, intensified the processes of reflection and self-improvement of pupils, their conscious choice of their own model of social success.

4. Trainings, games, cases and projects in the practice of forming a socially successful's personality

As an interactive technology, **training** has long received significant development and today has acquired a clear technological algorithm, so it is used to address a wide range of issues in most areas of modern scientific knowledge, in education in particular. It is a technology of intensive learning, interesting interaction and cognition through experience. It provides an opportunity in a short time to find effective ways to communicate, acquire new knowledge and skills and effectively apply them in practice. In our previous research, we noted the role of training in shaping a socially successful personality: "Training is an effective tool for developing key skills: effective communication, empathy, conflict resolution, counteracting social pressure, self-control, decision making, leadership, etc." (Necherda, Kyrychenko, 2019: 97).

Mini-trainings for primary and secondary school pupils ("Colorful success", "Tolerance to yourself and others – the key to success", "How to be successful?") allowed participants to expand their behavioral range, realize the need for self-control and self-confidence, reflection and empathy, contributed to the development of self-knowledge. In the process of training sessions with adolescents "Road to Success", "Effective actions in risk situations", "How to say No and not lose friends", "Draw your success"; trainings with young people "Positive thinking – the key to success", "Bulling and success are incompatible", "School of success: from slogans to actions" was the perception of pupils of social success at all levels of perception (knowledge, understanding, emotional evaluation, application) during short term the maximum amount of information is processed at the same time with the focus on independent search and constant updating of knowledge concerning the problem of social success.

The focus on training technology in the formation of socially successful personality was justified by the need to stimulate pupils' self-activity, expand the scope of their self-development, enhance reflection and critical thinking of adolescents and young people. The use of training technology has helped to create a democratic atmosphere and involve primary and secondary school pupils in discussing and making decisions that are important to them.

Gametechnology is a way to organize an interesting event and meaningful leisure for pupils. In adolescence and high school age, play activities remain important, but acquire a qualitatively different nature in content and methods of implementation. Adolescents are especially fond of team games. In them, they show increased emotionality. Successes and mistakes become for

them the subject of lively discussions, critical remarks. Games "Hypnosis", "Friend", "Action in the mood", based on art-therapeutic methods of working with pupils, however, performed a number of related functions (recreational, cognitive, entertainment, relaxation, etc.).

The White Crow talk show brought teenagers together to prevent antisocial behavior by cultivating respect for others, developing empathy, and being sincere and responsive. Theatrical plays ("Kit Leopold, Two Tolerant Mice and a Cowhide", "Aliens") provided a play of a certain literary plot and promoted the development of tolerance, self-control, creativity, acting skills, gave the opportunity to boldly express their opinions, fantasize. Various moving games ("Mirror Reflection", "West Side Story", "Escape from Prison") were aimed at relieving tension in the body, creating a positive emotional atmosphere, developing intelligence and teamwork skills.

With a view of socio-psychological characteristics of adolescence, games were chosen aimed at interpreting situations and expanding the range of behavior. Directing game proved to be effective as a kind of role-playing game ("Puppet and storytellers"), which allowed to invent events, build storylines, develop imagination, acquire organizational and communication skills. The didactic game "Letter to the Editor", based on self-study and self-organization of high school pupils, contributed to the development of camaraderie, attentiveness, friendliness and critical thinking, as well as skills to discuss and argue, especially in conflict situations with peers.

The business game "I am a successful director" was aimed at forming a detailed idea of the participants in the game about the factors that ensure successful operation. The tasks of the role-playing game "Family Budget" were to improve the emotional culture of pupils and inform about the problems of the modern family, the formation of ideas concerning relationship styles, basic responsibilities of family members and economic foundations of its functioning. Also in the practice of forming a socially successful personality of high school s were introduced intellectual battles, actions "Secret Friend" and "Tracker", the quest "Space of the Successful".

We consider it necessary to note that in the formation of socially successful personality of primary and secondary school pupils, game technology performs a number of functions: creates a trusting atmosphere in the group; promotes deep self-analysis of s and the formation of their communicative competence and teamwork skills; helps to develop pupils' creativity and reveal their creative potential; depending on the specific topic and the target audience may acquire additional semantic loads.

The experience of introducing practices of forming a socially successful personality in the educational process of general secondary education has shown the powerful educational potential of *project technology*, which modern researchers consider an effective tool for adapting a growing personality to the requirements of society. Researchers note the positive impact of this technology on the development of leadership skills, the desire for knowledge, reflection skills, creative, research and management activities, practical application of knowledge and skills acquired during training (*Iarmosh, 2019; Nurullina, Ramazanov, 2020*). However, Polish researchers, reflecting on the potential of project technology for modern educational activities, emphasize that one of its significant advantages is integration: while using it it is possible to achieve cognitive, educational, training and even therapeutic goals, because a successful project can not not only to promote the development of critical and creative thinking, aesthetic and analytical skills, effective communication and teamwork, but also to harmonize the project participants' relationships with the outside world and give them real emotional satisfaction (*Kołodziejski, Przybysz-Zaremba, 2017: 28*).

Agreeing with scientists, we note that the practice of forming a socially successful personality of a pupil with the help of project technology creates *situations of success* that motivate pupils to improve their skills, develop the qualities necessary for social success,

including diligence, determination, organization, tolerance; project technology allows pupils to test different social roles: idea generator, developer, equal participant in collective activities, partner, consultant, advisor, leader. The main activities of the project are friendly ties between project participants, the ability to work in a team for the result, to recognize the importance of the contribution of others, strengthening collective and individual responsibility.

The educational potential of pupils projects in the formation of socially successful personality, in our opinion, is to develop pupils' skills necessary for competitiveness in society, in particular, the ability to design goals and plan their achievements, as well as promoting the need to be successful and useful environment, in forming of social competence and values of pupils to their lives and to society as a whole. It should be noted that the successful results of the implementation of project technology were projects such as the project of primary school pupils "Healthy lifestyle – the key to success" and a joint project of high school pupils and teachers "Creating an environment of success".

Case-study technology uses specific situations to discuss, analyze and resolve them. It is based on **a case** – a description of a real or imaginary case, which contains one or more problems and many options for their further solution in microgroups. According to scientists, the essence of the use of this technology in the educational process of general secondary education is that every pupil offers his own option or options for solving the proposed situation, based on practical experience, knowledge and intuition (Hancock, Algozzine, 2016). The teacher should draw pupils' attention to the fact that the decision should suit all participants in the discussion, because after the analysis of the situation the teacher must organize an assessment of the algorithms and choose the best of them in the context of the set problem (Lee, Saunders, 2017).

The masterfully designed case facilitates discussions in the pupil's group, allows pupils to model real problems and develops in them analytical and research skills, skills of effective communication, strategic planning and management decisions. However, it should be borne in mind that "the most interesting component of the case is the actions of the heroes. Therefore, the case is a kind of detective play, and its discussion is an attempt to decipher the detective about the right or wrong actions of the characters, which will change the situation by solving the problem. While writing such a play, it is necessary to clearly imagine the logic of the heroes' actions, as well as its correlation with the logic of the situation development" (Surmin, Sydorenko, 2012: 41). During the introduction of "case-study" technology in the practice of forming a socially successful personality of pupil creation of situations of success is made, encouraging pupils to succeed and celebrating the strengths and achievements of each participant, as well as increasing cognitive activity of pupils, intensifying their successful individual and team activities, sustainable positive motivation for self-development.

An example of successful implementation of "case-study" technology in the practice of forming a socially successful's personality was the case for primary and secondary school "Alcohol is an obstacle to success". His goal was to develop in adolescents and young people a conscious attitude to alcohol and its use as a dangerous type of behavior that threatens not only health but also human life, makes it impossible to compete in society. In order to build a partnership between the educational institution and the family of pupils in the formation of a socially successful personality, the case "Inner world of the pupil" was used, its purpose was to improve family relationships.

5. Conclusions

Thus, the introduction of technologies for the formation of socially successful personality of primary and secondary school pupils in the practice of secondary education allowed to make the following conclusions: the educational process became modern and interesting for pupils, created favorable conditions for pupils and young people of interiorization by pupils of socially significant norms and values, it is necessary to note the intensification of the processes of reflection, self-control and self-education of pupils, as well as their choice of their own models of social success and independent and conscious choice of life position to be successful.

Prospects for further research in this area are related to the development of a health-oriented model of formation of socially successful personality of a pupil in the conditions of general secondary education. Theoretical and methodological substantiation and scientific and methodological support of the implementation of this model in the educational process and the creation of an extensive system of partnership of educational institutions are planned. Our priority tasks will be to increase the professional competence of teachers in educating pupils in a crisis society and to promote the formation of vitality, social activity and social competence of pupils in postwar society.

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IMPLEMENTATION OF STEM EDUCATION SYSTEM IN UKRAINE

Iryna Nikitina

Senior Lecturer, Dnipropetrovsk State University of Internal Affairs, Ukraine
e-mail: N.I.P@i.ua, orcid.org/0000-0003-3767-7034

Tetyana Ishchenko

Senior Lecturer, Dnipropetrovsk State University of Internal Affairs, Ukraine
e-mail: ishchenkotatiana76@gmail.com, orcid.org/0000-0002-3103-978X

Summary

The article deals with the contemporary situation in education sphere in Ukraine, describing the main aspects of STEM implementation. The article analyzes the main aspects of a learning strategy STEM which provides students mainly with an interdisciplinary approach to learning. Both the advantageous and disadvantageous issues of this learning approach are revealed in the article. The peculiarities of STEAM learning method in Ukraine have also been emphasized. In the course of the study, it has been discovered that modern educational system faces lots of challenges and needs to be improved by implementing an interdisciplinary approach to learning such as STEM education that promote not only skills such as critical thinking, problem solving, higher-order thinking, but also behavioral competencies such as adaptability, cooperation, organization, and responsibility. Examples of the implementation of STEM-education in the scientific and pedagogical project "Scientific and methodological foundations for creating an innovative model of STEM education" are presented. Despite the fact that Ukrainian schools are just beginning to prepare for work on the principles of STEM, some typical features of the introduction of STEM education, which is new to us, are already obvious. Significant shortcomings are, among other reasons, an insufficient number of teachers willing to work in a new way, and an insufficient material and technical base. These two aspects partially hinder the introduction of STEM-direction, based on the integration of knowledge, attraction of resources, cooperation of skills.

Keywords: Science, Technology, Engineering and Mathematics, Ukraine, STEM teaching experience.

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1. Introduction

The approval by the Cabinet of Ministers of Ukraine of the "Concept for the Development of Science and Mathematics Education (STEM Education)" (2020) confirms the importance of STEM education for Ukraine and at the same time raises the problem of new requirements for the quality training of STEM personnel, which should form in the future own scientific and technical elite of the country. This is possible to implement this training development through the implementation of innovative teaching methods and educational programs aimed at developing cognitive skills, information processing skills, data interpretation and analysis, engineering thinking, research skills, algorithmic and critical thinking, digital literacy, creative qualities and technical skills, as well as improving the training of teachers in STEM subjects and encouraging applicants for education to choose scientific and technical activities.

Analysis of current scientific research and publications. Nowadays much attention is paid to cognitive competencies of the pupil within a new global educational trend. They include both general and special competencies. The theory of STEM-education is highlighted in the works of foreign teachers and psychologists such as M. Harrison, D. Langdon, B. Means, E. Peters, Burton, N. Morel, J. Confrey, A. House. Much is reflected in the works of domestic scientists (V. Andriyevska, S. Babiychuk, L. Bilousova, O. Kuzmenko, N. Morze, T. Nanayeva, N. Omelchenko, O. Patrikeyeva, V. Pikalova, S. Podlesnyi, I. Slipuchina, O. Stryzak, O. Tarasov, I. Chernetskyi, O. Holovina, E. Skibae and others). Most scientists note that STEM education involves an integrated and project approach as well as practical orientation of the method. This topic of present research is at the intersection of various areas such as pedagogy, psychology and philosophy and tackles many aspects of critical and logical thinking study.

The purpose of the article is to explore the peculiarities of educational practices for the development and implementation of STEM education in Ukraine. To this aim we have to find out 1) the ways of the implementation of STEM principles in the educational process; 2) the main aspects of STEM education in Ukraine.

2. Formulation of the main material

In the 1990s, the STEM approach to learning was born in the United States, which is now being implemented at the state level in countries focused on growing their own scientific and technical elite. STEM education is a series or sequence of courses or programs of study mainly for students or post-secondary education students for successful employment. STEM requires different and more technically complex skills, including the application of mathematical knowledge and scientific concepts.

The acronym STEM (S – science, T – technology – E-engineering – M-mathematics) is used to refer to the popular direction in education, including the natural sciences (Science), technology (Technology), technical creativity (Engineering) and mathematics (Mathematics). This is a direction in education, in which the natural science component + innovative technologies is strengthened in the curricula. Technologies are used even in the study of creative, artistic disciplines. (*STEM-osvita, 2018*). Sometimes the letter R is added to this set, indicating Robotics, or the letter A, corresponding to the word Art.

3. STEM principles implementation in the educational process

The STEM approach is based on 4 principles: 1) a project form of educational process organization. Schoolchildren and students are united in groups to jointly solve educational problems. Teachers enhance their students by encouraging them to ask questions, creating an atmosphere of interest and introspection, creating a hands-on experience through projects and activities for the students that is a key aspect of facilitating retention, conducting experiments which are an excellent way to combine STEM factors like collaboration and kinesthetic learning and getting the children's feedback. Along with asking questions, it's also important to request feedback and garner any inquiries from students throughout and after the learning process as well; 2) the interdisciplinary nature of training. Training tasks are designed in such a way that for their solution it is necessary to use the knowledge of several academic disciplines at once; the main focus is put on the coverage of disciplines that are key for the training of engineers or

specialists in applied scientific research: subjects of the natural science cycle (physics, chemistry, biology), modern technologies and engineering disciplines; 3) gender equality promotion. There is currently a wide gap of the number of females working in STEM-related fields. This style of learning provides equal opportunities and encouragement for both genders. There are many different careers that female students can choose to pursue; 4) preparation for college and the workforce. The practical nature of educational tasks, the result of the solution of which can be used for the needs of the family, class, school, university, enterprise, city. STEM education focuses on helping students develop critical thinking and innovation skills, needed to succeed after high school. STEM programs are typically very hands-on and intellectually challenging, and they allow students to develop independence from a young age. While it is important to promote STEM education for students, it is also crucial to begin the STEM journey at a much younger age. Some of the primary reasons for STEM education to be implemented from the earliest days of childhood are as follows: 1) Hands-On Experience. Using kinesthetic learning can develop a pupil's knowledge of subjects like mathematics in an experiential manner for example creating projects of different kinds, rather than strictly in written form. This can provide valuable experience that combines creativity with logical thinking; 2) Memory Retention. STEM education in early childhood allows children to begin to learn and retain a knowledge base that they can build on as they get older; 3) Gamification. It has become an increasingly popular form of motivation and productivity. By exploring important subjects like science and engineering through the playing a game, children can learn to apply gamification to professional and educational pursuits in a profitable manner. Learning through games can be incorporated by both at school and at home; 4) Collaborative Learning. STEM activities encourage students to work together as they innovate and think critically. (Stebbins, M., Goris, T. 2019).

All these basic skills laid in so early age would help to work out the profound basics for the further preparation to successful learning and career.

Critical thinking formation is one of the most important tasks of modern education, as the ability to process information is an integral part of the individual in the information society. The issue of the need to study of the critical and logical thinking formation in schoolchildren and students is studied in the works of prominent scientists, such as O. Holovina and others. As she points out "considering various aspects of critical thinking, we can determine that critical thinking is, in a broad sense, the ability to perceive and analyze messages, or the psychological mechanism of media literacy which is another important component of thinking in today's information society" (Holovina, 2022: 27-28).

4. Main aspects of STEM education in Ukraine

In Ukrainian education, one of the first impetuses for the development of STEM was the order of the Ministry of Education and Sciences of Ukraine No. 188 dated February 29, 2016 "On the formation of a working group for the implementation of STEM education in Ukraine". In 2018, the Dnipropetrovsk region joined the experimental work on the topic "Scientific and methodological foundations for creating an innovative model of STEM education." The purpose of the experiment was to test the effectiveness of the innovative model of STEM education. The experiment was carried out on the basis of 31 educational institutions of the city and region. Institutions of various types participated in the experimental work: specialized lyceums of the natural and mathematical direction, schools in cities and villages, out-of-school educational institutions specializing in the scientific and technical creativity of children and youth (Nakaz departamenty osvity i nauky, 2018).

STEM approaches are beginning to be implemented in some other Ukrainian schools. According to a survey conducted in 2021 by the Institute for the Modernization of Educational Content, more than 150 STEM centers and laboratories operated in Ukraine in the 2020/21 academic year. The introduction of the natural-mathematical approach will continue according to plan until 2027. The program provided for by 2021 to train 100 thousand teachers for STEM schools and allocate budgets for the development of such educational institutions. The goal of the program is to prepare about a million qualified specialists in technical areas.

To develop STEM education, each school can start with the following steps:

- First of all, it is necessary to develop the teaching strategy, taking into account all the recommendations for the disciplines included in the STEM cycle; analyze what equipment the institution has. The required equipment is indicated in the typical list of teaching aids and equipment for classrooms and STEM laboratories;
- if the school has an interesting idea related to STEM, you can try to raise the funds necessary for its implementation on crowdfunding platforms, ask for the assistance of IT companies, tell the world about your idea thanks to local authorities. Besides, it is obligatory to participate in student competitions and Olympiads;
- the introduction of STEM in an educational institution requires the training of scientific and pedagogical workers. In particular, teachers can be trained on the basis of the Institute for the Modernization of Education, which since 2017 has held 9 sessions for more than 21 thousand teachers;
- use distance learning opportunities. For example, to form modern competencies in schoolchildren, you can visit the virtual STEM center of the Minor Academy of Sciences of Ukraine.

According to the action plan, during 2021-2022 it is planned to develop training materials and methodological recommendations for teachers to prepare applicants for education to participate in the PISA international educational study. During this period, it is also planned to update the standards of higher education in the field of knowledge "Education / Pedagogy" on the use of the latest pedagogical approaches to teaching and assessment, the practice of interdisciplinary teaching, methods and teaching aids that contribute to the development of research and inventive competencies.

By 2023 it is planned to develop:

- a series of video lectures for teachers of physics, mathematics and primary school STEM education;
- new content of STEM-education for students of general secondary education (state standards, standard educational and training programs of subjects and integrated courses, elective courses) and extracurricular education (curricula of clubs, sections and other creative associations).

During 2021-2025 it is planned to carry out research and preparation of recommendations using STEM-education methods in educational institutions.

So far, STEM centers are located mainly in large cities. STEM labs in rural schools are a rarity. However, this does not mean that it is impossible to develop STEM education in schools remote from megacities. For 5 years, the Tsarichansky Lyceum (Dnipropetrovsk region) has been implementing STEM education. During this time, new equipment appeared in the institution, students became winners of national invention competitions, and graduates began to choose specialties in natural industries more often. Grants and cooperation with the leaders of the district, which considers STEM education the most promising, helped to achieve success (*Sovremennaya shkola*, 2022).

The Tsarichansky Lyceum began to implement the regional experimental project "Scientific and methodological foundations for creating an innovative model of STEM education" in 2017, and in 2020 it already had some success. For example, among schoolchildren there are three diploma winners of the regional competition of STEM projects – "*Industry inspires*" and the winner of the same competition in the nomination "*Best STEM decoration*". Nine-grader Danila Grigoriev managed to get into the international *IPRC ONLINE 2020. Robotcreation contest* and won 3rd place (*Sovremennaya shkola, 2022*).

But in Ukraine, STEM education is connected, first of all, with the system of additional and extracurricular education, which is developing quite dynamically today. Out-of-school STEM education in the state includes various olympiads, the activities of the Minor Academy of Sciences, other out-of-school institutions, and competitions and events: Intel Techno Ukraine; Intel Eco Ukraine; Sikorsky Challenge Science Festival and more (*STEM-osvita, 2015*).

As an example of such a center, we can name the communal out-of-school educational institution "Dnepropetrovsk Regional Center for Scientific and Technical Creativity and Information Technologies of Student Youth", in which a STEM education project has been gradually implemented since 2018. It all started with a regional robotics pilot project, which resulted in the opening of the *DniproBots* robotics school and the new *Interesting Mathematics* club.

The Center initiates various competitions for children of different ages. For example, on February 18, 2021, a regional competition for primary school students in primary technical modeling started. The competition consisted of four tasks in the areas of STEM education: making a 3D model using the *PaperCraft* technique, theoretical credit, making the simplest model of an aircraft from a drawing and a general view drawing, and participating in mini-competitions for flight range.

In addition, the Dnipropetrovsk Regional Center for Scientific and Technical Creativity actively shares its experience and organizes workshops for primary school teachers of experimental institutions involved in the regional experimental work on the topic "Scientific and methodological foundations for creating an innovative model of STEM education".

The innovative STEM school INVENTOR is widely known in Ukraine. It develops in children the ability to solve specific problems in the classroom. Natural sciences, technology, engineering, mathematics are combined in one lesson for children from 3 years old. Students explore the problem, look for solutions, design, program, carry out calculations and experiments, draw conclusions and present the results. The first school opened in 2008, and by the beginning of 2020, 30 INVENTOR branches had been opened in 17 cities of Ukraine, employing 260 teachers and teaching more than 15,000 children. (*Pryntsypp navchannya y STEM-shkoly Inventor, 2022*). There is a similar center in Chernivtsi. In 2021, "Chernivtsi EDU Fest" took place in Bukovina. Its goal was to unite talented young people who are interested in information technology and strive to change the world for the better. The event was held for school students, students of technical specialties and teachers. The festival included master classes, an exhibition of robots and a marathon of engineering projects. In addition, a discussion was held "Digitalization of Education – STEM Challenges and Opportunities for Bukovina". The event was held by the Boteon robotics training center, Noosphere engineering school and Umniki Holding LLC (*Vprovadzhennya STEM-osvity, 2021*).

But is it possible to say that Ukraine adopted the experience of developed countries and was able to implement STEAM technologies in its institutions? Everything seems to be there, everything works. But is this the STEAM we wanted? Are the children, parents, teachers, the state ready for innovation?

Determining the obstacles that hindered the work, we can name the following: lack of support from local authorities, internal problems of the institution, lack of information, lack of clear tasks, lack of funding, lack of an adequate material and technical base, insufficient provision of reagents and equipment for the research work of chemistry classrooms, physics, biology; remoteness from the regional center, where scientific and cultural centers, universities are concentrated, lack of time, insufficient interest of students and parents in in-depth study in STEM areas, lack of close-knit creative groups in institutions.

There are certain risks of implementing a STEM program:

1. Increasing prices for equipment.
2. The growth of wages.
3. The rapid development of new technologies, which leads to the rapid aging of IT equipment.

It is also impossible to ignore such a problem as the financing of the educational industry. It's not about wages, it's about the funding required to implement STEAM. For the equipment of one modern STEM laboratory, at least 1.5 million hryvnias are needed. And for the digitalization of physics, chemistry, and biology classrooms, 1.5 million hryvnias per classroom.

5. Conclusions

STEM education is one of the latest ideas in the educational sphere. As with any educational system, there are different attitudes to this system with the proponents and opponents to it. It's obvious that the STEM approach to education has its effect on students, creating a positive atmosphere to studies, encouraging students to collaborative work, providing the equal possibilities to both genders, and so on, but it also causes certain difficulties. These include restructuring the education system – integrating multiple subjects and their practical application – new teaching principles, restructuring school operation – classrooms, logistics – everything must correspond to new STEM technologies, restructuring the work of teachers – they will be required to take a new, holistic approach with the need to understand related subjects.

STEM implementation initiatives in Ukraine are just beginning to receive government support. Studies confirm the importance of such projects for the development of the country's economy. If at least 1% of the population is involved in the STEM profession, Ukraine's GDP will grow by \$50 billion. STEM education in Ukraine should become a priority, because it is its development that will provide an opportunity for future specialists to become in demand in the highly qualified labor market.

Confucius said: "Don't teach children the way you were taught – they were born in different times... If you want to teach children to think differently, you will have to learn to teach differently".

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BILDUNG UND ENTWICKLUNG DER PHRASEOLOGISCHEN BEDEUTUNG AUF DER BASIS VON PRÄSUPPOSITION

Iryna Orel

Ph.D. in Philologie, Dozentin vom Lehrstuhl der Romanisch-Germanischen Philologie,
Riwner Staatliche Geisteswissenschaftliche Universität, Ukraine
e-mail: Orel_i72@ukr.net, orcid.org/0000-0002-7258-1444

Summary

Der Artikel betrachtet die nationalkulturellen und transkulturellen Typen von Präsupposition, ihre genetischen Gruppen, auf deren Grundlage die innere Form, die Ausdrucksbedeutung gebildet werden und die Prozesse semantischer Modifikationen stattfinden. Präsupposition wird als extralinguale Information verstanden, die Kohärenz und Logik der Bedeutung der Phraseologie liefert, um ein Stereotyp zu bezeichnen. Aus diesem Grund wird die Präsupposition als Grundelement der kommunikativ-pragmatischen Struktur der Phraseologismen betrachtet. Da die Präsupposition die Grundlage der Semiose ist, werden ihre Merkmale in dem Basis der inneren Form als semantische Voraussetzung betrachtet.

Unter außersprachliche Präsupposition verstehen wir eine Reihe von Bildern, eine Kombination von einem Bild oder von Bildern mit Szenarien in ihrer Interaktion, ein Handlungs- oder Verhaltensschema unter bestimmten Bedingungen. Bilder und Handlungsschemata werden auf dem Grund der von den Sprechern herausgegriffenen Merkmale neu gedacht, die aus der Menge der verfügbaren nach dem Wert, dem wichtigen Prinzip ausgewählt werden. Diese Merkmale bilden in Kombination eine innere Form, die den Prozess der Semiose motiviert.

Die innere Form der Phraseologismen wird auf dem Basis von Präsupposition gebildet. Das funktioniert aufgrund: ausgewählter Merkmale von Bildern, die die Präsupposition bilden; ausgewählter Merkmale des Verhaltensszenario oder des Handlungsschemas; eine Kombination von Merkmalen des Bildes und der Situation, die den Inhalt der Präsupposition widerspiegelt.

Die Analyse des nationalkulturellen Typs der ergab 10 genetische Gruppen. Der transkulturelle Typ enthält 4 genetische Gruppen.

Phraseologismen zur Bezeichnung von Stereotypen, die auf Präsupposition basieren, unterliegen sprachbedingten semantischen Modifikationen und nonverbale Faktoren.

Schlüsselwörter: phraseologische Semiose, Stereotyp, innere Form, Struktur der Präsupposition, Bild, Schema, Grundzeichen der inneren Form.

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1. Einführung

Die Frage nach der Bildung der phraseologischen Bedeutung (weiter im Text – PhB), der Identifizierung von Möglichkeiten zur Darstellung des Außerspraches in der semantischen Struktur des Sprachzeichens, der Identifizierung der Grundlage der Semiose – des Bildes oder der Präsupposition (und ihrer Typen), der Ursachen und der Wege der Transformation der phraseologischen Smantik zieht die Auswirkung solcher Modifikationen auf das funktionale und pragmatische Potenzial der Phraseologismen die Aufmerksamkeit der Forscher auf sich. Trotz der Anzahl von Untersuchungen, die diesen Fragen gewidmet sind, erfordern sie eine strukturiertere Analyse, empirische Forschung und theoretische Klärung.

In der modernen Sprachwissenschaft geht es hauptsächlich um die bildliche Grundlage der Phraseobildung, was sich in Studien widerspiegelt, die am Material verschiedener Sprachen durchgeführt wurden (Alefirenko M. F., Arutyunova N. D., Baran Ya. A., Buhofer A., Burger H., Chernyshova I. I., Denisenko S. N., Dobrovolsky D., Fleischer W., Kunin O., Melerovich A., Mokieno V. M., Paducheva O. V., Selivanova O. O., Sialm A., Telia V. M., Todorova N. Yu., Uzhchenko V., Vezhbytska A., Zhuikova M., Zhukov V. P., und andere Wissenschaftler).

Unter der bildlichen Grundlage der Entstehung der Phraseologismen verstehen wir die Verwendung der ausgewählten Merkmale des Bildes. Das Bild ist eine national-spezifische mentalbegrenzte Widerspiegelung der Vorstellungen/ einer Idee über ein Objekt oder einen Gegenstand der Wirklichkeit.

Alefirenko M. F. betrachtet die Semantik von Phraseologismen als eine phraseologische Reflexion, die sich aus der Interaktion sekundärer Nominierungszeichen mit Objekten der extraverbalen Realität ergibt, die zur Codierung von Informationen über die objektive Realität in der Struktur der PhB beiträgt. Der Forscher nennt die konnotative Komponente, die Wert- und emotional-bewertende Komponenten enthält, die nationale und kulturelle Informationen widerspiegeln, ein Merkmal der PhB (Alefirenko, 2005: 26). Da diese Konnotationselemente nicht konstant sind, können sich unter dem Einfluss bestimmter außersprachlicher Faktoren der Wert und/ oder die emotionale und bewertende Komponente ändern, was zur Modifikation der PhB und zur Veränderung der pragmatischen Eigenschaften der Phraseologismen führen wird.

Die Grundlage der Bildung der PhB ist die innere Form (im Folgenden – IF), die mit dem Objekt oder der Situation durch ein ausgewähltes Merkmal verbunden ist, das das Ergebnis der intellektuellen und emotionalen Entwicklung der extralingualen Realität ist (Gak, 1998: 202). Daher wird IF als die paradigmatische Grundlage von Phraseologismen angesehen, die die Derivationsfähigkeiten und die kulturelle Integrität von PhB kombiniert (Telia, 1996: 96-97).

Als Basis von IF gilt das auf der Grundlage kollektiver Erfahrung erstellte, vereinfachte und schematisch in der Semantik des Sprachzeichens der primären Nominierung fixierte Bild. Dieses Bild enthält die national-kulturelle Information (weiter im Text – NKI), ist eine genetische Quelle des onomasiologischen Porträts. Daher verbindet das (umgedachte) Bild in der Grundlage von IF der Phraseologismen die Objekte der primären und sekundären Nominierung. Die Untersuchung der Merkmale des Bildes von IF wird seinen Genotyp bestimmen, und die Festlegung des Prinzips der Auswahl eines motivierenden Merkmals, das aus Sicht der Sprecher ausdrucksstark ist, wird den Wert und dementsprechend die mentalen Normen aufdecken.

Die Bildung der onomasiologischen Struktur der Phraseologismen auf dem Grund der Wahl des Merkmals des Bildes, das als Motivator der Semiose dient, wird als Motivationsprozess bezeichnet, der eine linguopsychomentele Operation ist (Selivanova, 2012: 160). Die Motivation basiert, laut Selivanova O. O., auf der Position des Motivators in der strukturellen Hierarchie des Wissens über das Signifikat, der Rationalität von Informationen und ihrem Präzedenzfall innerhalb der ethnischen Gruppe. Diese Faktoren bilden die Grundlage der onomasiologischen Struktur des Sprachzeichens (Selivanova, 2012: 13). Wir meinen, dass in der Präzedenzebene nicht nur der Plan des Bildinhalts wichtig ist, sondern auch die Wertkomponente seines ausgewählten Merkmals, das als Motivator für die Bildung der Phraseologismen fungiert. Der Wertaspekt der Merkmale erklärt den Grund für ihre Trennung von der Menge der Merkmale des Bildes.

Wie die Analyse neuerer Forschungen zur Problematik der phraseologischen Semiose zeigt, liegt der Schwerpunkt auf der Untersuchung des Bildes als Grundlage der Phraseobildung. Wir werden auf die Präsupposition achten – die Situation, Tatsache, Szenario, die sich strukturell vom Bild unterscheiden und auch die Grundlage von IF sind.

Das Problem der Untersuchung der Methoden und Mechanismen der phraseologischen Semiose bleibt unserer Meinung nach unzureichend untersucht, da sie eine detailliertere Betrachtung der Mechanismen der Bildung von PhB erfordern; Wege zur Bildung der inneren Form von der Phraseologimen; Prinzipien der Isolierung und Auswahl motivierender Merkmale, auf deren Grundlage der Prozess der Semiose stattfindet; Gründe und Wege der Transformationen von PhB. Diese Reihe von Diskussionsthemen bestimmt die Relevanz der vorgeschlagenen Studie, die im onomasiologischen Aspekt durchgeführt wird, unter Berücksichtigung des Wertebildes der Welt, der Werte der Sprecher, ihrer mentalen Eigenschaften, die die nationalen und kulturellen Komponente in der Struktur der PhB ausstrahlen.

Ziel der Arbeit ist es, die Art und Genetik von Präsupposition als Grundlage für die Bildung und Entwicklung von PhB zu untersuchen. Im Rahmen der vorgeschlagenen Untersuchung werden wir uns auf die folgenden Aufgaben konzentrieren: 1) Klärung des Begriffs der Präsupposition; 2) die Struktur der Präsupposition analysieren; 3) die Typen und die Genetik von Präsupposition identifizieren und beschreiben, deren Merkmale die Grundlage von IF der Phraseologismen bilden; 4) die Gründe der Umwandlungen der PhB aufzuklären.

Als Informationsmaterial wurden deutsche Phraseologismen, die die Stereotypen kennzeichnen, ausgewählt.

Im Rahmen unserer Forschung verwenden wir einen system-strukturellen Ansatz zur Analyse von Präsupposition, charakterisieren ihre Inhalte „außen“ (als Außersprachliches) und „innen“ (als sprachliches Bild in der PhB), stellen die Prozesse ihrer Entstehung und Funktionsweise als System von Form, Inhalt und Bedeutung fest.

Daher werden die skizzierten Aufgaben mit Forschungsmethoden aus dem Bereich der Onomasiologie umgesetzt, bei denen es um die Analyse der Semantik des Sprachzeichens im Hinblick auf die Merkmale/ Eigenschaften des außersprachlichen Objekts geht, die als Grundlage für die Nominierung als Motivator dienen: 1) die deskriptive Methode, um die Fakten der Sprache zu inventarisieren; Durchführung ihrer Analyse und Interpretation; 2) die Methode der direkten Komponenten wird verwendet, um die lexikalischen Bestandteile von Phraseologismen und ihre Korrelation mit außersprachlichen Präsupposition (Bilder und Situationen) zu identifizieren; 3) mit Hilfe der Komponentenanalyse führen wir eine schrittweise strukturelle Aufteilung der PhB (Kern und Peripherie) durch, um Samen/ Sememen zu erhalten, die das Material der Studie sind; 4) die Samen-Analyse bedeutungsbildender Bestandteile wird den Satz von Merkmalen aufdecken, die in der abstrakten Basis der Semiose vorhanden sind, und das Kern-Seme ermitteln, das das neu gedachte Merkmal des Bildes von der IF widerspiegelt und mit dem Referenten korreliert; 5) die genetische Klassifizierung von Präsupposition wird auf der Grundlage ihrer Referenz mit bestimmten Fragmenten vom Nationalweltbild durchgeführt.

2. Der Begriff der Präsupposition

Die Präsupposition in der Linguistik wird als eine Voraussetzung (als vollendete Tatsache) betrachtet, die eine der Komponenten der semantischen Analyse von Sprachzeichen ist, und bei der Wiederholen in ihrer semantischen Struktur bildet die Nationalweltbild (*Paducheva, 2011*). Die Vermutung wird nicht explizit ausgedrückt, sondern ist implizit in der konnotativen Komponente vorhanden (*Paducheva, 1981*). Da die Mechanismen der Bildung und Darstellung impliziter Informationen unterschiedlich sind, wurden verschiedene Arten von Voraussetzungen identifiziert: tatsächliche (ausgedrückt durch Verben für körperliche/ mentale/ intellektuelle Aktivität) und emotionale (*Ivanova et al., 1981: 262-265*); semantische (unterteilt

in: potentielle Präsupposition im Nullkontext und tatsächliche Präsupposition im realen Kontext), pragmatische Präsupposition (*Makarov, 2003: 133-136*); situative / pragmatische (bezogen auf das Wissen um typische Situationen) und sprachliche (referenziell (Satzebene) und semantische Präsupposition (Wort- und Phrasenebene) (*Filippov, 2003: 255-256*); logische Präsupposition (Beziehungen zwischen Äußerungen aufgrund ihrer logischen Korrelation (nach R. D. Wilson), pragmatische Präsupposition (Vorhandensein eines Kontextes, um ein angemessenes Verständnis der kommunikativen Absicht sicherzustellen (nach E. L. Keenan), semantische Präsupposition (Beziehung zwischen Äußerungen und dem ausgedrückten Satz) (nach R. Stalnaker) (*Demyankov, 1981: 131-132*); existentielle Präsupposition (kommunikativ irrelevante Bedeutungselemente), syntagmatische Präsupposition (semantische Bestimmung eines Wortes durch ein Wort), kommunikative Präsupposition (Vorstellungen über den Bewusstseinsgrad des Adressaten) und konnotative Präsupposition (Entstehung zusätzlicher Bedeutungen) (*Arutyunova, 1973: 89*).

Die Präsupposition ist die Grundlage der Semiose als extralinguale Information, die im Kommunikationsprozess verwendet wird, um Kohärenz und Ausdruckslogik sicherzustellen. Daher gilt die Präsupposition als Bestandteil der kommunikativ-pragmatischen Struktur des Mikrotextes – der Phraseologismen. Auf der Ebene der PhB kann der Präsupposition als semantische nachvollzogen werden – als wahres Urteil (nach Batsevich F. S. (*Batsevich, 2010: 136-142*). IF der Phraseologismen, die auf Präsupposition (Situation, Handlungsszenario, Verhaltensmuster) basiert, widerspiegelt das hauptsächlich NKI. Diese NKI spiegelt sich im gemeinsamen Wissen des Sprechers und des Adressaten wider (*Filippov, 2003: 255*). Die Situationen, Handlungsszenarien, Verhaltensmuster bei der Translation der NKI, spezifischen Visionen und Bewertungen werden sich in der Struktur der PhB widerspiegeln. Beachten Sie, dass nicht nur in der konnotativen Komponente, wie von Paducheva O. V. (*Paducheva, 1981*) behauptet wurde, sondern auch in der signifikant-denotativen Komponente. Beispielsweise wird die stereotype Vorstellung von Ablehnung verbalisiert die phraseologische Einheit *einen Korb geben/ bekommen*. Dieser Phraseologismus entstand auf dem Basis des Balzbrauchs, als der Bräutigam der Braut Geschenke bringen musste und die Braut den Korb, in den diese Geschenke gelegt wurden, aus dem Fenster gab oder fallen ließ. Wenn der Korb bodenlos war oder der Boden sofort zusammenbrach, bedeutete dies die Weigerung und Unwilligkeit der Braut, diesen Kandidaten zu heiraten (*WRARWiASWUS*). Die Wendung hat eine humorvolle Bedeutungskonnotation, ist in der Umgangssprache und in der Publizistik weit verbreitet: Vor zehn Jahren gab Cory Booker dem Präsidenten *einen Korb*. Barack Obama hatte ihm angeboten, das Amt für Stadtentwicklung zu leiten. Booker aber wollte lieber konkret kommunale Politik machen [...]. (*Welt am Sonntag, 05.05.2019*).

Das für die Semiose herausgegriffene Präsuppositionszeichen ist Denotation (jemanden verleugnen), Signifikation (Arten von Begriffen – eine der Formen der Ablehnung) und Konnotation (emotionale Bewertungskomponente – negative Bewertung, Intensität – kategorische Ablehnung; Wertkomponente – widerspiegelt die Werte/ wichtige nationalkulturelle dominierende Verhalten – es ist nicht höflich, eine direkte Ablehnung auszudrücken). Der Respekt vor den Menschen ist eines der Merkmale der nationalen Kultur (*Deutschland in den Augen der Welt, 2015*). Der Inhalt der signifikant-denotativen Bedeutung spricht anspielend die national-kulturelle Präsupposition an und verbindet das Außersprachliche mit dem Sprachlichen. Die Konnotate offenbart eine Reihe von zusätzlichen Bedeutungswerten, basierend auf den Präsuppositionszeichen, die die NKI in der Struktur der PhB betonen.

3. Die Struktur der Präsupposition

Die Voraussetzung in der Grundlage von IF spiegelt das nationalspezifische Denkquantum wider, das nicht nur mit Schemata und Bildern operiert, sondern auch mit ihren Kombinationen, die das in der Struktur von IF widergespiegelte Schema des objektiven Handelns bilden oder abschließen.

Melerovich A. M. betrachtet IF (nach Potebnya O.O.) als ein Bedeutungszeichen, das auf der Grundlage eines ausgewählten Merkmals den vorherigen und nächsten nominierten Wert kombiniert (*Melerovich, 1971: 60*). Die Forscherin ist der Ansicht, dass die Besonderheit von der IF kein einzelnes Phänomen widerspiegelt, sondern die Idee einer bestimmten Situation, auf deren Grundlage die PhB als Ergebnis der Abstraktion von der figurativen Quelle und der assoziativen Übertragung von Bedeutung auf eine ähnliche Beziehung zwischen ihnen gebildet wird Phänomene (*Melerovich, 1971: 60-61*).

Wir betrachten ein separates Phänomen als eine Kombination von Bild/ Bildern oder eine Kombination von Bildern und dem Schema ihrer Verwendung/ Interaktion, basierend auf der Kategorisierung der ausgewählten Merkmale, die die onomasiologische Grundlage von IF bilden. Die Phraseologismen mit solcher IF bezeichnen die Qualitäten, Eigenschaften, Merkmale der Nominierungsobjekte (Denkstereotypen), schreiben bestimmte Handlungsszenarien oder Verhaltensmuster (Verhaltensstereotypen) vor.

Die Analyse des Faktenmaterials zeigt, dass die phraseologische Semiose auf der Grundlage der Präsupposition realisiert werden kann, die die Bilder, die Teil davon sind, einbezieht und diejenigen ihrer Merkmale hervorhebt, die zur Bildung eines ganzheitlichen IF beitragen. Zum Beispiel, *jemanden auf den Hund bringen* – Grundlage der Semiose sind mythologische Glauben, dass das Bild eines Hundes am unteren Rand der Truhe als Schutz vor Dieben dient. Wenn der Besitzer sein Eigentum/ Geld verloren hat (d.h., mit einer leeren Truhe blieb), sagte man, dass *er auf den Hund kommt* – arm sei (*WRARWIASWUS*). Nachdem wir die Komponenten der Voraussetzung von der Phraseologie analysiert hatten, fanden wir zwei Bilder in seiner Struktur: das Bild eines Hundes und das Bild einer Truhe. Die Analyse der semantischen Voraussetzungen ergab, dass jedes der verwendeten Bilder das notwendige Merkmal identifiziert, das auf der Sprachebene im gewünschten Sem verkörpert ist, das die PhB mit Merkmalen von Bildern und Situationen korreliert: Hunde → Amulett, Truhe → Reichtum, leere Truhe → Bild eines Hundes ganz unten/ auf dem Boden → Armut. Die Kombination von diesen Bildern thematisiert anhand ausgewählter Bildmerkmale die nationale und kulturelle Situation, die im Gedächtnis der Sprecher im Zuge assoziativer Beziehungen entsteht: Hund + Truhe = sicheres Eigentum.

Die Studie identifizierte Fälle, in denen die Grundlage von der IF, die auf dem Basis von Präsupposition gebildet wurde, eine Kombination von Merkmalen der Bilder mit den Merkmalen der Situation/ des Handlungsschemas ist. Zum Beispiel, verbalisiert die stereotype Vorstellung von Glück, materiellem Reichtum *Vierblättriges Kleeblatt finden*. Dieser Phraseologismus stammt aus dem Glauben an die magischen Eigenschaften von Klee. Ein Blatt dieser Pflanze mit vier Blätterteilen ist sehr selten zu finden. Der Legende nach verleiht ein solches Blatt einem Menschen übernatürliche magische Eigenschaften. Davon erzählt das Märchen der Gebrüder Grimm „Der Hahnenbalken“. Zudem ähnelt die vierblättrige Form des Blattes einem Kreuz, das als Talisman wahrgenommen wird, insbesondere vor Krankheiten schützt (*Warum du ein vierblättriges Kleeblatt finden solltest*). Daher verbindet die Voraussetzung von dem Phraseologismus das Bild der Pflanze und das Wirkungsschema (gefundenes Blatt muss getrocknet und gelagert werden).

Die Kombination von Merkmalen der Komponenten von Präsupposition (Bild und Bild; Bild und Schema) sind die Grundlage für die Bildung von PhB. Nach unseren Beobachtungen gibt es einen Unterschied zwischen Semiose aufgrund von einem Bild und aufgrund von einer Präsupposition. Das Bild delegiert ein ausgewähltes Merkmal an die Basis der IF, und andere inaktivierte Merkmale sind in der Struktur der IF implizit in einer hierarchischen Reihenfolge vorhanden. Die Präsupposition bildet die IF auf der Grundlage von: einer Kombination von Merkmalen der Bilder, die die Präsupposition formen; eine Kombination aus einem Merkmal des Bildes und einem Merkmal der Situation/ des Handlungsschemas; identifiziert normalerweise nur Merkmale einer national-spezifischen Situation oder eines Verhaltensszenarios.

Wir beachten die Aufmerksamkeit, dass dasselbe Bild allein oder in Kombination mit dem Aktionsschema die Grundlage von IF sein kann. Außerdem kann dasselbe Bild ein IF für die Semiose der Phraseologismen verschiedener ideografischer Gruppen bilden kann. Dies liegt an dem Auswahl der verschiedenen Merkmale des Bildes.

Zum Beispiel ist der Satz von Merkmalen des Bildes von *Maus* die Grundlage der IF einer Reihe von den Phraseologismen (stellen die Stereotypen des Denkens dar), die eine Person charakterisieren: *Maus!* – (umgsp.) Geliebte! (eine Art der Behandlung – emotionale Eigenschaften); *keine müde Maus* – (umgsp.) niemand; jemand, der in der Gesellschaft keine Bedeutung/ kein Gewicht hat (intellektuelle Eigenschaft); *eine süße Maus* – (umgsp.) attraktive Frau; hübsches Mädchen (körperliche Merkmale); *eine graue Maus* – (umgsp.) hässliche, unattraktive Frau (Körpermerkmal); langweiliger uninteressanter Mann (über einen Mann – ein intellektuelles Merkmal) (*WRARWiASWUS*).

Basierend auf empirischen Erkenntnissen über die Merkmale des Bildes von *Maus* haben sich eine Reihe von Phraseologismen herausgebildet, die das Verhalten durch Stereotypisierung von Merkmalen von Situationen (Verhaltensstereotypen) regulieren, die mit dem Bild der onomasiologischen Grundlage von der IF zusammenhängen, zum Beispiel: *mit jemandem Katz und Maus spielen* – (umgsp.) versuchen jemanden zu überlisten; *Wenn/ Sobald die Maus satt ist, ist/ wird/ schmeckt das Mehl bitter* – (Sprichwort) verliert man das Interesse an dem, was man zu viel hat (*WRARWiASWUS*).

Die Präsupposition kann die IF auf der Grundlage von Anzeichen einer Situation bilden, die eine national-spezifische Epistemologie hat. Das Bild in solchen Präsuppositionen ist nicht expressiv und verwirklicht seine Züge implizit. Zum Beispiel repräsentiert die stereotype Vorstellung vom aktiven Handeln die phraseologische Einheit *rangehen wie Blücher (an der Katzbach)* – (umgsp.) eine Sache mutig anpacken / energisch angehen; aktiv flirten. Grundlage der Phraseologismen ist die historische Tatsache des außerordentlichen Mutes des preußischen Generals Gebhard Leberecht von Blücher, genannt Marschall „Vorwärts“ (*Für Draufgänger: rangehen wie Blücher*). Das wichtigste phraseobildende Merkmal in der Basis von IF sind die mutigen Handlungen des Generals – Zeichen der Situation. Das Bild des Generals selbst, dessen Gesichtszüge in der Basis von IF vorhanden sind, ist nicht klar genug. Der Schwerpunkt der PhB liegt auf die stereotypisierten Handlungen.

4. Typen und Genetik von den Präsuppositionen

Als Ergebnis der Analyse der Herkunft der Präsuppositionen, die als die Grundlage der phraseologischen Semiose dienen, wurden zwei Typen aufgedeckt: nationalkulturelle und transkulturelle Präsuppositionen.

3.1. Die nationalkulturelle Präsupposition umfasst: 1) Glauben: a) die mit dem mythologischen Weltbild verbunden sind: *auf/ hinter dem Mond leben* – (umgspr.) provinziell / rückständig/ unmodern sein; nichts mitbekommen; uninformiert sein; (*wie*) *von einem anderen Stern sein* – anders/ fremd/ exzentrisch/ weltfremd sein; leicht verrückt sein; sich ungewöhnlich verhalten; die Realität nicht wahrnehmen; der Welt entrückt sein; ungewöhnliche Ansichten haben; außergewöhnliche Fähigkeiten besitzen; b) religiöse Glauben: *sein Amen zu etwas geben* – (umgspr.) seine Erlaubnis geben; zustimmen; *zum Teufel sein/ gehen* – (umgspr.) kaputtgehen; zerstört werden/ sein; verloren/ unrealisierbar sein; 2) Aberglauben sind auf der Grundlage von Überzeugungen entstanden und spiegeln beispielsweise das nationalmythologische Weltbild wider. Zum Beispiel, *einen Schornsteinfeger sehen* – (umgspr.) Glück haben; *jemandem die Daumen drücken / halten* – (umgspr.) jemandem viel Glück wünschen; *Leere Geldbörse schenken* – (umgspr.) jemandem Scheitern, Armut wünschen; 3) Sitten und Bräuche: *j-m einen Korb geben* – (umgspr.) jemanden zurückweisen/ abweisen; jemanden abblitzen lassen (kommt von den Bräuchen der Heiraten, ukrainisches Äquivalent – *j-m einen Kürbis geben*); 4) Folklore: *ein Drache hat seine Finger im Spiel gehabt* – (umgspr.) das Böse griffen ein; *essen wie ein Drache* – viel essen; *sich einen Goldfisch angeln* – (umgspr.) einen reichen Mann heiraten; 5) Fragmente des gesellschaftlichen Lebens (Handel, Justiz, Bildung usw.): *Eulen nach Athen tragen* – (umgspr.) etwas Überflüssiges, Unnötiges tun (wörtlich: griechische Münzen nach Athen tragen); *über jemanden einen Holz/ Stab brechen* – (umgspr.) jemanden der Schuld überführen; 6) Handwerke: *Pechvogel sein* – (umgspr.) jemand, der immer Pech hat; jemand, der fortlaufend Missgeschicke erleidet (Singvögel zum Verkauf wurden mit Pech gefangen); *auf dem Holzweg sein* – (umgspr.) auf dem falschen Weg sein, Fehler machen (in Anlehnung an befestigte Waldwege, um den Holztransport zu erleichtern); 7) Kunsthandwerke: *so groß wie das Heidelberger Faß sein* – (umgspr.) sehr groß/ riesengroß sein (stammt von dem Heidelberger Fass – dem größten Weinfass, das sich in den Kellern des Heidelberger Schlosses befindet); 8) bäuerliche Traditionen: *einen Korb hoch hängen* – (umgspr.) sparen (den Korb mit Lebensmitteln wurde hoch an die Decke gehängt, damit die Mäuse nicht dorthin gelangen konnten); 9) militärische Angelegenheiten: *ins Blaue schießen/ ein Schuss ins Blaue sein* – (umgspr.) etwas ohne Erfolg tun, Arbeit ohne ein bestimmtes Ziel verrichten; 10) Ritterlichkeit: *sich die (ersten/ goldenen) Sporen verdienen/ sich seine Sporen erst noch verdienen müssen* – (umgspr.) den ersten Erfolg in etwas haben (der Ritter erhielt Sporen als Belohnung für die Tapferkeit); *durch die Blumen reden* – (umgspr.) mit Andeutungen/ Hinweisen sprechen (Der Dame des Herzens schickte man Blumen einer bestimmten Sorte und Farbe, die eine bestimmte Bedeutung hatten).

3.2. Transkulturelle Präsupposition sind verwandt mit: 1) Mythen: a) Griechische Mythologie: *Achillesferse haben* – (umgspr.) ein schwaches/ krankes Organ haben; *über jemandem hängt / schwebt ein Damoklesschwert / das Schwert des Damokles* – (umgspr.) ständig in Gefahr sein; b) deutsche Mythologie: *treu wie Nibelungen sein* – (umgspr., veraltet) sehr treu sein; 2) biblische Legenden: *Wie in Sodom und Gomorrha zugehen* – (umgspr., veraltet) voller Sünden; unmoralisch. Das Sprichwort stammt aus dem Alten Testament, das von den bössartigen Städten Sodom und Gomorra erzählt.; *Den teufel mit/ durch Beelzebub austreiben* – (umgspr.) (unbeabsichtigt) Übles durch noch Übleres ersetzen (national-spezifisches Umdenken der biblischen Präsupposition); *sein Kreuz auf sich nehmen; sein Kreuz tragen* – (umgspr.) sein Last/ seine Probleme auf sich nehmen; 3) bekannte trans- oder fremd-kulturelle Präsuppositionen (Bräuche, Traditionen, Glauben, Aberglauben etc.) *das Huhn/ die Gans, das/ die goldene Eier legt, schlachten* – sich selbst wirtschaftlich schaden; 4) geflügelte Worte von Weisen, berühmten Persönlichkeiten der Antike: *die goldene Mitte/ der goldene*

Mittelweg – Kompromiss (Horaz); *jemandem goldene Berge versprechen* – jemandem sehr große Versprechungen machen (Terence); *goldene Worte* – nachdenkenswerte Worte, die man beherzigen sollte (Lucretius); *den Rubikon überschreiten* – die Grenze des Erlaubten überschreiten (Caesar).

5. Ursachen und Mechanismen von Transformationen der phraseologischen Bedeutung

Nach der Untersuchung der Wegen der Bedeutungswandel der Phraseologismen fanden wir heraus, dass semantische Modifikationen außersprachliche und linguistische Faktoren haben.

Außersprachliche umfassen: 1) Veränderung der Bedeutung des Denotats – Bild/Situation oder der ausgewählten Merkmale (*rangehen wie Blücher* – aktiv handeln; fangen an, zu arbeiten → aktiv flirten); 2) Änderung in der Einschätzung der Präsupposition oder der phraseobildenden ausgewählten Merkmale (*einen Hasenfuß mit sich führen* aufgeteilt in zwei Ausdrücke: a) *ein Hasenfuß sein* – ein Feigling sein (negativ Bewertung); b) *einen Hasenfuß haben* – Glück haben (positive Einschätzung). Die Wertentwicklung basierte auf den Präsuppositionszeichen, die neu bewertet wurden. Es wird angenommen, dass die Pfote des Hasen vor Pech und vor Unglück geschützt ist. Der Glaube entstand aus der körperlichen Fähigkeit des Hasen, schnell zu entkommen. Es ist dieses Zeichen der Situation, das zur Grundlage für die Bedeutungsentwicklung geworden ist – ein Feigling sein – vor jeder Gefahr fliehen (*WRARWiASWUS*).

Sprachliche Faktoren semantischer Modifikationen beziehen sich auf: 1) Änderung der Bedeutung der lexikalischen Komponente in der Struktur des Phraseologismus (Verschlechterung – Verbesserung, Einengung – Erweiterung, Metaphorisierung, Bedeutungsverschiebung). Das Stereotyp der Unerfahrenheit wird durch eine Reihe von den Phraseologismen ausgedrückt, die auf der Grundlage eines Zeichens unreifer Frucht entstanden sind, das die Farbe *grün* verbalisiert: *ein grüner Junge*; *noch sehr grün sein*; *Grünschnabel haben*. Die Verschiebung in der PhB (*grün um die Nase sein* – krank sein, schlecht aussehen) ist als Ergebnis des Umdenkens des Zeichens des unreifen Früchtes und seine gleichzeitige Verschlechterung.; 2) durch Ersetzen der lexikalischen Komponente durch ein Synonym (Stereotyp über die Rolle der öffentlichen Meinung wird vertreten durch den Phraseologismus *dem Volk aufs Maul schauen*. Der Ursprung des Ausdrucks ist mit der Tätigkeit von Martin Luther verbunden, der den Vorbereitungsprozess für die Übersetzung der Bibel beschrieb. Er beobachtete, wie die Menschen aus verschiedenen Lebensbereichen sprachen, um im Text der Übersetzung für normale Menschen verständliche Wörter verwenden zu können. Der Ausdruck *dem Volk aufs Maul schauen* wurde bei Luther im direkten neutralen Sinne (*WRARWiASWUS*) verwendet – den Menschen in den Mund zu schauen (aus rein sprachlichen und praktischen Zwecken). Im Laufe der Zeit hat die Worterverbindung des Autors (wegen der Verdunkelung) die ursprüngliche Präsupposition verloren. Dies trug zu einem Umdenken, einer negativen Bewertung und weiteren strukturellen und semantischen Modifikationen bei. Wir glauben, dass diese Prozesse auf das Vorhandensein der *Maul*-Komponente (Tierschnauze) in der Struktur des Phraseologismus zurückzuführen sind. Die Verwendung von Namen der Tierkörperteilen zur Bezeichnung von Komponenten des ideografischen Feldes des Menschen hat eine verächtliche, unhöfliche, negative Bedeutung. Die Ersetzung der *Maul*-Komponente in der Struktur durch ein synonymes (im ideografischen Feld) *Mund* ändert die stilistische Schattierung der PhB, beseitigt die negative Bewertung und übersetzt den Phraseologismus in eine neutrale Sphäre des

Gesprächsstils.); 3) Ersatz der lexikalischen Komponente in der Struktur des Phraseologismus durch das Antonym (*einen Korb bekommen – geben*).

Die Modifikationen von der PhB jeglicher Art führen zu Veränderungen auf der funktionalen und pragmatischen Ebene.

6. Schlussfolgerungen

Als Ergebnis der Analyse wurde somit festgestellt, dass die Präsupposition auf die außersprachlichen Informationen beruht. Typenweise wurden Präsupposition nationalkultureller und transkultureller Prägung aufgedeckt.

Die Genetik der ersten Gruppe ist vielfältiger und spiegelt die folgenden Fragmente des Nationalweltbildes wider: Glauben, Aberglauben, Sitten und Bräuche, Folklore, Fragmente des gesellschaftlichen Lebens, Handwerke, Kunsthandwerke, bäuerliche Traditionen, militärische Angelegenheiten, Rittertum. Die transkulturelle genetische Gruppe besteht aus den Präsuppositionen in Bezug auf: Mythen, biblische Legenden, trans- oder fremdkulturelle Präsuppositionen, geflügelte Worte von Weisen, berühmte Persönlichkeiten der Antike.

Es wird bestimmt, dass die Struktur der Präsupposition drei Typen hat. Sie besteht aus Bildzeichen, Situationszeichen/ Handlungsschematazeichen, einer Kombination aus Bildzeichen/ Bildern und Situationszeichen. In der Struktur von der PhB ist aufgrund des verbalisierten ausgewählten Merkmals an der Basis von IF eine Präsupposition vorhanden. Das heißt, die Präsupposition bildet die Basis von IF und ist die Basis von der phraseologischen Semiose.

Die Phraseologismen zur Bezeichnung von Stereotypen, die auf der Grundlage von Präsuppositionen gebildet werden, unterliegen semantischen Veränderungen. Die Gründe für solche Transformationen sind sprachlicher Natur: 1) Änderung der Bedeutung der lexikalischen Komponente in der Struktur des Phraseologismus; 2) Ersetzen der lexikalischen Komponente durch ein Synonym; 3) Ersatz der lexikalischen Komponente in der Struktur des Phraseologismus durch das Antonym und extraverbale Faktoren: 1) Änderung der Bedeutung der Bezeichnung; 2) Änderung in der Einschätzung der Präsupposition oder des phraseobildenden ausgewählten Merkmals.

Die Perspektiven für weitere Forschungen sind die Untersuchung der Bildung von der PhB auf dem Grund von den Merkmalen verschiedener genetischer Typen von Bildern/ Vorstellungen und Präsuppositionen.

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ROLE AND FUNCTIONS OF THE TORSO IN THE PROCESS OF VOCALIZATION

Irina Piatnytska-Pozdnyakova

Doctor of Art Studies, Associate Professor, Sukhomlynskyi National University of Mykolaiv, Ukraine

e-mail: musik_prof@ukr.net, orcid.org/0000-0002-7211-1602

Alina Korshunova

Master of Music Arts, Sukhomlynskyi National University of Mykolaiv, Ukraine

e-mail: akorshunovapoto@gmail.com, orcid.org/0000-0002-5479-5406

Andrii Galaidin

Ph.D. student, Polonia University in Czestochowa,
Interdisciplinary Faculty, Poland

e-mail: a.galaidin@ap.edu.pl, orcid.org/0000-0002-5236-1495

Summary

The article deals with one of the important problems of studying the role and function of the torso in the process of vocalization and related singing breathing and the formation of correct posture during singing. This will make it possible to scientifically substantiate the physiological patterns of the human body and make the process of singing activity as a whole more understandable and transparent. *The issue is* revealed in the relationship of such components as: the work of the autonomic nervous system, which signals motor tasks to muscle fibers in the human body, and the general functioning of the respiratory system, which performs a full respiratory cycle. In this context, the process of breathing during vocalization is analyzed in detail and the role of each torso organ is determined separately. *The methodology* of this study is to change its angle, which will allow us to identify the essential components of the torso and analyze their role in the process of vocalization. Scientific novelty consists in identifying the mechanisms of interaction between various components of the human torso and their influence on the process of sound extraction. *The practical significance* of the study lies in the focus on safe approaches in the formation of singing breathing skills during the vocalization process. The results of the study can be used for further research and development of vocal techniques.

Keywords: respiratory physiology, complete respiratory cycle, anchoring, vocal support, torso.

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1. Introduction

In modern vocal pedagogy, one of the fundamental issues is the study of the role of various components of the body in the process of correct formation of phonation sound formation. However, unfortunately, there is no clear opinion on the characteristics of the human torso as an important component of the vocalization process. Various vocal techniques developed by specialists in the field of phonopedia, phoniatry, physiology and other fields of knowledge

explain the role of the human torso in the process of vocalization in different ways, and sometimes with different terminological bases. Some researchers recognize the important role of different parts of the human body in the process of vocalization, while others do not focus on this at all. This has led to the emergence of radically different views on this problem, which makes it relevant and promising.

Analysis of recent research and publications. Singing is the subject of study of many branches, including: special vocal training, acoustics, physiology, musical psychology, music pedagogy, methods of musical education, etc. However, each of these sciences considers only one aspect of singing activity. Thus, the problem of vocal training in the aspect of physiology and voice production is thoroughly covered in the works of D. Aspelund, A. Zasedatelev, A. Zdanovich, A. Egorov, M. Mikisha, V. Morozov, L. Rabotnov and many others. The issues of development and formation of singing abilities are revealed in the works of domestic (V. Antonyuk, L. Vasilenko, L. Dmitrieva, V. Emelyanova, O. Stakhevich, P. Troninoi, V. Yushmanova, Yu. Yutsevich), and foreign (A. Menabeni, J. Estill, J. Hoit, Leanderson R, V. Pettersen) scientists. Despite a large number of studies and a fairly thorough source base, the stated problems still remain relevant today. In this regard, **the purpose of this article** is to systematize research in various scientific fields related to the work of the torso during the vocalization process. This will allow us to understand the processes of singing breathing and the formation of correct posture from the point of view of physiology. From this perspective, it is possible to scientifically substantiate the physiological laws of the human body, which makes the process of singing activity as a whole more understandable and transparent.

2. Presentation of the main research

The safest way to work with the voice is considered by phonopedia and phoniatriy specialists to be a physiological and scientific approach, as opposed to an empirical one, which is based on subjective feelings of sound reproduction by the performer in the process of vocalization. The physiological and scientific approach make it possible to reveal singing as a complex of physiological processes occurring in the human body, to study the components of the vocal apparatus that perform a specific function in the process of sound formation. One of the fundamental components of singing is the process of breathing, which occurs not only with the help of the respiratory organs, but also muscle and bone structures located in the human torso, and is controlled by the autonomic (ANS) and central (CNS) nervous systems in order to maintain the viability of the body (*Gardiner, 1957*). That is, the bones and muscles of the back, chest, shoulders, windpipe, lungs and abdominal muscles, which are components of the torso, are fully or partially involved in the process of breathing and sound formation. Let's consider in detail the process of breathing and determine the role of each organ of the torso separately in the process of vocalization. Human breathing is an uncontrolled process of consciousness, during which inhalation and exhalation are carried out using the nasopharynx (mixed type), where both phases are short and equal in time (*Sokolenko, 2019*). The main structures responsible for the breathing process are the lungs and diaphragm, and ancillary structures are the nasopharynx and trachea, which together form a cycle controlled by the ANS (*Steinhauer, 2017*). With the help of neural impulses sent to the brain, they control the processes in muscle tissues, creating a motor unit. At the same time, the ANS controls not only the inhalation process, but also the overall process of breathing, which is based on the coordination of motor activity through neural stimulation of a number of skeletal muscles. They create negative intrathoracic pressure, causing air to enter the lungs.

The main source that controls the inhalation is the diaphragm, or muscle septum of the thoracic and abdominal cavities, divided into parts: the rib one (where the fibers extend outward from the central sinew and enter the lower ribs and back) and the spinal (where the fibers enter the lumbar spine). The diaphragm is filled with air and reflexively descends during inhalation, after which its neutron activation forms transdiaphragmatic pressure, which creates a physiological breath retention followed by exhalation. The diaphragm is currently in a stationary phase and retains its previous position. Next, the motor function is selected, which regulates the speed of response to the task, which is transmitted to the ANS muscle fibers. There are four types of such "tasks", or motor units, in muscle fibers, conventionally divided into the following: *slow set*; *fast set*; *medium set*; *fatigue* (Gardiner, 1957). All types of motor units are responsible for muscle contraction and, with the help of nerve impulses coming from muscle fibers, transmit information to the motor cortex of the brain about the need for tonus, or about the work of certain muscles in the human body. Since the diaphragm is not only a respiratory organ, but also a muscular one, it has all the motor units described above. Consequently, the diaphragm can contract physiologically at four speeds, of which only three are suitable for the sound formation process, in particular:

- at a slow pace, that happens during singing and due to which a long exhalation is formed;
- at an average tempo, which is used by singers in the process of stage speech and recitative parts of vocal works;
- at a fast pace, used by singers to perform various complex strokes (for example, staccato), accentuate musical beats, or perform melismatics, etc. (Gardiner, 1957: 201-210).

The fourth motor unit is not suitable for the formation of singing breathing and has a protective function of the muscle fiber during overexertion and is responsible for its instantaneous contraction. That is, a phenomenon is created that is called a "diaphragmatic clamp" in vocal pedagogy (Gardiner, 1957). After selecting the ANS motor task (for example, speed), there is a reflex ejection of air by the muscle fibers of the diaphragm and auxiliary muscles (upper back muscles, intercostal muscles, etc.). Physiological breathing is regulated by various types of motor tasks (slow set, fast set, medium set in the muscle fibers of the diaphragm during exhalation) and performs a full respiratory cycle. In general, this process is called a complete respiratory cycle, it is carried out spontaneously several times per minute, supporting the vital activity of the body, and has a different amplitude of cycles depending on the age of the person.

The human respiratory cycle as a process of filling the lungs with air and its transfer to the diaphragm is quite conditionally divided into different types (thoracic, lower rib, diaphragmatic, abdominal, clavicular, etc.) (Steinhauer, 2017: 185). In this process, an important role is played by the lungs, which are located in the chest and are an elastic, spongy structure that holds the volume of inspiration of a person by increasing the space in the chest, as a result of which air enters the lower parts of the lungs and includes the internal walls of the chest and thoracic and intercostal muscles. Because of this, vocalists feel that they are breathing a lower-rib type of breathing (Steinhauer, 2017). During breathing, the flow of air quickly descends from the lungs to the diaphragm, bypassing the walls of the chest. This type of breathing – abdominal – involves the straight and oblique abdominal muscles. During vocalization, during this type of breathing, the singer can see the movement of the abdominal wall, feel the upper dome formed by the diaphragm, and part of the abdominal wall to increase the internal space in the body, which allows for more subtle control of the exhalation process (Pettersen, 2005). Before the ANS and brain coordinate the process of breathing by contracting the muscle fibers of the diaphragm, a person may feel the expansion of the abdomen or lower ribs while the diaphragm is in a stable position. After that, the diaphragm contracts and exhalation occurs, which can also

cause certain sensations (*Pettersen, 2005*).

The physiological process of breathing includes the entire plane of the lower torso, which involves the lower ribs, diaphragm, back muscles, and chest, which can work simultaneously. In this case, the amplitude of human respiratory movements will depend on the physiological and psychoemotional state of the person (*Ghrymak, 1989*). For example, the clavicular type of breathing, which involves only the upper part of the lungs, which has a small volume, can manifest itself in cases of nervous excitement of the body precisely because inhaling and exhaling is carried out by raising and lowering the clavicles. This type of breathing is called stressed. In order to avoid it, it is necessary to reduce psychoemotional tension, because when the body relaxes, breathing becomes less shallow than during the period of a stressful stimulus. After several cycles of deep breathing, a person returns to the physiological type with the inclusion of all the components of the torso in the work.

During the process of vocalization to stabilize breathing, certified teachers of Estill Voice Training (*Steinhauer, 2017*) suggest the following scheme of actions:

- take a comfortable inhalation without straining any muscles, and then release the air from the lungs without any pushes or presses, where the time of inhalation and exhalation is unlimited, because everyone adjusts it for themselves;
- when the air pressure in your lungs drops to the level of atmospheric air pressure, exhalation will stop by itself and your glottis (the space between the vocal folds) will remain open, so you don't need to "hold" anything;
- wait for this, give your body time, and it will inhale when necessary. Sometimes it happens immediately, and other times you may be surprised by seconds of "rest", but none of the results are right or wrong;
- feel the "movement of the breath" during this inhalation, connect your senses to understand how your body is moving. Cover your ears to enhance your auditory senses of breathing noises when inhaling. What you see may be a visualization created by the mind, and the movement may be too small to see.

These and other exercises allow you to: not focus on individual side effects during singing and breathing in general; understand the algorithm of the torso during breathing and feel the work of the ribs, back, diaphragm and abdomen in general; reduce stress levels and avoid clavicular breathing, and so on. However, the division of breathing into different types and the search for the most correct one among them is impractical, because the process of human breathing is influenced by many factors, in particular: psychoemotional and physiological state; the involvement of ANS in the process of breath control; inclusion in the process of a group of muscles of the torso, lower ribs and spine that support singing breathing, and so on.

Muscles in the human body do not have universal rules of movement or a sequence of alternating disconnection of muscle groups during breathing, because this process involves a whole complex of different components of the torso, belonging to the so-called "large respiratory muscles", namely: rectus abdominis, external oblique muscles, internal oblique muscles, transverse abdominis, latissimus dorsi, square lower back muscle, pectoralis major muscle, intercostal muscles. Since all these muscles are involved in the formation of exhalation, their coordinated work will always be reflex, that is, the movement of the ribs, chest and other components of the torso occurs without conscious control on the part of a person (*Matthew, 2018*).

The work of the torso is closely related to the process of "supporting breathing", or "anchoring" – from the English "anchor", so "to anchor" – literally "throw an anchor", "stand on an anchor", that is, firmly rely on breathing in the process of vocalization (*Steinhauer, 2017*).

From the point of view of vocal pedagogy, it is the support on the diaphragm that gives the voice strength, reveals the singing timbre and allows it not to get tired. Among the vocal exercises aimed at the posture of singing breathing and finding the support of sound, there are also those that are firmly established in vocal pedagogy. In particular, these are strength exercises aimed at developing the elasticity and tone of the diaphragm due to the influence of external power factors on it. Among these exercises, the most common is the following: put something heavy on the diaphragm area and ask to first lift the object with the force of inhalation, and then lower the object with the force of exhalation. According to some vocal teachers, this exercise forms the ability to hold your breath and vocal support. However, recent studies in the field of vocal pedagogy have allowed us to conclude that the ratio of rib and dorsal forces of the diaphragm does not depend on an increase in nervous agitation and does not affect the breathing process both with voluntary inhalation and with involuntary one. That is, vocal support is not a consequence of the work of the diaphragm, because it does not have sensitivity receptors. This indicates that any strength exercises do not affect the development of the diaphragm, so such exercises are not appropriate and effective.

Phonators and physiologists explain the phenomenon of anchoring as a respiratory support by a complex of dynamic effects on the timbre quality of sound and the amplitude of the sound wave produced by large muscles, but which are not directly involved in voice generation (*Estill, 1990*). That is, the survey mechanism has a complex anatomy. In particular, during the formation of respiratory support, the pectoralis major and latissimus dorsi muscles work together to lift and expand the chest. The square muscle of the lower back is attached to the inner edge of the lower rib, to which the fibers of the diaphragm are firmly attached, and thus this muscle is involved in the breathing process and can regulate how slowly or quickly the diaphragm rises during exhalation. In addition, anchoring involves a group of muscles that straighten the spine and can affect other muscles of the chest and abdomen. So, while the singer performs high and powerful sounds, you can track the inclusion of almost all the torso muscles in the work to stabilize and control the air flow.

The fixation of the torso during singing was noted by V. Petersen, who found out that professional opera singers used higher levels of activity in the abdominal muscles, which made it possible to maintain a more uniform sound. Other scientists, in particular A. Watson, S. Williams, B. James, in their research concluded that compression of the latissimus dorsi muscles contributed to the expansion of the chest (*Peultier-Celli, 2020*). At the same time, the work of these muscles increased under the conditions of designing the singer's voice. Thus, the support of breathing during the vocalization process is a feeling of internal pressure from the force of contraction of the auxiliary muscles of exhalation, namely: the muscles of the upper back and intercostal muscles; the muscles of the neck and head during phonation. The last two muscle groups play the role of maintaining a uniform sound during the process of sound formation (*Pettersen, 2005*).

Since there are two modes of operation for human muscles, and breathing support is the process of muscle fiber contraction, it makes sense to consider the contrast mode of operation carried out by these structures. So, in a state of relaxation, the pastoral muscles of the torso of the upper chest and back and lower back are minimally involved. Phonation in such cases is quieter, which can be useful for quiet pronunciation and singing. When using relaxed torso muscles to form quiet sounds, the singer's voice remains stable and without anchoring. However, there are only two options available for the muscles that support breathing during the vocalization process, namely: relaxation and tension. With smooth actions such as speech and singing, the torso is rarely fixed in one of these positions.

This is because, as with the diaphragm muscle fibers, the anchoring system has its own motor tasks, which are controlled by the central nervous system and are responsible for the strength and speed of response to maintain exhalation during the singing process. So, when the vocalist uses different vocalization techniques, the anchoring force will be different or not used at all. In this case, it makes sense to consider the most commonly used techniques for performing high notes and systematize them by the strength of anchoring. In particular, this is:

- falsetto-sound formed due to the main register at the partial closure of the vocal cords with a large amount of air exhaled during the phonation process and does not require anchoring by the torso muscles;
- the main sound formed due to the main register at the partial closure of the vocal cords (it is with this type of sound that the vocal cords close only at the edges, and the vocal sound requires minimal anchoring by the torso muscles);
- mixed sound as a simultaneous sound of the chest and main registers (mixing them in a certain proportion is necessary for a specific artistic idea during the performance of a vocal work and requires medium anchoring by the torso muscles);
- "belting" as singing high notes by the thoracic type of closing of the vocal cords without mixing or with minimal mixing of the "main" type of sound of the vocal cords (this sound requires a strong connection of the anchoring system and support by all auxiliary muscles involved in this process), etc. (*Pettersen, 2005: 255-277*).

The process of anchoring in the near and middle range of the singer's voice follows the same rules as when playing high notes. That is, the richer and brighter the vocal sound, the greater its anchoring will be, which the performer can adjust according to their own feelings. However, this rule only applies in a static body position. When the singer begins to move or changes the position of the body during the vocalization process, then the indicators of anchoring and breathing in general change, as the body adapts to new conditions (*Linklater, 2006*). That is, during active movement, the force of muscle pressure generated during the performance of a motor task by the cerebral cortex from the ANS will be different and depends not only on the vocal aspects of the performance, but also on the stage tasks that the performer faces.

An additional aspect that can affect the process of anchoring and phonation in general is the spine as a bone structure located in the torso and consisting of a base in the form of vertebrae, intervertebral cartilage, joints of vertebral processes and a ligamentous apparatus that binds the vertebrae together (*Steinhauer, 2017*). For the process of vocalization, the position of the spine and correct posture associated with its coordination are extremely important, because the muscles responsible for the alignment of the spine are involved in the formation of breath support (*Soloviova 2006: 38-40*).

At the current level of development of physiology, the concept of "posture" is understood as the usual, relaxed pose of a person who takes it without excessive muscle tension. In a broader sense, 'posture' is both the position of the body in various static poses, and the features of muscle work during various movements. The presence of different approaches allowed us to group them and distinguish varieties, namely:

- dynamic posture is the support of the muscles during movement during the walking or running phase (usually the body needs to form a strong posture during movement, so the muscles that do not contract work in such a way as to adapt to changing circumstances);
- static posture is support during a static position, when body segments are aligned and held in a fixed position (usually achieved by coordination and interaction of various muscle groups that work statically to counteract gravity and other forces).
- It's important to note that the muscles that surround the spine provide two of its opposite functions – mobility and stability. At the same time, the mobility in each intervertebral

joint is small, but the spine itself is a fairly flexible system, coordinated by the work of the muscles and ensures harmonious movements of the spine. The main role in maintaining an upright posture is played by the back muscles that straighten the spine, and the iliopsoas muscles (Yeo, et al., 2018).

For the stability of the spine, pressure in the chest and abdominal cavities is important. The abdominal muscles are no less important for maintaining posture and protecting the vertebrae from injury and injury than the back muscles. Muscle traction produces curves of the spine, stimulates its normal development. A well-developed muscular corset is able to protect the spine from traumatic loads, and vice versa, a violation of muscle tone occurs with any problems in the spine. Weakness of the muscular corset and uneven muscle tone are associated with strengthening or compaction of the physiological curves of the spine or its curvature. Consequently, poor posture is the result of physiologically unjustified movements of the joints of the arms and legs, which leads to displacements of the fulcrum points of parts of the body and violations of the weight ratios of its parts (Soloviova, 2006). Overstrain of the entire muscle sphere is inevitable, since overstrain of muscle groups in any part of the body is always dangerous for the spine.

This was noted in her research by Kristin Linklater, who considered the spine to be the support of all breathing in general: "the general task of working with the spine is to develop physical self-awareness through specific relaxation" (Levangie, 2011:10). Physiologically, this can be explained as follows: when tension is removed from certain muscle groups that are included in the vocalization process, the muscles that control posture provide freedom in the body as a whole. That is, a state of relaxation and potential mobility of the body and breathing is formed: "найважливішим the most important discovery for you will be the following: the performance of the vocal apparatus depends on the alignment of the body in which this apparatus functions" (Levangie, 2011:10). When the spine is not level and the muscles that provide posture do not work, then its ability to support the body decreases. This occurs in the presence of such disorders as: lordosis and kyphosis (physiological, but too pronounced changes where they should not be (for example, cervical kyphosis); scoliosis (curvature of the spine to the right or left); retrolisthesis (a pathological condition in which the vertebra moves forward or backward in relation to the vertebra that is located below), etc. (Valik, 2006). Under such conditions, the body is supported by muscles designed for other purposes. This situation can occur with muscle weakness of a healthy person, when the lower part of the spine does not perform its functions, then the body is supported by straining other muscles (for example, the abdomen), which allows them to compensate for the needs of breathing (Levangie, 2011). Or, for example, when the upper part of the spine refuses to support the chest and shoulder girdle, then the pectoral muscles come to the rescue, which because of this cannot participate in the breathing process. And, in the end, when the cervical vertebrae are not aligned, the entire sound channel narrows. If the cervical vertebrae are relaxed and unable to hold the head, this function is performed by the muscles of the jaw, tongue, larynx, even the lips and eyebrows, but then it is impossible to articulate the sound to normal phonation (Levangie, 2011).

Moshe Feldenkreis emphasized this in his work "Observation of motion": 'some poses are acceptable as long as they do not begin to conflict with the natural laws of gravity' (Levangie, 2011:11). The opinion of Kristin Linklater is consonant: "...the skeleton should be able to neutralize this law, leaving the muscles free to move" (Levangie, 2011:13). That is, the nervous system and skeleton under the influence of gravity develop in such a way that the skeleton supports the body without spending energy, despite the pull of gravity. When muscles

do the work of the skeleton, they not only support the body, but also use additional energy. That is why they are protected from performing an unusual function by the ability to change the position of the body, that is, to exclude movement.

So, the first step to a beautiful and healthy voice is to get to know your spine (*Levangie, 2011:12*). That is why muscle exercises for the back and strengthening the muscles of the lower limbs, or muscles that provide a long vertical pose, will be useful. For independent classes or for classes in the vocal class, it is advisable to use elements of aerobics using special balls "resist-a-ball". Such exercises help to strengthen the muscular corset, train dynamic posture, a sense of natural coordination, etc.. At the same time, it is necessary to train the muscles of the back and abdominal press, which are extremely important for correct anchoring during the vocalization process. Exercises "resist-a-ball" can be recommended for people of different age groups with different degrees of physical fitness and can add a game element to the process of voice training (*Soloviova, 2006*).

In vocal pedagogy, the concept of "posture" is associated with the position of the torso and the interaction of its various parts. The best position for the phonation process is a body position in which the abdominal press is stretched, and the chest is in a free, unfolded state. This posture can be provided when training the back muscles. Taking into account recent research in the field of physiology, we can say that a person is physiologically able to maintain correct posture in any position, but the spine must maintain a straight position, which in fact guarantees the correct work of the muscles that support the spine (*Traser, 2020*). That is, under the conditions of proper physical effort, singing becomes possible in various positions, which can be provided by postural control and the work of the ANS, which correctly regulate the position of the torso during the vocalization process.

Therefore, while singing in a sitting position, experts advise to carry out the main support on the back and legs, because under such conditions the abdominal press gets the best opportunities for anchoring. The expanded chest creates optimal opportunities for the work of the respiratory muscles and diaphragm. However, to do this, all the muscles involved in the proper functioning of posture must be well developed (*Traser, 2020*). That is why it is important to know what exercises strengthen and improve this apparatus for the further vocalization process.

3. Conclusions

The complex and insufficiently studied issue of the function of the human torso in the organization of the vocalization process is complex due to its multidimensional and multidirectional nature. Specialists in various fields that are closely related to vocal pedagogy solve the influence of different components of the torso on the vocalization process in different ways. However, the didactic discourse of the stated problem itself and its implementation indicate the right vector in its understanding, which is an important step towards reaching the solution to the problem.

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INTERTEXTUALITY IN ROALD DAHL'S POETRY

Anna Pikalova

Ph.D. in Linguistics, Associate Professor, Associate Professor at the Department of Foreign Philology, Municipal Establishment "Kharkiv Humanitarian and Pedagogical Academy"

Kharkiv Regional Council, Ukraine

e-mail: pikalova.aa@gmail.com, orcid.org/0000-0002-9291-113X

Summary

This paper aims to consider intertextuality and discover its types in Roald Dahl's poetry intended for children. The study focuses on the poetic texts rather than the author and reader, although the author and children-readers are regarded either. The data used for this study are R. Dahl's *Revolting Rhymes* (1982), *Dirty Beasts* (1983), and *Rhyme Stew* (1989) devoted to children from seven years old and above. Acknowledging "intertextuality" as the concept for indicating the relation between the texts, the classification of types of intertextuality proposed by R. Pope (2002), has been taken into consideration in analyzing the data. This article includes the recognition of the types of intertextuality in R. Dahl's poetry for children. According to the scholar's division (Pope, 2002), three types of intertextuality are distinguished. They are explicit, implied and inferred intertextuality. Mainly, analyzing the data testifies explicit intertextuality as the most frequent type in R. Dahl's poetry for older children.

Keywords: intertextual relation, explicit intertextuality, nursery rhymes, fairy tales, R. Dahl, children.

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1. Introduction

Although the concept "intertextuality" has been widely discussed, it remains "one of the most commonly used and misused terms" (Allen, 2000: 2). Intertextuality constantly attracts the attention of scholars whose discussion provides many ideas. Intertextuality is often considered as a way how different "sorts of texts contain references to other texts" which influenced on their creating (Childs, & Fowler, 2006: 121). Developing Bakhtin's ideas (Bakhtin, 1981), Julia Kristeva (Kristeva, 1980) initially introduced this notion, regarded the text as operated in the horizontal and the vertical axes. The first axis maintains the relation between the text and the reader, whereas the second one sets the relations of the text to other texts (Kristeva, 1980).

In literary theory intertextuality admits "interpretation is a matter of reader and that text and reader interact" (Zengin, 2016: 302) producing a large number of meanings. Intertextuality is defined as "an attempt to understand literature and culture in general" (Allen, 2000: 7). From the linguistics positions, intertextuality is observed as "specific presuppositions" which are "conventions, systems of combination and a logic of assumption" (Culler, 1976: 1395). Supporting the similar idea, N. Fairclough applies intertextuality as an implement of discourse analysis, distinguishing two types of intertextuality: manifest intertextuality and constitutive intertextuality (Fairclough, 1992b: 117; Fairclough, 1992b). D. Birch investigates intertextual stylistics, moving beyond the boundaries of a particular text. His approach is oriented to the readers' intertextuality, which is a result of their own experiences (Birch, 1989: 271). R. Pope discusses "intertextuality" as "the general term for the relation between one text and another" (Pope, 2002: 246). This study focuses on intertextuality as the relation of the text to the other ones.

There is an excerpt from “Matilda” by Roald Dahl: “*It seemed so unreal and remote and fantastic and so totally away from this earth. It was like an illustration in Grimm or Hans Andersen. It was the house where the poor woodcutter lived with Hansel and Gretel and where Red Riding Hood’s grandmother lived and it was also the house of The Seven Dwarfs and The Three Bears ... It was straight out of a fairy-tale*” (Dahl, 2016: 180).

This short extract from author’s novel is a vivid example of a direct reference to different fairy tales, which is demonstrate intertextuality as the relation between R. Dahl’s novel and fairy tales. In *Matilda*, there is another example of a direct reference in which he represents the masterpieces of literature and their authors: “... Matilda read the following book:

“*Nicholas Nickleby* by Charles Dickens

Oliver Twist by Charles Dickens

Jane Eyre by Charlotte Bronte

...

Tess of the D’Urbervilles by Thomas Hardy

...

Kim by Rudyard Kipling

...

The Old Man and the Sea by Ernest Hemingway

The Sound and the Fury by William Faulkner

The Grapes of Wrath by John Steinbeck

...

Animal Farm by George Orwell” (Dahl, 2016: 14).

The author continues in this novel, referring to some of mentioned above authors and the characters, plots, time and places of their literary works: “*The book transported her (Matilda) into new words and introduced her to amazing people who lived exciting lives. She went on olden-day sailing ship with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling.*” (Dahl, 2016: 17).

There are only some mentioned above examples of intertextuality among those, which are represented in *Matilda*. Moreover, these mentioned above examples of intertextuality are from only *Matilda* by R. Dahl. Intertextuality has become a significant element of R. Dahl’ writing style. It is as noticeable as invisible. In this way, it can be explicit and implicit. Therefore, this paper intends to examine intertextual references in R. Dahl’s poetry, which is devoted to children in order to acquire a deeper understanding on his unique writing style. The aim of this study is to identify the types of intertextuality represented in R. Dahl’s poetry.

2. Theoretical framework

2.1. The notion “intertextuality” and its types

Term “intertextuality” denoting in a literary theory has become widely used phenomenon in linguistic and cultural studies. Its emergence is connected with such scholars as F.de Saussure, M.M. Bakhtin, J. Kristeva and R. Barthes. According to F. Saussure’s linguistic theory, people make up their world’s understanding by means of language. While interacting with a language, people’s worldview is formed by this language. The scholar’s prominent linguistic theory recognizing language as a system of phonology, semantics and syntax concerns linguistic framework of intertextuality (Saussure, 1966).

Intertextuality “focuses on the idea of texts’ borrowing words and concepts from each other... through allusions, impressions, references, citations, quotations, connections and impact of the other texts” (*Zengin, 2016: 301*). According to the view that text is a “growing, evolving, never-ending process” (*Irwin, 2004: 232*), intertextuality is presented as “new ways and new strategies for understanding and interpreting texts” (*Zengin, 2016: 302*). Intertextuality is defined as “an attempt to understand literature and culture in general” (*Allen, 2000: 7*), confirming the broad meaning of the term.

M. Bakhtin’s interpretation that the life of the word “is contained in its transfer from one mouth to another, from one context to another context, from one social collective to another” (*Bakhtin, 1984: 201*) has been explained by J. Kristeva. She decodes this statement noting Bakhtin’s “conception of the ‘literary word’ as an intersection of textual surfaces... as a dialogue among several writings: that of the writer, the addressee (or the character) and the contemporary or earlier cultural context (*Kristeva, 1980: 65; 1986: 36*). J. Kristeva’s conception of intertextuality has its roots from M. Bakhtin’s dialogism (*Moi, 1986: 34*). They both “share an idea that there is always a correlation between texts and the social and cultural contexts out of which the texts are produced” (*Zengin, 2016: 322*). Thus, J. Kristeva asserts that the text can be regarded as an intertextuality within society and history (*Kristeva, 1986*).

R. Barthes affirms that the text is “the fabric of words which make up the work and which are arranged in such a way as to impose a meaning which is stable and as far as possible unique” (*Barthes, 1981: 32*). The theorist states that “the notion of text implies that the written message is articulated like the sign: on one side the signifier... and on the other side the signified” (*Barthes, 1981: 33*).

G. Genette attempts to distinguish the types of intertextuality. The scholar produces the theory of “transtextuality” as an analogue of “intertextuality”, investigating the relationships between the text and the architectonic (*Genette, 1997a*). Moreover, the theorist elaborates five sub-categories of transtextuality, which are “intertextuality, paratextuality, architextuality, metatextuality and hypertextuality” (*Genette, 1997b*).

M. Riffaterre proposes another idea of intertextuality, differentiating “two faces of a poetic sign”. From his positions these two faces are “textually ungrammatical, intertextually grammatical; displaced and distorted in the mimesis system, but in the semiotic grid appropriate and rightly placed” (*Riffaterre, 1978: 165*). M. Riffaterre distinguishes two types of intertextuality, which are aleatory (it is involved many potential intertexts) and determinate (an intertext is clearly presenting behind the text) (*Riffaterre, 1984*). What is more, the scholar expands his consideration of intertextuality, defining it as “a structured network of text-generated constraints on the reader’s perceptions” (*Riffaterre, 1994, p.781*).

At the same time, the notion of intertextuality is actively used in linguistic theory as discussion of textual segments taking into consideration implications, assumptions or presuppositions. Referring to the idea of intertextuality, J. Culler suggests two approaches to the consideration of intertextuality. The first one deals with specific presuppositions in a text, while the second one regards rhetorical or pragmatic presuppositions (*Culler, 1976*).

N. Fairclough distinguishes two types of intertextuality: manifest intertextuality and constitutive intertextuality (*Fairclough, 1992b: 117*). According to the researcher’s view, the first type indicates intertextual elements such as presupposition, negation, parody, irony, etc. Considering the second type, which points out the interrelationship of discursive features in a text, such as structure, form, or genre, N. Fairclough determinates it as “interdiscursivity” (*Fairclough, 1992b: 104*).

R. Pope suggests three kinds of intertextual relation” “explicit, implied and inferred intertextuality” (Pope, 2002: 246). The researcher states that explicit intertextuality involves all the texts that the writer has openly referred to and all the concrete sources that the writer has demonstrably mentioned. Implied intertextuality includes all the allusions to other texts and all the effects, which the writer has created obviously for recognition by the reader. Inferred intertextuality refers to all those texts that readers appeal to help their understanding of the text. (Pope, 2002: 246).

R.S. Miola argues that “intertextuality” comprises “the he widest possible range of textual interactions” including “sources and influences” (Miola, 2004: 13). He divides intertextuality into seven types. Among distinguished types of intertextuality, which can be actualises in the text there are revision, translation, quotation, source, conventions and configurations, genres, and paralogues (Miola, 2004: 13-23).

The first category covers first four types of intertextuality. “This category comprises specific books or texts mediated directly through the author” (Miola, 2004: 14). The second category supports by traditions. An original text emits “its presence through numberless intermediaries and indirect routes (commentaries, adaptations, translations, etc.)” (Miola, 2004: 20-21). The last category involves “what any audience brings to a text rather than what the author put in”. Thus, “the focus moves from texts and traditions to the circulation of cultural discourses” (Miola, 2004, p. 23). Making division into categories and their subclasses, the scholar supposes that proposed distinctions between types and categories “are not absolute and exclusive” (Miola, 2004: 13).

As this article examines the phenomenon of intertextuality in R. Dahl’s poetry, the focus concentrates on the text rather than the author and reader, although the author, his intent and the reader will be touched incidentally.

2.2. R. Dahl and his controversial style of writing for children

Literature discloses that “imaginative perspectives, interrogate[s] values and assumptions, and lead[s] to enhanced understanding of global cultures and differences” (Birketveit & Williams, 2013: 7). Poetry can allow children “to focus closely on the beauty, play, and emotive power of language” (Elster & Hanauer, 2002). Reading poetry develops readers’ understanding, capability of reflection, and imagination. Reading for pleasure has significant “cognitive, emotional, and social advantages” (Hempel-Jorgensen, Cremin, Harris & Chamberlain, 2018: 87). Humor increases motivation for reading. As R. Dahl remarks in his interview “a good children’s book does much more than just entertain. It teaches children the use of words, the joy of playing with language” (West, 1990a: 65). Employing the “same kinds of humour that children use themselves” and “sympathizing with children in their conflict with adults”, R. Dahl manages to provide pleasure to his children readers (West, 1990b: 116). R. Dahl understands “what children find funny, and what they desire, and it is truly noticeable in his writing” (Alston & Butler, 2012: 39). R. Dahl states that his only purpose for writing books for children is to encourage them to develop a love for books. “I’m trying to entertain them. If I can get a young person into the habit of reading and thinking that books are fun, then, with a bit of luck, that habit will continue through life” (West, 1997: Interview III-112).

In the beginning of R. Dahl’s writing career, he was well known as a storyteller for adults. However, when he started writing children’s books, which are famous and beloved by children, his writing style has immediately raised controversy. His style was heavily criticised. Critics supposed it anarchistic and not appropriate. Despite adults were mostly against R. Dahl’s books children adored them. Even nowadays R. Dahl remains one of the most popular children’s

author. He has regarded as “one of the greatest storytellers for children of the 20th century”, Dahl has been named one of the 50 greatest writers. He ranks amongst the world’s best-selling authors. C. Butler points out R. Dahl “was (and remains) controversial” (*Butler, 2012: 1*).

Critics call R. Dahl’s *Charlie and the Chocolate Factory* “the most tasteless books ever written for children” (*as cited in Silvey, 1995: 116*). In response to these negative statements, the author argues “adults judge a children’s book by their own standards rather than by the child’s standards” (*West, 1997: Interview 112*). The difference between children and adults in the perception of R. Dahl’s humour and jokes “involves differences in the psychology of children and adults” (*West, 1999*). Humour is changeable as it can change with the development of the society. “The sense of humour could easily change as we grow from a child to an adult person. It also depends on the other factors such as intellectual ability, past experience” (*Mallan, 1993*). In R. Dahl’s interview, there is the explanation why adults disapprove his books and consider them as tasteless stories, situations, and jokes while children find them humorous: “I generally write for children between the ages of seven and nine. At these ages, children are only semicivilized. They are in the process of becoming civilized, and the people who are doing the civilizing are the adults around them, specifically their parents and their teachers. Because of this, children are inclined, at least subconsciously, to regard grown-ups as the enemy. I see this as natural, and I often work it into my children’s books” (*West, 1997*).

R. Dahls was blamed for the spoiled “moral universe”, enjoyment of “writing about violence” (*Rees, 2012: 144*). However, the author himself elucidates this subjective opinion, remarking the inclusion of some violence in his books is always undercut with humor. “It’s never straight violence, and it’s never meant to horrify. I include it because it makes children laugh”. In author’s opinion, children know that the violence in his stories is “only make-believe and just like in fairy tales they are aware that it is not real”. R. Dahl adds, “when violence is tied to fantasy and humor children find it more amusing than threatening” (*West, 1997: Interview 113*).

On the contrary, J. Culley describes R. Dahl’s writing style as full of “the sensual quality of words” with “onomatopoeia, the construction of onomatopoeic words, alliteration, puns and verbal humour” (*Culley, 2012: 67*). The scholar supposes that the writer “is aware that ‘unusual words may create humour, impart information or indicate meaning in the context’” (*Culley, 2012: 68*). A. Schober claims those critics who condemn R. Dahl’s books fail to acknowledge the vigorous play of language in Dahl’s books, which abound which funny, witty puns, rhymes, jokes, alliteration, onomatopoeia, spoonerisms, malapropisms, as well as eccentric use of nonsense (*Schober, 2009: 34*).

R. Dahl’s humour in his children’s books is considered as “perfectly natural and normal”. Adults use their “civilized” humour and every deviation from its norms is attacked. R. Dahl understands that children have another taste and he applies “the same kinds of humor that children use themselves”, and he sympathizes “with children in their conflicts with adults” (*West, 1999: 94*). This is one of the main reasons of R. Dahl’s extreme popularity as children’s author (*West, 1999: 93-94*).

C. Cullingford states that fantasy is the key element of R. Dahl’s books for children. The author “constantly plays with the very thin line between imagination, fantasy and reality”. The bright evidence of this fact can be a quote from R. Dahl’s “*Minpins*”: “Those who don’t believe in magic will never find it.” (*Dahl, 2004: 44*).

That is why children adore his books (*Cullingford, 1998: 156*).

R. Dahl is famous for his inventive and playful usage of language. His special kind of humour causes readers to laugh. R. Dahl is popular for his especial, unusual and unique writing style. He encourages his children-readers to let their imagination run free. The key elements of

R. Dahl's books for children are creative approach to language use, fantasy and humour which all feature his prominent style.

3. Intertextuality in R. Dahl's poetry for children

This paper considers intertextuality in Roald Dahl's poetry. His poetry not only in poems but also in his novels. R. Dahl's collections of verse are *Revolting Rhymes* (1982), *Dirty Beasts* (1983), and *Rhyme Stew* (1989). The author reproduces familiar tropes from nursery rhymes, fables and fairy tales; however, he gives them unexpected twists. R. Dahl's poetry tightly interweaves with his prose attracting readers' attention. The writer states children do not have "the concentration of an adult, and unless you hold them from the first page, they're going to wander, and watch the telly, or do something, else. They only read for fun; you've got to hold them" (as cited in Lehane, 2016). Therefore, poetry included in R. Dahl's prose works can be assumed to appear as a kind of technique for maintaining children's attention, for interest in further reading the book. For instance, there is a limerick in *Matilda*, which has appeared long before in *Life* magazine (1946) and several anthologies:

*An epicure dining at Crewe
Found a rather large mouse in his stew.
Cried the waiter, 'Don't shout
And wave it about
Or the rest will be wanting one too.*
R. Dalh. *Matilda*.

An epicure, dining at Crewe,
found quite a large mouse in his stew,
said the waiter, "Don't shout,
and wave it about,
or the rest will be wanting one, too!"
Anonymous. *Life* magazine.

As we can see from the examples the differences are in punctuation and changing words *quite* into *rather* and *said* into *cried* that testifies R. Dahl's tendency to the exaggeration. He says he makes his "points by exaggerating wildly as that's the only way to get through to children" (Blair, Amis, & Fuller, 2014-2015: 92). According to R. Pope's types of intertextual relation, it is an explicit intertextuality (Pope, 2002: 246).

The intertextuality of children's poetry by R. Dahl can be traced in his verses from *Rhyme Stew* (2008), which are in the intertextual relations with nursery rhymes included in the collection *Book of Nursery Rhymes* (1993, 2000, 2016): "Hey, diddle, diddle," "Mary, Mary, quite contrary", "I had a little nut-tree," "St Ives" and others. It should be remarked that this is an explicit intertextuality, for example:

R. Dalh. (2013). *Rhyme Stew*

"Hey diddle diddle"

*Hey diddle diddle
We're all on the fiddle
And never get up until noon.
We only take cash
Which we carefully stash
And we work by the light of the moon.*

"Mary, Mary"

*Mary, Mary, quite contrary
How does your garden grow?
'I live with my brat in a high-rise flat,
So how in the world would I know.'*

"I had a little nut-tree"

*I had a little nut-tree,
Nothing would it bear.
I searched in all its branches,
But not a nut was there.*

'Oh, little tree,' I begged,
'Give me just a few.'
The little tree looked down at me
And whispered, 'Nuts to you.'

“St Ives”
 As I was going to St Ives
 I met a man with seven wives
 Said he, 'I think it's much more fun
 Than getting stuck with only one.'
 Book of Nursery Rhymes
 (1993, 2000, 2016).

“Hey, diddle, diddle”
 By Mother Goose
 Hey, diddle, diddle,
 The cat and the fiddle,
 The cow jumped over the moon;
 The little dog laughed
 To see such sport,
 And the dish ran away with the spoon.

“Mary, Mary, quite contrary”
 By Mother Goose
Mary, Mary, quite contrary
How does your garden grow?
With silver bells and cockleshells
And pretty maids all in a row.

“I had a little nut tree”
I had a little nut tree,
Nothing would it bear,
But a silver nutmeg and a golden pear.
The King of Spain's daughter
Came to see me,
All because of my little nut tree.
I skipped over the water,
I danced over the sea,
And all the birds in the air couldn't
catch me.

“As I was going to St. Ives”
As I was going to St. Ives,
I met a man with seven wives,
Each wife had seven sacks,
Each sack had seven cats,
Each cat had seven kits:
Kits, cats, sacks, and wives,
How many were there going to St. Ives?

As we can see from the above given examples, the intertextual relation is explicit in R. Dahl's poetry. In “Hey diddle diddle” the rhythmic scheme remains the same however R. Dahl's rhyme is more accurate. The writer misses punctuation used in the original. Although the main difference is in content. In R. Dahl's verse, nonsense is saved representing contemporary life style (*we only take cash*). “Mary, Mary,” saves the same scheme and rhyme, excepting the third line. Moreover, the first two lines are equal. Again, R. Dahl's nursery rhyme displays modernity (*in a high-rise flat*) so Mary does not know how the garden grows. R. Dahl's “I had a little nut-tree” loses original's scheme, shorting the original verse from nine lines into eight, divided into two stanzas. They have the same rhyme schemes (ABCB). When “*I begged*” a little nut tree “*give me just a few*” nuts, unexpected ending is represented: “*The little tree looked down at me / And whispered, 'Nuts to you.'*”. That is various from the original as “*a little nut tree*” gives “*a silver nutmeg and a golden pear*”. “As I was going to St Ives” is a traditional nursery rhyme that shapes a riddle (*How many were there going to St. Ives?*). R. Dahl comes to the humorous conclusions in his verse (“*I think it's much more fun / Than getting stuck with only one*”) which can be considered as the answer to the riddle in the original. Reducing the amount of lines at minimum (from seven to only four), R. Dahl creates four-line stanza, maintaining the first two lines in the original (*As I was going to St Ives / I met a man with seven wives*). The only one thing that the writer changes in these lines is omitting punctuation marks of the initial variant. The writer's verse has a shorten title “St Ives” as well as “Mary, Mary” while the other

verses preserve their original titles. R. Dahl modifies traditional rhymes with his extraordinary writing style so that children do not lose interest in reading.

Rhyme Stew (2008) contains other examples of explicit intertextuality, for example “The Tortoise and the Hare”, “Hansel and Gretel”, “Ali Baba and forty thieves”, “Aladdin and Magic Lamp”.

Revolting Rhymes (2003) is a book of well-known tales in rhymed form. This collection includes six classical fairy tales which reinterpreted by R. Dahl. They are “Cinderella”, “Jack and the Beanstalk”, “Snow White”, Goldilocks and the Three Bears” “Little Red Riding Hood” and “The Three Little Pigs”. The writer’s references to the famous tales particularly to their titles represent the explicit intertextuality.

Although the titles of fairy tales are known to readers, but tales have a completely different storyline and unexpected ending. Thus, the fairy tale “Cinderella” (*Dahl, 2003*) has a beginning that immediately attracts the reader's attention, while maintaining the interest of the addressee: “*I guess you think you know this story./ You don't. The real one's much more gory./ The phoney one, the one you know,/ Was cooked up years and years ago./ And made to sound all soft and sappy/ just to keep the children happy.*”. R. Dahl differently starts the tale as well as he proposes another ending: “*Oh kind Fairy./ 'This time I shall be more wary./ 'No more Princes, no more money./ 'I have had my taste of honey./ I'm wishing for a decent man./ 'They're hard to find. D'you think you can?/ Within a minute, Cinderella/ Was married to a lovely feller./ A simple jam maker by trade,/ Who sold good home-made marmalade./ Their house was filled with smiles and laughter/ And they were happy ever after.*”, showing readers that life is not always like in a fairy tale, however it is possible to be happy in life under any circumstance. In common, R. Dahl’s tales start as the ones we all know; they are mainly remarkable with the usage of speech expressivity and the contemporary language; they have unexpected twist at the end, leading to the happy ending, which can be humorous.

R. Dahl’s writing style is influenced by his childhood. When he was a boy his mother, Sofie Dahl, told traditional Norwegian myths and legends from her native homeland to R. Dahl and his sisters. Thus, some of his children’s books comprise references inspired by these stories. Thus, A. Schober considers R. Dahl’s “The Pig” from *Dirty Beasts* as the version of *Animal Farm* by G. Orwell, remarking “this rewriting of Orwell’s *Animal Farm*” (*Schober, 2009: 35*). This fact testifies the phenomena of intertextuality represented in R. Dahl’s poetry for children. This kind of intertextuality can be determined as implied (*following R. Pope, 2002*).

R. Dahl’s tales can be placed in the traditions of the fable, the fairy tale (European fairy tales, their versions written by Charles Perrault and Brothers Grimm) and Norwegian myths and legends. The writer’s poetry can be considered as modern adaptations of fables, fairy tales, myths and legends. These contemporary versions by R. Dahl assumes some features which characterized fables and tales. In fables there is summing up of morality at the end (*Blackham, 2013*). Fairy tales begin with conflict. They deal with magical instruments, powerful animals or humans (*Zipes, 2012: 2*). For example, in “Jack and the Beanstalk” there is a moral ending encouraging children to follow the rules of personal hygiene. “The Three Little Pigs” maintains the problem of overeating. In “Cinderella”, there is the Magic Fairy while in “Jack and the Beanstalk” – the Giant. What is the most prominent feature about Dahl’s tales is his faithful adherence to the classic “happy ending”. Although Dahl’s tales are contemporary, some of their ideas can “be placed in quite a long-standing tradition” (*Petzold, 1992: 186*). These aspects give evidence intertextual relations in R. Dahl’s poetry as well as in his prose. R. Dahl’s works in the traditions of fables and fairy tales is worth being examined in the aspect of intertextual relations and might be the subject of a separate research.

4. Conclusions

To conclude, most of R. Dahl's poetry includes sources directly connected with folklore traditions. The writer openly referred to the concrete texts (nursery rhymes and tales), demonstratively mentioning them (indicating their titles). Thus, according to R. Pope's classification of types of intertextuality, the explicit intertextuality has appeared as the most frequent and the most vivid type in R. Dahl's poetry for children.

R. Dahl's *Revoltin' Rhymes* is a collection of famous fairy tales reinterpreted in a contemporary way with unexpected ending twists. *Rhyme Stew* by R. Dahl is the collection of hilarious verses, which are related to fairy tales, fables and nursery rhymes. *Dirty Beasts* is a collection of R. Dahl's irrelevant verses, which make readers' imagination run wild. Implied intertextuality is represented in this book.

R. Dahl's poetry devoted to older children represents his exclusive writing style. R. Dahl's style is characterized by lively fantasy, extraordinary humour and ingenious usage of language.

Future avenues for investigation can be the research focused on different types of intertextuality in R. Dahl's poetry for children as well as in his children's novels.

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LINGUOSTYLISTIC ANALYSIS OF THE ORIGINAL AND DUBBED TRANSLATION OF ENGLISH FILM ADAPTATION OF THE NOVEL “ANNA KARENINA” BY L. TOLSTOY

Yuliya Pletenetska

Ph.D., Associate Professor, National Aviation University, Ukraine
e-mail: yuliya.pletenetskaya@gmail.com, orcid.org/0000-0002-1417-4269

Summary

The article considers the translation of the feature film “Anna Karenina” from the point of view of linguistic and cultural identity of English and Ukrainian languages. Much attention is paid to the difficulties of translation of linguostylistic devices, in particular, phraseological units, proper names, similes, epithets, metaphors, and allusions.

As a result of the research, the author came to the conclusion that an adequate translation of phraseological units requires a good knowledge of phraseological units of both source and target languages, the necessity to be aware of the main ways of their translation and skillfully use them in practice. In the research phraseological units were grouped into phraseological remodeling, phraseological unities, phraseological combinations, and phraseological phrases.

The distinctive feature of proper names translation is that all they, in fact, save their original sound images. Translation of film’s proper names is done with a help of transliteration, transcription, transposition and loan translation.

Simile usually directly compares two things. The similes from the film can be translated with a help of direct equivalent, addition, omission, generalization and concretization.

Metaphors are usually translated with a help of corresponding metaphors or metaphors with other images in the target text.

Allusion assumes covert or indirect reference to an object or circumstance from an external context. Biblical texts are the source of allusions in the analyzed film.

Keywords: phraseological units, culture specific words, metaphors, allusions, similes, rendering.

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1. Introduction

This article considers aspects of translation of a feature film as a special kind of translation activity. Film translation is an up-to-date material for investigation, since despite the rapid development of translation activity in film industry, there is a number of problems connected with dubbing, voice acting, and subtitling of foreign products.

The relevance of the chosen topic is defined by the orientation of modern linguistic studies towards complex investigation of special features of translation of English film texts into Ukrainian, their structural characteristics, as well as the realization of a series of linguistic means and pragmatic functions in such texts.

The aim of the study is to define linguistic stylistic features of the English film adaptation of the Ukrainian dubbed version of the L. Tolstoi novel “Anna Karenina” through the detailed analysis of such features.

The English feature film “Anna Karenina” written based on the novel by L. Tolstoi is characterized by an interesting and specific theatrical production with the original approach to Russian classics. The film presents a broad picture of customs and everyday life of the nobles of Saint Petersburg and Moskov of the second half of the XIX-th century. The film emphasizes the internal state of the main characters which is closely related to the change of season. The biggest part of the film takes place on the stage with a lot of decorations and bright clothes. The unique character of the film’s language is reflected in the words of every of its characters. Oleksii Karenin, for example, often gave examples from biblical stories when he talked to Anna concerning her further future. Anna Karenina also used culture specific words that looked like exoticisms in the English version of film. Oleksii Vronskiy and Kostiantyn Levin often made reference to biblical texts. Some researchers in the field of translation use the concept “exoticism” as the absolute synonym to the term “culture specific word”. Exoticisms or culture specific vocabulary are those lexemes in the language that define the words of everyday life and social life that are characteristic to certain nation, country, area” (*A. Smyrnytskyi, 1996: 181*). R. Zorivchak calls culture specific vocabulary one of the most dangerous “traps” with which the translators should deal if they want to render the author’s style by means of other language in as truthful, correct and accurate way as possible” (*R. Zorivchak, 1989: 38*).

In the course of our research, we have found out that the text of translation underwent some changes during the dubbing of the film. A great number of phrases from the English version of “Anna Karenina” were completely substituted or reduced. It can be explained by the fact that the translator tried to use close to the context phrases in accordance with the original version. It was aimed at creating impression as if the audiovisual text was done in the language of translation. To achieve the necessary result – to get the phrases of original and dubbed version of the similar length – the Ukrainian translator sometimes disregarded the content.

2. Translation of culture specific words

Analysing the film, we have seen that culture specific words play an important role there. They help to show the film viewers the atmosphere of the end of XIX-th century that was typical to the Imperial Russia. We have analysed the culture specific words from the film based on the classification of S. Florin and S. Vlahov. We have also traced the use of Russian-English and Ukrainian-English adaptation.

S. Florin and S. Vlahov state that the following means of rendering culture specific words are distinguished in translation practice (*S. Vlahov, 1980: 186*):

transcription assumes the mechanical transferring of sound form of the word from the source language to the target language by graphic means of the latter one with the greatest approximation to the original form;

- transliteration presupposes graphic transferring of the word form from the source language to the target language;
- culture specific word translation (or substitution) occurs in those cases when transcription (or transliteration for one or another reason is impossible or unwanted).

Let us consider the following examples of culture specific words from the film “Anna Karenina”:

- 1) “Oh, my little **Kotik**.”– «O, mii **komuky**».

This example illustrates the Russian-English adaptation. The Russian word «котик» was translated with the help of transliteration.

2) “As though I’d leave this restaurant and steal **a roll** from a baker’s shop.” – «Це все одно, що я поїв би в ресторані, а потім **калач** у булочній вкрав би».

3) “All right, go on, then. Have you stopped stealing **bread rolls**?” – «Гаразд, продовжуй. Ти вже не крадеш **калачів**?»

Ukrainian-English adaptation is exemplified in the two examples above. The translator used the word «калач» on purpose instead of the word «булочка» so as to stylistically colour the plot of the film and to make the process of film watching more interesting to the viewers. Therefore, the transformation of substitution was chosen for translation.

4) “C **abbage soup**?” – «Це **ци**?»

This example illustrates Russian-English adaptation and the choice of substitution.

5) “I have to eat off Pierre’s **crockery**.” – «Я маю їсти з П’єрових **черепків**?»

This is the example of English-Ukrainian adaptation. To create the specific effect on the viewer the translator replaced the word combination «фаянсовий посуд» by the word «черепки».

6) “Damn you, Kostya, you love Kitty and you can’t forgive her because, fi rst, you **funked it**, then you **bungled it**, then you ran away from an **eighteen- year- old girl** who was made a fool of by **a uniform**. It’s Kitty I’m sorry for – not you.” – «Отямся, Костя, ти любиш Кітті. Любиш, але не вибачаєш, бо, по-перше, ти злякався, потім все зіпсував і дременув від дівчини, зачарованої **мундиром**».

In the above example the translator used creative approach to translate personification. He chooses the word «форма» instead of the word «мундир».

7) “**Princess Ekaterina!**” – «**Мадемуазель Кітті!**»

8) “How is that, **master**?” – «Як це, **пане**?»

The two examples above illustrate Ukrainian-English adaptation. Substitution was used in translation.

Taking into account all the abovementioned, we can come to the conclusion that linguistic cultural adaptation assumes the “substitution of unknown things by known ones” and it is used with the purpose of defining the way of reaching the same communicative effect in both source- and target films. The consideration of the concept of linguistic and cultural adaptation requires special attention to culture specific words that constitute a real problem for translators.

3. Translation of phraseological units

In the course of our study, we have selected 40 phraseological units. Some of them are analysed in the examples below. The analysis of the feature film “Anna Karenina” was done based on the classification of phraseological units by V.V. Vynogradov. Under this classification we have considered phraseological remodeling, phraseological unities, and phraseological combinations. Below there are examples of the analysed phraseological units.

1) “And now she’s come up with a princess for you.” – «А тепер вона вполювала тобі **княжну**».

In this example we can see that the translator replaces the loan translation of the phrase «вона з’явилась із княжною» by the phraseological unit «вполювала княжну». The translation acquired some emotional coloring. This is the case of phraseological combination.

2) “So you’d rather accept your fate?” – «То ти обираєш нести цей **хрест**?»

The translator does not use the direct equivalent of the English phraseological unit «приймати долю» and substitutes it for the more Ukrainian phraseological unit «нести хрест». It helps the viewer better understand the burden of possible future sufferings and trials. The phraseological unit in this phrase was translated into Ukrainian with the help of phraseological equivalent.

3) *"I'd rather end up wishing I hadn't than end up wishing I had."* – «Краще жаліти про те що зробила, ніж про те, на що не наважилась».

In this example the translator avoided direct translation and used cliché instead.

4) *"The brotherhood of man!"* – «За рівність і братерство!»

For the translation of this slogan the translator did not use the direct equivalent «за братерство людей» on purpose instead he chose more traditional Ukrainian set expression «за рівність та братерство» which is considered to be a phraseological phrase.

5) *"You would be blowing on the embers of a fire which must be allowed to die."* – «Ви можете роздмухати з жару вогонь, а я можу його погасити».

To stylistically color the phrase and strengthen the effect on the recipient the translator changed the second part into «а я можу його погасити». According to the classification of Vynogradov V. this phraseological element belongs to phraseological unity.

6) *"I sent him away and it's as if I'd shot myself through the heart!"* – «Його прогнати все що вистрелити собі в серці».

This example illustrates direct translation of the English phrase. It is the example of phraseological combination.

Based on the information above, we can come to a conclusion that the translation of phraseological expressions in feature films is not a simple task for a translator since most of them are not translated word for word but regarded in reinterpreted way. The principle of phraseological connection implies the substitution of one phraseological unit for another one. Phraseological remodeling, in its turn, implies semantically undivided phraseological units which holistic meaning is unmotivated and is not formed out of the meanings of words-components. Our study has shown that phraseological units from the film "Anna Karenina" were translated with the help of a phraseological combination, phraseological unity, and phraseological phrase.

4. Translation of proper names

Approximately 50 proper names were observed in the film. We have analysed some of them in our research paper. The analysis of proper names translations was based on the rules according to which they can be translated with the help of transliteration, transcription, transposition and loan translation. Our research has shown that almost all of the used proper names were translated with the help of transcription. Let us consider the following examples:

1) *"The Shcherbatskys are giving a soiree this evening. Get there early before the crowd."* – «У Щербатських як раз гостини. Іди раніше поки там не людно».

2) *"Nearer to Princess Betsy at Tsarskoe Selo."* – «Вона хотіла бути ближче до княгині Бетсі і Царського Села».

3) *"Princess Sorokina and her daughter."* – «Княгиня Сорокіна з дочкою».

4) *"Princess Myagkaya!"* – «Княгиня Мягкая!»

5) *"Only the other day, I hear Vasya Pryachnikov fought a duel with Kvitsky and killed him."* – «Днями я чула, що Вася Пряшніков викликав на дуель Квітського і вбив».

6) *“He’s in Moscow, he’s staying at the Unicorn in Khitrovka.”* – «Він у Москві, у готелі **«Єдиноріг»** на Хітровці».

The last example shows the combination of two ways of translation of proper names. The word “unicorn” was translated with the help of loan translation, the word “Khitrovka” was transcribed.

5. Translation of similes

In the course of practical analysis, we have selected 60 similes from the film. The number of similes appeared to be the highest to compare with other stylistic means. By their character these were mostly simple similes. The translation of several of them we are considering below.

1) *“You look like a capitalist!”* – «Дивись, **ти капіталіст на вигляд**».

In the above example we can see that the translator does not make any changes in the structure of the translated sentence.

2) *“You sound like a magistrate.”* – «Не говори так з нею, **наче на судовому засіданні**».

To simplify the understanding of the phrase the author does not use its direct equivalent: «Ти це кажеш як мировий суддя». It happens because magistrates do not function in Ukraine since 1918. Therefore, the viewers of the film will hardly understand at least approximate meaning of this word combination. This is the reason for the translator’s choice.

3) *“Oh, to be your age again... surrounded by that blue mist, like mist on the mountains.”* – «Ваш вік – це щастя, але все навколо, **то не в блакитному тумані**».

The individual approach to translation can be traced in the above example. The translator used omission of the word “гори” and addition of the word «блакитному».

4) *“Getting serious about a married woman is like carrying your pack in your arms.”* – «А серйозне захоплення замужньою жінкою – **це ноша у твоїх руках**».

In the above example we would provide a translation of the original simile “like carrying your pack” as a «зайвий клопіт», based upon the dictionary definition instead of «ноша», offered by the translator.

5) *“I’m like a starving beggar who has been given food.”* – «Я **немов голодний жебрак, якому дали хліба**».

In case with translation of the phrase “starving beggar”, the translator also uses direct equivalent; however, in the second part of the sentence he is resorting to concretization by substituting the word «їжа» for more ordinary one «хліб».

6) *“Stiva, you know...he doesn’t change...like all men, I suppose.”* – «А Стіва, ти знаєш, його не змінити, **мабуть, вони всі такі**».

The above example illustrates the use of generalization as a method of translation.

7) *“As though I’d leave this restaurant and steal a roll from a baker’s shop.”* – «**Це все одно, що я поїв би в ресторані, а потім калач у булочній вкрав**».

The simile in this example was translated by the direct equivalent.

Based on the material analysed, we can make a conclusion that the adequate translation of similes requires a good understanding of the situation, certain knowledge of culture, customs and traditions that are present in both languages. Among the used translation methods were the following: direct equivalent, addition, concretization, generalization and omission.

6. Translation of metaphors

The study of metaphors in our research was based on the classification of G. Tori. According to this classification metaphors can be translated by equivalent metaphors, by other (non-equivalent) metaphors, periphrases, or they can be left without translation. In the film there were selected 38 metaphors four of which are considered below.

1) “*And you yourself you still have your vigour.*” – «*А ти ще молодий, твоя кров ще грає*».

Phraseological phrase «you still have your vigour» was not translated with the help of loan translation «ти все ще енергійний». The translator has chosen the second way instead, i.e., the translation of metaphor by means of other metaphor which is clearer and more understandable to the Ukrainian recipient.

2) “*I’m not sure my nerves can stand another Alexei at this moment.*” – «*Я боюся другої появи Алексія мої нерви не витримують*».

3) “*Her heart told her no.*” – «*Її серце так сказало*».

The two cases above illustrate the translation of phraseological units with the help of Ukrainian equivalents.

4) “*Agafia! If you opened up in Moscow, l’Angleterre would go out of business.*” – «*Агіфія, відкривайте ресторан у Москві, тоді Англія одразу прогорить*».

The phraseological word combination “go out of business is not translated by the direct equivalent «збанкрутіти», instead the translator used emotionally coloured lexeme «прогоріти».

7. Translation of epithets

Having analysed the film, we have observed 40 epithet constructions. The illustrated below examples show that most of them were translated with the help of direct Ukrainian equivalents.

1) “*I have no peace to give. There can be no peace for us – only misery or the greatest happiness.*” – «*Для нас не буде спокою. Тільки муки або найвище щастя*».

2) “*...compared with old-fashioned Moscow.*” – «*...порівняно з нудними старосвітськими москвичами*».

3) “*An impure love is not love, to me.*” – «*Нечиста любов для мене не любов*».

4) “*It is a torment to me that I have brought you under the same roof as this unfortunate – this fallen – and in your precious, in your delicate condition.*” – «*Це кошмар для мене, що я привів тебе під один дах із цією нещасною пропацією та ще й у твоєму делікатному становищі*».

5) “*Stiva’s remorse is from the soul.*” – «*Душа Стіва у щирому каятті*».

In the last example the translator turned the English phrase “remorse is from the soul” into epithet construction «щирому каятті».

8. Translation of allusions

The feature film «Anna Karenina» is characterized by the use of a number of symbols and allusions that can be grouped due to their specific features. The film abounds by the symbols of light, names, horse racing, rail road, iron, nature, and the symbol of a man.

The smallest details of the novel include the candle that lights up and fades. It is the sign of light and darkness, i.e., life and death of Anna Karenina. The key scene of the film is the horse racing scene. Kord is a symbolic name of the jockey and the trainer of Vronskiy. Everything that is connected with jumps can be considered from different angles. On the one hand, it is the symbol of Anna's fate expectation and the parallel with the dead horse of Vronskiy, Fru-Fru. On the other hand, it is the symbol of spiritual destruction of the imperial Russia. The comparison takes place with the help of ancient allusions concerning the collapse of Rome at times of the decline. It also symbolizes the change in Vronskiy's character; love makes him better and free.

One of the most important symbols of the novel is the symbol of the railway. It starts and ends the story of Anna Karenina. During the episode of acquaintance of Anna and Oleksii Vronskiy the person that hooks the cars at the railway station dies. It is the symbol of an inevitable and tragic fate of the heroine. The suicide of the heroine, which is according to the idea of the author, a sign of God's Judgement, becomes the payback for the betrayal of her husband. Not accidentally the epigraph to the novel is the quote from the biblical book of "Deuteronomy", that is «Мнѣ отмщеніе, и азъ воздамъ» in Church Slavonic translation.

The space between the two episodes on railway platforms illustrates the whole life of Anna Karenina. Anna, Vronskiy and Karenin became eternal travelers. Vronskiy meets Anna for the first time at Moskov railway station, and this is the place where Koznyshev meets him for the last time. Vronskiy declares his feelings for Anna at the deserted railway station during a snowstorm. Even Karenin's son, Seriozha plays with railway. It becomes the symbol of a future iron age in the novel.

The images of nature are opposed to the coming iron age. They help to reveal the smallest worrying and emotions of heroes, and to show the horizons of their further development. Therefore, strong winds, snowstorms, and blizzards are connected with Anna Karenina, they are snowstorms of passion, blizzards of anger and despair. All the details of the novel are thoroughly thought of and interrelated. Symbols not only give the characteristics to heroes and circumstances, but they also allow to define and understand their smallest details.

The film also provides examples of allusions of nonlinguistic character. One of such allusions was the allusion to the names of characters. The author named the main character of the novel Anna Arkadiivna not accidentally. The purpose of Karenina is to give happiness as well as to be happy herself. Her name means full of grace, and her middle name means the country of happiness. Moreover, they are harmoniously combined. Hence, the main story of the novel is about the slow loss of the name and loss of "grace".

From the moral point of view the image of Karenina is contrasted with another hero of the novel, in particular, Kostiantyn Dmytrovych Levin. His surname resonates with the author's name. Levin's name means sustainability, and the middle name means something related to the Goddess Demetra. The relation to this goddess is also traced in Anna's middle name. Arkadiia means ancient celebrations in honor of the ancient Greek goddess Demetra. This is the reason why these characters have the same starting points, but each of them makes his/her own choice in their lives. The chosen surnames can reveal real people that became prototypes of characters of both the novel and the film. For example, L. Tolstoi's friend Obolenskiy became the

prototype for Oblonskyi, Korsakov became the prototype for Korsunskyi, and Miliutin became the prototype for Mahotina.

However, the main sources for film's allusions are biblical books and plots. Since the beginning of the film one can notice that the main characters constantly refer to God and remember him. We have analysed the translation of allusions in our study based on the classification of D. Diuryshuna, D. Papkina and N. Fateieva. In accordance with this classification allusions are divided into direct (quotation) ones and indirect (consequential) ones. There were analysed 95 units of allusion. Some of them are considered below.

1) "God go with you!" – «*Ну, з Богом!*»!

2) "For God's sake!" – «*Западу Бога!*»!

The above examples illustrate direct Ukrainian equivalents to English set expressions.

One of the main characters, Karenin often used phrases from the biblical plot. Once having a serious conversation with his wife, he said:

3) "But sin has a price, you may be sure of that." – «*Та в гріха є ціна. Можеш бути певна.*».

This phrase got the direct equivalent in translation.

Having dinner together with Anna's brother, Karenin expressed his thoughts concerning his attitude to lovers.

4) "Thou shall not covet thy neighbour's wife." – «*Не жадай жінки ближнього свого.*».

This example is taken from 10 Commandments of the God's Law and is translated by the borrowing.

5) "Oh God forgive me. It's the end of everything – I've got nothing left now, only you. Remember that." – «*О Господи, тепер я втратила все. В мене залишився тільки ти один пам'ятай про це.*».

In the above example the translator omitted the phrase "forgive me" for the purpose of a more natural dubbed translation.

6) "Do you think I would let you have my son? You are depraved, a woman without honour. I thank God the curse of love is lifted from me." – «*Гадаєш я допущу тебе до свого сина? Ти розпусна, цілком безчесна жінка і я дякую Богові, що він звільнив мене від любові до тебе.*».

7) "You know you can't go to the theatre? For heaven's sake!" – «*Ти ж знаєш, що в театр не можна. Бога ради, Анна, я благаю.*».

In the last two examples the translator used the method of equivalent translation.

9. Conclusions

As a result of our research, we have come to the following conclusions. One of the most difficult aspects of linguistic and cultural adaptation in film translation is rendering of culture specific words. Culture specific words from the film "Anna Karenina" were classified according to S. Florin and S. Vlahov classification, and it was found out that most of them were translated with the help of substitution. We have also traced two types of adaptations, among them Russian-English and Ukrainian-English adaptations.

Functional features of mechanisms of creation of phraseological units in translation are connected with the processes of their functioning, actualization and interrelation with other linguistic units, their linguistic behavior in the context that modifies the content of the unit in which its syntagmatic connections are realized. Phraseological units from the feature film

“Anna Karenina” were translated with the help of phraseological combinations, phraseological unities, and phraseological phrases.

The difficulties of translation of proper names are connected with different alphabet of English and Ukrainian languages. The proper names of the film were mostly translated by transliteration, transcription, transposition and loan translation.

One of the popular linguistic means of the film was simile. It was used to find out similarities or differences between two objects or people. Similes were mostly translated by direct equivalents, addition, omission, concretization, and generalization.

Metaphors constituted some other difficulties for translation. However, many of them were translated by corresponding metaphors, some metaphorical expressions were rendered by metaphors with different images, still others were translated by periphrases or were omitted in translation.

Epithets of the film are characterized by high intensity of compositional character. They were mostly translated by corresponding equivalents.

The translation of allusions is of special importance because the scope of understanding of authors ideas directly depends on their interpretation. Mythological and biblical stories, historic events, literature, and nonverbal art are the main sources of allusions. Allusions from the film “Anna Karenina” were taken from biblical stories. The names of main characters were referred to nonlinguistic allusions.

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CORE CONCEPTS OF MEDIA LITERACY: IMPORTANCE OF MEDIA EDUCATION

Olena Shcherbakova

Ph.D., Assistant Professor, V. O. Sukhomlynsky National University, Ukraine
e-mail: djmangouste@gmail.com, orcid.org/0000-0001-9880-8865

Svitlana Nikiforchuk

Lecturer, V. O. Sukhomlynsky National University, Ukraine
e-mail: nikiforchuksvetlana@gmail.com, orcid.org/0000-0001-9337-1983

Summary

The aim of this paper is to differentiate the notions “media literacy” and “media education” as the main terms of a contemporary dominated field of research which study mass media and its influence on society. The article reveals different approaches of scholars on media literacy and media education as specific and autonomous field of knowledge in pedagogical theory and practice. It also reflects various definitions of these terms and the way they developed through the rapid evolution of digital technologies and mass media means. Media education is based on the study of five core concepts, which are considered in the article. The authors also review some new trends of media literacy education development, its social and academic importance and rapid growth around the globe. Considering the importance of teaching media literacy in the Ukrainian higher education institutions, the authors give the part of the practical lesson in the discipline “Info-Media Literacy and Critical Thinking” to show how students can reflect on the personal media consumption and footprint.

Keywords: media literacy, media education, critical thinking, media consumer, media footprint.

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1. Introduction

The rapid development of information and communication technologies and the mass media system in the modern world makes fundamental changes in the general philosophy of education, sets new tasks and at the same time opens new horizons of psychological and pedagogical research in the sphere of media education. Education now sets itself a new task – to form the child's ability to learn. The educational field is currently dominated by such trends as: the introduction of the main core of knowledge, a kind of basic minimum, on which a further set of knowledge, skills, inclines, skills, competencies is built; formation of a holistic perception of the world. In connection with the change in the content components of education, there are changes in the technologies of their implementation. Information technologies, distance learning, which cover networks of universities, schools, pre-schools, after-school activities, training and advanced training systems, are used in the field of pedagogical information exchange.

2. Different approaches on Media Literacy and Media Education

The UNESCO documents define that media education is the teaching of theory and practical skills for mastering modern mass media, which are considered as part of a specific, autonomous field of knowledge in pedagogical theory and practice; it should be distinguished from the use of media as aids in teaching other fields of knowledge, such as mathematics, physics or geography (UNESCO, 1982). So, UNESCO experts clearly distinguish media mastery from their usage as tools in teaching other sciences.

According to UNESCO experts, media education is part of the fundamental rights of every citizen of any country in the world to freedom of expression and the right to information and is an instrument of support for democracy. At the same time, media education is recommended for the introduction into the national curriculum of all states, in the system of additional, informal and "lifelong" education (UNESCO, 2015). What is especially important here is the idea that media education belongs to fundamental human rights and that it should continue, improve throughout life.

According to L. Masterman, "the central and unifying concept of media education is representation. That is, according to this view, the media do not reflect reality, but represent it. And the main goal of media education is the "denaturalization" of the media. Media education is primarily a research process based on key concepts, which are mainly analytical tools rather than alternative content. These key concepts include: denotation, connotation, genre, selection, nonverbal communication, media language, naturalism and realism, audience, construction, mediatio, representation, code/encoding/decoding, segmentation, narrative structure, ideology, rhetoric, discourse, and subjectivity (Masterman, 1989: 40-42).

L. Masterman identified and justified seven reasons for the relevance of media education in the modern world. 1. High level of mass media consumption and saturation of modern societies with their products. 2. Ideological importance of the media and their influence on the consciousness of the audience. 3. Rapid growth in the amount of media information, strengthening of its management mechanisms and its spread. 4. The intensity of media penetration into the main democratic processes. 5. Increasing the importance of visual communication and information in all industries. 6. The need to teach schoolchildren / students with a focus on compliance with modern requirements. 7. National and international processes of rapid information privatization (Masterman, 1989).

Another American scholar, R. Kubey, regards the purpose of media education as "giving students an understanding of how and why media reflect society and people", and what is the most important, "developing analytical abilities and critical thinking in relation to media" together with the learning their language (Kubey, 1997: 1-11). A prominent media theorist J. Gerbner understood media education as forming a broad coalition "to expand freedom and diversity of communication, to develop a critical understanding of the media as a new approach to liberal education" (Gerbner, Gross, Morgan, Signorielli, 1994: 17-42). C. von Feilitzen points out that media education means critical thinking, an essential element of the development of which is the creation of students' own media production. In his opinion, media education is needed for active participation both in the democratic process and in the process of globalization. It should be based on the study of all types of media (Feilitzen, 1999: 24-26). The interesting statement here is that the creation of media product is a necessary element in the process of media education. Indeed, desacralizing the media, acquiring students' journalism skills as they learn about the mechanism and "inside world" of how media are created, should help establish an independent and critical view of their content.

There is also an opinion that media education is the study of media. And it is different from learning through the media. Media education is simultaneously associated with the knowledge of how media texts are created and distributed, as well as with the development of analytical abilities for interpreting and evaluating their content. For comparison, the study of media, as a rule, is associated with the practical work of creating media texts. Both media education and media studies are aimed at achieving the goals of media literacy (*Dorr, Graves, Phelps, 1980*). The construction of media education both from media training and from the study of the media itself looks natural here. A clear indication is also the goal of media education: achieving media literacy.

3. Core concepts of Media Literacy

British scientist A. Hart believes that media education should be based on the study of six key concepts: "media agencies" (analysis of the functioning system, goals, sources of information that create and distribute media texts), "media categories" (analysis of media text types – by types, genres, etc.), "media technologies" (analysis of the technological process of media text creation), "media languages" (audiovisual means of expression, codes and signs, style, etc. of media texts), "media audience" (analysis of audience typology, level of media texts perception), "media representations" (analysis of specific presentation by authors / sources of information / content agencies in media texts) (*Hart, 2002*).

J. Francis Davis continued the development of the media literacy concepts that Masterman and Duncan distinguished. He wrote an article that first cited five ideas to teach children about media, based on the Key Concepts from the Association for Media Literacy (*Davis, 1989*). In 1993, Elizabeth Thoman, who founded the Center for Media Literacy in 1989 and published *Media & Values*, expanded on these ideas in the article for the Association for Supervision and Curriculum Development (ASCD) (*Thoman, 2002*). Thoman stated that "At the heart of media literacy is the principle of inquiry," and she developed Five Concepts (*Jolls, Wilson, 2014: 68 – 78*):

1. All media messages are 'constructed.'
2. Media messages are constructed using creative language with its own rules.
3. Different people experience the same media message differently.
4. Media are primarily businesses driven by a profit motive.
5. Media have embedded values and points of view.

So, we can state that media education is the process through which individuals become media literate – able to critically understand the nature, techniques and influence of media messages and productions.

Media education acknowledges and builds on the positive, creative and pleasurable dimensions of popular culture. It includes production of media texts and critical thinking about mass media to help us make our way through the increasingly complex media fields. These fields include not only traditional and digital media, but also popular culture texts such as toys, fads, fashion, shopping malls and theme parks. Teachers don't have to be media experts to incorporate media education in the classroom, because it is all about asking questions.

4. New Trends in Media Literacy Education

Media literacy education is a developing field of study and research. Its social and academic importance has been well recognized in recent years, and it is rapidly growing around the globe. There are some new trends of its development (*Abreu, Lee, McDougall, Melki, Mihailidis, 2017*).

The first trend comprises focusing from mass media to new media. It means that nowadays people are living in a mobile-networked society, youth are growing up digitally and they have become prosumers. They are constantly online and permanently connected. In other words, they live a media life (*Weslund, Bjur, 2014: 21-41*). So, if we look at the development of media education today, we see that it is an educational response to communication technology advancement. Therefore, in the new participatory media environment, media literacy education naturally had a paradigm shift. The hypothesis, goals and curriculum design of media literacy practical classes have shifted to the new media (*Abreu, Lee, McDougall, Melki, Mihailidis, 2017: 7-10*).

The second trend comprises a shift from an entirely analytical approach or production approach to combined analytical-production approach. The critical analytical approach may reject the entertainment that students get from social networks or mass media in whole, and the simple production approach also has its measurements of losing sight of the larger socio-political context. Therefore, more and more media educators are supporting the integration of the two approaches.

The third trend comprises focusing from media literacy to digital media literacy and media and information literacy (MIL). As we live in the digital age nowadays, the definition of media literacy should be expanded. Many media literacy scholars and practitioners have developed the concept of digital media literacy. (*UNESCO, 2015*) led its way to support a new concept of media and information literacy. Media and information is a holistic concept combining media literacy, information literacy and ICT skills. Growing up a media- and information-literate population becomes significant for the development of society as a media- and information-literate person should be able to handle messages from different sources: mass media (TV, radio, newspapers, magazines), the Internet, social networks, libraries, archives and databases. The whole world is shifting from being an industry society to a digital society.

The fourth trend is the transition of media education from the West to the East. Media literacy education appeared as a field of research and developed in Canada and Britain, so we can state that these countries were pioneers in media literacy. But now media-literacy education curriculum are all over the world. And recently, eastern countries are developing media literacy education in their societies, for example such countries as Thailand and China, and what is more, their programmes and curricula have unique cultural characteristics. For example, in Thailand local media educators proposed the integration of Buddhist concepts into media literacy education. This reflects that media literacy education needs to be contextualized in its socio-cultural location so that it can take a firm foothold in a country.

The fifth trend comprises focusing from schools to families in regard to media literacy education. A family-centered approach to media literacy can make ways to meet the media literacy needs for an individual child. As some scholars suggested, this approach is useful for emphasizing parent-child discussion and bi-directional socialization (*Abreu, Lee, McDougall, Melki, Mihailidis, 2017: 7-10*).

5. Practical implementation of teaching Media Literacy in class

We have developed a lesson in the discipline “Info-Media Literacy and Critical Thinking” for our bachelor level students and there is a presentation of the part of this lesson in which we can see how students can reflect on the personal media consumption and footprint.

Module 3: Media Literacy for Life-Long Learning.

Topic 12. Information and Media literacy concepts.

Content

- the notions of “personal media day”, “media and news bubbles”, “media footprint”;
- the core concepts of information and media literacy;
- importance of being media literate and promoting media literacy.

Language

- improve reading comprehension and speaking skills;
- learn related terms and phrases to discuss the issues of media literacy;

Critical thinking

- personalize the use of key concepts;
- reflect on the personal media consumption and footprint.

PART 1. ACTIVATING PRIOR KNOWLEDGE

What is Media?

- Advertisements ● Commercials on TV
- Flyers ● Commercials on Radio
- Posters ● News ● Magazines

What is Media Literacy?

Being able to read and view media critically.

Purpose: To inform, entertain, or persuade the reader about a topic.

How do writers influence us?

- Sounds - Sound effects, jingles and dialogue
- Movement - Action and actors
- Graphics - Images and Pictures
- Color - Bright or Dull

Ex. 1. Answer the questions:

1. Why is Media so important nowadays?
2. What impact on people does Media have?
3. What array of Media sources can you name?
4. How often do you personally take in touch with:

Print media _____

Broadcast media _____

Social media _____

Compare your answers in the group.

Ex. 2. Watch the video “Introduction to Media Literacy: Crash Course Media Literacy” to activate your prior knowledge and answer the questions.



1. What is the difference between media and medium?
2. Name as many types of media as you remember from the video.
3. What does Media Literacy comprise as a field of study?
4. What are media messages and media effects?
5. What does encoding and decoding of messages mean?

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 3. Watch the video “What is media education?” and answer the questions.



1. What does Media Education mean?
2. Is media a focus or a tool in Media Education?
3. What do you think about Media Education as subject at school?
Is it important for children to be media literate?

Ex. 4. Read different definitions of Media Education. Working in pairs choose the best one. Give your reasons.

1. The process of teaching and learning about media by means of critical thinking.
2. The systematic instruction of media critical analysis and production skills through various media contents and technologies.
3. Activities taking place in education to teach the use of means of mass communication (video production, use of multimedia, digital newspapers, etc.).
4. Term often used as a synonym for Media Literacy. However, its strict sense makes much reference to the process developed for making a citizen medially literate and the skills to understand and manage the media.
5. Activities taking place in education to teach the use of means and critical thinking of mass communication (video production, use of multimedia, digital newspapers, etc.).

Ex. 5. Group work. Split into groups of 3. Now look through the reasons of teaching media literacy that are given by Canada’s Centre for Digital and Media Literacy. Do your reasons coincide? Do you agree with the reasons given below?

1. Media literacy encourages young people to question, evaluate, understand and appreciate their multimedia culture. It teaches them to become active, engaged media consumers and users.
2. Media education brings the world into the classroom, giving immediacy and relevance to traditional subjects such as History, English, Health, Civics and the Creative Arts. It serves as a perfect bridge for subject integration and interdisciplinary studies.
3. Media education embodies and furthers current pedagogy, which emphasizes student-centred learning, the recognition of multiple intelligences, and the analysis and management – rather than just the simple storing – of information.
4. Media education is grounded in the sound pedagogical approach of starting learning *where kids are at*. The media – music, comics, television, video games, the Internet and even ads – are a part of life that all kids enjoy. Media create a shared environment and are, therefore, catalysts for learning.

5. Media education encourages young people to use multimedia tools creatively, a strategy that contributes to “understanding by doing” and prepares them for a workforce that increasingly demands the use of sophisticated forms of communication.

6. In a society concerned about growing youth apathy to the political process, media education engages young people in “real-world” issues. It helps young people to see themselves as active citizens and potential contributors to public debate.

In a diverse and pluralistic society, the study of media helps youth understand how media portrayals can influence how we view different groups in society: it deepens young people’s understanding of diversity, identity and difference.

7. Media literacy helps young people’s personal growth and social development by exploring the connections between popular culture – music, fashion, television programming, movies and advertising – and their attitudes, lifestyle choices and self-image.

8. Media literacy helps children critique media representation, teaching them to distinguish between reality and fantasy as they compare media violence and real-life violence, media heroes and real-life heroes, and media role models and real-life roles and expectations.

9. With most Canadian students turning first to the Internet for research, media education is an essential component of Information Communications Technology education, assisting young people in developing critical thinking skills and strategies for optimizing searches, evaluating and authenticating information and examining issues of plagiarism and copyright.

PART 4. GUIDING TO MORE CALP

Ex. 16. a) Watch the video “Filter Bubbles and Echo Chambers”. How do you understand the terms “filter bubbles” and “echo chambers”?



b) Open YouTube on your phones. What are the recommendations that you have there? Write out three topics of your interests from the recommendations:

c) Open Google on your phones and write down the word “news”. What news is recommended especially for you? Write out three recommendations:

d) Open Facebook on your phones and follow the instructions. Tap on “Account” and find “Settings and privacy”. Tap on “Settings” and find “Ads”. You can see here Advertisers you’ve seen most recently. Write out three points from “Ads”.

e) All the points that you have just written out make up your personal media bubble. Working in groups share it with your groupmates and compare your bubbles. Do you have any similar points?

f) Tell about your partner’s media bubble. Do you have anything in common?

6. Conclusions

To conclude, media literacy education is now developing in a new technological age. In a mobile-networked society, learning is not limited to the classroom as with the help of digital tools students can get information and knowledge wherever they want or have an access to the Internet. Nowadays media education is very significant as people all over the world should be media literate and develop their critical thinking not to be fooled by any fake news and also to stay safe surfing the Internet (have cyber safety).

Therefore, regarding future media literacy education, whether it is for students, teachers or parents, media educators should consider new curriculum design and a new pedagogic approach, which also fits outside school settings. Regarding research, building independent theoretical concepts and research methods are the urgent tasks for media literacy education researchers.

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CLIL METHODOLOGY AND DIFFERENT TYPES OF ACTIVITIES FOR TEACHING ENGLISH FOR THE 1ST YEAR STUDENTS AT HIGHER EDUCATIONAL ESTABLISHMENTS OF UKRAINE

Iryna Shevchenko

Ph.D., Senior Lecture, V. O. Sukhomlinskiy National University of Mykolaiv, Ukraine
e-mail: shevchenko2011@gmail.com, orcid.org/0000-0001-6551-9266

Olena Kordyuk

Lecturer, V. O. Sukhomlinskiy National University of Mykolaiv, Ukraine
e-mail: elena.kordyuk78@gmail.com, orcid.org/0000-0003-2362-8557

Summary

The article is dedicated to the problem of content and language integrated learning (CLIL) in modern methodical and scientific literature of native and foreign scholars. The notion CLIL is explained, advantages of the presented methodology are pointed out. Special attention is paid to choosing the types of activities for teaching English the 1st year students at higher educational establishments of Ukraine which encourage studying a foreign language, help to develop creative mental abilities of learners, purposeful mastering of lexical units. The importance of the presented methodology and types of activities give opportunities learners to acquire knowledge in other subjects which they will use in their future professional activity.

Keywords: content and language integrated learning, methodology, mental abilities, types of activities, knowledge, communicative competencies.

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1. Introduction

The development and implementation of new computer technologies, the emergence of new gadgets requires future professionals communication skills, which can provide professional and business communication between people of different countries in areas of production, human life, namely, education, medicine, art, etc. It proves that contemporary educational life in Ukraine is a confirmation of the gradual process of integration into the European scientific and information space.

In this case the CLIL (Content and Language Integrated Learning) methodology acquires special attention in the context of functional mastering a foreign language and the principle of integration.

Researcher David Marsh explains that the use of the CLIL technique involves the study of non-linguistic subjects (biology, mathematics, geography, etc.) by foreign languages and it allows learners to develop foreign language linguistic and communicative competencies in the same learning context in which they develop general knowledge and skills.

The main purpose of this work is to show the main advantages of CLIL methodology and represent the types of activities which can be used in the process of future English language teachers' study in contemporary higher educational establishments of Ukraine.

Such scientists as S. Bobyl, Y. Rudnik, Y. Sobol, O. Khodakovska and others paid attention to the problem of subject-language integrated learning in their works. Among foreign researchers of content and language integrated learning, such scholars as M. Allen, A. Bonne, D. Greddol, L. Collins, D. Marsh, I. Ting, and others should be singled out.

2. Definitions of CLIL and the benefits of CLIL

There are different explanations of CLIL definition in contemporary scientific literature.

Scientist D. Marsh explains it as an approach that can concern languages; intercultural knowledge, understanding and skills; preparation for internationalisation and improvement of education itself (*Marsh, 2002*).

Researcher Van de Craen thinks that CLIL is a meaning-focused learning method. The aim is learning subject matter together with learning a language (*Van de Craen, 2006*).

According to Gajo, CLIL is an “umbrella” term used to talk about bilingual education situations (*Gajo, 2007*).

“TKT: CLIL Handbook” defines CLIL as an evolving educational approach to teaching and learning where subjects are taught through the medium of non-native language (TKT: CLIL Handbook).

Scientist K. Bentley proves that CLIL aims to:

- introduce learners to new concepts through studying the curriculum in annotative language;

- improve learners' production of the language of curricular subjects;
- improve learners' performance in both curricular subjects and the target language;
- increase learners' confidence in the target language;
- provide materials which develop thinking skills from the start;
- encourage stronger links with values of community and citizenship;
- make the curricular subject the main focus of classroom materials.

CLIL teachers can be subject teachers, language teachers, primary classroom teachers or classroom assistants. Different teachers have different challenges: language teachers need to learn more about subject content; subject teachers need to learn about the language needed for their subjects. In some programmes, there is cooperation between subject and language teachers (*Bentley, 2010: 5*).

CLIL teachers and learners need knowledge of the language of their curricular subject. Learners need to know the content-obligatory language. This is the vocabulary, grammatical structures and functional language for specific subjects. Learners require this language to be able to understand the subject and communicate ideas. For example, in geography learners need to know map vocabulary and how to interpret evidence shown on a map.

Learners also need to know the everyday, less formal language which is used in our subjects. They may already know how to use grammatical structures which they can produce when studying curricular subjects. Learners have usually learned this language in English lessons. For example, in a map-reading lesson learners might use basic verbs such as 'goes' and 'travels' to describe the route of a river. They may also use a conditional form to describe cause and effect. These are examples of content-compatible language.

CLIL gives learners opportunities to develop linguistic abilities during lessons, and this includes acquisition of vocabulary and grammar. However, the focus of a CLIL lesson is on understanding subject content, not on grammatical structures. Research in CLIL classrooms shows that most teachers do not teach grammar during content teaching because content and language are integrated. As vocabulary and grammar are interdependent, it is useful to focus on them as chunks rather than separately (*Bentley, 2010: 5*).

Researcher O. Khodakovska believes that the study of language by the method of CLIL becomes more purposeful, because the language is used to solve specific communicative tasks. Working with different topics allows to study specific terms, certain language structures, which helps to replenish the vocabulary of a student or pupil with subject terminology and prepares

him for further study and application of knowledge and skills. The study of a foreign language and a non-language subject is both an additional means to achieve educational goals and has positive aspects for both the study of a foreign language and a non-language subject.

According to the professor Rosa Munoz-Luna from Columbia Central University, CLIL is a natural and necessary result of a paradigmatic and pedagogical evolution in teaching a foreign language. Language forms and structures have given way to the context, placing communicative purposes as the basis of a language teaching. CLIL is a result of the recent European policy directed to learning other languages in natural conditions. In this general European context every EU country underwent historical factors which caused the formation of contemporary educational situations in a language (*Munoz-Luna Rosa, 2014*).

3. The 4 Cs of CLIL

CLIL is sometimes referred to as having '4 Cs' as components: content, communication, cognition and culture (*Coyle, 2007; Coyle, Hood and Marsh, 2010*). This is a useful description because the integration of content, communication, cognition and culture is one way to define teaching aims and learning outcomes.

The fourth C, culture, is also referred to as citizenship or community. The 4 Cs are connected.

• Content

The curricular subjects taught in CLIL include art, citizenship, classics, design and technology (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology.

Some CLIL programmes develop cross-curricular links among different subjects. For example, learners might study the history, geography and art of a particular area. This often happens in primary schools. In all CLIL contexts, we need to analyse content for its language demands and to present content in an understandable way (*Bentley, 2010: 7*).

• Communication

Learners have to produce subject language in both oral and written forms. We therefore need to encourage learners to participate in meaningful interaction in the classroom. CLIL aims to increase **STT** (student talking time) and reduce **TTT** (teacher-talking time). We should also encourage self-evaluation and peer and group feedback when learners produce the target language while studying curricular subjects, they show that subject knowledge and language skills are integrated. By using the language for learning content, communication becomes meaningful because language is a tool for communication, not an end in itself (*Perez-Vidal, 2009*).

• Cognition

CLIL promotes cognitive or thinking skills which challenge learners. We need to develop learners' cognitive skills so they can study subjects from the curriculum. These skills include reasoning, creative thinking and evaluating. Good CLIL practice is driven by cognition' (*Mchisto, Marsh, Frigols, 2008*). We also need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas (*Bentley, 2010: 7*).

• Culture

The role of culture, understanding ourselves and other cultures, is an important part of CLIL. 'Culture is at the core of CLIL' (*Coyle, 2007*). Learners sometimes need to communicate

in a non-native language with new arrivals who may have different home languages as well as different social and cultural backgrounds. Learners need knowledge of those who live in other regions or countries. CLIL gives us opportunities to introduce a wide range of cultural contexts. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship. Inside the classroom, we should value different home languages. Beyond the classroom, we can make links with partnership schools and make use of the Internet to communicate with learners across the world about, for example, local environmental projects (*Bentley, 2010: 7*).

4. Key concepts and the CLIL classroom

Researcher K. Bentley proves that teaching language is part of CLIL. Although the main focus is on learners' understanding of subject content, as a CLIL teacher, you can aid the teaching of language by:

- highlighting vocabulary and chunks of vocabulary used in CLIL subjects to help learners build the wide range of vocabulary they will need;
- modelling sentences such as those in the table above to help learners see examples of language they need to produce;
- allowing learners to be more relaxed about using the target language because the focus is on the meaning of curricular concepts;
- correcting learners by recasting language immediately after they make mistakes, particularly with subject-specific vocabulary;
- analysing errors to identify difficulties learners have when producing English. Often mistakes are because of such phenomena as transformation. This is when words, phrases and structures are produced as they are used in the first language (*Bentley, 2010: 14*).

5. The role of communication skills in CLIL

Learners need to develop communication skills for curricular subjects. They need to express and interpret facts, data, thoughts and feelings, both in writing as well as orally. Communication skills are important for expressing ideas about subject content and to help learners work well together.

In some CLIL subjects, communication skills may be given less importance and there are cultural considerations which vary from country to country, from region to region, from school to school. In all contexts, however, interaction is part of learning (*Bentley, 2010: 16*).

6. Types of activities using methodology of CLIL

There are different types of classroom activities which can be used to teach any subject using methodology CLIL.

A) Giving new information (listening and reading)

Such activities can be used whenever you need to give new information. They focus on getting away from the teacher-led method of giving information. This makes life easier for you and for the learners. When taking in complicated information in another language, students

need to be given help to understand the important concepts. They need to be actively involved and given tasks which will enhance their understanding. This means they have to ‘work for’ the information rather than trying to take it in passively (*Deller 2007: 17*).

B) Teaching and activating key vocabulary

Every subject has its own specific key vocabulary. It is often the case that students learning another subject through English do not even know the meanings of these subject words in their mother tongue, which makes the vocabulary learning even more difficult for them. Such activities are designed both to teach the meanings and to give the students the opportunity to learn and memorize them. Students need to build a bank of subject-related words and to do this they need training in how to store them. A crucial skill is to be able to understand and give definitions and descriptions of words. In addition there are activities focusing on key vocabulary, where they need to help students understand the vocabulary in a reading or listening text. Many classroom activities designed to help students learn vocabulary are created by the teacher, but the designing of these activities is in itself a good way to focus on the meaning and use of words (*Deller 2007: 45*).

C) Speaking

Experience proves that it is difficult to get students to speak. It’s very hard to speak in another language about a topic which is unfamiliar. For that reason students need time to prepare and focus on the content before we ask them to speak about it in English. In group work in monolingual classes it is often more effective to allow the students to discuss content in the mother tongue before producing the output in English. Another reason that many students are reluctant to speak in class is shyness and the fear of making mistakes. Many of the activities should be done in pairs or in small groups rather than in front of the class. It is not always necessary to monitor students’ speaking as this can be another deterrent for them (*Deller 2007: 45*).

D) Writing

There are many activities which include a writing component, but the focuses must be on practising some basic writing skills. The tasks have to range from writing a few sentences to writing a longer text. Writing about complex topics in another language is a demanding task. For that reason there should be the activities which focus on the basics of writing such as spelling.

Arming students with the chunks of language they will need to express different concepts and functions, for example, defining and comparing.

A further important writing skill is summarizing. Many students take information from a book or the Internet and then just copy and paste it rather than summarizing or re-writing it in their own words focus on this skill (*Deller 2007: 75*).

E) Consolidation and revision

Recapping is an important stage of learning for all learners and crucially it gives the slower learners a second opportunity to understand. Such activities propose different ways to consolidate and revise the input. In addition to recapping, these activities also students the opportunity to speak, listen, read, and write in English about the subject, so they serve a dual purpose. Consolidation and revision are cognitively demanding. These actions activate and stimulate the learners to think, help students to consolidate their learning and use their imagination and reasoning skills (*Deller 2007: 93*).

F) Project work

Projects are an important part of course work and examinations. A project should be student-centred and produce a useful and informative end product. Projects help develop confidence and independence. They are excellent training for the real-life situation in the workplace. Project work also gives the opportunity for students of mixed ability to show their

different talents and creativity. The methodology projects use is varied. They offer group-work experience in researching and collating information. They also encourage the students to research and experience a wide range of materials and resources. In addition, projects teach the students to compare and contrast information and to question and respond to ideas and opinions. Project work is a tool towards student autonomy as they learn to rely more on themselves rather than using you, the teacher, as the main bank of information. The students need to see their efforts being continuously guided, appreciated, and respected (Deller 2007: 133).

7. Conclusions

CLIL methodology that is based on integrated interdisciplinary approach motivates learners' studying, activates their creative mental activity, encourages their comprehensive remembering new lexical units. Different types of activities direct to improving a foreign language competence, develop knowledge and skills of certain subjects with the purpose of using them in future professional activity

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COGNITIVE PECULIARITIES OF METAPHORS IN ENGLISH AND AZERBAIJANI PUBLICISTIC TEXTS

Husniyya Tanriverdiyeva

Doctoral Student at the Department of General Linguistics, Baku Slavic University,
Azerbaijan

e-mail: HusniyyaTanriverdiyeva@gmail.com, orcid.org/0000-0002-3365-8787

Summary

The article discusses metaphor, metaphorical transfer and pragmatic features in English and Azerbaijani publications.

The article states that in cognitive linguistics, they have increasingly resorted to metaphors in recent years. This type of metaphor, often mentioned in stylistic and rhetoric, appears as a result of complex mental processes that are the focus of cognitive linguistics. In all cases, metaphorism is creativity. The transfer of our language in the vocabulary includes both mental and physical subjects. Metaphorical transfers refer to mental transfers and are abstract in nature.

The transfer mechanism is such that the sign of one of the two objects close to each other is transferred to the other. In this process, of course, at first glance, a logical discrepancy catches the eye, despite the fact that there is a very strong logic in this illogicality.

In political and journalistic styles, there are many metaphors of this kind, in which, despite the preservation of imagery, metaphoricity has practically disappeared. In theoretical linguistics, these metaphors are called erased. In order for them to appear, they should be widely developed and activated in the appropriate language. Metaphorical erasure is the next process. The result is the creation of new shades of meaning in these tokens.

Keywords: metaphor, transference, cognitive, sign, concept.

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1. Introduction

Nouns and verbs among the parts of speech seem to be richer in this aspect. As for adjectives, it should be noted that they, too, as one of the types of metaphor, are very active in journalistic and artistic styles.

This article also discusses cognitive theories of metaphor. According to the Cognitive theory of metaphor, our thinking has metaphorical properties and, accordingly, our entire speech, i.e. any of its styles – both everyday, scientific, artistic and even journalistic – has a metaphorical property. Considering that metaphor is a fundamental and natural means of linguistic influence, we will bring to the viewer the normal and positive attitude of the speaker / author to the topic, witnessing how the effect in question simultaneously stimulates him (the audience) to the desired reaction or action to hide reality. The latter type of influence is actually called manipulation.

It is concluded that metaphors in English and Azerbaijani have similar features and perform the same pragmatic function.

2. The main text

Recently, cognitive linguistics has increasingly resorted to metaphors. This type of metaphor, often mentioned in style and rhetoric, appears as a result of complex mental processes that are the focus of cognitive linguistics. In all cases, metaphorism is creativity. Unlike other types of creativity, metaphorical creativity is based on objects and phenomena opposed to each other. The fact is that this type of creativity is associated with the establishment of relations between different concepts; the sign of one is transferred to another. The original meaning of the term “metaphor” is associated with it, that is, being an ancient Greek word, it means transfer (Popov, 2007:100).

The transfer of our language in the vocabulary includes both mental and physical items. Metaphorical transfers refer to mental transfers and are abstract in nature. As mentioned above, metaphorical transfers are possible between semantic concepts. The transfer mechanism is such that the sign of one of the two objects close to each other is transferred to the other. In this process, of course, at first glance, a logical discrepancy catches the eye, despite the fact that there is a very strong logic in this illogicality. For example:

“If you look at the amount of tax payments, state-owned companies take the first place. Among private companies, oil consortia are among the first in terms of the size of the tax rate. They also sometimes try to take advantage of gaps in tax legislation. In general, large companies also experience serious shortcomings that should not be allowed. As the Ministry of Taxes F.Mammadov said: “We have not been able to find the appropriate parameters for more than ten years, according to which we could determine the list of exemplary taxpayers”. (Baku News, 2016) It is known that “space” refers to certain nouns that are associated with the meaning of weakness, the weakening of some part of the subject. The unification of tax laws according to this concept and the transfer of one of their features to another is associated with the inclusion of this lexeme in a new semantic sphere. The object or phenomenon to which the attribute was transferred acquires a new semantic connotation. In this case, the transfer is made between two objects and their two signs. As a result, a semantic connection, an association, is determined between the space token and the law token. In the modern era, there are many metaphors, for example, “emptiness”, which is on the verge of losing its image. These lexemes are much weaker in terms of the degree of metaphor, and this feature of them has already reached the limit of extinction. Another example:

“For example, in world practice, if a party does not participate in any political process within two years after its creation, it is automatically closed. We will take this into account when creating a new legal framework. Some of our parties are not fulfilling their functions. And they turn into a trading base. Then someone buys a registered political party in Azerbaijan in the 90s, others do something with it. Litigation has already begun in some parties. One side claims that the name and seal of the party belong to it, while the other claims that they belong to it. We will regulate all this by law” (New Azerbaijan, January 27, 2016).

A linking verb refers to specific things. In our example, this lexeme denotes the termination of the parties. In political and journalistic styles, there are many metaphors of this kind, in which, despite the preservation of imagery, metaphoricality has practically disappeared. In theoretical linguistics, these metaphors are called erased. In order for them to appear, they should be widely developed and activated in the appropriate language. Metaphorical erasure is the next process. The result is the creation of new shades of meaning in these tokens.

In modern English publicistic texts, such metaphorical models are also often found. For example: *“Several of Mr.Erdogan’s predecessors called for a stronger presidency to tame*

the military. Upon becoming prime minister in 2003, Mr. Erdogan managed to place civilian oversight over military expenditures and gutted the generals' hold on the National Security Council. In part because of these moves, the European Union opened negotiations for Turkish accession in 2005" (*The New York Times*, April 13, 2017).

As you can see, the verbs to tame, to open in the metaphorical combinations "to tame military" and "to open negotiations" actually acquired a new semantic connotation by transferring attributes to various objects and phenomena.

The nouns and verbs among the parts of speech seem to be richer in this aspect. As for adjectives, it should be noted that they, too, as one of the types of metaphor, are very active in journalistic and artistic styles. Let's review them:

1. Related to nouns (The Seed of Discord)

"In this regard, he stated that cooperation and mutual respect for various values are very important today. In particular, he stressed the importance of dialogue between religions and cultures in the current conditions, when religion is so exploited and presented as the main threat, when some of the interested groups are trying to sow the seed of discord among the peoples" (*New Azerbaijan*, January 27, 2016). Seed is a biological concept, its combination with the word "discord" denotes political and social content. In other words, this token acquires a new shade of meaning.

In English:

"But if voters choose "no", Mr. Erdogan won't be deterred. Turkey's president is a fighter and he will go to any lengths to get what he wants. In the face of a defeat at the ballot box, he is likely to amp up his war against the Kurds, making him seem like an embattled defender of the nation. This move would also help him win support from nationalist voters who don't normally back him. It also looks possible that if he is denied further power by way of constitutional amendment, he will seek it by extending the state of emergency – maybe even indefinitely" (*The New York Times*, April 13, 2017:5).

In this example, the noun "fighter" and the noun phrase "face of a defeat" by transferring the properties of living-inanimate creatures acquire a new semantic connotation and create a semantic association.

2. Related to adjectives (Healthy).

"The first deputy head of the executive power of Sumgayit, Faig Karimov, noted that such educational events should be carried out in order to form the religious views of the population in healthy conditions, to prevent the influence of radical people on young people and to ensure the education of our religious figures in this direction" (*New Azerbaijan*, January 27, 2016). Healthy, first of all refers to living beings, but by transferring this word to a geometric concept, it transforms the metaphorical content.

In English:

"Reached by telephone, several said they were uncomfortable that anyone with an internet connection could tune into their classroom discussions. To avoid the camera's stare, they sometimes congregate in a blind spot near the front of the classroom, they said.

"Who knows if there are any psychopaths watching?" asked Li Li, a junior. The school did not respond to a request for comment" (*The New York Times*, April 27, 2017:3)

Although the adjective "blind" expresses the properties of living beings, however, by transferring it to the noun "spot" in this example, it acquires metaphorical content. In general, the translation of the metaphorical combination will be "a dark place".

3. Related to verbs (Export).

“Deputy Chairman of the State Committee for Work with Religious Entities Siyavush Heydarov stressed the importance of valuing our history and learning from the tragedies of the past. Stating how Azerbaijan exports its highest values – multiculturalism and tolerance to the whole world today, he informed the participants of the round table that he intends to hold large-scale and numerous events within the framework of the “Year of Multiculturalism”. He noted that he is confident that such commemorative events will help people build their future through the prism of the past” (New Azerbaijan, January 27, 2016).

In English:

“An American official and a United Nations expert on Tuesday joined European Union officials in expressing grave concern about the law, which was rushed through Parliament by the government of Prime Minister Viktor Orban.

Tens of thousands of protesters poured into the streets of Budapest on Sunday to urge President Janos Ader not to sign the law, but on Monday he did just that” (12).

In this example, the verb “pour” is transferred to living beings – protesters rallied on the streets of Budapest, which led to the acquisition of new semantic shades and, consequently, the formation of a metaphorical content (mass rallying).

According to the Cognitive theory of metaphor, our thinking has metaphorical properties and, accordingly, all our speech, i.e. any of styles – both everyday, and scientific, and artistic, and even journalistic – has a metaphorical property. If we take into account that metaphor is the main and natural means of linguistic influence, we will witness how, bringing to the audience a normal and positive attitude of the speaker / author to the subject, this influence simultaneously prompts it (the audience) to the desired reaction or action in order to hide reality . The last type of influence is actually called manipulation. As noted above, the function of language impact is more clearly manifested in today's global media. Accordingly, the impact potential of the metaphor is used precisely in this style, and this is revealed by readers/viewers/listeners.

These types of metaphors are not yet included in the lexicographic system of the language, because they are new and have not acquired this status. Therefore, conceptual and author's metaphors differ from each other in their characteristics. Metaphors are not just a form of expression, but they also have the property of being informative and are aimed at a specific goal. The cognitive approach to them is not limited only to stereotypical conditions, but also covers the mental sphere. This approach to the problem contributes to the complex expression of the features of metaphors. Here I would like to emphasize one more point: the author's metaphors have more effective properties compared to erased metaphors.

In the literary language , metaphors have the following tasks:

1. Allows you to express thoughts concisely. There is conciseness in the meaning of any metaphor; it briefly names a phenomenon. This process associatively conveys to the recipient ideas that can express even several microtexts;

2. Creates conditions for the emotional perception of thought;

3. Prepares the ground for the expansion of the semantic structure of the word and serves as a new nomination;

4. Gives color to the language and saves it from inappropriate repetitions;

5. Increases the aesthetic value of the century;

6. Appropriately designed metaphors increase the attractiveness both in prose and poetry, as well as in journalistic texts, etc.

As you can see, in texts that are constructed completely from the point of view of language and theme, metaphors are given a special place. Depending on the purpose of constructing a journalistic text, the appeal to metaphors may be different. Consider them.

1. The journalistic text may be informative in nature. At the same time, the author's position may be relatively neutral. In this case, there may not be a serious demand for metaphors;

2. If the author conveys information for special purposes, it means that he also has a goal that forms a thought, there is no doubt that the appeal to metaphors should be more than in a neutral position;

3. The purpose of a journalistic text is sometimes the formation of a new thought, in which case, due to the knowledge of languages or the special abilities of the author, any number of metaphors can be used;

4. A journalistic text can be instructive. The coefficient of metaphoricity in such texts may decrease;

5. A journalistic text may have the character of a bundle, whereas the functional coefficient of a metaphor depends on the author, and the exact limitations for them cannot be considered scientifically justified.

Speaking about the effectiveness of metaphors, Arnold refers to R. Jakobson – his term “the effect of deceived expectations”, which, in his opinion, can take place “in any field of art and in any direction, and in language at any level” (*Arnold, 1990:70*). Metaphors in contexts represent cognitive surprise, shock and create a strong resonance. This is due to its novelty and surprise (*Davidson, 1990:173-193*).

Metaphors, which are evaluated by the aforementioned authors as new, unexpected information, excite a specific orientation reflex. According to the two-phase concept of the orientation reflex, at the first stage, the novelty of the metaphor causes involuntary physiological shocks (emotional shock), and at the second stage, the shock-therapeutic effect of novelty is cognitive in nature. In this way, a person gets into the essence of the objects and objects that he is aiming at. The more novelty there is in a metaphor, the more unexpected it will be for the listener or reader. In fact, metaphors, on the one hand, create conditions for the emergence of a semantic paradox. We are talking about focusing objects and phenomena that are distant from each other in life in a person's consciousness. In metaphorization, semantic synthesis is mental in nature and is a product of the human subconscious. The “deceived expectation effect” in the text is born at this moment.

In journalistic texts, as in other types of text, authorial and customary (commonly used) metaphors differ. Occasional (author's) metaphors, as already noted earlier, are not units of vocabulary, they are units introduced into the language and have a stylistic character. Unlike them:

1. The usual (commonly used) metaphors take place in the vocabulary system of the language;

2. They are distributed. For example: the eyes of a room, the eye of a fountain, the eyes of a family, etc.

3. The usual metaphors are actively used by society, they “live” in the language consciousness;

4. The usual metaphors have stylistic and rhetorical loads.

Note that the 4th feature mentioned above is also characteristic of occasional metaphors. The usual metaphors also differ in quality. As noted above, outdated and long-rooted metaphors in our language are divided into two types. Metaphors that have not lost touch with their semantic duplicates are considered active. Outdated or erased metaphors are metaphors once used in the language of some historical person, a talented person, and reviving signs of the historical period in which they originated. We don't feel metaphorical and emotional when we hear them. Speaking about the stylistic possibilities of metaphors in the modern period, special attention should be paid to the following factors:

1. The scope of their use. This is a very important condition, because the metaphors often used in the language are subsequently honed;
2. The presence of their degree of emotionality. Metaphors with rich emotional coloring are often resorted to;
3. The effect of surprise, causing an increased reaction;
4. Sounding as a new style of expression;
5. Availability of a version with synonymous meaning, etc.

By their content, metaphors have a feature of evaluation. In fact, their appearance is mainly due to this nuance. Journalistic texts are relatively small in size, so the author's attitude to the described subject or phenomenon manifests itself quickly. It does not depend on whether the attitude is positive or negative, but on the degree of their metaphorical assessment.

In modern linguistics, the relationship of concept and metaphor is considered; we believe that this concept should be clarified. A concept is a semantic unit that has a universal subject code. As close as the concept and the word are to each other, they are so different. This can be summarized as follows:

1. If all concepts are words, then not all words are concepts; the point of their divergence determines their independence;
2. Concepts have national-mental features, not all words have such a feature;
3. The concept is an element of consciousness, and, having cultural characteristics, it materializes in the language. It is virtual and has social content;
4. One of the most important features of the concept is its ability to be expressed in linguistic units.

In modern English journalism there are also many examples proving the peripheral nature of metaphors. For example:

“The commonplace explanation in the Western media is that Mr. Putin himself is deeply corrupt – indeed, that he sits at the epicenter of Russia’s corrupt edifice. This may be so. But as someone who has spent his life in the Balkans (and therefore knows a thing about corruption), I have learned that being corrupt is hardly a reason not to declare a war on corruption; on the contrary, it could be an incentive, because there is nothing that corrupt politicians hate more than other people’s corruption. The reason for Mr. Putin’s reluctance, then, is more complicated” (The New York Times, 2016).

3. Conclusion

In this example, the seismic-geographical term “epicenter” in the phrase “epicenter of Russia’s corrupt edifice” conceptually has the meaning of the core. We are witnessing a new peripheral meaning in the concept of “the epicenter of the Russian corruption structure”, formed on the basis of this meaning. In this context, the semantic base of the term “epicenter” lies in the seismic-geographical concept. And in the example that we present, the term “epicenter” performs a metaphorical function.

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THE INTERACTION OF LINGUISTIC AND CONCEPTUAL PICTURES OF THE WORLD

Yevheniia Terniievska

Lecturer, Lugansk Taras Shevchenko National University, Ukraine

e-mail: yevgenia.ter@gmail.com, orcid.org/0000-0003-0629-4516

Summary

The article analyzes the notions of linguistic and conceptual pictures of the world and reveals the peculiarities of their interaction. It was found that in linguistics, the picture of the world is generally understood as an ordered set of knowledge about reality, which is formed in the social, group and individual consciousness.

As a result of the analysis of modern linguistic sources it is established that the picture of the world is a complex system of images that reflect reality in the collective and individual consciousness. The picture of the world consists of conceptual and linguistic pictures that are interdependent. The conceptual picture of the world is a field of thought, which is a set of ideas, concepts and knowledge about the world around us and the principles of its organization, and language is a product of verbal realization of these concepts, ideas and knowledge. Linguistic reading of the picture of the world is nationally specific. The national linguistic picture of the world is seen as an ethnically determined understanding and evaluation of the surrounding world in relation to a particular ethnic group, reflected in linguistic forms.

Keywords: picture of the world, linguistic picture of the world, concept, conceptualization, conceptual picture of the world.

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1. Introduction

At the present stage of development of the language science, a wide range of issues related to the relationship between man and language within the anthropocentric paradigm of knowledge are considered: the main focus is on studying the structure of the language system in connection with human consciousness, his or her culture and spiritual life, universality and specificity of speech behavior of different peoples; the notion of concept, the ratio of linguistic, conceptual and national pictures of the world, linguistic personality, linguistic consciousness are considered in detail.

Issues of conceptualization of the world reflected in the language are theoretically substantiated in the works of M. Alefirenko, I. Holubovska, Y. Karaulov, O. Kubriakova, D. Lykhachov, A. Prykhodko, Z. Popova, Y. Sternin, V. Teliia, R. Frumkina, W. Croft, E. Roche, E. Smith, V. Sukharovskiy, J. Taylor, M. Schwartz and others. Y. Apresian, H. Brutian, L. Danylenko, Y. Karaulov, H. Kolshanskyi, O. Kornilov, O. Kubriakova and others worked on the problem of the picture of the world and its linguistic expression.

However, despite numerous studies, the issue of linguistic and conceptual pictures of the world can not be considered fully studied. In this regard, **the aim of the article** is to characterize the concept of linguistic and conceptual pictures of the world and the peculiarities of their interaction.

2. Linguistic picture of the world

In linguistics, the picture of the world in general is understood as “an ordered set of knowledge about reality, which is formed in the public, group and individual consciousness” (*Popova and others, 2002: 10*). If the world is a person and the environment in their interaction, the picture of the world is the result of information processing about the environment and human.

A specific phenomenon related to language is the linguistic picture of the world, because members of a certain society, namely speakers, speaking their native language, get specific ideas about the world around them. It is this worldview that serves as a guide for person. The general picture of the world consists of many individual pictures of the world, which form a holistic expression of humanity’s attitude to everything around, verbally demonstrated.

The concept of “linguistic picture of the world” implies several terminological designations (“linguistic organization of the world”, “linguistic picture of the world”, “linguistic model of the world”, etc.). But more often the term “linguistic picture of the world” is used (*Hrolenko, 2004*).

The emergence of the concept of linguistic picture of the world in linguistics, which owes its origin to the German philosopher of language W. von Humboldt (*Gumboldt, 1956*), is a symptom of the emergence of epistemolinguistics as a part of linguistics that develops on anthropological grounds. The concept of linguistic picture of the world allows to solve deeper the question of the relationship between language and reality, invariant and idiomatic in the processes of linguistic “reflection” of reality as a complex process of human interpretation of the world.

Modern ideas about the linguistic picture of the world in the presentation of Y. Apresian look like this. Each language reflects a certain way of perceiving and conceptualizing the world. The meanings reflected in it create a holistic system of views, a kind of collective philosophy, which becomes mandatory for all native speakers. The way of conceptualization of reality inherent in a certain language is partly universal, partly national-specific, so speakers of different languages can see the world differently, through the prism of their languages (*Apresyan, 1995*). This approach has become generally accepted in modern linguistics (Y. Karaulov, V. Kononenko, L. Lysychenko, Zh. Sokolovska, etc.) (*Kolshanskij, 2005; Lysychenko, 2004; Sokolovska, 2002*), because it gives the opportunity to show the role of language in shaping the picture of the world in the consciousness of people, to imagine more clearly how it reflects the environment. Representation of linguistic pictures of the world on lexical material is presented in the works of, for example, H. Hvozdoва, I. Holubovska, A. Honcharenko, where comparative studies are conducted on the expression of linguistic picture of the world in the vocabulary of several national languages (*Gvozdeva, 2004; Holubovska, 2004; Honcharenko, 2012*).

Linguists distinguish three levels of linguistic pictures of the world: at the level of idiolect, dialect and usus (language). Usual (national-linguistic) picture serves as a generalizing construct, because, as noted by O. Selivanova, “reflects pictures of the world of certain groups of people, speakers of one language, united territorially, as well as with other features and mental characteristics, education, profession, gender, erudition, temperament, character, etc.” (*Selivanova, 1999: 83*).

At the level of dialects, V. Uzhchenko conducts research, which studies the differences in the linguistic picture of the world among the bearers of territorial dialects, linking them with geographical conditions, social, cultural and historical factors, production activities (*Uzhchenko, 2005*).

L. Lysychenko paid attention to the structure of the linguistic picture of the world, which she presents as a field with a core, the speaker, and the periphery, the language team. In addition, the researcher draws attention to word-forming units as a promising material for research in any language (*Lysychenko, 2004*).

O. Kornilov argues that we should talk about the multiplicity of linguistic pictures of the world: the scientific linguistic picture of the world, the linguistic picture of the world of the national language, the linguistic picture of the world of the separate person (*Kornilov, 2003*). Due to the author, “the national linguistic picture of the world is the result of the reflection of the objective world by the everyday (linguistic) consciousness of a specific linguistic community, a specific ethnic group. Individual national linguistic picture of the world is the result of the reflection of the objective world by the everyday (linguistic) consciousness of the separate person, the bearer of a national language” (*Kornilov, 2003: 112*).

The source of knowledge about the content of certain concepts are the meanings of words, phraseological combinations, texts. B. Gdovska emphasizes that “the linguistic picture of the world is perceived as a set and combination of concepts that reflect the values, information heritage, linguistic and cultural experience of many previous generations of ancestors” (*Synelnikova, 2005: 264*).

Since the XIX century, from W. von Humboldt there is a tradition of considering the question of language and its connection with the national and cultural characteristics of the people. According to his idea of a “linguistic worldview”, each nation divides the diverse world in its own way. The national peculiarity of the linguistic picture of the world is considered by the followers of W. von Humboldt, neo-Humboldtians, not as a result of long historical development, but originally given peculiarity of languages (*Kolshanskij, 2005*). With the help of language, people create their own special world, different from what surrounds them, with which it is impossible not to agree.

The linguistic picture of the world is a representation of all that exists as a whole and multifaceted world, which in its construction and connections of its parts represents, firstly, a person, his or her material and spiritual life, and secondly, everything that surrounds: space and time, animate and inanimate nature, the field of man-made myths and society; it is developed by centuries-old experience of the people and is conducted by means of language nominations (*Shvedova, 1999*). It is, so to speak, the accumulation of internal and external structured ideas and knowledge about everything that exists, framed with experience and poured into language, the only material representative that visualizes them, transforming from a series of abstract units into materialized ones.

Linguistic picture of the world forms the type of person’s attitude to the world. It creates norms of human behavior in the world, determines its attitude to it. Every natural language expresses the perception and organization (“conceptualization”) of the world. Its meanings are formed into a system of views that is mandatory for all native speakers. A “space of meanings” emerges (in the terminology of D. Leontiev), i.e. the knowledge about the world enshrined in the language, which is intertwined with the national and cultural experience of a particular language community (*Maslova, 2008*).

Thus, each specific language contains a unique national system that determines the worldview of the people, forms a picture of the world, and therefore the linguistic picture of the world depends in part on our worldview.

B. Gdovska’s emphasis on the fact that the linguistic picture of the world is perceived as a set and combination of concepts that reflect the linguistic and cultural experience and information heritage of previous generations, and the source of knowledge about the content

of certain concepts are the meanings of words, phraseological units, texts (*Synelnykova, 2005*), leads to the conclusion that it is necessary to study the national and cultural specifics of the linguistic picture of the world through the content of its culturally significant concepts.

3. Conceptual picture of the world

The process of human cognitive activity involves the accumulation of new information and its modification (*Schwarz, 1996; Varela and others, 1991*). According to O. Kubriakova, conceptualization is one of the most important processes of human cognitive activity, which consists in understanding information about the world, imaginary construction of objects and phenomena of reality, which leads to the formation of certain ideas about the world in the form of meanings-concepts, conceptual structures and the whole conceptual system fixed in human consciousness (*Kubryakova and others, 1996: 93*). In addition, conceptualization is seen as a certain “being of human consciousness” (*Arhipov, 2001: 13*), “as a certain process of structuring knowledge from some minimal conceptual units”, “through” for different forms of cognition (*Kubryakova and others, 1996: 93*) and so on.

According to Z. Popova and Y. Sternin, a concept is a unit of thought that is a quantum of knowledge. They are real and are based on special sensory images of speakers, which are formed on the personal sensory image of a person (*Popova and others, 1999*). Concepts are accompanied in the mind by numerous associations and features provided by native speakers to certain objects (*Karasik, 2004*).

The set of concepts as semantic units that reflect the cultural specifics of the worldview of native speakers, forms a conceptual area (conceptosphere). Various aspects of language conceptualization are considered in the works of N. Arutiunova (*Arutyunova, 1999*), O. Vorobiova (*Vorobeva, 2013*), S. Zhabotynska (*Zhabotinskaya, 2004*), V. Maslova (*Maslova, 2010*), and others.

The conceptual picture of the world, which is the subject of research in the works of Y. Apresian, H. Brutian, Y. Karaulov, Zh. Sokolovska and others, is traditionally understood as a set of knowledge, thoughts, ideas about the world, which is reflected in human activity. The conceptual picture of the world is an image of the world, a fragment of reality, which is not fixed by the system of signs (*Kubryakova, 2004*).

The conceptual picture of the world consists of concepts and connections between them. H. Brutian, analyzing the concept of the picture of the world from the standpoint of philosophy, notes that since in human consciousness it is legitimate to distinguish rational (logical) and sensory models of reality, the language may represent the “picture of the world” in the form of conceptual (notional) and linguistic (verbal) models (*Brutyan, 1973*).

V. Nikonova claims that “there is a multi-layered or multi-level model of concepts that contains semantic, verbal or image-associative, subject-sensory level” (*Nikonova, 2007: 251*).

Thus, the conceptual picture of the world is a three-dimensional “structure” consisting of different parts, which are often referred to as the notion of “conceptosphere” (conceptosphere of the national language, human conceptosphere, etc.) (*Boldyrev, 2000*). The conceptosphere serves to reflect a certain structure of the conceptual space of the national language, the structure of knowledge about the world, organized by the concept and represented by different language units. In other words, the conceptosphere is a set of concepts of the national language (*Babenko, 2006*). Accordingly, each concept that is a part of the conceptosphere is a certain “idea of fragments of the world” and is formed on the basis of national characteristics, which are

complemented with the features of individual experience and personal imagination (*Pimenova, 2005: 16*). It is important that all these characteristics apply to the conceptsphere (set of concepts), which includes the cultural experience of the nation as a whole, and the individual experience of each person as a representative of a particular people as well.

4. Interaction of linguistic and conceptual pictures of the world

In the scientific literature, the notions of linguistic and conceptual pictures of the world are distinguished, because for the linguistic picture of the world the corresponding units are the meaning of the word, and for the conceptual picture of the world the corresponding units are the concepts. Despite the demarcation of these notions, there is no denying the fact that they significantly intersect, interact and even overlap.

Considering the linguistic picture of the world, it should be noted that the conceptual picture of the world is the basis of the linguistic picture of the world, but, on the other hand, it is “more universal and common for peoples with the same level of knowledge about the world not only knowledge, but also the originality of the vision of the world” (*Mihajlovskij and others, 1993: 134*).

The conceptual picture of the world includes semantic, conceptual knowledge of reality, and its components are heterogeneous semantic formations, namely images, notions, various mental stereotypes and concepts that form the conceptsphere of the nation (*Ter-Minasova, 2000*). It is logical to assume that the study of the peculiarities of the conceptual picture of the world directly leads to the study of the concepts of the linguistic picture of the world of a certain nation.

Interpretation of individual fragments and elements of the conceptual picture of the world, understanding of their structural relationships is conducted at the level of linguistic consciousness, which forms the linguistic picture of the world. Thus, the linguistic picture of the world is a completely different formation both in its composition and in the functions performed, because it is the result of linguistic fixation of the conceptsphere by sign systems (*Teliya, 1988*). Language is an important form of knowledge existence as a means of consolidating all the cognitive capabilities of human consciousness (*Dymytrenko, 1999*).

I. Holubovska defines the linguistic picture of the world as “world perception and worldview of the ethnos, verbalized interpretation of the linguistic society of the world and oneself in this world expressed by the means of this language” (*Holubovska, 2004: 7*). The researcher draws the line between conceptual and linguistic pictures of the world, pointing out that the latter is characterized by everyday, naive reflection of reality, in contrast to the scientific and universal nature of the conceptual picture of the world (*Holubovska, 2004*).

There are complex relationships between the picture of the world as a reflection of the real world and the linguistic picture of the world as a fixation of this reflection. V. Postovalova considers the conceptual model of the world greater than the linguistic one, because different types of thinking take part in its formation, and not everything known by a human acquires a verbal form, not everything is reflected with the language, and not all information coming from the outside world acquires the linguistic expression (*Postovalova, 1988*). In order for a language unit to acquire a certain status and consolidate it in the language, it must go through a difficult path of formation, crystallization and selection, as well as time testing.

If the conceptual picture consists of concepts that are the parts of the national conceptsphere, the “building material” for the linguistic picture of the world are the meanings of linguistic signs that form the semantic space of language. The linguistic picture of the

world explicates the conceptual picture of the world, reflecting in the lexicon and grammatical structure of language the certain nets of concepts, which reflect the results of both personal and social cognition of the environment.

Most researchers agree that there is obviously no easier access to the cognitive picture of the world than the semantic system of language. With the help of language, practical knowledge obtained by individuals is transformed into a collective asset, a collective experience (*Denysova, 2005; Lysychenko, 2004*). On the other hand, the conceptual approach to the study of the linguistic picture of the world allows the researcher to see the deep processes of human cognition of the objective world, which are encoded in linguistic signs.

H. Kolshansky, V. Teliia, S. Ter-Minasova and other scholars argue that the conceptual picture of the world is characterized by national and cultural specifics, because it reflects the specific historical experience of the certain nation, its special cultural traditions, beliefs and living conditions determined by geography, social order, way of life, etc. (*Kolshanskij, 2005; Teliya, 1996; Ter-Minasova, 2004*).

Three closely related phenomena are important for the linguistic picture of the world: human – world – language, although from the point of view of real relations the world should be on the first place as the basis, human as creator and bearer of language should be on the second place, and the proper language should be on the third place. However, to characterize the linguistic picture of the world from an anthropological point of view, the starting point is a person who cognize the independent world and creates a means of fixing and transmitting knowledge about it to other people and for one's own cognition. Accordingly, the key to constructing a linguistic picture of the world is the human figure (*Lysychenko, 2004*).

Most researchers conclude that “our own culture gives us a cognitive matrix for understanding the world, the so-called “picture of the world” (*Lebedeva, 1999: 21*). Each national language varies the conceptual and linguistic picture of the world, thus forming national-specific linguistic pictures of the world (*Holubovska, 2004*).

Various fragments of the national-linguistic picture of the world have recently often come to the attention of researchers. Their study, given the specifics of the ethnic consciousness of speakers, the influence of customs, socio-cultural, background knowledge, traditions, rituals, beliefs, mythology, etc. has become extremely relevant in Ukraine (*Selivanova, 1999*).

Y. Stepanov notes that the number of concepts of culture is small. There are “four or five dozens of basic ones, and meanwhile the spiritual culture of any society is largely in operations with these concepts” (*Stepanov, 1997: 3*). The linguocultural concept is endowed with all the characteristics of the concept as a mental entity, its special location among other concepts recorded in the linguistic picture of the world is based on the recognition of its value significance for the linguistic and cultural community.

Thus, the study of language, as well as the linguistic picture of the world and its national and cultural specifics, is based on anthropological research. The linguistic picture of the world depends entirely on and is directly related to national and cultural experience. According to E. Sepir, language is a means of intellectual division of the world for its speakers and the specificity of language is clearly the specifics of the linguistic picture of the world. Consideration of the linguistic picture of the world from the national-cultural point of view determines some distinction between the concepts of “mentality” and “picture of the world” in terms of awareness, i.e. it means that the picture of the world is a conscious idea, as opposed to mentality, which is considered as the “set of images and ideas”, which guides people, semi-automatic behavior of people, their thinking. Concept is the main unit of cultural mentality, implemented both within the verbal sign and in general within the language (*Pimenova, 2004*).

One of the main functions of the linguistic picture of the world is “the function of conceptualization and categorization of the inner and outer world, the function of sorting and classification of human feelings and knowledge” (*Kubryakova, 1999: 9*).

At the same time in a number of studies (H. Brutian (*Brutyan*), R. Pavilonis (*Pavilyonis, 1983*), Y. Karaulov (*Karaulov, 1987*), H. Kolshanskyi (*Kolshanskij, 2005*), V. Postovalova (*Postovalova, 1988*), B. Serebrennikov (*Serebrennikov, 1988*), V. Teliia (*Teliya, 1988*), etc.) raises the question of distinguishing between linguistic and conceptual pictures of the world. According to scientists, the linguistic picture of the world, transmitting human knowledge about the world, shows a close connection with the conceptual picture of the world: both pictures of the world interact with each other and influence each other. Accordingly, the linguistic picture of the world is the part of the conceptual picture of the world and is built into its structure (*Serebrennikov, 1988*), i.e. the linguistic picture of the world includes those components of the conceptual picture of the world which linguistic signs are correlated with. Moreover, the changes in the conceptual picture of the world connected with the emergence of new concepts, their transformation or disappearance can cause changes in the linguistic picture of the world, and conversely, enriching language with new vocabulary or other language structures leads to corresponding transformations of the conceptual picture of the world.

The invariant (conceptual) part of the picture of the world is determined by the principle of reflection and, definitely, is the same for all, i.e. it does not depend on what language the person is a bearer of (*Kubryakova and others, 1996: 90*). However, only language allows to verbalize these concepts, and therefore, according to O. Kubriakova, “even before getting acquainted with the language a person to some extent gets acquainted with the world, cognize it; thanks to the known channels of sensory perception of the world, he or she possesses certain information about the world, distinguishes and identifies the objects of one’s cognition. The assimilation of any new information about the world is conducted by each individual on the basis of the language he or she already speaks. The system of information about the world which is created in this way is a conceptual system modeled by he or she” (*Kubryakova and others, 1996: 91*).

These ideas are shared by N. Arutiunova (*Arutyunova, 2000*), Y. Karaulov (*Karaulov, 1987*), H. Kolshanskyi (*Kolshanskij, 2005*) and others. This approach proves the leading role of language in shaping the picture of the world in the consciousness of people, allows you to describe and explain how the world is reflected in the conceptual picture of the world. It should be noted that most researchers believe that the conceptual picture of the world is richer than linguistic one, because its creation involves different types of thinking, and not everything known to person, which acquires a verbal form, is reflected through language.

5. Conclusions

Thus, the picture of the world is a complex system of images that reflect reality in the collective as well as individual consciousness. The picture of the world is formed by conceptual and linguistic pictures of the world, which are interdependent: changes in knowledge about the world, in the results of its sensory cognition (conceptual picture of the world) necessarily lead to changes in the consolidation of their linguistic means (linguistic picture of the world). The conceptual picture of the world is a field of thought, it is a set of ideas, notions and knowledge about the world around us and the principles of its organization, while the linguistic one is the product of verbal realization of these concepts, ideas and knowledge. Conceptual model of the world is universal, organized, characterized by systematic, while linguistic one is

fragmentary, more mobile, reflects the constant changes in the environment. Linguistic reading of the picture of the world is nationally specific, typical for a particular era with its spiritual, cultural and national values. The national linguistic picture of the world is seen as an ethnically determined understanding and evaluation of the surrounding world in relation to a particular ethnic group, reflected in language forms.

In this regard, **the prospects for further research** on this issue consist in a detailed analysis of the main characteristics of the linguistic and conceptual picture of the world, in particular, in the national context.

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USE OF ICT TOOLS IN TEACHING SYNTAX OF UKRAINIAN LANGUAGE TO PHILOLOGY STUDENTS

Mykhailo Vintoniv

Doctor of Philology, Professor, Professor at the Department of Ukrainian Language,
Borys Grinchenko Kyiv University, Ukraine
e-mail: m.vintoniv@kubg.edu.ua, orcid.org/0000-0002-3258-8633

Tetiana Tiutiuma

Postgraduate Student at the Department of Ukrainian Language,
Borys Grinchenko Kyiv University, Ukraine
e-mail: t.tiutiuma.asp@kubg.edu.ua, orcid.org/0000-0001-8700-6509

Summary

The paper highlights the psychological and pedagogical conditions for the use of ICT tools in teaching syntax and reveals the ways of introducing the experience of using them in the professional training of future language teachers within the course "Modern Ukrainian Literary Language: Syntax". The research literature on the didactic principles of ICT use in the educational process of future teachers, the application of ICT in the process of language training of students-philologists was reviewed. The study stresses the significant role of syntax in the linguistic hierarchy. Syntax helps students get aware of the laws of phrase and sentence structure, their expressive potential and means, and ways of their implementation in any discourse. It is important to follow the provisions developed by M. Zhaldak and S. Selian, N. Berger, Z. Dovedan. The paper outlines didactic principles, methods and techniques of ICT use in the professional training of future language teachers. The paper suggests some criteria for building a system of exercises and assignments with the help of ICT. It describes the ways of applying ICT tools in mixed and distance learning of students-philologists. A system of cognitive, training, research and creative exercises is presented. The study established that the use of digital narrative, mental maps, infographics, flashcards, electronic dictionaries in the training of future teachers of Ukrainian language and literature has a positive effect on students' mastering the educational material, it motivates and stimulates students; encourages students to apply self-cognition, self-learning, reflection, self-improvement; develops critical and creative thinking; offers them different strategies for memorizing information; enables interactive interaction between all participants in the educational process; provides the possibility of interval revision; makes the learning process active and interesting. The prospects of the research are determined in the study.

Keywords: information and communication technologies, infographics, mental cards, electronic dictionary, language and literature teacher training, syntax of the Ukrainian language, digital narrative, flashcard.

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1. Introduction

Problem statement. Nowadays, the development of the educational trajectory is connected with constantly evolving digital, information and communication technologies (hereinafter ICT), and their skillful application for training competitive and competent professionals. This is especially important for training future teachers for them to implement the educational strategy in practice.

Accordingly, in higher education institutions, students of philology should be acquainted with the ICT techniques and acquire the ability to use them not only in the process of mastering special disciplines ("Modern Information Technology", "Modern Information Technology in Philology", "Computer Systems and Technologies", etc.), but also while mastering professional disciplines.

For future teachers of Ukrainian language and literature it is important to master the syntax which is based on a synthesizing principle (it is connected with phonetics, vocabulary, morphology, etc.). The study of this section of language didactics (N. Golub, O. Goroshkina, M. Penteliuk, V. Melnychaiko, etc.) is associated with the use of competence, cognitive, communicative-cognitive, activity, personality-oriented, text-centric functional-stylistic approaches.

Analysis of recent studies and publications. The study of research literature shows that the use of ICT is an important component of the modern educational process of all levels of education, and higher education in particular. The countries of the Bologna process, as noted by D. Jimenez-Hernandez, V. Gonzalez-Calatayud, A. Torres-Soto, A. M. Mayoral and H. Morales (2020), show the homogeneity of digital learning, where motivation and self-awareness are the main factors influencing if ICT tools are used.

A. Hasudungan Lubis, S. Zulkarnain Sayed Idrus and A. Sargiu (2018) in their study assume that there is a correlation between the motivation to use ICT and their use, the level of knowledge about ICT and the quality of the educational process, which ensures the quality of teaching.

The typical correlation between different factors (self-efficacy of ICT, self-efficacy in the use of ICT, teachers' perception of cooperation within a team is related to the self-efficacy of ICT for educational purposes) is also discussed in the studies by I.K.R. Hatlevik and O.E. Hatlevik (2018) who emphasise that the use of ICT makes it possible to prepare teachers for the use of ICT in their own practice.

S. Kler analyses the factors (expansion of channels of perception, motivation, flexibility, autonomy, assessment), stages (creation of university-wide structure, effective pedagogical use with an emphasis on applicants, strategic use with regard to different target groups) of successful integration of ICT into the educational process. Moreover, the researcher identified barriers that arise among lecturers and higher institution administrations (Claire, S., 2014).

J. Anderson (2010) developed a model of interacting processes of learning and teaching with the use of ICT going through the stages from emerging (hereinafter, application, integration) to transforming, where the starting stage for a teacher is the use of effective means, and the final one is creating an innovative environment and managing it.

Theoretical and methodological features of training future teachers of various educational programs were studied by J. Anderson J., V. Bykov, O. Belous, T. VanWeert, L. Varchenko-Trotsenko, M. Zhaldak, R. Gurevich, A. Gurzhiy, O. Komar, N. Morse, L. Panchenko, S. Sysoeva, O. Spirin and others.

The preparation of future language and literature teachers for the use of ICT has been the subject of research conducted by O. Gorbachevskaya, O. Kucheruk, S. Karaman, O. Karaman, S. Protskaya, O. Semenog, S. Tsinko, etc. The formation of ICT competence of students was studied by N. Soroko.

Language aspects of computer language didactics in higher education institutions are analyzed from the following perspectives: using ICT in the study of linguistic disciplines (L. Zlatov (2014), N. Fominykh (2010), O. Semenog (2016)), forming grammatical competence of the future language and literature teachers using Web 2.0 technologies (T. Horokhova (2017)), language country studies (V. Karpyuk, O. Malakhina (2018), O. Vernigora (2019)), integrating ICT to teaching morphemes and derivation (N. Ryabovol (2015)), lexicology and phraseology (M. Greb (2016)). Covering the above-mentioned issues, the scholars mention the possibility of using electronic interactive sets, electronic educational resources, blogs and wiki resources, a single information space for an educational institution, online resources, electronic portfolio for subjects and methods, multimedia presentations, etc.

Important theoretical information on the teaching of syntax is reflected in the linguistic studies of I. Vykhoanets, M. Vintoniv, N. Guyvanyuk, A. Zagnitko, N. Ivanytska, G. Kobchenko, K. Shulzhuk, etc., language didactics (N. Golub, O. Goroshkina, T. Hnatkovich, L. Davydyuk, S. Karaman, O. Karaman, I. Kukharchuk, M. Pentelyuk, K. Plisko, S. Omelchuk, A. Yarmolyuk, etc.).

The educational process tends to be continuously upgraded and updated due to the use of ICT. The concept of a new Ukrainian school gradually acquires new features, therefore it is important to train modern teachers who are aware of modern technologies. In this regard, we share the opinion of O. Semenog who notes that the operational and competence component is gaining more significance, which includes the ability to create didactic materials using various media (electronic resources, visual aids, etc.) and use them in practice, analyse and interpret authentic teaching materials, etc. (Semenog, O., 2016: 124). To this end, university lecturers should not only talk about the possibilities of their implementation, but also implement ICT while teaching their subjects. Unfortunately, now despite the significant interest of scholars in digital technologies, we can observe limited and chaotic use of ICT in the educational process of students of philology, usually reduced to presentations, the use of electronic textbooks (e-versions of paper books), videos, e-mailing with students and using messenger applications (Viber, Telegram, WhatsApp), etc. Therefore, it would be relevant to describe ICT tools to be implemented in language learning, in particular the syntax, of future teachers of Ukrainian language and literature, remains relevant.

The purpose of the paper is a comprehensive analysis of scenarios for the use of ICT tools in teaching the Ukrainian syntax. The set purpose requires reaching the following objectives: 1) to outline didactic factors affecting the use of ICT tools while teaching syntax; 2) describe the practices of the use of ICT tools in the professional training of future teachers within the course "Modern Ukrainian Literary Language: Syntax".

2. Research methods

The main theoretical methods: the analysis of research literature on the use of ICT to train future teachers, including language and literature teachers; synthesis of educational and academic concepts on the use of ICT tools in the process of language training of future teachers of philology. Empirical methods: pedagogical observation of the educational process, self-observation, self-assessment.

The methods of research include the coverage of the authors' experience and its practical application during classes, independent work, tested by the authors in the process of teaching future language and literature teachers at Borys Grinchenko Kyiv University and Mariupol State University.

3. Research results

In the language hierarchy, syntax occupies the highest position where other levels are manifested directly or indirectly implemented, the communicative and cognitive functions of language are revealed, and the connection between language and thinking is embodied. It is during the study of syntax that students get aware of the structure of phrases, sentences, and text, their expressive potential and ways of its implementation in any discourse.

In most higher education institutions, syntax is studied within the discipline "Modern Ukrainian Literary Language" which begins with the study of morphology (syntactic properties of adjectives, numerals, etc.) and continues with a systematic course, which is usually taught over two, or sometimes three terms. Within the course, students study the syntactic units of the formal syntactic, semantic-syntactic, proper-syntactic, communicative character; analyse them and comment on linguistic facts; increase their speaking and writing skills.

The study of the papers by psychologists, psycholinguists, teachers and language didacticians gives grounds to assume that the effectiveness of the educational process depends on the teacher's consideration of the psychological and pedagogical characteristics of students.

Teaching syntax to future teachers of the Ukrainian language and literature is directly related to the cognitive processes of students of philology:

- awareness of the implementation of language norms, in particular syntactic ones in a speech act;
- understanding different approaches to the study of syntax in all perspectives;
- awareness of the synthesising nature of syntax (connection with phonetics, vocabulary, morphology, punctuation, etc.);
- determining the typological differences (for example, between a sentence and a phrase, complex and compound sentences) by indicating the subject of a clause is formed (simple and complex, one-member and two-member, complete and incomplete, extended and non-extended sentences);
- establishing relationships between components of syntactic units;
- ability to analyse syntactic units (phrases, sentences).

In our opinion, M. Zhaldaka's concept should be followed when building the educational process with the use of ICT, i.e. the use of ICT should be introduced into the educational process on the "principles of gradual and non-antagonistic integration <...> into the existing didactic systems, a harmonious combination of traditional and computer-oriented teaching techniques" (*Zhaldak, M., 2011: 4*). Provisions developed by Croatian researchers S. Selyan, N. Berger, Z. Dovedan are to be followed: to adhere to the purpose of training, think over the process of integration of all forms of communication and types of materials, be ready for difficult situations (in the case of technical and computer-caused issues), provide support to all stakeholders, involve students in decision-making (*S. Selyan et al., 2004*).

In view of this, modern professional training of future teachers of the Ukrainian language and literature while teaching syntax should be based on the feasibility and effectiveness of electronic educational resources, which will take into account the principles

of general didactics, lingual didactics, and specific syntactic and ICT principles. According to I. Ivanov (*Ivanov, I., 2011: 118*), the latter include the principles of expediency, observance of sanitary and hygienic norms, variability, systematic approach to the selection of teaching aids, minimisation of extracurricular information. In addition, it is significant that within his study, the author singles out the principles of the corpus approach to the analysis of language units and grammatical responsibility of the electronic text (*Ivanov, I., 2011*).

As practice shows, to master the syntactic material it is important to use different methods, techniques, and tools. In particular, technical devices for illustrating the material (computers, tablets, phones, projectors, smart boards, etc.) and ICT training tools; cognitive methods (information-receptive, dialogic, independent work with the textbook and other reference sources, "travelling" into the future/past, etc.), partially searching, PRES, microphone, games, reflection, etc.; exercises: cognitive, training, communicative, research and creative, "techniques: association, highlighting the key information, identifying the phenomenon, analysis, problem statement, generalization, analogy, definition" (*Golub, N.B. & Galaevskaya L.V., 2018: 19*), creation of information products, etc.

To design the electronic didactic materials the authors used the following criteria: 1) adaptive-and-functional (the use of electronic and digital teaching resources which are easy to use, available for all participants of the educational process and their functionality meets the teaching purpose); 2) scientific-and-informative (the use of learning cognitive information whose content is based on the exhaustive scientific-and-educational means); 3) thematic-and-content (operating texts, sentences which are excellent samples and enhance the development of communicative competence of the students and the formation of nationally conscious personality); 4) integrity criterion (designing and editing electronic and digital teaching resources based on the policy of academic integrity).

Among many electronic educational resources, the use of digital narratives, mental maps, infographics, electronic dictionaries and flashcards may be appropriate when teaching the syntax of the modern Ukrainian language.

Using the digital narrative. According to the authors of the manual "Digital Humanistic Pedagogy", the digital narrative is considered as "an original story that combines digital images, texts (verbal, video, music) and creates the most favorable conditions for communicating comprehensive information on the topic under study, and assimilating it by expanding channels of perception" (*Bykov, V. et al., 2017:95*).

B. Robin differentiates between three main groups of story-telling: personal as one of the most popular genres; digital stories telling about historical events; informative of educating stories. The researcher considers that the latter include stories reflecting the teaching materials in the fields of mathematics, teaching technique, etc. (*Robin, B. R., 2006*). For training teachers-to-be in the field of language and literature.

It can be implemented in any form of teaching (classroom, distance, mixed teaching) and organising the educational process: classes (lectures and practice), independent work. In lectures, students are asked to review the digital narrative and find out what they already know, and what needs to be clarified and learnt, which encourages students to self-study. For example, during a distance and mixed form of learning, the task can be formulated as follows: *Review the digital narrative by the link <https://youtu.be/JQVzxxhojE> or use a QR code. Remember what you already know. Use electronic sources (textbooks, manuals, etc.) to learn something about the new concepts. 2. Give examples of all types of the Subject (see fig. 1)*. In a practical lesson, the digital narrative requires other forms of work, because it contains recommendations on how to do exercises. In particular, it contains some instructions: formulating the assignment – pausing

it – doing the exercise, and then making it active and checking. This form of work implies the student's self-control rather than assessment, while during classroom learning the performance can be assessed by the teacher.

Such assignments can be accompanied by different methods according to the teaching purpose, in particular, the most popular are the following methods: partially searching, PRES, microphone, work with textbook, games, formative evaluation, reflection.

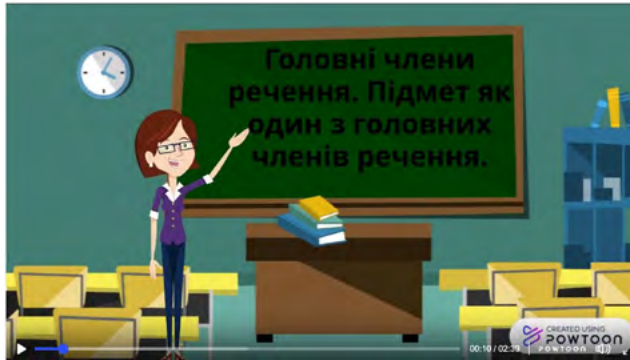


Figure 1. A fragment of the digital narrative used in lectures

Within the independent work students were asked to make digital narratives for a school course of Syntax, where it was important to keep to the recommendations on the creation of digital narratives developed by S. Tolisano (2009): writing, design, presentation, interviewing, solving problems, evaluation. In most cases, the created narratives are of quasi-pedagogical character, as the characters of these narratives are usually students and a teacher, which depicts the educational process of practicing a certain theme (see fig. 2). At the same time, future teachers not only create a means of visualization, describing the possibilities of its application, but also analyse the syntactic material presented in textbooks for general secondary education.

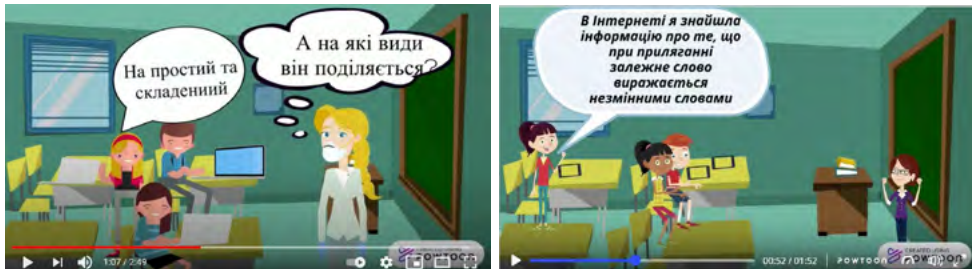


Figure 2. Example of digital narrative "The Subject and Ways of its Expression", "Adjunction". Developed by Kristina Zhurba and Ivanna Gleba under the guidance of M. Vintoniv, 2020

Such forms of work are designed to present concisely substantial material (the duration of digital narratives is usually from 2 to 10 minutes), which motivates students to search, study, discuss, learn certain aspects of the theme; build an individual trajectory of learning, because the amount and period needed to master it depend on the previous knowledge and skills of the students performing the cognitive activity.

Mind mapping. Mind mapping is another for future teachers of language and literature to deal with a significant amount of information and classifications. The perception is facilitated by structuring information by keywords (for example, terms, classification features, etc.). We agree with the opinion of R. Lacurezeanu, L. Stanca, A. Tiron-Tudor, S. Zagan (2021) that the use of mind maps offers students a strategy for storing information and interpreting it on their own (individual features of memorising). Besides, they make it possible to implement the following principles: saving time, motivation cognitive visualisation, individual/group creative work, structured, systemic and independent learning.

Mind mapping can be used while explaining a new theme, consolidating material, testing. In particular, it can be used during lectures to inform students about the syllabus, i.e. the structure of the course, thematic plan (course map); terminology of the subject; differentiate between some aspects of syntax (formal-grammatical, semantic-syntactic, actually semantic (logical-universal), communicative, pragmatic aspects); schemes of analysis of phrases, sentences (see Fig.3). In addition, mind mapping can be created during the lecture, using the method of association BUSH.



Figure 3. Fragments of mind maps used while teaching syntax

The use of mind maps during practical lessons involves assignments to reproduce and produce them. Students of philology studying syntax are required to know the schemes of phrase and sentence analysis, recommended by a university of school. For example, the task can be formulated as follows: *1. Take a look at the mind map and fill in the gaps with the missing information. Make a mind map of the classification given to students of secondary schools. 2. Analyze the phrases on the two mind maps: student-philologist, go on holiday, long before the set of exams far into the woods, a guy with a girl finished reading, a desire to win, reading out loud, morning fogs.*

In order to enhance cognitive processes of students, we think it advisable to use mind mapping for the team work, to create mental maps while summarising the information of a theme, for example, the views of linguists on the basic syntactic unit, common and distinctive features of phrase and sentence, a new doctrine on subordinate clauses, etc. After creating mind

The use of infographics in lectures involves its analysis and active discussion. In this way students can say what they already know and what needs to be clarified; in practical classes we recommend it to be used for problem solving (searching for errors in infographics, substantiating the statements of linguists and language didacticists), and composing sentences on infographics given certain conditions. For example, assignments may be formulated as follows: *I. Read the infographics. Highlight the infographic fragments in three colours by the following principles: 1) I know and understand; 2) I know, but do not really understand (this material is difficult for me), 3) I do not know (this material is new to me).*

II. Study the infographic. Make a sentence with the given conjunctions, one sentence containing the conjunction which links homogeneous members of the sentence, and in another one it links parts of a compound sentence. Explain the punctuation.

III. Study the infographics "One-member sentences". Give examples for each type of one-member sentence with account of their morphological expression.

Future teachers are also encouraged to use the infographics for presenting the results of their individual work on the analysis of a passage from modern Ukrainian literature or fragments of texts that are different in style. Based on this, they compile an infographic that displays rather common types of sentences.

Flash cards. Flash cards are an effective way to memorise information. We recommend students to use them for independent work: learning the concepts of syntax (term – definition), such cards are designed by blocks related to a certain theme, for example "Syntactic units" (<https://cutt.ly/jWb1l6c>), "Sentence parts" (<https://cutt.ly/8Wb1fG6>) and others; training to remember the material, i.e. definitions of syntactic connections within a phrase (example of a phrase – syntactic connection) and types of sentences (example of a sentence – its type), etc. Following K. T. Wissman, M. Pyc, K. A. Rawson (2012), we think that flash-cards revision in intervals and self-control, and the latest seen should be a strategy of learning for students and help remember the information for a long time.

In practical classes, flash cards can be used for the techniques of "Microphone", "Incomplete sentence", "Catch a mistake", where students are asked to discuss complicated issues of syntax, correct the structure of phrases and sentences, and so on. For example, the assignment can be formulated as follows: *1. Complete the compound sentences with the maximum possible number of semantic relations. Define the semantic relations and the type of structure.* Thus the first page has some fragments of a sentence, and on the other side there is a teacher's version of the completed sentence. In distance learning, this exercise can be somewhat transformed: one side of the flashcard has a sentence, and the other has a semantic relation and its structural type, and the task is to find out which flashcards are correct and which are not. The information on the wrong flashcard needs to be corrected. *2. Find mistakes in sentences, edit them according to grammatical rules.* There is a sentence with an error on the front side, and the error is indicated on the back side (marked with any colour).

Electronic dictionaries are most often used to teach such branches of linguistics as spelling, Phonetics, Lexis (see O. Horoshkin, S. Karaman, L. Matsko, S. Omelchuk, A. Zarei, A. Gujjar, S. Yanti and others). However, we consider electronic lexicographic sources to be important for mastering Syntax, which is accounted for by the fact that examples given in the dictionaries are used as exemplary. It enhances the development of communicative competence of students, in particular, in the use of different types of syntactic structures in speech; secondly, thesaurus of linguistic terminology makes it possible to learn profoundly syntactic terms (synonymic, antonymic and variable), and broadens the notion apparatus in Syntax; thirdly, dictionaries help master the stylistic role and functions of syntactic units.

Within lecture courses, electronic dictionaries can be used to study the definitions of syntactic notions, to differentiate between their interpretations, observations of the functions of syntactic functions, specifics of their structure. A sample assignment:



I. Use the online dictionary Thesaurus of Linguistic Terminology (http://www.mova.info/mov_thes.aspx?l1=68) to study the notions in the word cloud. Define the notions for the students of 9th year could understand the definitions.

II. Use the QR-code to connect to the online dictionary A Frequency Dictionary of Ukrainian Publicistic Style – 2004, find out the cases when the conjunction “i” connects coordinate clauses. Based on the examples from the dictionary, formulate the rules of the use of punctuation marks to connect homogeneous parts of the sentence.

At the seminars, electronic dictionaries make it possible to realise the principle of selectivity and individual approach during the classes. They can be used for any form of studying (offline, online or mixed forms of education). Below are the examples of assignments:

Choose one of the assignments and fulfil it.

I. Using the Dictionary of Ukrainian Predicative Collocations (with the first element of “person”), make five extended sentences. Underline all parts of the sentence correspondingly. Find out the morphological expression of the parts of the sentence.

II. Using the Dictionary of Ukrainian Predicative Collocations (with the first element of “side”) make five extended sentences. Underline all secondary parts of the sentence correspondingly. Find out the morphological expression of each of them.

The following methods determine the applied character of the above-mentioned assignments: partially searching method bringing students closer to independent problem solution by training them to ask questions, make suggestions and conclusions; research method by developing a skill of independent analysis, making rules-explanations; problem training by using problem situations in assignments, active cognitive participation of students.

4. Conclusion and prospects for future research

The studied research literature made us confident that ICT tools are to be used in higher education to meet modern requirements of education. Introducing them into the system of linguistic training (offline, online and mixed), the didactic principles and functionality of ICT tools should take into account (see table. 1).

The use of ICT tools makes it possible to enhance students' perception (visual or sound images, the combination of both); create conditions for selectivity (the student controls the process of learning the material) and regulate the boundaries (creating exercises, describing the algorithm of doing them).

The use of the described tools during the training of future teachers of Ukrainian language and literature encourages students to self-cognition, self-study, reflection,

self-improvement; develops critical and creative thinking; offers them different strategies for memorizing information; enables interaction between all participants of the educational process (gamification); provides techniques of interval revision; makes the learning process lively and interesting, which has a positive effect on their studies. Moreover, it is constitutive that they may be used in open systems of teaching management (Moodle, Google Classroom).

The above exercises enhance profound and long-lasting knowledge of syntactic notions, theories, developing skills of identifying types of ways of representing subordinate connection, semantic-and-syntactic correlations; giving typological characteristics of syntactic phenomena; using methods of syntactic analysis; use different types of sentences in speech, considering synonymic potential of Syntax.

We consider that further research should be focused on the development and description of models of building syntactic competence of future teachers of Ukrainian language and literature using ICT tools; on the expansion of ICT tools used to train the students of philology, on testing them and covering in academic publications.

Table 1

Didactic features of ICT tools

ICT tools	Characteristic	Principles	Functions
Digital narrative	dynamic	– expediency; – availability of educational resources; – a systematic approach to the selection of training software; – computer visualization of thematic material; – interactivity.	Informative; Motivational; Incentive; Distributive.
Mind maps	static		
Infographics	dynamic, static		
Flash cards	dynamic		
Electronic Dictionaries	dynamic		

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TYPES OF SEMANTICAL RELATIONSHIPS IN THE TERM SYSTEM OF ENGLISH TRANSLATION

Tetiana Yefymenko

Ph.D., Assistant Professor, V. O. Sukhomlynskyi National University of Mykolaiv, Ukraine

e-mail: efimenkot2712@gmail.com, orcid.org/0000-0002- 7793-9505

Anzelika Solodka

Doctor of Science, Professor, Head of the Department of German Philology and Translation, V. O. Sukhomlynskyi National University of Mykolaiv, Ukraine

e-mail: a.solodkaya1967@gmail.com, orcid.org/0000-0003-1703-7996

Summary

This scientific work focuses on the terminology of translation studies, namely on its semantic and structural characteristics. The study of translation terminology in English, analysis of the structure and semantics of terms, knowledge of their synonyms and variants is not only theoretical but also practical interest in developing the abilities of specialists in the field of translation theory and practice. The material of the study was the types of semantic relations in the terminological system (monosyllabic terms and terminological phrases), selected from indexes to textbooks and books on translation theory, written by European authors such as Jeremy Mandy, Mary-Snell Hornby, Alessandra Rickardi Encyclopedia of Translation Studies 2005 and 2009 edited by Mona Baker and edited by Mona Baker and Gabriel Saldana, respectively. Definitional analysis allowed to identify the types of semantic relations in the terminological system, selected by the method of continuous sampling; the selection criterion was the presence of a textual definition, historical method.

The study of terminological vocabulary sometimes touches on aspects that are inaccessible to traditional semantic analysis, hence the need for a cognitive approach. Terms express concepts that relate to any field of human activity or human knowledge, they are combined into a terminology system that reflects the system of knowledge in the field of translation studies. Representation of this system of knowledge is impossible only within the framework of traditional semantic analysis, in particular, as types of terminological fields. A broader view requires the use of a cognitive approach, which makes it possible to present a broad cognitive basis for the mechanisms of knowledge accumulation, processing, storage and presentation as cognitive models.

The aim of this work is a comprehensive study of the mechanisms of lexical units that form the types of semantic connections in English translation terminology.

Keywords: types of semantic relations, textual definition, terminology, lexical unit, accumulation.

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1. Introduction

Intensive development of the theory of translation as a direction in linguistics contributes to the emergence of many new terms. Modern translation studies is characterized by a variety of theoretical concepts, which, of course, contain a significant layer of types of terminological connections and terminological vocabulary. Theoretical understanding of English translation terminology, which is a subsystem of the developing system of terminology of linguistics, is of undoubted practical importance. She makes extensive use of all the resources of the national English language: word-formation elements (anti-illusionist translation, subtitling), neologisms (protocols of thinking aloud), phrases (documentary translation, simultaneous translation), rethinking of generic compensation, pragmatic translation), abbreviations.

Scientific terminology is a large and intensively developing layer of vocabulary, which actively interacts with other layers of the vocabulary of the language, especially with common vocabulary. The urgency of studying the laws of formation of terminological vocabulary, its types, structure and semantics has become one of the most important tasks of modern linguistics.

The purpose of this work is to comprehensively study the types of semantic relations of lexical units and systematize the connection of words that form the English-language translation terminology.

The purpose of the work involves the solution of the following tasks:

1) to characterize the specifics of the terminology of the English-language theory of translation in terms of the ways of its formation and non-equivalence with respect to translation terminology;

2) identify and describe the ways of forming English translation terms and their most common structural and semantic models in modern English;

3) highlight the semantic fields in the terminological field of English-language translation studies;

4) to establish systemic types of semantic connections and relationships between the terms under consideration.

According to researchers, more than 90% of new words that appear in modern vocabulary are special vocabulary. The term is the central unit of special vocabulary, the main object of study of terminology and the subject of the description of terminological lexicography. Therefore, it is important to study the formation of the terminological system and types of its semantic connections in English, as there is a constant process of transition of common vocabulary into terms and, conversely, the transformation of terms into common words.

The scientific novelty of the work lies in the fact that for the first time the types of semantic relations in the terminological system, typical for the English-language translation terminology, are described.

Research methods are correlated with its purpose and objectives. In the study of terminological material, taking into account its specificity, various linguistic techniques and methods were used:

- method of direct linguistic observation and description;
- method of analysis of dictionary definitions;
- method of component analysis;
- method of systematization and classification.

2. Terminological field of English translation studies

The cognitive aspects of research, characteristic of modern linguistics, are especially interesting for terminology, where each term has a clear, precise structure of knowledge" (Novodranova, 1998: 13). Since the cognitive approach often relies on the semantic analysis of vocabulary, we note the closeness of this approach and traditional semantic analysis.

Let us turn once again to the definition of the term "term" or "terminological unit" is understood as "an elementary, composite or complicated sign, which, speaking within the framework of a specific scientific and business communication, embodies in its signified a concept related to a specific subject area of science, technology, as well as cultural, administrative or political activities" (Piotrovsky, 1985: 69). This definition emphasizes that the main feature of a term is the inclusion of its designatum in a system representing an organized set of special concepts and relationships.

This system is called a "terminal field", which "acts as a systemic formation of the content plan". In terms of expression, the "term field" corresponds to a set of lexical units, as well as word-forming morphemes and formal syntactic devices that express paradigmatic and syntagmatic connections between lexical units. The totality of all these means of the plane of expression is called the "terminal system". The combination of a "terminal field" or "signified" with a "terminal system" or "signifier" is a two-sided sign formation, which is called a "terminological lexical and semantic system" (Piotrovsky, 1985: 70-71).

In terminology, the term "term field" corresponds to a certain semantic space, which is a linguistic analogue of the subject area. The semantic space includes semantic areas, each of which is divided into "semantic fields", which, in turn, are divided into "semantic microfields" up to the selection of individual points corresponding to "semantic features" (Gorbunov, 2004: 59). The result of such a multi-stage division is the hierarchical system of the term field, between the terminological units of which there are semantic relations that are characteristic of the subject area under study.

Each word in the language is included in a certain lexic and semantic field, and not only one. Polysemantic words, in particular, can be included in different fields (Filin, 1982: 229). The words included in the field are characterized by the presence of a common integral semantic feature, which is usually expressed by an archilexeme - a lexeme with a generalized meaning (LES, 1990: 380).

The individual semantics of a word is revealed through its opposition to other members of the field in which it enters according to certain characteristics. It is in the distribution of words in some semantically united groups that the systemic nature of the vocabulary of the language is manifested (Mednikova, 1974: 48).

The terminology of English-language translation studies has a field structure in which we distinguish between the core, presented in the form of a term system, which is an ordered set of interdependent exact names of the concepts of a separate field of knowledge, and the periphery, represented by special nominations that do not meet all the requirements for the term.

An analysis of the empirical material made it possible to identify a number of special nominations consisting of three or four elements and, therefore, not meeting the requirement of brevity. In the English translation terminology we are considering, the maximum number of words that make up a terminological phrase is **four** (*cultural stereotypes in translation, translation in international marketing, implied in translation rules*).

The core of English translation terminology is presented as a term system or term field, in which we distinguish the following semantic fields:

- 1) the science of translation;
- 2) translation (both process and result);
- 3) the identity of the translator and his characteristics.

The field approach explains that the concept of translation/interpreting can be considered from two points of view: translation as a process and translation as a result.

Here are examples of terms and terminological phrases that are part of the semantic field of the term translation:

adapted translation;
amplified translation;
back translation.

The semantic field of the *translation* term consists of the following semantic microfields:

- 1) the quality of the translation;
- 2) translation techniques;
- 3) participants of the translation;
- 4) professional associations of translators;
- 5) concepts and categories of translation.

Since one of the main requirements for translation is its quality, the semantic field of the term "quality of translation", which is a microfield in relation to the semantic field of the term "translation", turned out to be very meaningful. Examples of terms included in this semantic field:

evaluation of translation quality;
 quality control;
 editing;
 accuracy;
 adequacy.

The semantic microfield of translation concepts and categories includes the following terms:

context;
 macrocontext;
 microcontext;
 contextual restrictions;
 cotext.

Thus, the terminological field of English translation studies includes a core filled with interrelated and interdependent terms, and a periphery, which includes multicomponent terminological phrases called pre-terms.

3. System connections of words in the terminological system of English translation studies

The systemic nature of the dictionary is found in the distribution of words according to their lexical meanings into groups of words. These groups of words received different names from different scientists: verbal field, semantic field, lexical and semantic paradigm, language field, conceptual field, semantic group, lexical-semantic group, etc. and, accordingly, a different definition (*Kharitonchik, 1992: 92*). But the similarity of these names lies in the fact that the unification of words into a semantic group, field or paradigm occurs on the basis of their close relationship and interdependence in terms of content, on the basis of one or another connection of the concepts they denote.

Among the most important types of structures of semantic fields, Ch. Fillmore names contrastive sets and taxonomies, which are also known as antonymic pairs and hypero-hyponymic series. Since, along with synonymic groups, they reflect the fundamental paradigmatic relations between lexical units, it is therefore necessary to describe them in more detail.

3.1. Hyper-hyponymic series

The term hyponymy is not among the traditional terms of semantics and was created relatively recently by analogy with antonymy and synonymy. However, the type of relationship between lexical units, called by this term, has been known for a long time and "recognized as one of the most important constitutive principles for the organization of the vocabulary of all languages" (*Kharitonchik, 1992: 97*).

This is a relation of inclusion or domination, in which one word (hyperonym) denotes a class of entities denoted by another word (hyponym), i.e., the hypernym has a broader meaning. "Hyponymy" (from the Greek hypo - under, below and onima - name) is one of the main paradigmatic relations in the "semantic field", reflecting the hierarchy of the units that make up this field.

Such words, which are connected with each other by relations of subordination and domination, form hyper-hyponymic series, or, according to C. Fillmore, taxonomies. "Linguistic terms corresponding to specific concepts act as hyponyms in relation to a term that correlates with a generic concept - a hypernym" (*Gorbunov, 2004: 73*).

For example, general translation theory is a hypernym in relation to the terminological system, which name separate areas of sections of the general theory of translation and are its hyponyms: applied translation theory and descriptive translation theory.

Another example of this kind of structure in the terminological system of translation studies is *institutional translation* - translation carried out by order of state structures, to which the term *public sector interpreting* is subject - interpretation for state and municipal needs. The first term, unlike the second, includes both oral and written translation. For example: the term system *professional norms* is a hypernym in relation to the term system *accountability norm, communication norm* and "*relation*" *norm*, which are varieties of the above hypernym. Hyponyms for the term context are the terms *microcontext* and *macrocontext*, which appear in the same nest in our dictionary.

Hyper-hyponymic relations connect translation terms into separate groups, which, as a result, form the basis of the semantic space of the term system of the English translation theory.

3.2. Meronyms and golonims

The analysis of the empirical material allowed us to reveal the sufficient prevalence of this type of hierarchical relations in the terminological system of translation studies, which reflects the numerous specific connections that exist between concepts perceived as a whole and concepts that are constituent parts of this whole. The whole is called the term *holonymy*, and the part is called the term *meronymy* (*Gorbunov, 2004: 73*).

For example, the term *translation theory* is a *golonim* in relation to terms that name separate sections that make up separate parts of the theory of translation as a whole, namely:

general translation theory and *partial theories of translation*. These term systems are meronyms in relation to the term systems of *translation theory*. Another example of this kind of hierarchical relationship is the *round-trip translation* and *back translation* terminological systems, where the latter will be a meronym.

For the terms *translation, editing and proofreading*, the preterm *quality control in translation* will be considered as a *golonom*.

Since translation, as a process, consists of several stages, the following terms will be *meronyms* for the term translation: *understanding, deverbalization, re-expression and verification*.

3.3. Synonyms and variants

The consequence and embodiment of change, evolution, restoration and renewal of the language system, one of its fundamental properties is variance. It should be noted that the concept of variability, or variance, is not originally linguistic. On the one hand, variance is a characteristic of linguistic modification, which is the result of the evolution of the use of different linguistic means to denote similar or identical phenomena. On the other hand, this term characterizes the ways of existence and functioning of language units and the language system as a whole (*Solntsev, 1984: 31-43*).

The main characteristics of variance are the concepts of variant, invariant, variation. The presence of a variant, as a rule, implies the existence of a sample, formally unchanged, in which the general properties of the class of objects formed by the variants are displayed (*BES Linguistics, 2000: 80*).

Until now, many questions of the theory of variance in linguistics remain insufficiently developed. Scientists interpret the central concepts of this theory in different ways: *variance, variant, invariant*. However, it should be noted that the assessment of the place and role of word variants in the structure and functioning of the language is unanimous. If more than a quarter of a century ago, A. L. Voronov stated his views on variant modifications of a word as a certain excess in the language, as a lack of natural language, as an abnormal phenomenon, today variance is considered as an integral property of a functioning language, without which its development is unthinkable. Linguistic variance is a consequence of linguistic evolution, an indicator of linguistic redundancy, but redundancy that gives impetus to movement and development (*Valgina, 2001: 24*).

V. G. Gak distinguishes three types of factors underlying linguistic variability:

- 1) *internal* (system-structural, system pressure);
- 2) *external* in relation to the language system, but internal in relation to the language as a whole (development of civilization, termination or establishment of contacts between groups of native speakers);
- 3) *external* in relation to the language system, but internal in relation to the language and its functioning: logical and psychological factors associated with the general patterns of human communication and thinking (*Gak, 1998: 4-5*).

A typical example of the manifestation of the second type of factors is the terminological system functional equivalence, introduced by the German linguist and teacher of translation A. Neubert (*Neubert, 1994: 15*). Defining this terminological system, A. Neubert emphasizes that the relevance of the translation of a particular unit depends on the situation in which the priorities must be set by the translator.

When describing the type of equivalence, when words in the source language and the target language are equally perceived by readers in both languages, V. Koller uses the term pragmatic equivalence (*RE, 2005: 77*), and Y. Naida introduces the term dynamic equivalence (*RE, 2005: 77*). In other words, dynamic equivalence is focused on the reaction of the recipient and seeks to ensure equality of impact on the reader of the translation. However, these three term systems do not exhaust the synonymic series. The dynamic nature of this subsystem is emphasized by the

fact that other options, in particular the functional equivalence term systems, were not reflected in the Routledge Encyclopedia of Translation Studies due to extralinguistic factors.

The very idea of variability implies variability, modification of something while maintaining some specific properties; it follows that variability is not just variability, but such a modification that does not lead to the emergence of a new essence. An example of a variant of *machine-aided translation* would be *machine-assisted translation*. The terms *computer-aided translation* and *computer-assisted translation* can also be considered as variants.

The terms *computer-aided translation*, *computer-assisted translation*, and *machine-aided translation* are synonymous (RE, 2005: 134). Automated translation involves, to one degree or another, the participation of a translator, with this type of translation, the program simply helps a person translate texts.

The term *machine translation* has a very different meaning; it implies the implementation of the translation without the direct participation of the translator. *Machine translation* is the process of translating texts from one natural language into another using a special computer program. Instead of *machine*, the word *automatic* is sometimes used, which does not affect the meaning. Thus, according to V. M. Solntsev, variability implies both variability and constancy, acts as a unity of the changeable and the constant (Solntsev, 1984: 32).

It is necessary to clarify the content of the concepts of variability and variance. Variance is a general language property, and variance is a property of language units, but in a broad sense, these terms seem to us to be synonyms. Variation is a fundamental and pervasive property of a language; from a generally accepted point of view, it is a form of existence of linguistic units.

In modern linguistics, it is noted that the possibility of variation is inherent in the very nature of language. G. G. Ivleva points out that variation is one of the ways of the existence of a language (Ivleva, 1983: 121), since the vocabulary of any language is limited and incommensurable with the infinite variety of objects and phenomena of reality, for which lexical and semantic units are intended language - words.

The question of the variability of terms and terminological systems is closely related to the question of lexical synonymy. About what synonyms are, there are the most controversial opinions set forth in linguistic works. T. I. Arbekova calls synonyms, single-field categorically identical dictionary units, coinciding in volume in one or more dictionary meanings (Arbekova, 1977: 122). In a study devoted to the analysis of semantic and functional relationships and words and their synonymy in modern English, V. G. Vilyuman points out that the necessary and sufficient synonyms for recognizing words are the semantic and functional features common to these words, and the problem of synonymy is reduced to identifying based on the compatibility of words of similarities and differences, similarities and differences in their meanings and functions (Vilyuman, 1980: 36).

Understanding the essence of synonymic relations is closely related to understanding the essence and structure of the linguistic meaning of a word. D. N. Shmelev defines synonyms as lexical units that are opposed according to such features that turn out to be insignificant under certain conditions, and they can be considered as synonyms (Shmelev, 1977: 193).

The author focuses on the fact that synonyms can be defined as words belonging to the same part of speech, the meanings of which contain identical elements, while the differing elements are stably neutralized in certain positions. In other words, words that are opposed only by such semantic features, which in certain contexts become irrelevant, can be recognized as synonyms (Shmelev, 1977: 196). This variety of definitions is explained by the fact that in the language there are various types of semantic rapprochements, which are reflected in the corresponding definitions of synonyms (Kharitonchik, 1992: 100).

Basically, the term system is considered with the same structure and meaning, in which the key word (either translation or interpreting) is unchanged. The attribute changes, which, as a rule, carries a synonymous or close meaning. For example, in the term system of *judicial interpreting* and *légal interpreting*, the key word is the word **interpreting**.

Consider the community interpreting terminology system (dialogue interpreting, public sector interpreting or public service interpreting). In the dictionary, you can find that all four terminological systems mean the type of interpreting which takes place in the public service sphere to facilitate communication between officials and lay people: at police departments, immigration departments, social welfare centers (RE, 2005: 33). These terminological systems are understood as interpretation for state and municipal needs, carried out, as a rule, in police stations, immigration services, and social protection centers. These term systems are synonyms.

In the course of the study, the following pairs of synonyms were also identified: *rewording* and *intra-lingual translation*, *transmutation* and *intersemiotic translation*, *relay interpreting* and *indirect interpreting*, *amplified translation* and *expanded translation*, *loan translation* and *calque*.

Let us dwell on the term *back translation* (*reverse translation*). There is a misconception that round-trip translation means the same thing as back translation. It is worth noting that *round-trip translation* is the process of translating a word, phrase or text into another language, then translating the result at least once more without reference to the original text, until it ends up back in the language it started in. This often results in something substantially different to the original (http://en.wikipedia.org/wiki/Round-trip_translation).

It follows from the definition that *round-trip translation* is the process of translating a word, phrase or text into another language, after which the result is translated at least once again, without reference to the original text. The final version of such a translation is presented in the language from which the translation was made. As a rule, as a result, the final product differs significantly from the original. Synonyms for the term *back-translation* are *retranslation* and *inverse translation*, which, unlike round-trip translation, imply translation only from the target language to the source language.

The studied material also shows the following pairs of synonyms: 1) live-communication translator and oral translator; 2) fidelity and faithfulness.

Synonymy is fixed lexicographically: in the analyzed encyclopedia, the synonym is presented either in brackets, or there is a cross-reference (in the encyclopedia article on machine-aided translation there is a cross-reference to machine translation), or it is expressed in the following words: it is referred to as (in the dictionary entry under community interpreting synonyms dialogue interpreting or public service interpreting are presented in this way).

According to many linguists, the English language is extremely rich in synonyms. The reason for this wealth is seen in the historical development of the vocabulary of the English language and intensive borrowing from French, Latin and Greek (Kharitonchik, 1992: 105). That is why in English you can find pairs of synonyms in which one word is native and the other is borrowed. For example, for the term system *whispered interpreting*, the term *chuchotage* (whisper, whispering), which was borrowed from French, is synonymous. The term *lacuna*, which is a transposition of the French term *lacune*, introduced into scientific use by French linguists J.-P. Vinay, J. Darbelne and A. Malblanc, also acts as a synonym for the English term *lexical gap*.

In addition, synonymy (semantic variation) constantly arises in the field of terminology in connection with the simultaneous use of national, borrowed, including international terms, including Greek-Latin, and more recently English, French and other foreign language terms.

For example, the English term system *whispered interpreting* corresponds to the borrowed French term *chuchotage*.

So, despite the requirements for an ideal term, in translation terminology, as in any other, there are synonyms and variants. Both linguistic and extralinguistic factors influence the formation, meaning and use of translation studies terms. It should also be noted that the study of variance is of great importance for solving such applied problems as the optimization of learning the theory and practice of translation, improving the accuracy of translators' work, as well as the accuracy of automated translation.

4. Conclusions

The theory of translation, as a scientific discipline, has been rapidly developing in recent years, and, consequently, a new terminology is being born in this area. This process is closely connected with the expansion of the nominative function of the language and with the change in the methods of nomination.

The need for the exchange of various kinds of information, along with the development of the theory of translation, is predetermined by the objective conditions for the development of society and should become a significant reason for the emergence of a terminological community of the Ukrainian and English languages in the sublanguage of linguistics, which represents the necessary lexical means for communication and description of this field of activity.

The analysis of semantic relations in the terminological system of English-language translation studies revealed the originality of its structure, which consists in combining terms into different types of structural groups. The specificity of the terminological system of English-language translation studies is manifested in the originality of all the previously considered types of relations: synonymous, dichotomous, hyponymic, etc., united in a single whole – a semantic field or group, the totality of which constitutes a continuous semantic space of the language.

The study showed that at different stages nominative processes go in the directions that are characteristic of the language system at the given period. All this made it possible to assume that the trends inherent in the English-language translation terminology are characteristic of the development of the modern English language as a whole.

The further perspective of the study is seen in a more detailed study of certain characteristics of English translation terminology, in particular, the etymological analysis of terms, as a result of which it will be possible to trace the current trends in the appearance of terms in the terminological system. It also seems promising to study the causes of synonymy in the terminology of English translation studies.

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INNOVATION, WORK, SOCIETY

DIE ENTWICKLUNG DER IDEE „DES GERECHTEN KRIEGES“
IN DEN WERKEN DER MITTELALTERLICHEN CHRISTLICHEN DENKER**Olga Borysowa**

D.Sc., Professorin, Leiterin des Lehrstuhls für Geistwissenschaften und Grundlegende
Rechtliche, Disziplinen Private Einrichtung für Hochschulausbildung "Charkiw Universität"
e-mail: utraesus@ukr.net, orcid.org/0000-0003-0875-9065

Denys Rudnik

Ph.D., Oberlehrer des Lehrstuhls für Geschichte und Soziale und Ökonomische,
Disziplinen an der Kommunalen Einrichtung „Charkiw Geistwissenschaftliche
und Pädagogische Akademie“ von Charkiw Gebietsrat
e-mail: denisrudnik@ukr.net, orcid.org/0000-0002-8712-3606

Abstract

In diesem Artikel, der auf die Analyse von mittelalterlichen christlichen Denkern basiert, werden die Grundlagen der christlichen Doktrin des „gerechten Krieges“ untersucht. Sie entstand im Mittelalter und blieb zum Zweiten Vatikanischen Konzil (1962–1965) ohne wesentlichen Änderungen. Aktualität besteht darin, dass derzeit viele bewaffnete Konflikte die religiösen Konnotationen haben, was auch für den modernen ukrainisch-russischen Krieg gilt, der unter der Devise der Ideologie von russischer Welt geführt wird. Solche Weihen von Kriegen und bewaffneten Konflikten durch religiöse Organisationen rufen die politischen und rechtlichen Konzepte hervor, die, man sollte glauben, in Vergessenheit geraten sind, aber in unser Zeit den neuen Inhalt erhalten. Der Hauptteil des Artikels zeigt, dass der Begriff „gerechter Krieg“ trotz in Antike entstand, die Architekten des Doktrin waren die mittelalterlichen christlichen Autoren – Ambrosius von Mailand, Aurelius Augustinus, Thomas von Aquin, Francisco de Vitoria. Im Artikel werden im Detail die Arbeit dieser Autoren im Bereich der Entwicklung der Doktrin untersucht, es wird betont, dass der Begriff „Doktrin“ der Teil des schöpferischen Erbe von Thomas von Aquin ist. Diese Doktrin ist die Grundlage der katholischen Kriegslehre, die viele Jahrhunderte unverändert bestand, geworden.

Schlüsselwörter: Krieg, gerechter Krieg, Doktrin, mittelalterliche christliche Theologie, christliche Kriegslehre.

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1. Einführung

Die sich vor unseren Augen entstehende Rechtsordnung im Bereich der internationalen Beziehungen zwingt uns immer häufiger an die politischen und juristischen Begriffen zuzuwenden, die, man sollte glauben, mit ihren historischen Epochen längst verschwunden. Heute gibt es schließlich weltweit solche Krisenprozesse, die für die bestehende internationale

Rechtsordnung gefährlich sind, und manche davon haben einen religiösen Gehalt. So ist die von der Russischen Orthodoxen Kirche bekennende Ideologie der „russischen Welt“ nicht nur wie Monroe-Doktrin der Russischen Föderation geworden, sondern wie der Grund für die Untergrabung der Souveränität und der territorialen Integrität von den postsowjetischen Staaten und sie setzt in die Praxis durch den hybriden Krieg gegen die Ukraine um. Die Rufe nach einem Wiedererstehen des russischen Staates innerhalb der „historischen Grenzen“ werden lauter (*Baliukh, Doroshko, 2020: 5*). Offensichtlich hält die Russische Orthodoxe Kirche den Krieg gegen die Ukraine im Namen der „russischen Welt“ wie gerecht. Und wie es mit dem christlichen Konzept in Zusammenhang bringt, wenn die internationalen Rechtsdokumente für die Russische Orthodoxe Kirche in diesen Fall keine Rolle spielen? Daher wird das Studium alter Kriegs- und Friedenskonzepte heute besonders relevant, weil sie in unserer Zeit eine neue Bedeutung bekommen. Darüber hinaus hat dieses Thema eine wissenschaftliche Bedeutung im Hinblick auf das wichtige Studium, bei dem heutigen wissenschaftlichen Denken, der Rolle der Traditionen, einschließlich die religiösen und ethischen. Und Krieg und bewaffnete Konflikte sind die Elemente der menschlichen Existenz und haben einen wichtigen Platz in der Geschichte.

Hauptbegriff unserer Studie ist der „gerechte Krieg“. Daneben werden in Wissenschaft auch andere Konzepte verwendet, die US-amerikanischer Wissenschaftler Mark Allman zu unterscheiden vorschlägt:

- „Theorie des gerechten Krieges“, die von Philosophen, Theologen und Politikwissenschaftlern entwickelte Reihe der ethischen Prinzipien und Normen enthält;
- „Doktrin des gerechten Krieges“, die auf offizielle Lehre der katholischen Kirche beziehen wird;
- „Tradition des gerechten Krieges“, die auf historische Entwicklung der Theorie des gerechten Krieges beziehen wird;
- „die Nachdenken über den gerechten Krieg“, die sich auf die Verwenden der Idee des gerechten Krieges in Realität (*Allman, 2008 159*).

Auf christlichen theologischen Konzeptionen beziehen sich die „Doktrin des gerechten Krieges“ (*Guskov, 2013: 18*), die sich viele Jahrtausende entwickelte. Wir werden ihre Entwicklung im Mittelalter betrachten.

Absicht des Artikels soll die Entwicklung des Konzepts „des gerechten Krieges“ in den Werken der bedeutendsten christlichen Denker des Mittelalters betrachten.

Die Besonderheit dieses Werkes liegt vor allem in der Verwendung von Methoden der Objektivität und des Historismus. Der diachronische Aspekt der Betrachtung vom Problem des gerechten Krieges im theologischen Denken erforderte die Verwendung von historischer und genetischer Methode. Mit der historischen und systemischen Methode wird es ermöglicht sein, die Idee des gerechten Krieges in der Entwicklung mittelalterlicher Denker als ganzheitliches philosophisches und theologisches System zu berücksichtigen. Dank des komparativ-historischen Ansatzes wurde die Genese des Konzepts des gerechten Krieges von verschiedenen Autoren aufgedeckt. Die Notwendigkeit, die Ansichten zu den untersuchten Fragen zu vergleichen, bestimmte die Anwendung der vergleichenden Methode.

2. Der Begriff „gerechter Krieg“

Der Begriff „gerechter Krieg“ stammt aus der Antike, wie viele andere juristische Begriffe. So, Thukydides war der erste, wer die militärischen Konflikte als einen besonderen Gegenstand wissenschaftlicher Forschung betrachtete, und die Grundlagen zu der „realistischen Tradition“

ins Studium und zum Prinzip des historischen Realismus in der Theorie der internationalen Beziehungen legte. Er betrachtete den Krieg als ein Naturzustand des menschlichen Zusammenlebens, als die die Behandlung erforderte Krankheit, aber wir sie nicht vermeiden kann werden, weil ihr Grund in der Urnatur des Menschen liegt. Platon und Aristoteles arbeiteten auch mit diesem Paradigma des Verständnisses des Kriegsnatur. Bei Platon erschienen sich die Begriffe wie „gerechtes Ziel“ des Krieges und „gerechter Krieg“ als nur die Verteidigung (Plato, 1986: 182). Aristoteles in der „Nikomachischen Ethik“ spricht vom „gerechten Ziel“ des Krieges aber als ein Friedensstreben (Aristotel, 1997: 277), und in „Politik“ verwendet den Begriff „gerechter Krieg“ (bellum jusrum) als der Krieg zum Schutz (Aristotel, 2010: 316). Im antiken Rom entstand dank Cicero die Idee (Cicero 1974: 67), dass „gerechter Krieg“ solcher nach die bestimmten Regeln geführter Krieg ist, das heißt, er muss die bestimmten rechtlich bedeutende Prinzipien haben, die die Kriegsangelegenheiten legitimieren.

Die Idee des gerechten Krieges wurde in den Studien von mittelalterlichen christlichen Theologen näher betrachte. Sie kombinierten diesen Begriff des römischen offensichtlichen Recht mit dem alttestamentlichen Begriff des „obligatorischen heiligen Krieges“, der gegen die Feinde des Gottes, also gegen den Böse als solchen (Ruvinskiy, 2016: 2–3). Ein Hauptunterschied der mittelalterlichen Idee von Kriege und Konflikte besteht darin, dass sie sich hauptsächlich in Rahmen der christlichen Theorie entwickelte, die die Alternative zu der von Thukydides begründeten „realistischen“ Tradition des Konfliktverständnisses darstellte. Aber die Geschichte zeigt, dass diese zwei Traditionen gleichzeitig existierten.

Die christlichen Theologen beschäftigten sich speziell nicht mit dem Problem der internationalen Beziehungen, aber sie entwickelten die eigenartige Konzeption der Weltverteilung. In ihrem „göttlichen Teil“ herrscht auf direktem Wege ein Gottes Will und demgemäß die Harmonie und die Konfliktfreiheit. In „irdischem Teil“, in der materiellen Welt, gibt es ein Kampf zwischen Gut und Böse. Mittels dieser permanenten Konfrontation erklärten sie die ständigen Kriegen während Mittelalters, ihr Endziel war die politische Vereinigung der christlichen Welt und die Begründung des Analogons des Reiches Gottes auf Erde. Die Idee des gerechten Krieges in Verbindung mit den Ideen von Antike und Mittelalter wird vom modernen deutschen Forscher untersucht (Werkner, Ebeling, 2017).

3. Gerechter Krieg bei Ambrosius von Mailand

Bischof Ambrosius von Mailand (340–397) stand vor der schweren Wahl angesichts der Völkerwanderung und des Angriffs vom Heidentum auf Rom. Zu dieser Zeit gab es in Christentum die 300-jährliche pazifistische Tradition, die bereits in Besinnung der Gläubigen gesichert wurde, sogar eine, die sich aus dem Neuen Gebot „Liebt ihr einander“ erstreckte, und das war gefährlich, es zu verstoßen. Und bei der Existenz des Arianismus war ein Risiko einen Fehler bei der Aussage zu machen, dass die Kirche sie als die Häresie ansehen würde und ein neues Schisma entstehen könnte. Aber die Widerstandslosigkeit gegen der bewaffneten Expansion der Fremdschläubigen war auch die schlechte Wahl – die Kirche konnte das Böse des Angreifers nicht unterstützen, zumal das Römische Reich sie als Bastion gegen Widerchrist wahrnahm. Und ein Blutvergießen war für Christen unvermeidlich. Es musste die Wahl zwischen Leiden und Tod der Glaubensbrüder und bewaffnetem Widerstand trifft (Smirnov, 2018: 67).

Ambrosius traf die Wahl. Und er hatte die Aufgabe, ein Konzept zu formulieren, das sich mit der Frage über den Waffen- und Gewalteinsatz gegen der Eindringlinge auseinandersetzen würde. Und dann verlässt er zum ersten Mal in der christlichen Tradition der Linienantithese

„gut/schlecht“ (Frieden/Krieg usw.) und begründet die Typologie der Kriege, indem er sie in *gerecht und gesetzlos* erteilt. T. Shannon glaubt, dass Ambrosius mit dieser Weise die stoische Ethik durch seine eigene Interpretation von Cicero (er entwickelte ein Theorietyp des gerechten Krieges) übernahm (Shannon 1983: 12). Aber hier soll man vorsichtig sein, weil Christentum prinzipiell ganz andere Welt- und Wertanschauungen hatte. Darum, bei Analyse der Kernaussage Ambrosius – und doch hält man dafür, dass auch in Sachen des Krieges darauf zu achten ist, ob Kriege gerecht oder ungerecht sind (Ambrosius Mediolanskiy, 1995: 176), soll man im Auge „doch hält man dafür“ behalten, das spricht vom Zweifel des Autors. Es sieht so aus, dass A. H. Smirnow Recht hat, dass Ambrosius dieses Problem in die Kategorie der persönlicher Wahl abgeordnet hatte (Smirnov, 2018: 67).

Um die militärische Praxis zu legitimieren, verwendete Ambrosius die Beispiele des Alten Testament, und diese Akzentverschiebung vom Neuen zum Alten Testament formuliert in der folgenden Zeit die Ideologie des heiligen Krieges (*bellum sacrum*). Ambrosius dachte, dass der Beginn des Krieges nicht durch die Rache, den Ehrgeiz oder die Gewinnsucht motiviert werden sollte, sondern durch die christliche Nächstenliebe. Im damaligen historischen Kontext zeigte es sich durch den Schutz des Lebens, der Freiheit, der Eigentums und der Reichsbevölkerungsrechte. So entstand der Kern der sogenannten Strafparadigma der Lehre vom gerechten Krieg. Sie basiert auf der Idee der Gewaltunzulässigkeit in jede Fälle, ausgenommen den mit der Bestrafungsnotwendigkeit des Sünders zusammengehängten Fall (Куманьков, 2019: 138). Daher predigte Ambrosius, wenn er das Römische Reich als Wächter der Welt „Pax romana“ betrachtete, dass die Angriffe der germanischen Stämme darauf ein Gottesgericht für das Heidentum seien. Aber Ziel Ambrosius war es nicht, den Herrschen des Reiches vorzuschreiben, wie und wann sie die Kriegen führen sollte, sondern die Belehrung der Christen in ihrer Bürgerpflicht, einschließlich der Teilnahme an Kriegen zum Schutz der Sozialordnung (David, Stiltner, Stiltner, 2007: 53). Der christliche Krieger sollte doch wie David, Josua, Samson sei, die die Kriege führten und ihren Namen Ehre machten. Ihr Ruhm ist ihrem Mut verdankt, aber wahrer Mut kann ohne Gerechtigkeit nicht sein, sonst führen die bösen Täten zu die Schande. Der Christi Streiter wird nicht gekrönt, wenn er nicht rechtmäßig gekämpft hatte“ (Амвросий Медиоланский 1995: 56). Der Mensch ist nur gerecht, wenn er den wahren Glaube bekennt“.

Ambrosius befindet gut die Hilfe für Alliierten: „Wer seinen Alliierte von der Beleidigung nicht befreit, wenn die Möglichkeit dazu hat, ist ebenso schuldig wie derjenige, wer diese Beleidigung zufügt“ (Амвросий Медиоланский 1995: 178). Der durch die Notwendigkeit den Alliierte zu schützen verursachte Krieg ist so berechtigt als der Selbstschutz. Die beiden Ursachen – Selbstschutz und Bestrafung – waren immer in Fokus der Theoretiker des gerechten Krieg, aber zu verschiedener Zeit wurde ihre Bedeutung unterschiedlich eingeschätzt.

4. Das Konzept des „gerechten Krieges“ von Aurelius Augustinus

Bischof von Hippo Aurelius Augustinus (354–430) war Schüler und Nachfolger von Ambrosius von Mailand. Augustinus dachte auch, der Krieg könnte berechtigt werden, wenn ein Unrecht begeht. Im Werke „Vom Gottesstaat“ schreibt er über den gerechten Krieg – „Indes, so wendet man ein, der Weise führt ja nur die gerechten Kriege. Als wenn er nicht, falls er seines Menschentums nicht vergessen hat, erst recht bedauern müsste, dass für ihn eine Nötigung zu gerechten Kriegen besteht; denn wären sie nicht gerecht, so brauchte er sie ja nicht führen, und der Weise hätte sonach überhaupt keine Kriege. Denn nur die Ungerechtigkeit der Gegenpartei

nötigt dem Weisen gerechte Kriege auf; gerade diese Ungerechtigkeit ist es, die man als Mensch beklagen muss, weil sie sich an Menschen findet, und beklagen muss auch dann, wenn daraus etwa keine Nötigung zum Kampf entstände“ (*Avgustin, 2016: 28; Augustinus von Hippo 1911*).

Also, der Krieg könnte berechtigt werden, wenn er die Reaktion auf die Ungerechtigkeit ist. Aber Augustinus sagte, dass das Ziel jedes Krieges darin besteht, Frieden zu besitzen: „Denn so wenig es jemand gibt, der nicht das Verlangen hätte, sich zu freuen, ebenso wenig gibt es jemand, der nicht das Verlangen hätte, den Frieden zu besitzen. Will doch selbst eine Kriegspartei nichts anderes als siegen; zu einem ruhmreichen Frieden also will sie durch den Krieg gelangen. Ist dieses Ziel erreicht, so tritt Friede ein. In der Absicht auf den Frieden also führt man selbst die Kriege, und das gilt auch dann, wenn man es unmittelbar auf Erhaltung der Kriegstüchtigkeit abgesehen hat durch Übung in der Heerführung und im Kämpfe“ (*Avgustin, 2016: 34; Augustinus von Hippo 1911*). Gleichzeitig stand er der von Denkern seiner Zeit diskutierten Idee des „ewigen Friedens“ skeptisch gegenüber, weil er davon überzeugt war, dass auf Erden der ewige Frieden nicht sei, also die Ungerechtigkeit und die Kriege sind der Teil des Lebens von Menschen; Frieden könnte nur in den Himmel sein. Aber die Kriege an sich sind noch nicht entweder die Sünde, oder die Böse „daher haben jene, die auf Gottes Geheiß Kriege führten oder im Besitze der öffentlichen Gewalt gemäß den Gesetzen Gottes d. i. nach dem Befehl der allgerechten Vernunft Verbrecher mit dem Tode bestrafen, nicht wider das Gebot: „Du sollst nicht töten“ gehandelt“ (*Avgustin, 2016: 34; Augustinus von Hippo 1911*). Im irdischen Leben müssen die Christen alles tun, um Frieden zu besitzen, denn er ist das gewünschte, ideelle Ziel, und dementsprechend müssen die Kriegsregeln diesem Ziel untergeordnet werden. Frieden ist für Augustinus – *tranquilitas ordinis* („Frieden der Ordnung“). Wird „*tranquilitas ordinis*“ verletzt, kann der Krieg von der legitimen Macht aus dem richtigen Grund geführt werden, um Frieden wiederzubesitzen, aber nur bei Notfall. Die Bestrafung (lat. – *punitio*) nennt Augustinus als die gerechte Ursache des Krieges. Und die Strafparadigma (*punitio*) wurde genau in den Werken von Augustinus begründet. Er sorgt um dieses Thema viel mehr als Ambrosius (*Kumankov, 2019: 141*).

Genau Augustinus begann die Diskussion über die guten Absichten wie solcher Bestandteil der Doktrin des gerechten Krieges (*Prokofiev, 2019: 116*). Ein weiteres Merkmal seiner Lehre ist die Idee der direkten Göttlichen Genehmigung, den Krieg zu führen, oder der Genehmigung des legitimen Herrschers, der auf Gottes Anweisung die Kriege führt, um das Böse zu bestrafen (das Konzept der guten Absichten): „Daher haben jene, die auf Gottes Geheiß Kriege führten oder im Besitze der öffentlichen Gewalt gemäß den Gesetzen Gottes d. i. nach dem Befehl der allgerechten Vernunft Verbrecher mit dem Tode bestrafen, nicht wider das Gebot: „Du sollst nicht töten“ gehandelt“ (*Avgustin, 2016: 34; Augustinus von Hippo 1911*). Wie Thomas von Aquin sagte, bei der Zitierung von Augustinus, die legitime Gewalt das absolute Recht die Kriege zu führen (*Foma Akvinskiy, 2011: 498*). Im Werke „*Contra Faustum Manichaeum*“ akzentuierte Augustus auch diese Idee und betont, dass der Krieg ist die Bestrafung. Er sagte, dass das wahre Böse im Krieg die Liebe zur Gewalt, die Rache und die Grausamkeit, grausame und unversöhnliche Feindschaft, der wilde Widerstand, die Gier nach Macht usw. ist. Um es zu bestrafen, erfordert man die Kraft. Und indem Gott oder einer rechtmäßigen Autorität gehorchen, treten die guten Menschen in den Krieg ein (*Saint Augustine: 74*).

Forscher vergleichen diese These oft mit der römischen Tradition der Kriegsgerechtigkeit für die Rückgabe das durch den feindlichen Angriff verlorene Eigentum, das heißt die Wiederherstellung *status quo* vor dem Krieg. Aber christliche Ansicht über den Krieg ist prinzipiell anders. Es wird nicht die Rechtsverletzung des Menschen verurteilt, sondern die sündige Natur der Handlung. Der christliche Krieger kämpft nicht nur dafür, das Verlorene

wiederzuerlangen oder sein Recht wiederherzustellen, aber sondern auch für den Übertreter der Gerechtigkeit (die von Gott errichteten Ordnung) zu bestrafen, und ihm sowohl das tatsächliche und geistliche Verbrechen zu vergelten.

Wie Beispiele der „gerechten Kriege“ laut Augustinus sein könnten: der Schutz der Schwachen vor dem Angreifer oder die Rache, d.h. der Angriff des Staates. Die Rache hat einen besonderen, gerechten Charakter: z.B., der Staat kann einen anderen Staat angreifen, wenn sein Eigentum von diesem Staat unrechtmäßig weggenommen wurde. In diesem Fall führt der erste Staat den Krieg im Namen der richtigen Sache, aber seine Motivation muss die Wiederherstellung von *tranquilitas ordinis* sein.

Augustinus gründete das für seine Zeit meist akzeptable Konzept, das ursprünglich die positive Erfahrung des humanistischen Denkens der Antike mit der christlichen Lehre über den Krieg verband.

5. Das Konzept des „gerechten Krieges“ von Thomas von Aquin

Thomas von Aquin (1225–1274), dessen Lehre einen größten Einfluss auf die Entwicklung der katholischen Theologie hatte, systematisierte und präzisierte die Lehre von Augustinus und spielte die bedeutende Rolle für die weitere Entwicklung der Doktrin des gerechten Krieges. In diesem Sinne beachten wir aber die folgende These von Augustinus: ein Gegenstand des gerechten Krieges ist die Gerechtigkeit, die auf der Sühne der Sünden basiert. Und der christliche Krieger muss sich für die Liebe Christi begeistern. Wird diese These radikal gedeutet, kann die Idee des gerechten Krieges zu einem Anruf zu Kreuzzügen oder zum Heiligen Kriegen werden. Also hatte das Recht S. Maffettone, dass sich der gerechte Krieg aus dieser Sicht nicht zu sehr von dem modernen Dschihad unterscheiden würde (*Maffettone, 2015: 3*). Es ist daher nicht verwunderlich, dass nach Augustinus die christlichen Denker jahrhundertlang versuchten, diese Interpretation einschränken. Daraus ergibt sich die Notwendigkeit, die Theorie des gerechten Krieges in Gesetz zu verwandeln. Und das kann man schon bei Thomas sehen. Im Werke „*Summa Theologiae*“ setzte er drei Hauptkriterien des gerechten Krieges ab (*Foma Akvinskiy, 2011: 498–499; Thomas von Aquin 1886–1892*).

1. *Die Autorität des Fürsten*. Der Krieg kann nur von Souverän erklärt werden, das heißt, nur das Staatsoberhaupt kann den Krieg führen. Dies erklärt Thomas aus zwei Gründen: 1) „Denn nicht jeden geht es an, Krieg zu führen; er kann sein Recht bei einem höheren suchen; – und ähnlich geht es nicht jeden an, die Menge zusammenzurufen, welche zum Kriege notwendig ist“ (*Thomas von Aquin, 1886–1892; Beestermöller, 1990: 25, 72*). Die Fürsten mit weniger Macht können sich an Souverän wenden, um eine Streitfrage zu entscheiden; 2) nur Souverän kann den Krieg erklären. Seine absolute Gewalt in Kriegsangelegenheiten ergibt sich aus der Sorge um das Gemeinwohl, das der Gott nur dem Souverän und nicht den einzelnen Personen anvertraut, so dass nur er das ausschließliche Recht hat, den Krieg zu erklären. Das kann sich auch zeigen, wenn man die Gewalt gegen die Aggressoren zum Schutz anwendet.

2. *„Die gerechte Ursache“*, dass nämlich die Gegner auf Grund einer Schuld verdient haben, bekämpft zu werden (*Thomas von Aquin, 1886–1892*). Nach diesem Kriterium kann die angegriffene Nation ihren Aggressor legal angreifen. In diesem Fall bestraft sie den Aggressor „gerecht“, aber rächt sich an ihm nicht. Auf diese Weise betont Thomas die Bestrafung, sondern nicht die Verteidigung. In diesem Sinne beachtet er die entsprechende These von Augustinus.

3. *Die rechte Absicht* derer, die Krieg führen; dass nämlich Übles verhütet und Gutes befördert werde (*Thomas von Aquin, 1886–1892; Beestermöller, 1990: 25, 72*). Hier zitiert

Thomas erneut Augustinus, der sagte, dass das Ziel jedes Krieges darin besteht, Frieden zu besitzen. Also, der Krieg könnte moralisch berechtigt werden, wenn er aus dem Wunsch nach Rache, Herrschaft, Schaden für Menschen usw. geführt wird. Aber Thomas, im Gegensatz zu Augustinus, verteidigt das Recht auf Selbstschutz, wenn sein Ziel ist, das Leben zu retten, sondern nicht der Wunsch zu töten.

Die von Thomas beschriebenen Kriterien zur Legitimation des Krieges bildeten den Grund „jus ad bellum“ – „Grundsätze des gerechten Kriegsbeginns“. Die Ideen „jus ad bellum“ legten den Grundstein für die spätere Systematisierung der Kriterien vom gerechten Verhalten während des Krieges (jus in bello). Thomas sah die Lebenserhaltung als etwas Vernünftiges an, als Teil des Naturrechts (*David, 2007: 55*). Er spricht sich entschieden gegen Teilnahme von Priester im Krieg aus. Die Reihenfolge die genannten Kriterien war nicht zufällig. Thomas glaubte, der Krieg sei moralisch nicht berechtigt, ohne alle genannte zu erfüllen, und schob in dem Vordergrund die Verfügbarkeit der entsprechenden Befugnisse. Damit hat bei Thomas Vorrang die Gesetzlichkeit der obersten Macht. Er betonte insbesondere den Unterschied zwischen dem privaten und dem zivilen Aspekt des Krieges, nämlich duellum und bellum. Und, laut S. Maffettone, diese Unterschied ist so grundlegend, dass er jene anderen beschattet (*Maffettone, 2015: 13*).

Es sind gerade in den Lehren von Thomas als die obligatorischen Elemente jeder, einschließlich der modernen, Doktrin des gerechten Krieges – justa causa. Das sind die gerechten Gründen der Kriegsführung und die gerechten Absichten der Partei, die in den Krieg eintritt. Und das ist sehr wichtig, da die lateinische Wortverbindung „justum bellum“ wie „gerechter Krieg“ oder „berechtigter Krieg“ übersetzt werden kann. Eines der wichtigsten Mittel zur moralischen Legitimation des Krieges dient die These, dass das Ziel solches Krieges ist, Frieden mittels Wiederherstellung der Gerechtigkeit zu besitzen.

Thomas interpretierte eine gerechte Sache im Sinne Augustinus durch den Begriff der Bestrafung: „Gerechte Kriege nennt man solche, welche Beleidigungen rächen; wenn ein Volk oder ein Staat es vernachlässigt hat zu strafen, was von seinen Bürgern Übles verübt worden und deshalb gezüchtigt werden muss; oder wenn ein solches Volk nicht wiedererstaten will, was ungerechterweise hinweggekommen worden (*Foma Akvinskiy, 2013: 498; Thomas von Aquin, 1886–1892*). Bezüglich guter Absichten sagte er, es kann der Fall eintreten, dass der Krieg mit legitimer Macht wegen gerechter Ursache begonnen werden könnte, tatsächlich aber wegen der Rachegeleüste oder der Gier nach Macht – dieser Krieg wird ungerecht sei (*Foma Akvinskiy, 2013: 499*). Diese wichtige Richtigstellung machte das Kriterium der guten Absichten deutlicher.

Bei Konzept des gerechten Krieges von Thomas enthalten die Elemente der Theorie des gerechten Krieges, die später entwickelt werden. So bei Gedanken zum Ritual des Kriegsbeginns ist das Prinzip der letzten Instanz sichtbar; bei Bedenken zur Legitimation des Kampfes gegen die Tyrannei ist das Prinzip der Verhältnismäßigkeit ad bellum sichtbar; das Prinzip der Erfolgswahrscheinlichkeit wird darin gesehen, dass nur der Fürst die Effizienz der Kriegsangelegenheiten gewährleisten könnte (*Foma Akvinskiy, 2013: 498, 514*). Bezüglich jus in bello, kann man bei Thomas die Forderung der Unverletzlichkeit von Zivilisten sehen, die in Ermordungsverbot der Unschuldigen besteht, aber er äußert seine Meinung nicht. Die Idee der doppelten Effekte von Gewalt, die später die große Rolle in Verständnis von Theoretiker jun in bello spielt, wurde von Thomas aus dem Kontext des Selbstschutzes in Kontext des Krieges nicht übertragen (*Foma Akvinskiy, 2011: 217–219; Gašparević, 2010: 61–62*).

Generell bevorzugt Thomas, bezüglich des evangelischen Erbes, die Hermeneutik des Naturrechts. Aus dieser Sicht, ausgehend von seinen Werken, wird das Konzept des gerechten Krieges zunehmend ethisch und rechtlich und gleichzeitig wenig theologisch als zuvor.

6. Gerechter Krieg bei Francisco de Vitoria

Die Scholastiker des 16. und 17. Jahrhunderts, wie Bartolome de Las Casas, Thomas Cajetan, Francisco de Vitoria u.a., überführten die Konzepte des „gerechten Krieges“ von Thomas von Aquin ins entwickelte umfassende System. Den bedeutendsten Beitrag leistete hinzu der spanische Theologe und Jurist Francisco de Vitoria (1486–1546). Im Werke „Über die Indianer“ setzte er sieben illegitime und sieben legitime Gründe für den gerechten Krieg ab. Zu den legitimen Gründen zählte er: das Recht von spanischen Staatsangehöriger in Neuer Welt Handel zu treiben (*jus commercii*); das Recht an der Propaganda von Christentum für Ureinwohner (*jus propagande fidei*); der Schutz der das Christentum angenommenen Ureinwohner (*jus protectionis*); das Recht aufgrund des Mandats von Papst (*jus mandati*); das Recht, gegen Tyrannen oder unmenschlicher Handhabung einzugreifen (*jus interventionis*); das Recht der freier Wahl (*jus liberae electionis*); das Recht am Alliiertenschutz (*jus protectionis sociorum*) (*Vitoria, 1991: 278–288; Gašparević, 2010: 62–74*). Um diese Art von guter Sache mit dem gerichtlichen Modell des Verständnisses von gerechtem Krieges in Zusammenhang zu bringen, vermutete Vitoria, in anderem Werke „Über das Kriegsrecht“, dass alle Souveränen die gerichtliche Befugnisse über die Weltgemeinschaft (*Vitoria 1991a: 305*). Hier entwickelte der Begründer der berühmten Schule der Salamanca, wider Wille, die Gründe der Legitimität der Militärintervention und damit der Eroberung in Neuer Welt. Er sah allerdings als gerecht den Krieg nicht an, der für die einfache Verbreitung des Christentums unter den Heide (Heiliger Krieg) geführt wird (*Maffettone 1991: 265–275*), aber es ist immer möglich, die andere Gründe des Krieges zu nennen, um ihn als gerecht darzustellen.

Vitoria führte Analyse des Prinzips der gerechten Sache durch. So stellte er die Forderung, damit Souveränen den Grundsatz für den Kriegseintritt mit „Weisen und Amtsmänner“ besprechen muss, das heißt, mit Experten. Und er beginnt die Besprechung die Möglichkeit, den guten Glauben beider Seiten des bewaffneten Konflikts zu prüfen (*Vitoria 1991a: 306–317*). Das Prinzip der guten Ansichten von Augustinus ist zum arbeitenden praktischen Kriterium geworden, da vorgeschlagen wurde, die Absichten der Partei zu bescheinigen, die als Ziel erklärte, die gerechte Sache zu schützen, aufgrund der Entscheidungen, die sie schon nach Kriegsbeginn fällt (*Vitoria 1991: 273–274*).

Die Kriegs- und Friedenslehre der katholischen Kirche blieb seit Mittelalter bis zur Mitte des 20. Jahrhunderts unverändert. Die Kriegseinwirkungen der beiden Weltkriege und die Erfindung der Atomwaffe zwangen die Kirche ihre Lehre neu zu überdenken. Dies geschah auf dem Zweiten Vatikanischen Konzil (1962–1965). Seit Anfang des 21. Jahrhunderts kann man allerdings den modernen Krieg berechtigterweise als „Wendehals der Gerechtigkeit“ nennen (*Sidorenko, 2020: 118*), weil er sich für die Gerechtigkeit beansprucht, und gleichzeitig das Ziel hat, den Feinde als Verbrecher zu bestrafen. Daher hat die Gerechtigkeit des modernen Krieges, einschließlich „hybrider“ mit den Gerechtigkeitsvorschriften gar nichts gemeinsam, die von mittelalterlicher Doktrin des gerechten Krieges vorgeschlagen wurde. Die Kriminalisierung des Feindes ist dazu geführt, dass moderner „gerechter Krieg“ nicht mit dem Friedensschluss beendet, sondern endlos wird. Ein wichtiges Merkmal des Krieges ist die Abwesenheit dritter Partei im Konflikt und es scheint, dass als gerechter solcher Krieg ist, der von Stärksten geführt wird. Man kann sagen, Menschheit machte den großen historischen Kreislauf durch, sondern keine Spirale, und jetzt ist sie am Punkt, am Cicero begann... Und die Theorie des gerechten Krieges muss man also offensichtlich neu entwickeln, ganz von vorne anfangen.

7. Zusammenfassung

1. Die Lehre vom gerechten Krieg, die das Teil der offiziellen Lehre der katholischen Kirche ist, basiert auf die mittelalterlichen Konzepte, insbesondere von Aurelius Augustinus und Thomas von Aquin. Augustinus stützte auf die Werke von Ambrosius von Mailand, der sich die Werke von Cicero zuwandte. So wurden die griechisch-römischen und christlichen Traditionen vermischt.

2. Thomas von Aquin systematisierte die Lehre von Augustinus und setzte drei Kriterien des gerechten Krieges ab: der Krieg kann nur von Souverän erklärt werden; es soll „die gerechte Ursache“ existieren, um der Schuld zu verdienen; die Angreifer sollen gute oder gerechte Absicht haben, um das Gute zu erreichen und das Böse zu verhindern“. Mittelalterliche Denker bestanden darauf, dass das Ziel den Kriegen darin besteht, Frieden zu besitzen: Die Spätscholastiker leisteten den Beitrag zur Weiterentwicklung der Idee des gerechten Krieges. Die Doktrin des gerechten Krieges blieb bis zum Zweiten Vatikanischen Konzil unverändert.

3. Seit Anfang des 21. Jahrhunderts ist die Theorie des gerechten Krieges ersichtlich in der methodologischen Krise, und sie muss radikal überdacht werden. Man muss mit sorgfältiger Untersuchung des Erbes der Antike und des Mittelalters beginnen.

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ESSENTIAL AND TEMPORAL DIMENSIONS OF THE MATERIAL LEGAL RELATIONSHIP

Petro Guyvan

Candidate of Law Sciences, Honored Lawyer of Ukraine, Professor, Poltava Institute of Business, Ukraine

e-mail: lawjur10@gmail.com, orcid.org/0000-0003-3058-4767

Summary

The paper provides a general description of the relationship regulated by law as a condition of movement and a way of concretizing relations in society. The thesis is defended, according to which a significant role belongs to the legal relationship and in the concretization of the duration of the social relations regulated by it. The content of civil relations in the regulatory state is studied in detail. It is established that the subjective right, which belongs to its holder, must correspond to the specific obligation of the obligated person. It is proved that the content of the possible behavior of the right holder is manifested both through domination over the debtor by demanding certain of his behavior, and through the own active behavior of the commissioner. As a result, legal relationships create specific social opportunities for legal entities to meet certain needs, either through their own actions or those of others. This is confirmed by the analysis of temporal factors inherent in the subjective substantive law of the individual. Proper regulation in this area is to ensure that the authorized person has a real opportunity to exercise his subjective right within an adequate and appropriate period. If the duration of the subjective right is not explicitly stated, reasonableness criteria should be used to calculate the duration or exercise of a particular subjective right. The interrelation of the subjective substantive law of its bearer with the legal obligation of the obligated person is the main purpose and role of the legal relationship. Subjective law must be exercised during the time during which it exists. Exercising outside the law is not an abuse (because the law no longer exists), but a habitual civil offense.

Keywords: regulatory legal relationship, term of substantive law implementation.

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1. Introduction

Social processes and phenomena, human activity, public policy, lawmaking and law enforcement occur over time. In other words, any social relations, including those regulated by law, are subject to temporary influence. They have a certain duration, sequence and temporal relationship. Time characterizes not only external phenomena in relation to the observer, it is also inherent in the internal nature of man. Thus, in modern science it is customary to emphasize not only the reality of purely physical manifestations of life, but also on its socio-historical aspects. In fact, giving time only a physical interpretation of duration, period or period, it is not possible to cover all its multifaceted manifestations. No matter how objectively the course of time, its perception, determination of the influence on the state of matter, in the end, the study of temporal manifestations is possible only if this phenomenon is reflected in human consciousness. After all, the existing order of processes covers the progress of society, community, and, ultimately, the very lives of individuals.

Being further formalized as legal relations (legal relations), the new relationships move to the sphere of regulation by appropriate legal mechanisms. F.C. Savigny once noted that in each legal relationship can be divided into two parts: first, the matter, ie the relationship itself, and, secondly, the legal definition of this matter. The first part can be called a material element of the legal relationship, or pure fact in it, the second – a formal element, i.e, that raises the actual relationship to the legal form (p. 458). The forms of movement of matter that give certainty to the legal relationship, in the first place, include temporal factors that ensure the effectiveness of law. In constructing specific material relations, the parties to the transaction, determining their content, take into account the temporal criteria of the respective subjective rights and obligations, most adequate to their own private or public (if the legislator sets deadlines) needs. And these needs can be determined taking into account the factor of social time (*Guyvan, 2014, p. 47*). As participants in various relationships in society and with each other, people not only know, but also enjoy time differently. Thus, we can conclude about the necessity and importance of human influence on the process of learning about nature through its connection with it.

All social and legal processes and relations take place in only one direction – from the past to the future, passing "in transit" through the present. This direction of material phenomena is subjective and does not depend on the consciousness of people who perceive these processes. The growing influence of time on the development of social relations, including those of a legal nature, leads to the need for a broader scientific analysis of existing temporal categories, giving them more efficiency and adequacy. Law, the process of rule-making, and the social relations regulated by them also exist in time. They arise, change and cease during periods that have specific human temporal coordinates. Legal norms, in turn, determine the temporal parameters of certain material relations. The law quite often includes in the disposition of the norm such temporal factors as "timely", "early", "on time", "immediately", "statute of limitations" and so on. Within the existence of a specific legal relationship, the components of their content are also limited in time: the subjective rights and legal obligations of the participants. Such temporal regulation of the content of legal relations provides a legal impact on the appropriate behavior of the subjects of social interaction.

The aim of the study. It has long been considered in society that the inaction of an authorized person is socially unacceptable and has certain undesirable consequences. However, this social need has not been fully realized through legal instruments. Today, science convincingly proves the need for different legal deadlines for the implementation of subjective substantive law, because, as a rule, the legislator considers it necessary to limit the existence of a duty and the relevant substantive rights and obligations that constitute its content. Currently, in our civil science and law enforcement practice, there are ongoing discussions on the assignment of various specific deadlines that determine the duration of certain powers or responsibilities of a person for certain types. The issue of determining the legal essence of the civil law term is becoming increasingly important. Therefore, the aim of this work is to develop adequate time approaches to the regulation of civil relations in society.

Material and research methods. Norms of private law are designed to regulate the relationship that arises in order to satisfy the private interest, because it is necessary in every act (*Azimov, 1999, p. 19*). Thus, in civil relations, subjective rights and responsibilities are usually formed at the will of their bearers. Consequently, the setting of the duration is also determined by the subjects themselves as a result of the expression of their will. If the counterparties have not agreed on the terms of the relevant interaction, the temporal criteria for the validity of their rights and obligations, enshrined in law (the so-called principle of application of dispositive rules) are used. And only occasionally does civil law resort to the imperative in regulating the duration

of social relations. The volitional nature of the relationship established by the participants themselves or by the competent law-making or law-enforcement bodies is beyond doubt. As a result of willful and conscious legal actions of subjects of law, deadlines bear the imprint of the subjective, but, if they are established, they already exist objectively (*Luts, 2003, p. 4*).

2. The essence of the legal relationship as a container of subjective rights and responsibilities

Legal relations are a condition of movement and a way to concretize social relations, in particular, the subjective composition of the latter, the functions that their participants have in relation to each other (*Joffe, 2000, p. 522*). It is a legally regulated and state-protected social relationship, the participants of which act as bearers of mutually corresponding legal rights and obligations. When a relationship is governed by law, the behavior of its participants becomes interconnected and legally fixed. Legal relations are also social relations in which, due to the existence of law (a set of legal features), other social relations are expressed, arise, change and cease to exist (*Bierling, 1883, p. 33*). The parties to the relationship act as bearers of subjective rights and responsibilities. A significant role belongs to the legal relationship and in specifying the duration of social relations governed by it. There are different views in the literature on the essence of subjective civil law, which is part of the legal relationship. Thus, G.F. Shershenovich pointed out that the main factor for subjective law is to determine what is prohibited to the subject of duty. And from this follows the possibilities of the subject of law (p. 574). F.K. Savigny held approximately the same position. He noted, in particular, that the free will of the holder of a subjective right should be manifested in his domination, but the latter should be directed not to all the behavior of the obligated person, but only to his individual action. This action will then be subject to the will of the creditor, as an exception to the general freedom of the obligated subject. This attitude of domination over a certain action of another person is called an obligation (p. 462).

In other words, this legal position was, in principle, that the content of the possible behavior of the right holder is manifested solely through the positive actions of the obligor and is not realized through the own active behavior of the commissioner. However, there is no doubt that certain powers can be exercised by a person only through independent positive actions, while the obligated subject must refrain from any actions that prevent this. For example, the tenant's exercise of the authority to own and use property is due to his active actions, while other persons are deprived of the right to prevent him from doing so (*Saitgalina, 1999, p. 31*).

In view of this, S.N. Bratus noted that the content of subjective law is not only that it is forbidden to do the obligated person, but also in the behavior allowed to the subject (p. 33). Disagreeing with this definition, Ioffe pointed out that subjective law does not establish permissibility, but the possibility of certain behavior of its bearer. In other words, according to the scientist, the subjective right is not limited to the authorized actions of the commissioner, but to ensure the possibility of these actions, which is achieved through legal means to guarantee certain necessary behavior of obligated persons. Thus, the subjective right is always the right not to one's own, but to others' actions (*Joffe, 2000, pp. 558-559*). However, the scientific doctrine of the content of subjective substantive law continues to develop, and currently the most balanced is its legal interpretation, which determines not only the behavior of one of the participants in the relationship. Subjective law encompasses two elements in their interconnection: the ability to determine one's own behavior and the requirement to behave properly from holders of legal

duty. In this case, rights and responsibilities are measures of possible and necessary behavior, not the behavior itself. In other words, legal relations create specific social opportunities for subjects of law to meet certain needs or their own actions or the actions of others and are provided by the hypothesis of legal norms ideological social relationship, which is expressed in mutual legal rights and responsibilities of subjects of law (*Rabinovich, 1999, p. 127*).

This legal position has now found widespread support in our civilization (*Slipchenko, Smotrov, Kroytor, 2006, pp. 26-27*). The correctness of this approach, in particular, is confirmed by the analysis of temporal factors inherent in the subjective substantive law of the individual. After all, acts of civil law much more often do not limit the time of existence of the subjective right, but set the terms (deadlines) of performance of the obligation by the debtor. For example, periods of fulfillment of obligations in such civil agreements as contracting, supply, transportation are mandatory essential factors, the condition of the period of fulfillment of obligations may be contained in contracts of lease, sale, storage, etc. And, although the term of performance of the obligation by the debtor may not be set by agreement of the parties, this does not mean that the obligation does not have a term of its implementation. In this case, the debtor's obligation to perform the obligation arises at a specific time or immediately after the creditor's claim, which the latter may present at any time. Thus, almost every binding legal relationship has a certain period for the fulfillment of the obligation by the debtor: it can be specified in the contract for a period of time or term, or indefinite. In both cases, this period has an initial and final date.

As has been repeatedly noted in the legal literature, an important feature of subjective substantive law is to ensure the real possibility of its implementation by the entitled person. At the same time, it is important that the set of legal norms that regulate certain relations should be sufficient for a clear and concise expression of the will of the legislator. Incompleteness, gaps in the law, as well as its "overload" create conditions for different law enforcement (*Krasavchikov, 1974, p. 6*). This fully applies to the legal designation of temporal factors of subjective law. Indeed, there can be no civil rights with indefinite content or those that do not involve their physical exercise. The same applies to subjective rights with a lifetime of zero. Therefore, every substantive right must have a period of validity during which it can be exercised. Therefore, the duration of a subjective right cannot be "immediate". In our opinion, the content of the relevant concept should be clarified. First, although the law uses this term to describe the time during which the debtor must perform the obligation, it still fully applies to the time of existence of the subjective right of the creditor. After all, an action in the time of subjective duty corresponds to the same action of subjective civil law. And, as mentioned above, civil law cannot exist for a moment, because the initial and final terms of instantaneity coincide. Secondly, we must agree with the opinion expressed in the scientific literature that when the legislator considers it necessary immediate (immediate) fulfillment of the obligation, the term should be understood as the minimum reasonable time required to perform a specific action to achieve subjective law (*Bodnar, 2004, p. 210*).

3. Temporal characteristics of subjective law

The term of existence of a subjective right may be determined not only by transactions, but also by law and other legal acts, in particular, administrative. Expressed normative rules must be comprehensive and clear when the concept set within its boundaries, separated from all related, words and expressions are accurate, when they express only those terms that are intended to express, no more, no less (*Speransky, 2001, p. 238*). However, our legislation is

not always balanced on this issue: in detail, formulating the content of a certain authority of a person, which arises under certain circumstances, it often leaves the question of the duration of this power open. In this case, if the duration of the subjective right is not explicitly stated, reasonableness criteria should be used to calculate the duration or exercise of a particular subjective right. Traditionally, the result of understanding and application of certain legislative provisions is determined by case law. In our opinion, the rejection of the normative development of certain temporal factors should be considered as an exceptional measure, as it means giving law enforcement agencies an unlimited framework of judicial discretion in resolving this issue. As a result, subjectivism is possible, as courts often assume a fairly broad interpretation of the content (including duration) of a particular legal relationship.

The interrelation of the subjective substantive law of its bearer with the legal obligation of the obligated person (including those whose temporal coordinates are difficult to determine in the regulatory development of interaction) is the quintessence of the legal relationship. However, there is still a popular opinion in the literature about the possibility of subjective rights that are not secured by the obligatory behavior of others, as the law provides that the basis of subjective rights may be not only the contract under which counterparties form their rights and responsibilities, but also directly the act of legislation. Examples are the so-called intangible benefits: the right to life, name, freedom of movement, and so on. We do not agree to accept this thesis. The correct view of the possibility of the existence of certain subjective rights outside the legal relationship, ie without a legal connection with the legal obligation of others, cannot be recognized (*Joffe, 1949, p. 17*).

In fact, subjective law as a legal phenomenon will exist only when it is in one way or another related to the responsibilities of other entities. Even if we consider property relations or other absolute relations, it should be noted that they also contain specific rights secured by corresponding obligations. In the process of their regulatory implementation (ie, implementation in the desired, regulatory manner) between the right holder and the obligated entities there is a certain relationship of an absolute nature. The positive behavior of an indefinite number of obligated persons is that they do not have the right to hinder the holder of a subjective right in its implementation (*Westermann, 2011, p. 3*). In other words, not to encroach on the freedom to exercise authority (*Vieweg, 2010, p. 4*). Failure to fulfill this obligation is a violation of the rights of the right holder, which results in the emergence of a subjective right to protection, which is already realized in a binding manner.

In relative legal relations, the subjective substantive law from the very beginning is an integral element of the binding relationship, and it inevitably corresponds to the obligation of another entity to commit a certain act (action or inaction) aimed at satisfying (exercising) rights and interests the believer. As we have just noted, the doctrine assumes that the content of a civil obligation is the debtor's obligation to perform (or refrain from) an action and the creditor's right to demand that action. Thus, the legal status of a person is personified through obligations (*Shishka, 2005, pp. 11-12*). A similar approach can be observed in the current civil law (Article 509 of the CCU). In our opinion, such a definition is not entirely correct. And, first of all, because in civilization the use of terms as synonyms is possible only insofar as these terms do not have a specific legal definition. Meanwhile, the expression "requirement" is mainly associated with the written or oral appeal of the managed entity to the obligor. It is in this sense that it is repeatedly found in civil law (Article 680 of the CCU).

Therefore, it is more appropriate to characterize the obligation as a set of obligations of the debtor to perform a certain act and the creditor's right to obtain a positive effect of such an act. And the term "requirement" should be used more correctly in cases where the exercise of

the right should be facilitated by a clearly expressed active action of the entitled person. For example, the content of a monetary obligation under a contract of sale is the buyer's obligation to transfer the amount of money and the seller's right to receive the thing (not to be confused with the term "accept"), because acceptance is often the subject's responsibility.) funds. Under the property obligation under the lease agreement, the lessee has the right to receive the property for use (and not to demand to grant him the specified right), and the lessor is obliged to transfer the property.

4. Concerning the conflict between the time of existence of the right and the period of its exercise

At one time, the literature suggested that subjective law in its development goes through several stages, including the stage of legal capacity (potential state of law), the emergence of subjective law with the emergence of certain legally significant factors (legal status) and the implementation of subjective law . Leaving without comment the expediency of classifying the rights that lie in the sphere of possible, to the elements of subjective law or to the content of legal capacity, we can note that the separation of the existence of law from the period of its implementation is incorrect from a methodological point of view. This approach, no matter how apologists may want it, will still not allow to give a clear answer to the question of how to learn from a limited list of things, from incomplete induction to draw conclusions that are universal.

The content of the subjective right is the amount of permissible behavior of the entitled person, which he can perform to exercise his right. In other words, subjective law is a measure of the possible behavior of an authorized person. In civil science, it is convincingly argued that possible behavior, which is the content of subjective law, and behavior aimed at the exercise of law, are correlated as a possibility and reality (*Gribanov, 1992, p. 32*). Therefore, in exercising his right, the subject performs real volitional actions, turning this possibility into reality. Subjective right can be exercised by the holder immediately after its occurrence (lighter loan), can be realized in a certain, sometimes quite long, period after that (if such realization involves a one-time act – a refund), and finally, can be exercised by repeated long-term performance every second (use of leased property). The main thing is that the subjective right is exercised during the time during which it exists. The exercise of law is a way of its existence, the transformation of social needs into reality.

Subjective law can arise as a result of a person's will. Thus, by concluding a property lease agreement, the parties create by their actions the right to use and own certain property. However, it can also occur outside the will of the entitled person, for example, the citizen's right to inherit, the right to compensation for damage, and so on. On the contrary, the realization of subjective law always occurs as a result of specific volitional actions of the person, aimed at transforming into reality the inherent possibilities of behavior in law. Moreover, in one rule it is impossible to fully reflect the order of behavior, taking into account the specific features of individual cases. And although any rule tries to achieve the greatest possible degree of generalization, it always remains one or another element of abstraction. Even the legislative concretization of subjective law still does not cover all its possible manifestations, as the rule of law remains the general rule of conduct. After all, it is not about specific outward expressions of possible behavior, which is the content of subjective law, but about the options for actions aimed at the implementation of subjective law. Therefore, despite the fact that civil law determines the general order of conduct of the authorized person, there is often a special legal regulation within

the same type of relationship. These actions reflect not only the will of the entitled person, but also the specific features of the case (*Gribanov, 1992, p. 34*).

However, the general rule of action in most cases. The exercise of subjective civil rights is always limited in time. Thus, quite often the period of realization of the right is established by the relevant norms of the legislation, ie in fact the normative order determines the limits of the exercise of a person's right. As a rule, the term of existence of a subjective right coincides with the term of realization of the right and therefore the notions of "existence" and "exercise" of a subjective right have the same meaning. In particular, this is typical of the warranty period, during which a person has the right to use quality goods and identify its shortcomings. Accordingly, the omission of the specified warranty period terminates not only the ability to take further action to eliminate the shortcomings, but also the very existence of such a person's authority.

The form of realization of the principle of justice, good faith and reasonableness is the order of implementation of its requirements in the behavior of the subjects of civil turnover, in the relationship between them (*Tobota, 2013, p. 149*). In material relations, the implementation of the principle of fairness and reasonableness is usually associated with the establishment of the limits of the subjective material rights of the counterparties. The content of the practical application of the rule on the implementation of subjective substantive law during its existence can be reduced to a scientifically sound principle of civil rights. By its legal force, this principle is to enshrine in law the general obligation of any entitled person to exercise his powers only within the content of the relevant subjective substantive law (*Luts, 2013, p. 12*). In other words, the realization of subjective law is possible only within certain limits that characterize its content, duration and nature of implementation. There is no doubt that the limits of the exercise of law are determined not only by its content, established in accordance with the legal requirements contained in specific legislation, but also the time frame of existence (*Guyvan, 2015, pp. 28-29*). Any act committed by a person outside the scope of his right should be considered an offense.

Therefore, it is extremely important to establish in each case the duration of the period during which the exercise of subjective rights is possible. In the vast majority of cases, this task is not difficult: the time of existence of the law is set by law or with the consent of the parties. However, in contrast to the provisions of criminal or administrative law, which clearly define the scope of permitted (prohibited) conduct, including its duration, civil law, based on the principle of permissiveness, often (and this is dictated by the specifics of the subject of regulation) contain permits of a general nature. The Civil Code of Ukraine widely introduces such terms as "necessary", "reasonable", "as soon as possible" and so on. This, in turn, implies the need for judicial interpretation of these terms in the event of a dispute. However, judicial discretion is not an alternative to the law, it is itself a consequence of the fact that the legislator has established such an order and in this sense has defined the criteria for determining such deadlines.

However, the problem of proper exercise of substantive law only within the limits (including time), which are established by law or with the consent of the parties, remains relevant. Some modern researchers argue that legal relations are a form of law enforcement, as a consequence of special legal form of legal influence – legal regulation, a tool for the transition of general models in the plane of specific behaviors – subjective rights and legal obligations for these subjects. (*Romashchenko, 2014, pp. 60-61*). The aggravation of this problem, in particular with regard to temporal certainty, is sometimes added by unbalanced and openly unsuccessful legal acts issued by the authorities. It is enough to cite such documents adopted at the level of laws of Ukraine. Thus, the law establishes an amorphous, quasi-legal possibility of exercising the lessee's right to use someone else's property for up to one month after the content of this right

has expired – the end of the lease agreement. This approach seems rather strange and illegal, especially given that if the landlord, even on the thirtieth day after the expiration of the contract announces its termination, the transaction will be terminated from the expiration of its term. That is – retrospectively. And monthly use will be illegal. Thus, he openly views the abstractness of the constructed syllogism and its practical complexity, and sometimes ineffectiveness.

5. Practical aspects of the issue. Abuse of rights

In the light of the above author's position can be assessed and some current legislation. Thus, the wording of Part 3 of Art. 267 of the CCU, according to which the expiration of the statute of limitations (according to the doctrinal definition – the term of the right to sue) does not extinguish the subjective protection authority (claim), until requested by the defendant. The latter is a participant not in a substantive legal relationship, but in a completely different way in essence – a procedural one, which is regulated by the norms of public law, and, in the end, may never arise at all. Therefore, according to the idea of our legislator, the substantive right to sue, even after the expiration of the term for its implementation, exists for as long as you like, and sometimes – forever. Unfortunately, such illegal approaches of the legislator are not an exception, and no matter which of the many examples we refer to, in each case the discrepancy between the abstract construction of the normatively established rule and specific life situations is striking.

Such approaches practically nullify all the theoretical constructions made by scientists about the illegality of the implementation of subjective substantive law outside it. Meanwhile, such doctrinal developments deserve attention. All researchers agree that the exercise of law outside its borders does not meet the principles of civilization. But then the differences begin: some scholars cover such a violation with the concept of "abuse of rights", others – do not agree. We also support the position of the latter: the use of a right outside its scope cannot be qualified as an abuse of a right, because in fact no right exists anymore. To abuse the right, you need to own it. Since this manifestation in the absence of law is conduct contrary to law, it falls under the definition of a common offense.

Consider this question from a temporal point of view. Acts committed by a subject of law outside the period of their existence, even if they correspond to the scope of authority of the person, should be considered as an act that does not constitute the full content of the law, ie as committing them without good reason. As a result, the right to protection may be denied due to non-ownership. Unfortunately, this issue is not regulated in our legislation (moreover, as mentioned above, there are rules of the opposite nature that allow the implementation of the law beyond its content).

What, then, should be understood as an abuse of rights? This question is answered in numerous scientific studies, and such an answer is quite correct. The basic postulate here is usually the doctrinal definition that the realization of civil rights should take place in accordance with their purpose (*Volkov, 2010, p. 226*). That is, according to the purpose for which the right is called, it must be aimed at a specific result. This goal, directing the behavior of the right holder, is manifested in the substantive rights. Thus, scientific thought eventually combined these two concepts: "abuse of law" and "exercise of law against its purpose." When considering disputes, the court should refuse to protect the right when the case file shows that a citizen or legal entity has committed acts that may be qualified as an abuse of rights, including actions aimed at harming others. The law (Article 6, Article 13, Part 7, Article 319 of the CCU) also indicates the possibility of refusing to protect civil rights in the event of its implementation against the purpose.

However, such an understanding was not formed in civilization immediately. There has been controversy in the literature and to some extent there is still controversy about the very possibility of abuse of rights and denial of protection if the right holder acts within the scope of his right. In particular, M.M. Agarkov rejected such influence on the right holder, and considered the criteria of improper use of the right unreliable. He argued that since the right is granted to a person, his actions within the law correspond to his purpose and purpose (*Agarkov, 1946, p. 435*). Some modern researchers, already guided by new approaches to the restriction of substantive rights, also deny the possibility of abuse of subjective rights, as well as exceeding the limits of its implementation (*Michurin, 2006, p. 84*). After all, according to these scientists, the very reduction of individual freedom to the framework of material obligation is already a limitation.

S.N. Bratus, on the contrary, pointed to the real possibility of abuse of rights and insisted on the introduction of an adequate legal response. After all, the degree of concretization of subjective law, expressed in a certain legal norm, is not so significant as to clearly define the exclusive list of permissible actions and to prevent the manifestation of initiative in the commission of other acts. Therefore, the relevant rule of law remains a general rule of conduct, which leads to the need to establish criteria for assessing the legality of certain actions of the right holder in relation to their compliance with its purpose. At the same time, the author noted that the basis of these criteria should be the compliance of certain actions to implement their rights to the moral principles of society (*Bratus, 1967, pp. 81-84*). It is clear that in this case the importance of the subjective factor increases significantly, the role of judicial discretion increases, which is not desirable.

Modern doctrine and legislation adhere to the thesis of the possibility of abuse of rights by its bearer (*Shevchenko, 2003, pp. 73-74*). At the same time, it is obvious that such abuse is an act committed by the Commissioner "in his own right", but these actions are directed against other protected rights and interests. In civil law, it is now generally accepted that the exercise of a subjective right is the performance by a entitled person of certain actions within the existing powers as a subject of law. If the methods of exercising the right go beyond the socially desirable directions of exercising the right established by law, it is qualified as an abuse of the right. This is largely true in the exercise of the right against its purpose or to the detriment of the interests of others. In particular, the law of many countries explicitly prohibits so-called harassment: the use of the law solely for the purpose of harming another person (for example, paragraph 226 of the German Civil Code).

However, it cannot be accepted that abuse of rights is the conduct of the right holder contrary to its content. After all, if a person's action does not correspond to the content of his right, his actions must be qualified as illegal. Such (illegal) are the actions of a person to exercise the right outside the time limits of its existence. They cannot be considered an abuse of rights, as at the time of exercise this right no longer belonged to the person (*Guiwan, 2004, p. 81*). Instead, we must agree with the thesis that the abuse of rights is not related to the content of the law itself, but to its implementation, so the commission of certain actions, both lawful and illegal outside the content of the law should be classified as not based on subjective right.

However, there is another point of view: some researchers argue the legal position that the abuse of rights is the commission of certain acts by the Commissioner, which go beyond subjective law (*Vengerov, 2000, p. 431*). Therefore, the exercise of a subjective right outside its boundaries or content is also an abuse of rights. However, the falsity of this position is clearly highlighted in the analysis of the possibilities of realization of substantive law outside the time limits of its existence. With regard to the exercise by an authorized person of the powers constituting the content of a subjective right before or after the existence of the right, it

becomes clear that such actions took place outside the law and therefore cannot be considered an abuse of rights. It is clear that the presentation of claims by the authorized person outside the exercise of the right (say, after the expiration of the contract) will entail the impossibility of its implementation. A person has committed a legally significant act outside the term of existence of a certain subjective right, so it would be wrong to consider it a subject who exercises (uses) his right. Such actions should not be considered as an abuse of rights, but as illegal.

6. Conclusions

Forms of using time criteria in material relationships are chosen differently. But it is indisputable that the effectiveness of legal regulation in general depends on the right choice and reasonable establishment of the temporal component. Modern society is increasingly reaching the appropriate level of awareness of the fact that the law is a means of achieving stability and certainty of social relations. It should be aimed at taking into account the mutual interests of the parties, in particular in the field of material turnover. In this context, one of the defining directions of the development of law is the regulation of the terms during which the subjects can exercise their civil rights and obligations, to protect the violated right. Adequate real relations and balanced approaches in establishing the duration of the relationship contribute to the stability of civil turnover, eliminate uncertainty about the powers and responsibilities of its participants in the temporal plan, guarantee the possibility of timely legal protection. Thus, deadlines ensure the strengthening of contractual discipline, stimulate the activity of counterparties in civil relations in the exercise of their subjective rights and legal obligations, guarantee control over the fulfillment of obligations.

The legislator, in determining the temporal factors of certain obligatory material relations, often indicates the appropriateness of their implementation, which should be manifested in the timeliness of the obligation. However, the law assumes that the duration of a relationship may be uncertain if it does not conflict with the substance of the obligation. Therefore, the most common term for terms that are not directly established is the term "reasonable". For domestic legislation, such an approach to resolving the issue is quite symptomatic. The notion of reasonableness, as well as good faith and justice, are one of the fundamental principles of the organization of civil law relations (Article 3 of the CCU). But it is intelligence that is more used to characterize certain manifestations of good behavior over time. It means that the duration of legal relations should be established taking into account the prudence of the participants, their common sense, expediency and conscious use of concepts, based on the nature and content of the mediated phenomena.

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THE PECULIARITIES OF THE INTERACTION OF PUBLIC AUTHORITIES WITH THE ELEMENTS OF CIVIL SOCIETY AT THE REGIONAL LEVEL

Dmytro Kadenko

Postgraduate Student, Educational and Scientific Institute of Public Administration and Civil Service of the Taras Shevchenko National University of Kyiv, Ukraine
e-mail: dkadenko@gmail.com, orcid.org/0000-0002-9811-6962

Summary

The importance of the development of civil society institutions in modern conditions is noted. Emphasis is placed on the formal participation of citizens in public policy through the collection of their proposals. The importance of implementing the practice of holding local referendums was emphasized. Significant development of the non-governmental sector, volunteer movement, and registered public organizations at the regional level is highlighted. Significant problems in regions with a high level of sociological and political science education and science are pointed out. Program priorities and the potential effectiveness of program activities to promote the development of regional civil society are outlined. Emphasis is placed on the importance of educational activities for pupils, students, and other categories to ensure public awareness of the activities of civil society institutions. The conceptual model of increased efficiency of state-public collaboration in Ukraine is analyzed. It is noted that the most common practices of cooperation are personal meetings, participation in working groups and round tables, participation in events, organization of joint events, and participation in public consultations during the development of city development strategies and joint projects. The existing mechanisms of informing about the possibility of interaction of civil society institutions are noted. The main obstacles to establishing cooperation are presented. The reverse of the traditional construction concerning the influence of the public on the activities of the state is proposed. The descriptive method in its analytical and systematic focus, as well as contextual, component analysis, are used in the study.

Keywords: region, institute of civil society, democracy, state power, mechanisms of interaction.

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1. Introduction

Civil society is the foundation of democracy. The more developed it is, the stronger and more stable democracy is at both the state and regional levels. Current trends in the development of civil society in democracies are characterized by a significant increase in forms of public participation in regional and local policies and an increase in their effectiveness. Therefore, the government and civil society institutions give priority to the development, harmonization, and implementation of those principles of public participation that will make this participation effective and promote the development of civil society and local democracy.

The issue of interaction of public authorities with elements of civil society at the regional level has become particularly relevant after the completion of the decentralization reform. This has led to the emergence of new mechanisms and forms of involvement that are in the process of formation.

The purpose of the research is to consider the interaction of public authorities with elements of civil society at the regional level.

2. The methods of the research

Research methods and techniques are subordinated to the objectives of the work and are determined by the specifics of the analyzed object. The descriptive method in its analytical and systematic focus, as well as contextual, component analysis, are used in the study.

3. Forms of citizen participation in decision-making in the process of state-building

In developed and even young democracies, informing citizens or collecting their proposals has long been considered non-public participation, or is called formal or frontal participation. Public hearings, consultations, seminars, and public opinion polls are simulated forms of participation. The real participation of the public, respectively, and the high level of development of civil society are evidenced only by those firms that provide significant social influence on government decisions. This means that the public is not simply consulted, but its positions are considered, at least as a parity, but at most as a priority.

The general democratic trend is that regional and local authorities are increasingly coming under public control. The advisory functions of public committees or councils have already been passed. In Western democracies, joint authorities and the public increasingly make final decisions. Local referendums are also being held more and more often. Therefore, local authorities are increasingly focused on implementing public decisions. The rapid development of e-democracy forces the government to actively develop and use electronic platforms for various forms of public participation.

Considering the content of the basic principles of public participation and current trends in the development of civil society in democracies as guidelines, we can identify the necessary program components, the implementation of which will contribute to the development of regional civil society.

4. The state of regional civil society

It is worth noting the optimistic assessment of the state of regional civil society, that is, a developed non-governmental sector and the volunteer movement, significant development of organizations participating in the ATO / JFO. However, all-Ukrainian and specific regional problems hinder the realization of significant development potential. The first is the material and financial instability of civil society institutions, the lack of mass civic education, and the low spread of the values of dialogue and partnership in society. The second is the problems related to the location of the border and the social consequences of the “armed conflict in eastern Ukraine”, “cultural, religious and ethnic heterogeneity of the region”, with disparities in the development of communities in the region.

It should be noted that the only problem of regions “with a high level of sociological and political science education and science” is the lack of thorough research on the state

and activities of public organizations and monitoring of civil society. In general, the level of development of civil society suits local authorities, and the main task is to help solve some problems that constrain its “significant potential”.

Comparing these activities with the purpose and objectives makes it possible to determine both program priorities and the potential effectiveness of program activities to promote the development of regional civil society.

The first tasks are analytical support of public awareness of the activities of civil society organizations and ensuring public awareness of the activities of civil society organizations. Although the deep difference in the wording of these tasks is not entirely obvious, the program identifies the information problems as a priority. Accordingly, it is through their solution that the regional government plans to significantly promote the development of civil society.

Educational activities for pupils, students, and other categories include providing information to the public on the activities of civil society organizations (CSOs). The most important task is to promote the institutional development of CSOs. However, it should be addressed in conjunction with others, primarily by expanding forms of public participation and public involvement in the decision-making process, with the development of procedures and mechanisms for considering the results of public participation in decision-making. However, state programs provide only financial support to CSOs on a competitive basis for the implementation of civil society development projects.

The activities are aimed at promoting the institutional development of CSOs, in general, it has a very indirect connection with the activities of CSOs. Social entrepreneurship and social responsibility, publishing literature for national minorities - all these are not directly related to the problems of civil society development, and therefore, are not an effective means of solving program problems. The measures are aimed at encouraging volunteering and developing self-organization. It is planned to gather volunteers annually and create favorable conditions for the self-organization of the population, without any specification.

The main thing is to expand the real participation of the public and CSOs in regional policy. This participation remains at the advisory level. The consultation itself and the work of advisory bodies in a program format is a process for the sake of the process, not the result. Finally, the mechanisms and procedures for considering advisory participation, as well as the reporting of public authorities on the extent to which public positions are considered in decision-making, are not mentioned. Therefore, the regional authorities do not consider reflection as a means of promoting the growth of public activity and establishing an effective dialogue with the public.

The software of the researched direction due to its illogicality and inconsistency blocks the movement towards the development and expansion of forms of public participation, increasing public influence on the activities and decisions of the government.

The largest funds will be used to promote the development of CSOs. Tasks are indeed a priority and require adequate funding. In the second place, there is funding for measures to improve the interaction between government and civil society. Therefore, there is a chance for celebrations and festivities, and social services to the population from the authorities and public organizations, which are planned and supplemented by seminars to strengthen public participation. The only question is how much it will increase the effectiveness of the interaction. The third financial priority is the information direction. The main executor of the events is the Departments of Mass Communications and Access to Public Information.

The real aspect of cooperation between society and the authorities of Ukraine is possible only if there is a full division of competencies between them. This issue has a

personalized, state-government and government-police genesis, so its solution should be based on the principles of all-dimensionality, comprehensiveness, and adherence to the fundamental principles established by the domestic legislator (*Marynovych, 2019*).

5. Mechanisms of state-public collaboration in Ukraine

Necessary in the context of the development of legal cooperation in Ukraine, we recognize the creation of basic, fundamental approaches to the implementation of the concepts of public administration mechanisms of interaction between the population and government agencies with the influence of the latter. At the same time, the theoretical component of regulation and public resonance must allow directing the systematic use of state instruments in a non-competitive direction.

It should be noted that the basis for the development of civic cooperation in Ukraine should be the separation of the role and place of public bodies in society, their positioning as determinants of its ideological, specific, and mental foundations of general development. Therefore, the functional purpose of state activities should be equated with ensuring the impact on civil relations, interspersed with human rights and legal management activities. Comprehensively, this approach will help create a flexible, stable, and well-ordered mechanism through which it is possible to prevent erroneous and outdated claims about the state and its public relations.

The most common practices of interaction are personal meetings, participation in working groups and round tables, participation in events, organization of joint events, participation in public consultations during the creation of city development strategies, and implementation of joint projects. Interaction is situational rather than systemic. The basis for establishing fruitful cooperation is trust based on the previous positive experience of cooperation. Thus, the possibility of interaction is based on individual contacts, which negatively affects the assessment of the transparency of existing mechanisms for interaction.

Among the most influential mechanisms are CSO representatives participating in the contest, personal meetings with the mayor and officials, and joint organization of events. The least effective are media outlets, direct action, delegating their representatives to the authorities, electronic petitions, and developing and promoting research results.

The most used mechanisms are the most influential. The most common areas of cooperation are non-formal education, social services, culture, and the arts, research, and monitoring. It is in these areas that “soft projects” are most often implemented. Cooperation in the implementation of infrastructure projects is less common.

CSOs have a sufficient level of awareness of each other’s existence and activities. CSOs rate their level of awareness of the activity as above average. On average, CSO representatives know about 10 – 15 organizations working in their field.

Existing mechanisms for informing each other about the possibility of interaction are the placement of information on official resources (sites and pages on social networks) and personal invitations. CSOs also use more innovative mechanisms, such as shared chat. These mechanisms require personal acquaintance or initiative and a desire to find the necessary information. This can negatively affect the level of awareness of the possibility of involvement and transparency of these mechanisms.

Factors that determine successful interaction are motivation, clearly defined goals, understanding of the real needs of the audience, mutual trust and responsibility, lack of

prejudice and unreasonable criticism, clear division of responsibilities, partnership, compliance, transparency and accountability, systematic interaction, focus on the result and the presence of the result of the interaction.

6. Ways to optimize the interaction of public authorities with elements of civil society at the regional level

It is worth noting the need to introduce the practice of delegating some powers and fulfilling the social order. Representatives expressed readiness to discuss and consider such a delegation. CSOs note the urgent need for this form of cooperation to strengthen urban development. Potential areas for the implementation of relevant practices are research and monitoring, organization of events, expert support, and advice. The participants of the research also emphasize that establishing such interaction requires the introduction of transparent mechanisms and strengthening mutual responsibility and professionalism (*Research of the interaction of civil society organizations and authorities in Vinnytsia*).

The main obstacles to cooperation are lack of trust in each other, mutual prejudices, misunderstanding on the part of CSOs, how CSOs can strengthen their activities, lack of transparent mechanisms for CSOs to first contact CSOs, previous negative experiences, lack of knowledge of responsibilities and activities, lack of the common base of contacts with CSOs in local authorities, the complexity of working with the treasury for CSOs, the lack of effective information to each other about the needs and opportunities for interaction. The research also identified the need to improve public participation mechanisms, including calls for CSO projects.

As part of the research, it is possible to propose an inverted with the traditional design, which relates to public influence on the activities of the state. Therefore, we focus on the development of the gnostic functional and technological needs of the state to influence the development of civil society and thus use its potential to optimize the sphere of public administration.

The opposite effect occurs on the one hand, the state creates an appropriate institutional space for the development of civil society, and on the other, it gets the opportunity to use its influence to strengthen the internal functional system. This quite clearly illustrates the expediency of strengthening civil society institutions and the effectiveness of their impact on public administration, as it leads to the optimization of the state. It should also be noted that the instrumental influence of the state on the development of civil society in Ukraine causes a change in the traditional paradigm of civil society functions, which involves the active participation of citizens and state institutions to optimize the internal activities of public authorities (at the level of structural units). In this regard, the involvement of the state in the potential of civil society, in turn, ensures the effectiveness of public authorities in terms of law enforcement, anti-corruption, and other socio-political challenges.

The state in Ukraine must restructure its technological potential in such a way as to stimulate repeatedly the structural development of civil society, creating an appropriate regulatory space for public control over public authorities, which will serve to prevent and stop violations of civil rights and freedoms. This context of identifying the instrumental influence of the state on the development of civil society, ensuring the structural use of the latter's potential for effective public administration gives a direct understanding of civil society control on "systemic activities of authorized civil society institutions and individuals to ensure compliance and of public opinion" (*Troitska, 2019*).

The instrumental influence of the state on the development of civil society in Ukraine should relate to the expansion of forms of public control, analysis, and evaluation of public authorities on its initiative. It should be noted that the operation of such a law in most developed democracies does not contain a clear list of norms that would be consistent with the constitutional rights of citizens to appeal to public authorities. However, this does not deprive the conceptual and technological effectiveness of relevant laws, which thus allow the state, on the one hand, to declare its functional attitude to the institutions of civil society, and on the other hand, civil society itself gets more subjectivity for optimization of public authorities. The latest articulation of the state's institutional influence on the development of civil society as a mechanism for optimizing the interaction of public and state control involves not only regulating various aspects of citizens' lives but also creating conditions for active civil society institutions in public administration and public control

The in(*Okolesnova, 2018*).roduction of public platforms at the local level of public authorities in Ukraine plays an important role in this process. Their functional focus should be to ensure the interaction of citizens and public associations, on the one hand, and public authorities on the other. The introduction of such instrumental innovations in the field of public administration in Ukraine will optimize the existing practice of interaction between public and state control.

The instrumental influence of the state on the development of civil society and the use of its potential in public administration processes also involves the stimulation of public initiative. Because of this, the state as an institution of public administration, stimulating the involvement of civil society, functionally increases its role in the process of democratization of public authorities. This is because the main purpose of the public initiative is "to repeal, supplement or change the current or adopt a new legal or law enforcement action" (*Kocheva*).

To optimize the forms of interaction between state and public control in Ukraine, the main attention should be paid to normalizing the functional positions of public authorities and civil society institutions on parity in the formation of relevant control institutions in public authorities, as well as quotas to balance the representation of relevant state institutions. This will lead to the result that the interaction of public and state control will acquire new functional content, according to which public initiatives will move from the status of recommendatory to mandatory.

7. Conclusions

Thus, our analysis of the instrumental influence of the state on the development of civil society as a means of optimizing the interaction of public and state control in Ukraine allowed systematizing the most effective forms of state influence to ensure public participation in public administration at the regional level, its stimulation and motivation, as well as the potential of civil society in the exercise of state control, including the creation of public platforms, public expertise, and public initiative, by which the correction of the system of public administration of Ukraine is done.

The necessity of transferring the activity of public councils from the status of recommendatory to imperative, which serves to strengthen the functional and resource capacity of public authorities and the effectiveness of interaction between public and state control, is substantiated.

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A PSYCHOLINGUISTIC STUDY OF THE CORRELATION BETWEEN MILITARY ORGANIZATION FROM MASCULINE TO GENDER-NEUTRAL

Tetyana Khraban

Candidate of Philological Sciences, Head of the Department of Foreign Languages, Heroiv Kruty Military Institute of Telecommunications and Information Technologies, Ukraine
e-mail: xraban.tatyana@gmail.com, orcid.org/0000-0001-5169-5170

Summary

The article presents the results of an empirical study of gender relations in the Ukrainian armed forces as one of the conflict zones, in which difficulties may arise during service. The study of correlation between the male service members' psychological well-being and the change of the military organization nature from masculine to gender-neutral can tackle the occupational segregation related to gender inequality and facilitate the creation of a balanced perspective for both genders in order to achieve more comprehensive decisions on gender equality in the armed forces. The study revealed a correlation between the level of cadets' psychological well-being and the process of integrating women into the armed forces of Ukraine. The integration of women into the military contributes to the psychological well-being of those cadets who perceive a female soldier as a bearer of the core values that constitute the essence of military service, and consider a female soldier as an equal member of the military collective. However, for another part of cadets the feminization of the army brings about the preconditions for experiencing negative emotions and, consequently, diminishes cadets' psychological well-being. The reason of men's negative emotions can be dissonance caused by biased thinking based on gender role stereotypes, but it can also have reasonable grounds. The main reason for the cadets' lack of psychological well-being is the sense of injustice caused by the privileged position of women in the army in the distribution of duties, functions, responsibilities.

Keywords: gender, integration, dissonance, positive discrimination, feminization of armed forces, emotions.

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1. Introduction

Nowadays, stressfulness of military service and professional burnout have increasingly become the reasons to discharge from the army. These notions are closely connected not only with personal features but also with conditions of military professional activity (high-stress environment, strenuous physical activity, statutory regulations governing military servicemen relations, irregular schedule of service and work on weekends, etc.). Thus, some military service requirements inevitably endanger the servicemen's mental and physical health and well-being, thereby potentially hinder their professional activities and development (*Hoge et al., 2004*). Individual variations cause a wide range of reactions to the military service requirements, so some servicemen quickly adapt and remain capable of maintaining the highest standards of efficiency, and others have a hard time coping with difficulties (*Hernández-Varas et al., 2019*). Therefore, it is very important for military organization to identify key psychological comfort factors at the duty stations for retention a specialist workforce in the armed forces. The main

components of psychological comfort are 1) an enabling environment in which the person's mental and physiological functions are not stressed out, and 2) the senses of enjoying the work and job satisfaction (Bartone & Bowles, 2020). The psychological well-being of military personnel is one of the principle indicators of psychological comfort at the duty station. Recently, some countries have given priority to the psychological well-being of military personnel in the framing national defense policies (Silgo, 2013). One way to achieve the psychological well-being of military personnel is to develop and implement policies, which help to identify potential difficulties that service members might face at the duty station and to eliminate conflict zones where difficulties can arise. E. Essig and R. Soparnot consider that one of the conflict areas where professional difficulties can arise is gender relations, whereby 'difficulty' is regarded "as a broad term that encompasses inequality and discrimination practices that men might witness or experience in the workplace" (Essig & Soparnot, 2019). Since historically women have fought for their rights in society, gender issues have been studied primarily from their perspective (Essig & Soparnot, 2019). Additionally, public debates and politicians focus narrowly on the female perspective (Connell & Messerschmidt, 2005), but in gender studies both male and female perspectives are important (Essig & Soparnot, 2019). Moreover, "men are both talked about and ignored, rendered simultaneously explicit and implicit. They are frequently the center of discourse but they are rarely the focus of interrogation" (Collinson & Hearn, 1994), but the armed forces have always been identified as masculine institutions (Planiol, 2016), so "the male viewpoint should therefore be taken into account more often when fighting for gender equality" (Essig & Soparnot, 2019). Study and consideration of men's viewpoints and attitudes can help solve the problem of integration of women into the military. Furthermore, "the inclusion of men in the gender equality debate in a productive and open-minded way is a crucial step towards making progress on these sensitive issues" (Essig & Soparnot, 2019), and the study of issues relating to feminization of the military can contribute to a deeper understanding of the nature of the difficulties of male military personnel, cooperate in struggle with occupational segregation related to gender inequality, offer "a balanced perspective from the point of view of both genders to build broader consensus around gender equality and more comprehensive solutions" (Essig & Soparnot, 2019). These should undoubtedly have a positive impact on the military collectives and on a sense of psychological well-being both in general and in the context of gender.

2. Theoretical and Conceptual Framework of the Study

The theoretical and conceptual framework of this research is outlined in works that examine the correlation between psychological well-being and various aspects of human life (Dush et al., 2008; Frone, 2000; Ruggeri, 2020; Gerstorf, 2016). The term 'psychological well-being' (PWB) is "an internal emotional state that arises as a psychological response to the environment" (Nierenberg et al., 2010), it also can "refer to a sense of happiness or to a lack of psychological distress" (Grossi et al., 2006). PWB can refer to positive psychological traits, such as contentedness, gratification, happiness, confidence, aspiration, which are beneficial to well-being (Ryff & Singer, 1996; Seligman & Csikszentmihalyi, 2000). However, PWB is a complex and holistic notion that includes not only feelings and emotions of happiness and contentment (Khumalo et al., 2012), it is more comprehensive than just well-being – it is indicator to gauge the subjective aspects of mental health (Grossi et al., 2006), and can be characterized by both positive and negative aspects such as optimism, pleasure, vitality,

self-control, depression, anxiety, general health, vitality (Uher & Goodman, 2010; Grossi et al., 2006, Hallberg, Hallberg & Kramer, 2008). PWB includes the following six components of positive psychological functioning: 1) positive self-assessment and self-acceptance; 2) process of continuous self-improvement and personal development (personal growth); 3) awareness of the values for which the person focuses on certain life goals and carries them out (purpose in life); 4) the need for positive emotional relationships with others (positive relationships with others); 5) the ability to effectively govern his/her own life, capability of dealing with reality in due course (environmental management); 6) the need for self-determination (autonomy), the desire to be in control of situation (Yarnell et al., 2019). The key concepts relevant to a military personnel's PWB are: positive emotions; awareness; purpose and meaning in life; social support; unit cohesion; core values that make up the essence of military service (Yarnell et al., 2019). In this study, psychological well-being is defined as "self-representations of intrapersonal affective or emotional states reflecting a sense of subjective well-being or distress" (Dupuy, 1984).

The methodological basis for the study are scientific works based on socio-psychological approach and focused on the study of the factors of the military personnel's PWB. C. Limbert (2004) analyzed to what extent such factors as social support and coping strategies affected psychological well-being and job satisfaction among military personnel assigned to a location outside their home country. M. Fadaei, M. Torkaman, and J. Farokhzadian (2020) highlighted the correlation between spiritual well-being and psychological well-being among Iranian military personnel. Their research showed that PWB not only improved the physical, psychological and mental health of servicemen, but also increased their commitment, productivity and efficiency. A positive, significant correlation was detected between the psychological capital, work satisfaction and health self-perception, and Hispanic military personnel's PWB (Hernández-Varas et al., 2019). The influence of stress factors on PWB and military service effectiveness, as well as protective factors such as personality traits and social support were analyzed in the context of military medical service (Yarnell et al., 2019). Correlation between military personnel's PWB and their quality of life (Schwerin, 2006) and PWB of military personnel and their families in work and life (Bowles et al., 2017) were studied from the perspective of the approach to understanding PWB as a multidimensional concept, which is defined as a continuous integration process between some dimensions (levels of happiness, sense and/or satisfaction) in three domains: work, life, and work-life (Bowles, 2017). The aim of this study is to examine the correlation between the psychological well-being of male cadets of college-level military academy and the process of integration of women into the military. Our study of correlation between male military personnel's PWB and the change of nature of military culture from masculine to gender-neutral as a result of integration of women into the military develops current approach to gender equality and promotes a balanced perspective from both genders to achieve more comprehensive solutions in terms of the gender equality in the military.

3. Research Methods

To begin with, it is worth noting that "the military is an organizational culture characterized by an unwillingness to display emotions or acknowledge personal weakness" (Harms et al., 2013) so collecting reliable and accurate data is a constant challenge. Therefore, to get the more genuine responses the preference was given to the psycholinguistic method of research, namely the free associative experiment. Association in the work is understood

as “a natural relation arising in individual experience between two contents of consciousness (sensations, representations, thoughts, feelings, etc.), which is characterized by the fact that the appearance in consciousness of one of the contents entails the appearance of the other” (*Meshcheryakov & Zinchenko, 2003*). We assume that the psycholinguistic research methods allow individuals to avoid an anxiety of publicly expressing their opinion, a dread of ridicule, a fear of being judged or misunderstood if others get to know the respondent’s feelings and thoughts. It is especially relevant in the implementation of the associative experiment among military personnel. Furthermore, the responses obtained during the associative experiment are most similar to respondents’ real thoughts and feelings. N. Kurganova (*Kurganova, 2019*) notes that the associative approach has great potential in terms of researching both the living word and its meaning. This knowledge is inscrutable for the respondent, but it is structured and this “allows us to suggest about an existence of stable core, which is a set of the most typical and regularly reproduced strategies, schemes and cognitive operations that guide the meaning-making activity” (*Kurganova, 2019*).

When conducting the free association experiment, respondents were given the following instruction: “Look at the given words *army, woman, female soldier* and quickly, without a second thought write down the first words that came to your mind. Limit time of writing, as far as possible, to no more than five minutes”. The association experiment was conducted in the framework of a pilot study in September 2021. Participation in the experiment was voluntary. Representatives of Heroes of Kruty Military Institute of Telecommunications and Information Technologies (62 1st-4th years cadets, age 17-25 years) participated in this experiment. The results of the associative experiment were subjected to cognitive interpretation, which “provides a basis for further conclusions pertaining to the manifested and reflected in associative experiments mental peculiarities of the people or a particular group of people, the mental processes in the minds of native speakers” (*Sternin, 2020*).

4. Limitations

The study has several limitations. First of all, the limitation is associated with the weaknesses of associative experiment as a method of research. It is to be noted that “any interpretation, including interpretation of results of psycholinguistic experiments, by definition always has a subjective character and can vary between studies, lead to different results depending on the research tasks even though researchers study the same material, and sometimes the same researcher can arrive at different conclusions depending on the time of reflection on the result” (*Sternin, 2020*). In addition, by the standards of qualitative research the sample size is small. The experiment was carried out within one college-level military academy, and this factor limited the number of respondents. Moreover, it cannot be assumed that the results are relevant for all branches of the military or for National Guard. The reason for this is that the military tasks (missions) and therefore the collective habits establishing behavior standards adopted by all members of the military collective differ significantly in different military units and formations.

5. Results and Discussions

The results of the association experiment are summarized in Table 1.

Table 1

Comparative table of associations for the word-stimuli *army, woman, female soldier*

Word-stimuli		
Army	Woman	Female soldier
Strength (11), intellect (1), craftsmanship (1), agile (1), reliability (1), power (1), consistency (1), system (1), duty (1), patience (1), stage of life (1), constraint (1), uniform (4), war (11), weapons (11), equipment (4), shooting (1), officer (1), training (4), Motherland (1), duty (1), leave of absence (1), boots (2), courage (1), bravery (5), discipline (6), responsibility (3), subordination (1), man (1), mines (1), training (1), obligation (1), soldiers (1), Donbass (1), endurance (1), fearlessness (1) excellence (1), stability (1), disorder (1), friendship (3), wisdom (1), protection (3), love (1), rank (1), formation (1), routines (1), orders (1), barracks (1), work (1), most important (1), array (1), patriotism (1), guarantor (1), career (1), honor (1), green (1).	Housewife (2), cosmetics (2), tenderness (6), lady (1), family member (2), family (4), mother (5), warmth (3), intellect (1), beauty (7), simplicity (1), comfort (2), care (8), love (7), support (5), flowers (2), hair (1), communication (2), teacher (1), complaisance (2), kindness (6), happiness (3), benevolence (1), person (1), girl (3), relationship (1), beautiful (5), order (1) infatuation (1), free (1), gentle (4), wife (3), nails (1), cunning (1), dress (1), suitcase (1), rails (1), goodness of heart (1), affectionate creature (1), home keeper (1), inspiring (1) home (1), food (1), children (3), romance (1), weaker sex (1), wonderful creature (1), grandmother (1), sister (1), talented (1), respect (1), joy (1), cheerful (1), borscht (1), support (1), sweetheart (1).	Slyness (2), character (2), maternity leave (1), wet chicken (1), useless (1), do nothing (1), gender equality (5), sleep (1), unwillingness to work (1), sleepyhead (1), hen witted (1), irresponsibility (1), laziness (1), idiocy (1), not for the military (1), misunderstanding (1), easy promotion (1), uniforms (1), uselessness (2), courage (3), beauty (3), half-soldier (1), crew (1), privilege (1), dissociation (1), medical aid (2), colleague (3), support (3), capable of damn near anything (1), communications officer (1), laziness (2), carefree (1), fatigue excused (1), exempt from duty (1), determination (1), difficult case (1), office (1), weakness (1), gender politics (1), punctuality (1), friendliness (1), self-command (1), fear (1), incompetence (1), warrior (1), nightmare (1), sucks (1), discontent (2), burden (3), zero (1), chaos (1), vacation (1), metro (1), dame wearing boots (1), hopelessness (1), to raise the morale of the comrades (1), pride (1), foul-mouthed (1), tears (1), injustice (1), routine violation (1), responsibility (1), shirker (1), friend (3), psychologist (1), help (1), comrade (3), friendship (3), what are you doing here? (1), disciplined (3), courageous (3), responsible (1), indulgences (1), comrade (1), fighting girl (1), secretary (2), comrade in arms (1), brave (1), smart (1), respect (3), talentless (1), common person (2), purposeful (1) confident (1), nuisance (1), unequal (1), general objectives (1), something new in the military (1), mistake (1), documents (1), initiative (1), anger (1), aggression (1), paper (1), paperwork (1), loyalty (1).

It is to be noted that “associations form the basis for the development of connotations” (*Vrublevskaya, 2019*) aimed at “comprehension of meaning and purpose of objects and phenomena of the surrounding reality, as well as words denoting them” (*Burukina, 2011*) through “establishing a whole set of involuntary probabilistic connections as well as connections deeply anchored in the consciousness, which embrace not only associations but also, first of

all, emotions, feelings, connotative ideas and many other elements evoked in the person's mind by a word" (Burukina, 2011). The associations gotten for the word-stimulus *female soldier* were divided according to connotative meanings that we interpret as "emotional and evaluative additions to the basic denotative meaning" (Meshcheryakov, Zinchenko, 2004), "insignificant but persistent features of a concept conveyed by connotation, which embody the accepted in a given linguistic community assessment of the corresponding object or fact of reality" (Apresyan, 1995). Associations with positive connotations (47% of the total associations) incorporate words that are usually perceived as approval, praise, compliment, and comprise a positive assessment of a person's behavior or personality traits, which 1) traditionally correlate with military professional activities (*character, courage, bravery, determination, hard work, restraint, warrior, comrade in arms*) – 16%; 2) conventionally correlated with women (*beauty*) – 2%; 3) irrelevant to the gender factor (*friendliness, pride, smart, respect, support, loyalty, confident*) – 29%. Associations with neutral connotations (12% of the total associations) combine words indicating 1) the field of professional activity (*medical care, communications officer, secretary, psychologist*) – 6%; 2) the gender equality policy in the military – 6% (*gender equality, something new in the army*). The parallel between associations to the word-stimuli *army* and *female soldier* indicates that some cadets believe that a woman in the army is, above all, a colleague, an equal partner in accomplishing their military objectives. This undoubtedly indicates a favorable psychological climate in the military unit and psychological comfort at the duty station. In addition, psychological comfort and, consequently PWB is also confirmed by similarity between associations to the word-stimulus *woman* and to the word-stimulus *female soldier*. This conclusion substantiates the fact that in the system of psychological processes that lie behind the associations to the word-stimulus *woman* the emotions of pleasantness (*warmth, kindness, happiness, comfort, care, food, borscht*) predominate. Associations with negative connotations (41%) incorporate words used to insult or express disrespect, contempt, indignation: 1) zoomorphic images referring to the names of animals and emphasizing some negative personality traits (*hen*); 2) words for accusation in violation of the national-cultural behavior norms (*foul-mouthed*); 3) words containing negative assessment of a woman's behavior, her personality traits (*anger, aggression, unwillingness to work, sleepiness, irresponsibility, laziness*); 4) words with built-in sexism (*dame wearing boots, hen witted, wet chicken*); 5) words with a pronounced negative evaluation, which indeed is their main meaning (*what are you doing here?*). Associations with negative connotations indicate that male cadets 1) oppose the reference group of female service members, who, by male definition, embodies the professional "anti-ideal" and 2) experience negative emotions such as irritation, annoyance, anger, resentment. These negative emotions affect the psychological comfort and PWB of male cadets. In order to identify what are the key factors for the cadets' PWB in the perspective of gender equality policy in the military, the associations were divided into thematic groups: 1) impressions and emotions, 2) purpose of military service, 3) emotional support, 4) unit cohesion, and 5) essence of military duty and core army values. The results were summarized in Table 2.

Analysis of cadets' self-presentation of intrapersonal emotional states reflecting feelings of subjective PWB or distress proved that integration of women in the army contributes to cadets' PWB primarily in cases if servicewomen are defined as bearers of basic values that constitute the essence of military service; they are considered as the military collective members, which contribute to the morale and psychological stability of the military community that is to the military unit cohesiveness; they live up to expectations of her male colleagues in terms of emotional support and engaging with military collective. Contrariwise, the integration

Table 2

**Key factors in achieving cadets' psychological well-being during
integrating women into the army**

Key factors	Examples of associations			
	%	indicating PWB	%	indicating insufficiency (lack) of PWB
Impressions and emotions	7	Friendliness, pride, beauty	44	Easy promotion, unfairness, maternity leave, inequality, indulgence, unwillingness to work, exempt from duty, privilege, shirker, do nothing
Purpose of military service	3	Hard work, warrior	0	–
Emotional support	21	Help, support, to raise the morale of the comrades	6	Anger, aggression, resentment
Unit cohesion	27	Collective, colleague, mutual assistance, friendship, friend, comrade-in-arms, respect	19	Dissociation, nuisance, half-soldier
Essence of military duty and core army values	42	Character, courage, determination, brave, responsible, brave, disciplined, courageous	31	Irresponsibility, weakness, tears, chaos, incompetence, routine violation
Total	100		100	

of women in the military creates the preconditions for decline in the male military personnel's PWB if female service members become a trigger for experiencing negative emotions. The reason of men's negative emotions could be dissonance caused by biased thinking based on gender role stereotypes, but it could also have reasonable grounds. Thus, the emphasis on the incongruity of female colleagues with the basic values that constitute the essence of military service (*irresponsibility, weakness, tears, chaos, incompetence*) indicates a negative assessment of women's professional fitness or preparedness to perform combat tasks. This can lead to a rise in the levels of anxiety, and, consequently, a decrease in the cadets' PWB. Since trust and the ability to rely on unit members is part of the military culture, the cause of cadet distress can be a low level of unit cohesion. Re general direction towards unity and stability (*unwillingness to work, dissociation, sponsibility* is placed on female colleagues if they do not support the group's *nuisance*). Besides, in deployment or combat situations, the military personnel might have the greatest need for emotional support, and the lack of emotional connection with female colleagues becomes a source of PWB decline (*aggression, resentment*). However, as it turned out, the most important reason for the lack (absence) of cadets' PWB is the feeling of injustice, which can breed resentment against female colleagues. Male military personnel can consider themselves unfairly discriminated against because affirmative action practices: "The perception that women can now be placed on the 'fast track' leaves many men feeling passed over, ignored or excluded" (*Burke & Black, 1997*). Positive discrimination is the establishment of inequality in order to promote equality. According to a certain preferential measures "it seeks to compensate for inequalities by creating discrimination that paradoxically redistributes equality" (*Levade, 2004*). The associations denote the reasons for cadets' feelings of injustice: the preference for women in assignment and promotion caused by political efforts to increase female representation in the military; the exemption of female military personnel from duty

when only one reasons for it is their sex; putting the women in a privileged position in the distribution of duties, functions and responsibilities (*easy promotion, unfairness, maternity leave, inequality, indulgence, unwillingness to work, exempt from duty, privilege, shirker, do nothing*). Feelings of injustice and resentment create prerequisites for the formation in the male cadets' minds a new woman image, which takes distorted form and turns out very different from its initial image. This fact is confirmed by the comparison of associations gotten for the word-stimuli *woman* and *female soldier*.

6. Conclusion

This study revealed a correlation between the level of male cadets' psychological well-being and the process of integrating women into the armed forces. Integrating women into the military facilitates male cadets' psychological well-being if female cadets are defined as the bearers of basic values that constitute the essence of military service; they are considered as the military collective members, which contribute to the morale and psychological stability of the military community that is to the military unit cohesiveness; they live up to expectations of her male colleagues in terms of emotional support and engage with military collective. The integration of women into the army creates the preconditions for declines in the male cadets' psychological well-being if female cadets become a trigger for experiencing negative emotions. The reason of men's negative emotions can be dissonance caused by biased thinking based on gender role stereotypes, but it can also have reasonable grounds, namely: the incongruity of female cadets with the basic values that constitute the essence of military service because of their low professional fitness or readiness to perform combat tasks; female cadets' unwillingness (lack of readiness) to maintain cohesion in the military unit through lack of sense of belonging to a group; shortage of emotional connection with colleagues because of deficit of interest in others and desire to interact; a sense of injustice caused by positive discrimination (reverse sexism).

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DEVELOPMENT OF E-GOVERNMENT UNDER CONDITIONS OF DIGITALIZATION

Liudmyla Kysh

Candidate of Economic Sciences, Associate Professor at the Department of Computer Sciences and Economic Cybernetics, Vinnytsia National Agrarian University, Ukraine
e-mail: lyudmilaakish@gmail.com, orcid.org/0000-0002-3664-3871

Summary

The article analyzes the scientific positions on the development of e-government in the context of digitalization. It is argued that e-government is an important factor in the activities of the modern state and increasingly absorbs into people's lives. Based on the analysis of theoretical approaches to understanding the concept of "e-government", it is determined that e-government is a form of public administration that promotes openness, efficiency and transparency of both public authorities and local governments through the use of information telecommunication technologies aimed at meeting the needs of citizens. Attention is paid to the essence of digitalization as a driving force of innovation management. It is concluded that e-government in digitalization provides an opportunity to change approaches to the nature of public authorities, make their activities more transparent and public, and proposed a number of measures to develop e-government in digitalization.

Keywords: e-government, digitalization, digital transformation, public administration, public authorities, local governments, electronic services.

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1. Introduction

E-government is one of the innovations of public administration, which expands the capacity of public administration bodies at the national, regional and local levels to disseminate their decisions promptly to the population by creating a socially responsible state, and citizens have access to quality administrative services.

E-government has been an important factor in the activities of the modern state for several decades, it is increasingly affecting people's lives. Thus, today it is difficult to imagine our lives without the ability to conduct various operations through the network. We make online payments, pay utility bills and receive administrative services without paperwork and queues. However, recent events related to the Covid-19 pandemic have set new demands on society and the state, namely to move most operations online. As a result, e-government has become not a desirable preference for the state but a vital necessity. International organizations and governments around the world are working together to overcome the global crisis and implement e-government at all levels of cooperation. Given the unfavorable epidemiological conditions around the world, the impact of e-government has increased as citizens of each country look forward to responding effectively and quickly to needs and daily challenges.

According to foreign experience, the introduction of digitalization in the activities of the authorities is currently quite effective. It will provide an opportunity for self-service and quick search for the necessary information on obtaining administrative services to citizens, reporting,

registration for an appointment with specialists etc. In fact, it is necessary for today's society, because the digitalization of the world is happening so fast that it becomes impossible to live without electronic services.

The aim of the study is to analyze the theoretical and legal foundations of e-government in the context of digitalization.

2. Main part

In our country, considerable attention is paid to improving the efficiency of the public administration system in various spheres of society, improving the speed and quality of administrative services, ensuring transparency of public authorities.

In our country, considerable attention is paid to improving the efficiency of the public administration system in various spheres of society, improving the speed and quality of administrative services, ensuring transparency of public authorities.

It should be noted that the current legislation of Ukraine on the regulation of e-government has several dozen regulations. E-government is seen as a component of informatization and not as a separate area. There are also different levels of regulations that indirectly regulate this issue. However, it should be noted that the emergence of e-government was preceded by the informatization of government, and today we note the digitalization of public life and governance (*Karpenko, 2016: 157*).

Today, the concept of e-government is quite common and well-known. However, not everyone in Ukraine fully understands the essence of the concept of e-government. This concept is often identified with the network infrastructure of public authorities, forgetting that it is directly related to the activities of public authorities, their interaction and communication with citizens.

According to the Concept approved by the Cabinet of Ministers of Ukraine No. 649 of September 20, 2017, e-government is a form of public administration that promotes efficiency, transparency and openness of public authorities and local governments with the use of information and telecommunications technologies for the formation of a new type of state focused on meeting the needs of citizens (*order of the Cabinet of Ministers of Ukraine on approval of the Concept of e-government in Ukraine, 2017*).

The purpose of the Concept is to determine the mechanisms, directions and deadlines for the formation of an effective e-government system in Ukraine to meet the needs and interests of legal entities and individuals, improve public administration, stimulate socio-economic development, and increase competitiveness. The previous version of the concept was mostly declarative.

According to Roschuk, the concept envisages the introduction of e-government with the help of digital technologies in three key areas: modernization of public administration; modernization of management services and development of interaction between government, citizens and business; management of e-government development, which will create an opportunity to increase the effectiveness and quality of implementation of tasks in this area (*Roschuk, 2018: 21*).

E-government combines two components, i.e., external and internal information infrastructures that interact with legal entities and individuals. The first component integrates government information resources (portals and websites), provides access to them, and creates a system of electronic services.

Thus, e-government provides a way of organizing public power through segments of the global information network and local information network systems, which provides real-time work and makes the most convenient, simple and accessible daily communication with the relevant authorities, because through information communication technologies, any person can apply to public authorities, local governments for administrative services (electronic services) and any other information (submit a declaration, register a legal entity, obtain a certificate, permit, certificate, etc.). It allows applicants to spend as little time as possible on obtaining certain administrative services without queuing, on searching for other resources, and it will help save budget funds for administration.

E-government should not be confused with the mechanical replacement of state procedures by information technology, as it is important to preserve democratic values and political culture of governance (*Hrabovets, Tarasova, 2016: 115*).

According to Mieziutsev, today e-government is not just the application of modern information technology or network infrastructure of the executive branch. It is a holistic latest concept of governance, the basis for public governance and the functioning of the information society (*Mieziutsev, 2015: 66*).

According to Koval, e-government is a kind of adaptation of public administration to the new requirements of social development, which includes direct services provided by public authorities and local governments to their citizens, and interaction between them through the support and implementation of feedback. communication with the help of modern communication and information technologies (*Koval, 2008: 82*).

Some researchers note that e-government is a rather complex process that requires a significant and systematic solution to a number of technological, material, legal, and administrative issues (*Kulaha, Tkachenko, Klivak, 2020: 41*).

Ukrainian scholars Tkachuk and Stakhova note that it is advisable to create a legal, organizational, technical and information-analytical base, the development of ICT by civil servants for the development of e-government (*Tkachuk, Stakhova, 2020: 171*).

According to Diuzhnyk, e-government is one of the newest forms of public administration, which is reflected in the use of various telecommunications tools such as local information networks and the global information network (*Diuzhnyk, 2020: 133*).

Thus, e-government is a form of public administration that promotes openness, efficiency and transparency of both public authorities and local governments through the use of information and telecommunication technologies aimed at meeting the needs of citizens.

Solomko considers it expedient to take a number of such actions for the transition to e-government:

- the use of the Internet by the authorities and the provision of interactive services that will enable an individual or legal entity to fill in various forms, make appointments, ask questions, look for work, etc. by visiting the relevant official website, while providing feedback via electronic mail;
- providing the opportunity to receive administrative services via the Internet (electronic services), i.e., obtaining relevant licenses, certificates, permits, filing declarations, paying fines, applying for certain social issues, etc. However, the implementation of these actions requires improving the security of e-government infrastructure, which can be achieved through the use of electronic signatures, certificates, a comprehensive information security system, etc.;
- creation of special web portals by the authorities, which would make it possible to move from one service to another without the need to re-identify (*Solomko, 2018: 136*).

Such informatization will lead to a significant rethinking of the meaning, role and structure of government. Through simple interaction with the authorities and access to public information, decisions and official documents of administrative bodies, citizens will be able to be better informed and more involved in public affairs, ensuring broad public participation in decision-making.

Thus, the introduction of e-government provides access to public information through modern information technology, openness and transparency of public authorities, the ability to receive round-the-clock administrative services, improve the quality of administrative services, save time and material resources of both applicants and officials, increase the level of society democratization.

It is worth noting that in today's world it is no longer enough to simply involve Internet technologies in all processes related to government.

Mikhrovskaya notes that new times require new decisions. That is why international organizations are increasingly using such a new concept as digital government, which is related to such concepts as digital divide, digitalization, digitalization, etc., quickly and inevitably displaces the concept of e-government in international and national law of most developed countries (*Mikhrovska, 2020: 273*).

Mikhrovska notes that new times require new solutions. That is why international organizations are increasingly using such a new concept as digital government, which is related to such concepts as digital divide, digitalization, etc.; it quickly and inevitably displaces the concept of e-government in international and national law of most developed countries (*Mikhrovska, 2020: 273*).

In Ukraine, the concept of digital governance is currently not reflected in the legislation. The Concept of e-Government Development states that everyday life of citizens is becoming increasingly digital, while providing a high level of expectations from the authorities, including the development of modern electronic forms of interaction, openness and transparency and involving citizens in management decisions (*Concept, 2017*).

Thus, digitalization is taking up more and more of our lives every year. Business organizations are interested in finding new ways to optimize the main and auxiliary business processes, increase the effectiveness of managerial influences to ensure the growth of their competitiveness.

The term digitalization was first used in the United States as a process of transferring information to digital form, i.e., the conversion of paper books into electronic, photographs into images on the screen, etc. (*Vasylev, Komarova, 2018: 203*).

According to Lytvynov, digitalization is a phenomenon that causes successive transformations of the socio-cultural code united by a common vector of development. The researcher connects digitalization with social communication and analyzes the change of social institutions and the further change of human development (*Lytvynov, 2020: 170*).

According to Kuprina, digitalization is understood as providing digital information (*Kuprina, 2016: 259*). However, using this approach, we can equate digitalization and automation because the most significant difference between them is that automation can be partial or gradually change the existing structure of business services, public services and other areas of public activity. Digitalization is associated with a change in approach to business, the state and public life in general (*Prokhorov, 2019*).

Teteriatnyk proposes to interpret digitalization as a process of automation carried out manually and based on paper media, processes in the framework of economic activity are possible through the digitization of information (*Teteriatnyk, 2017: 184*).

Lytvyn and Krupnova note that digitalization should be defined as a process aimed at replacing paper media with electronic ones. The authors believe that digitalization in government is a process of creating electronic services for more effective management decisions and providing quality services to citizens (*Lytvyn, Krupnova, 2020: 73*).

In other words, digitalization is a way in which many areas of social life are beginning to be built around digital communications and information infrastructure, it is a way to digitize any kind of information.

Digitalization affects all spheres of business and public life; it is not a short-term phenomenon. It will continue to open up new sustainable streams of great opportunities in the long run. Therefore, now is the time for companies to secure their future by actively engaging in new challenges that offer the translation of information into digital forms.

Analyzing the experience of e-states, Savon notes that the effectiveness of governance also depends on digital government. The development of digital government in the country contributes to improving business and reducing unemployment. Digitalization also leads to a reduction in public spending on civil servants and a reduction in corruption in the state (*Savon, 2021: 107-108*).

It should be noted that low levels of corruption, transparency, equal and free access to public services and public control over tenders and the budget will contribute to improving the lives of citizens, a positive reputation in the world and even greater impact on foreign audiences.

So, today, digitalization is the driving force behind innovation management. It encourages companies to pay more attention to its implementation in business processes at all levels because achieving sustainable development is impossible without the use of digital technologies.

Digitalization is a necessary key factor that affects the openness, transparency and efficiency of both public authorities and local governments in the provision of electronic services.

Thus, the transition to the use of e-government technologies in the context of digitalization should take place in all areas of interaction between public administration, business and public sector, because the lag of any of these sectors will disrupt the dynamics of information development.

Of course, the transition to e-government means the transformation of all major forms of government, its success depends on the right tactics and strategy at each stage of implementation, rational organization, coordination and interaction of all participants in the process, namely legislative, executive, judicial branches, educational institutions, business, and public sector.

According to the Strategy for the Development of the Information Society in Ukraine, the improvement of regulatory and legal support is among the priority principles of e-government development (*Strategy, 2013*).

According to Serenok, the legislative provision of e-government is mostly declarative in nature, as the relevant regulations are strategic and directly related to the implementation of the Association Agreement with the EU. However, the implementation of e-government technologies at the appropriate level and their legal regulation is not fast, it requires both time and considerable effort to adapt existing national legislation. Unfortunately, the issues of introduction of electronic document management in the activities of central executive bodies remain unresolved or are at the initial stage of implementation.

The issue of a single government body responsible for the policy of e-government and coordination of actions in this area of various ministries and agencies, working groups that do not currently interact but compete with each other is also relevant (*Serenok, 2015: 10*). We hope that the Intersectoral Council on Digital Development, Digital Transformations and Digitization will become such a body.

3. Conclusions

Thus, e-government in the context of digitalization provides an opportunity to change approaches to the nature of public authorities, make their activities more transparent and public, e-government is also an effective means of preventing corruption, which will stimulate socio-economic development in Ukraine and improve investment climate.

The introduction of e-government involves the creation of qualitatively new forms of organization of both public authorities and local governments, their relationships with citizens and businesses by providing access to public information resources, providing opportunities to receive electronic administrative services, apply to public authorities and local governments using the Internet.

In Ukraine, the introduction of e-government is regulated by a large number of regulations which closely combine information and administrative law.

The current state of legal support for the implementation and development of e-government indicates the diversity of norms, the presence of duplicate norms and the lack of an effective practical mechanism for implementation.

Therefore, we propose to carry out a number of systematic measures for the effective development of e-government in the context of digitalization:

- to improve the regulatory framework by eliminating duplications and inconsistencies in their content; adopt a special legislative act on e-government in Ukraine to interpret such key concepts as e-government, digitalization, digital transformation, etc.;
- introduce state programs for the development of information technology and develop training programs on e-government;
- develop a list of public services that citizens can receive in electronic form;
- to introduce electronic document management in public authorities and local governments, to expand the use of electronic digital signatures;
- develop a standard list of information to be disclosed;
- unify the requirements for public authorities' websites;
- introduce mandatory quality standards for the provision of services in the Centers for Administrative Services;
- to guarantee information security when using electronic tools and protecting the personal data of relevant users.

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MEDICAL CARE FOR PRISONERS IN THE CONTEXT OF HIV TREATMENT AND PREVENTION

Yuliia Levytska

Postgraduate Student at the Department of Criminology and Criminal Enforcement Law,
Yaroslav Mudryi National Law University, Ukraine
e-mail: yu.a.levytska@nlu.edu.ua, orcid.org/0000-0002-2297-3124

Summary

The article examines the general aspects of medical care for prisoners with HIV/AIDS as stated in international standards and Ukrainian legislation. Attention is paid to the prohibition of discrimination and stigmatisation of prisoners in the context of medical care.

The reports of the Ukrainian Parliament Commissioner for Human Rights during monitoring visits to penitentiary institutions were analysed. Data released by international organisations demonstrate the high prevalence of HIV among prisoners. The existence of such disease often causes violations of prisoners' rights, including access to health care.

During the survey, common problems, related to medical care, faced by detainees in the penitentiary system, were identified. Among these problems, the inability to receive antiretroviral therapy that should be used to treat HIV is recognised as the most significant. It was concluded that international standards, despite their implementation in national legislation, have not been successfully applied in practice.

Keywords: penitentiary institutions, healthcare provision, human immunodeficiency virus, immunodeficiency syndrome.

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1. Introduction

The international community is concerned about the worldwide spread of HIV/AIDS, with a significant number of countries indicating an increase in HIV-positive cases. Governments are actively trying to implement international standards on HIV/AIDS prevention into national legislation, including in the sphere of penitentiary institutions. However, the activities of national monitors conducting visits to penitentiary institutions demonstrate insufficient implementation of the adopted standards in practice.

The spread of infectious diseases is a major problem in prison systems worldwide, as prisoners have a higher risk of contracting diseases such as tuberculosis, HIV or hepatitis than the general population. Discrimination and stigmatisation of people living with HIV/AIDS in prisons leads to a violation of the prevention measures, care and treatment of such people.

The purpose of the research is to analyse international standards and national legislation of Ukraine in the context of HIV/AIDS prevention and in comparison, with the state of healthcare provision for HIV-positive prisoners in the reports of the Ukrainian Parliamentary Commissioner for Human Rights.

2. The analysis of international standards

The United Nations General Assembly emphasizes the need to identify specific population groups that have a key role in the spread of and response to the epidemic, considering epidemiological data and national circumstances (para. 29). It is acknowledged that access to safe, effective, affordable and quality medicines is essential for the full realization of the right of everyone to the highest attainable standard of mental and physical health (para. 32). It is acknowledged that close cooperation with persons living with HIV and populations at higher risk of HIV will contribute to the adoption of more effective measures to combat HIV (para. 40) (*Political Declaration on HIV and AIDS, 2011: 5*).

Consolidated Guidelines on The Use of Antiretroviral Drugs for Treating and Preventing HIV Infection identifies people in detention as key populations, as they are at higher risk due to specific behaviours, compounded by structural problems such as criminalisation, violence, stigmatisation and discrimination, which affect their access to health services (para. 6.5.2).

It is acknowledged that there are still great risks of treatment interruption in penitentiary institutions, particularly during transfer or dismissal (para 7.2). As a preventive measure, safety measures to ensure continuity of assistance, such as provision of two-month ARV treatment to convicted prisoners who return to the community and face housing, health insurance and medical care problems are suggested (para. 7.6.1). Opioid substitution therapy should be free and accessible to all who require it, including in prisons and other places of detention (*Consolidated Guidelines on The Use of Antiretroviral Drugs for Treating and Preventing HIV Infection, 2016: 262, 346, 370*).

The commentary to the Standard Minimum Rules for the Treatment of Prisoners notes that these rules relate partly to specific human rights issues, it is possible to remedy various human rights violations in accordance with existing international or regional standards and norms (*Minimalni standartni pravyla povodzhennia z viazniamy, 1955*). In this context, consideration will be given to international rules and standards that specifically relate to people living with HIV/AIDS.

One of the international instruments for ensuring the rights of people with HIV is the International Guidelines on HIV/AIDS and Human Rights. They note that health legislation should expand the possibility of providing a full range of services for the prevention and treatment of HIV and AIDS, including access to voluntary testing and counselling, drug treatment, clean injection materials, etc. (para. 20 a). Separate recommendations for penitentiary institutions highlight the need to legalize and promote needle and syringe exchange programmes (para. 21 d). Prison administrations should ensure that detainees have access to information on HIV prevention, education, voluntary testing, means of prevention, treatment, voluntary participation in clinical trials.

It is also suggested that early release of prisoners with AIDS should be considered (para. 21 and). States should also take the measures necessary to ensure, on an ongoing and equitable basis, the availability and accessibility of quality HIV/AIDS prevention commodities, services and information, treatment, care and support, including antiretroviral and other safe and effective medicines (para. 24). Such interventions should have a special focus on vulnerable populations (*International Guidelines on HIV/AIDS and Human Rights, 2006*).

International Guidelines on Human Rights and Drug Policy contain a separate chapter on people who are deprived of their liberty. A key message is to ensure that all people who are incarcerated have access to health care, including drug treatment, as well as access to essential medicines, including HIV and hepatitis C treatment services, at a level equivalent to

that available in the community. There is a need to ensure that all services related to medicines and other health care are provided by qualified health professionals who can make independent, evidence-based decisions for their patients (*International Guidelines on Human Rights and Drug Policy, 2020: 20*).

To summarise the above, international organisations are concerned about the spread of HIV/AIDS and, by developing standards, are trying to coordinate the activities of all states in the struggle against the disease.

3. Normative regulations and practice in Ukraine

Ukraine is a participant in international cooperation in the sphere of health care, a member of the World Health Organization (WHO) and other international organizations. The state guarantees these organizations appropriate conditions for their activity on the territory of Ukraine and promotes the expansion and enhancement of Ukraine's participation in their activities (*Osnovy zakonodavstva Ukrainy pro okhoronu zdorovia, 1992: Art. 79*). One of the responsibilities of the authorities and administrators of detention facilities is to ensure respect for human and civil rights, the implementation of the legitimate rights and interests of detainees and the enforcement and serving of criminal sentences (*Pro Derzhavnu kryminalno-vykonavchu sluzhbu Ukrainy, 2005: Art. 18, para. 2*).

As noted earlier, prisoners have all the rights granted to the general population except for restrictions related to their status, so we will examine Ukrainian law in the context of HIV/AIDS prevention, diagnosis and treatment. The Human Rights Committee in 2006 expressed concern at the high rates of HIV/AIDS and tuberculosis in Ukraine and recommended that adequate sanitary and hygienic conditions, access to medical care and appropriate nutrition should be provided.

First of all, as provided by international standards, the right to receive ARV treatment for free is also legally mandated. Domestic law insists on equality under the law and the prohibition of discrimination against people living with HIV and those belonging to groups at higher risk of HIV infection (Article 14). Other rights also include free provision of antiretroviral medicines and pharmaceutical products for the treatment of opportunistic infections (Article 15) (*Pro protydiu poshyrenniu khvorob, zumovlenykh virusom imunodefitsytu liudyny (VIL), ta pravovyi i sotsialnyi zakhyst liudei, yaki zhyvut z VIL, 1991*).

Based on UNAIDS data, Ukraine experienced an increase in the number of prisoners with HIV (2017 - 3.3%; 2018 - 8%; 2019 - 7.2%). Meanwhile, there was a decrease in 2019, which is directly related to the implementation of prevention programmes in prisons, particularly there was a 50.19-fold increase in the number of issued condoms compared to 2016 (1.3 million and 25.9 thousand respectively), and antiretroviral therapy became available to 87.4% of detainees, compared to 50.3% in 2016 (*UNAIDS. The Key Populations Atlas*). Obviously, measures to counter and prevent the spread of HIV are effective.

In Ukraine, there is now a special package «Diagnosis, Treatment and Care for Persons with HIV Infection» in which the patient receives HIV testing, post-test counselling, ARV prescription, psychological support and laboratory tests. This package can be provided on an outpatient basis, with a referral from a family doctor (*Prohrama medychnykh harantii: likuvannia patsientiv z VIL-infektsiieiu*). Detainees in conditions of isolation face limited use of the telephone, which makes it impossible to contact the family doctor and sign a declaration. Thus, prisoners cannot be considered equal in their rights to healthcare.

The analysis of the national legislation in the sphere of execution of punishments leads to the conclusion that the procedure of HIV testing of detainees, their medical examination, check-ups and counselling is clearly regulated. However, monitors of the national preventive mechanism have been recording the same problems related to the provision of medical care to inmates during visits for 9 years. We will consider them in detail.

Firstly, one of the most frequent violations is interruption of highly active antiretroviral therapy, which, as noted earlier, is a key step in maintaining individuals who are HIV-positive. For example, in Odesa Penitentiary Institution (№ 21) a detainee with HIV-positive status reported that he had interruption of his ARVs from the time of his arrest until his referral to prison. Despite the fact that he had visible signs of secondary comorbidities, he did not receive any medical prescriptions (*Monitorynh mistis nesvobody v Ukraini, 2015: 60*).

Similar complaints were recorded during a visit to the Petrivsky Penitentiary Institution (№ 49), where an HIV-positive detainee also complained against medical staff because, according to medical indicators, he required antiretroviral treatment, which was not provided to him [c. 61]. The same situation was documented during visits to the Kirovograd Penitentiary Institution (№ 6) (*Monitorynh mistis nesvobody v Ukraini, 2017: 54*).

Detainees with HIV/AIDS are often addicted to drugs. Being in isolation, prisoners look for ways to obtain drug substances, thereby worsening their health status. Based on international practice, particularly in the United States, proven harm reduction measures include syringe exchange programmes and opiate substitution therapy. Where these measures have been introduced, rates of drug use among prisoners were decreased (*Global Prison Trends, 2015*).

One of the principles of overcoming drug addiction among prisoners is effective long-term drug treatment, even after release from prison. Drugs such as methadone, buprenorphine and naltrexone have been shown to reduce heroin use and should be available to those who can benefit from them (*Principles of Drug Abuse Treatment for Criminal Justice Populations, 2016*). The appropriateness of Substitution Maintenance Therapy (SMT) was noted by national scientists, classifying it as part of health care provision (*Avtukhov K. A., Bailov A. V., 2016: 180*).

4. Conclusions

Finally, the research confirms that the issue of ensuring the right of HIV-positive prisoners to health care in relation to their disease has been an actual one for many years. Given the growing number of people living with HIV/AIDS worldwide, the international community is concerned about this state of affairs and is developing ways to address this global problem. An analysis of international standards suggests that the implementation of international standards in national legislation could be the key to a significant reduction in the number of patients.

Persons who are detained in penitentiary institutions are recognised as a vulnerable group who are more likely to be HIV-positive. From this perspective, ensuring prisoners' right to health care is essential to addressing the epidemic. The conditions in which prisoners are held do not allow them to receive adequate quality and quantity of medical care.

The situation described in the article, which takes place in Ukrainian penitentiary institutions, leads to the conclusion that despite the successful implementation of international standards in the legislation, in practice these norms do not work. Detainees have no possibility to receive qualified treatment and maintain their health condition in connection with their illness. Consequently, the activity of medical personnel and administration of penitentiary institutions should change their approach to their practice.

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THE SECOND GARABAGH WAR: TRIUMPHAL CHRONICLE

Mammadov Nazim Rahbar oglu

Doctor of Historical Sciences, Associate Professor at the Department of History of Karabakh,
Institute of History named after Abbasgulu Bakikhanov
of Azerbaijan National Academy of Sciences, Azerbaijan
e-mail: rahimr0909@gmail.com, orcid.org/0000-0002-3114-1856

Summary

In the late 80s and early 90s of the twentieth century, Armenia openly made territorial claims to the historical lands of Azerbaijan and launched a military aggression against our country. At that time, taking advantage of the chaos in Azerbaijan, Armenia occupied 20% of our lands, and as a result of the policy of ethnic cleansing pursued by Armenia, more than 1 million Azerbaijanis were expelled from their native lands. The process of negotiations on the elimination of the consequences of military aggression against Azerbaijan and the implementation of UN Security Council Resolutions 822, 853, 874 and 884, which lasted about 30 years, did not yield results due to the destructive position of Armenia. On September 27, 2020, the armed forces of the Republic of Armenia again grossly violated the norms of international law. There were dead and wounded among civilians and servicemen. It has launched counter-offensive operations by the Armed Forces of the Republic of Azerbaijan to prevent and neutralize real and potential military threats to the national security of the Republic of Azerbaijan. Thus, part of the Republic of Azerbaijan was liberated by military means, and the other part of the lands occupied by the Armenians was liberated peacefully on the basis of the commitment of the defeated Armenia, the Declaration of November 10, assessed for the Republic of Armenia as an “act of capitulation”.

Keywords: Azerbaijan, I.Aliyev, Karabakh, Armenia, occupation, deportation, declaration, Turkey.

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1. Introduction

The article is dedicated to the 44-day Patriotic War of Azerbaijan, the study of the results of the war and the writing of the glorious victory in golden letters in our history.

The purpose of this article is to examine the solution of the frozen conflict, which for 30 years has been incapable of resolving by international organizations, at the expense of the military and diplomatic forces of the just side. During the writing of the article, methods of analysis and synthesis, induction and deduction, content analysis were used, sources and practical materials on the history of the war were used. The topic is relevant because it is an event of recent years and the issues of the post-conflict period are still being discussed. The scientific novelty of the article is not in its subject, but in its different structure.

2. Discussion

Reliable historical sources irrefutably and unambiguously testify that Garabagh is the primordial territory of Azerbaijan. The Armenians were purposefully resettled to the Garabagh region of our country in the first decades of the 19th century. The Armenian-Azerbaijani Daghlig

Garabagh (Nagorno Karabakh) conflict arose on the basis of unjust territorial claims made by Armenia to Azerbaijan. This conflict was the result of the aggressive efforts of Armenia.

Officials of some states are more eager to assess and present the Daghlig Garabagh conflict to the world community as a “national conflict in Azerbaijan”. The purpose of these aspirations is to create an opinion among the world community that the Armenians living in this region of the Republic of Azerbaijan, allegedly oppressed by the country’s leadership, desire to gain national self-determination.

Speaking about the principle of “national self-determination” of Armenians living in Daghlig Garabagh region of Azerbaijan Republic (artificially created by the Soviet regime in July 1923), we would like to state that these demands of the Garabagh Armenians have no legal basis. Since the Armenians living in this region of the Republic of Azerbaijan fully enjoyed all the rights of the minorities living in our country. At the same time, as a result of our research, it became clear that the socio-economic well-being of the Armenians living in Daghlig Garabagh has always exceeded the national level. Consequently, since there was neither “socio-economic backwardness” nor the problem of “oppression” of Armenians in Daghlig Garabagh, therefore, putting forward of the slogan “self-determination of peoples” is wrong. The statements and slogans of the Armenians living in the former Daghlig Garabagh region of the Republic of Azerbaijan are only a pretext and lame excuse.

It is significant that the Armenian-Azerbaijani conflict has its own historical peculiarity, i.e. this conflict arose as a result of the aggressive policy of the Armenians resettled in the Caucasus. Such an unfair attitude of the newcomer, resettled Armenian population towards Azerbaijanis at times led to interethnic conflicts, and this complex process has repeatedly manifested itself openly, clearly or covertly. In the course of the 19th-20th centuries, the Armenians, each time taking advantage of a favorable, good political and military situation, immediately, without delay, turned the Armenian-Azerbaijani conflict into an open form (*Aslanova, 2011:16*). At the same time, Armenian ideologists, in order to ensure and perpetuate the life of the spirit of conflict, dictated to the growing generation of Armenians a feeling of hatred towards the Turks, Azerbaijanis, and Muslims. The unfounded territorial claims of Armenians continued throughout the 20th century, the conflict between Azerbaijanis and Armenians twice escalated into an interstate conflict. In 1918, during the existence of the Azerbaijan Democratic Republic (1918-1920), as well as in 1991, when the Azerbaijani people again restored the state independence of their country, the Daghlig Garabagh conflict changed its form, became a subject for discussion in the system of international relations (*Asadov, 2010:8*). On the whole, the great states of the world have taken advantage of this conflict and are now using it, to ensure their interests.

It should also be noted that, despite the latest atrocious crimes of the Armenians, who have their eyes on the natural resources of the Garabagh region of the Republic of Azerbaijan, and have committed terrible crimes against the Azerbaijani people since 1988, the Republic of Azerbaijan has never been a supporter of the rhetoric of war (*Mustafayev, 2017:10*). The Republic of Azerbaijan has always hoped for the power of law, the triumph of justice, and has always demonstrated its readiness for the negotiation process. Despite all this, the aggressively-minded Republic of Armenia, abusing this circumstance, did not abandon its occupation policy. Finally, justice prevailed: the Army of the Republic of Azerbaijan under the leadership of the Supreme Commander-in-Chief, President of the Republic of Azerbaijan Ilham Aliyev, within the limits of the laws of war and international humanitarian rules, began its victorious campaign and won a fierce 44-day war.

The Armenian-Azerbaijani Daghlig Garabagh problem was for the Azerbaijani side a question of national existence, reality and security of the Azerbaijani statehood, therefore, our republic took an unambiguous position on this issue, and did not retreat from the position of implementing the thesis “the solution of the Armenian-Azerbaijani Daghlig Garabagh conflict within the integrity of our country”. Over the past years, many international events were held, in which participated most actively the National Leader of Azerbaijan Heydar Aliyev (1923-2003) and the current President of the Republic of Azerbaijan I.H.Aliyev (*Hassanov, 2016:56*). Each time they persistently reported that the Republic of Azerbaijan is pursuing a peace-loving policy; it stands for the establishment of security in the world and in the region. However, the destructive, aggressive-minded political leaders of the Republic of Armenia have always tried to justify the provocative, occupational policy of the Republic of Armenia. Even after the last, shameful military-political defeat, the Prime Minister of the Republic of Armenia N.Pashinyan did not abstain and announced that “Garabagh is Armenia, full stop”. With this statement, he completely obstructed the peaceful intention of the opposite side and thus completely hindered the process of peace negotiations. In response to this statement by the Prime Minister of the Republic of Armenia N.Pashinyan, at the meeting of the 16th annual plenary session of the “Valdai” International Discussion Club, held in the city of Sochi of the Russian Federation, President of the Republic of Azerbaijan Ilham Aliyev sharply said: “Garabagh is the historical, primordial land of Azerbaijan”, “Garabagh is Azerbaijan and an exclamation mark!” (*Talibli, 2021:61*).

The rich knowledge and diplomatic skill of the President of the Republic of Azerbaijan Ilham Aliyev was clearly and vividly manifested in his lively debates and statements. It should be especially noted that in the famous Munich debate with N.Pashinyan, Ilham Aliyev appeared before the audience of the world as a history teacher. The young leader – President of Azerbaijan Ilham Aliyev has once again proved that the most important and reliable asset of the Azerbaijani people is an independent and sovereign state. Supreme Commander-in-Chief Ilham Aliyev, relying on historical facts and sources, irrefutably proved that Garabagh is historically the territory of Azerbaijan.

As always, in the modern period as well, the Republic of Azerbaijan is in the center of attention of the international community. We have no doubt that the diplomatic and political consequences of our just war for the liberation of the Garabagh region of the country will also be in favor of the Azerbaijan Republic. Friendly states Turkey being at the head, unconditionally supporting the Republic of Azerbaijan, demonstrating truly fraternal examples, have shown that they are supporters of truth and justice. It should also be noted that the “April battles” or “five-day war” of 2016, which ended in the victory of the Armed Forces of the Republic of Azerbaijan, proved that our country, which has the highest rates of socio-economic development, not only among the countries of the South Caucasus, but also throughout the CIS, it also has a powerful military potential, a truly modern army.

In March 2019, the Minister of Defense of the Republic of Armenia David Tonoyan, while on an official visit to the United States, as a continuation of the terrorist acts, called for a “new war for new lands”. This appeal of D.Tonoyan was accompanied by a number of armed acts of sabotage of the Armenian side on the line of contact of the two neighboring states. In July 2020, units of the Armed Forces of the Republic of Armenia, with the aim of seizing favorable positions on the Armenian-Azerbaijani state border in the direction of the Tovuz district, using artillery shelling, tried to go on the offensive, but the plan of the Armenian side failed. And on July 23, 2020, the leadership of the Armed Forces of the Republic of Armenia announced the beginning of joint – Armenian-Russian exercises in the field of the air defense system (*İmanov, 2021:48*). Following this, until the beginning of September, joint exercises of

the armed forces of the Republic of Turkey and the Republic of Azerbaijan were held on the territory of the Republic of Azerbaijan. In August, on the line of contact – in the direction of the Goranboy district, a raiding and reconnaissance party of the Armed Forces of the Republic of Armenia tried to diversion, however, as a result of measures taken from the Azerbaijani side, the raiding party of Armenians suffered losses, retreated, the commander of this party was captured.

The Armenian side, violating international legal principles, over the past three decades has deployed in the occupied territories of the Republic of Azerbaijan several thousand terrorists belonging to the military-nationalist organizations of the EPG, PKK. After the explosion at the Beirut airport, thousands of Armenians living in Lebanon were also resettled and placed in various places occupied by the Armenians in the Garabagh region of the Republic of Azerbaijan, and this circumstance exacerbated the Daghlig Garabagh conflict. At the end of August 2020, the wife of the Prime Minister of the Republic of Armenia N.Pashinyan took part in a military exercise, illegally organized in the occupied territories of the Republic of Azerbaijan. This event brought the tension in the Garabagh region of Azerbaijan to a critical point. Such groundless, irrational, instigating statements and actions of the Armenian side testified to the complete refusal of the Armenians from the negotiation process. On September 25, 2020, the President of the Republic of Azerbaijan Ilham Aliyev in his video format speech at the general debates of the 73rd session of the UN General Assembly noted that as a result of the diversion of the Republic of Armenia, Azerbaijani soldiers and a 76-year-old citizen of Azerbaijan were killed, as well as serious damage was made to civilian infrastructure. Azerbaijani President Ilham Aliyev also noted that from July 17 to September 2020, military equipment weighing more than 1000 tons was delivered to the Republic of Armenia by cargo planes (*Habibbeyli, 2021:11*). Therefore, Ilham Aliyev expressed his resolute protest against the unrestrained actions of the Republic of Armenia and insistently demanded that preventive measures be taken against the Armenian aggression.

On September 27, 2020, the Armed Forces of the Republic of Armenia committed a large-scale diversion, opened intense fire on the positions of the Azerbaijan National Army units, on the settlements located in the front-line zone, in this diversionary action against the Azerbaijan National Army, the Armenian armed formations used large-caliber weapons, flame throwers and artillery guns of various calibers. The political and military leadership of the Republic of Azerbaijan, in order to prevent the military activity of Armenia, to protect the lives of the civilian population, decided to launch a lightning-fast counter-offensive operation along the entire front. As a result of the diversion of the Armenian armed formations, battles soon flamed up and, as a result, they led to the Second Garabagh Patriotic War. Some states and the United Nations strongly condemned this war and called both sides to defuse tension and to continue negotiations. And the Republic of Turkey, Afghanistan, the Ukraine, Pakistan, the Turkish Republic of Northern Cyprus fully supported the position of the military-political actions of the Republic of Azerbaijan. We must also emphasize the consistent support for the principled position of brotherly Turkey. On September 29, 2020, the UN Security Council held an extraordinary session related to the extremely critical situation in the Garabagh region of the Republic of Azerbaijan. In this situation, the Russian Federation acted as a mediator, the International Red Cross Committee supported the position of Russia, the Republic of Armenia and the Republic of Azerbaijan officially accepted the proposal for a humanitarian ceasefire. The ceasefire was to enter into force on October 10, 2020 (*Selimbeyli, 2021:84*). However, as a result of terrorist acts by the Armed forces of the Republic of Armenia directed against the civilian population of the Republic of Azerbaijan, the ceasefire was again violated, the mutual exchange of the wounded and captured wounded and captured as hostage was suspended.

Before the military diversion by the Armed Forces of the Republic of Armenia on September 27, 2020, the Armenian-Azerbaijani Daghlig Garabagh conflict was mainly characterized by uncertainty – “neither war, nor peace”. And since September 27, 2020, a number of illusions and stereotypes associated with this old conflict have ended. At the same time, a number of truths related to this acute problem were practically established. Soon it became clear that unfounded considerations about the existence of a “frozen Armenian-Azerbaijani Daghlig Garabagh conflict” also have a dangerous nature. It also became known that such “statements” as “there is no alternative for a peaceful solution to the Daghlig Garabagh conflict” are not universal in nature, and in most cases contradict the norms and principles of international law. Along with all the realities, the world community has once again become a witness to the fact that at the present stage of human development, the factor of strength has a decisive role and status. Major states of the world and international organizations that have supported the Republic of Armenia over the past thirty years and have paid no heed to the fair voice of Azerbaijan, whose territory has been subjected to aggression for 30 years, have put aside their internal problems and have begun to demonstrate intense mobility around the “Garabagh conflict”. US President Donald Trump announced that he was “seriously concerned about this conflict”, UN Secretary General António Guterres, French President Emmanuel Macron, German Chancellor Angela Merkel called President Ilham Aliyev up and urged him to immediately end the military confrontation between Azerbaijan and Armenia. They presented him their unrealistic positions on the renewal of peace negotiations between Azerbaijan and Armenia, which did not take into account reality. In the same way, the representatives of NATO, the European Council, and the European Union made haste statements. The decisive factor behind this behavior of the heads of many states of the world and international organizations was the campaign of a successful counteroffensive of the Armed Forces of the Republic of Azerbaijan under the leadership of Supreme Commander-in-Chief Ilham Aliyev against the Armenian aggressors along the entire front. In the first hours of these military operations, President Ilham Aliyev addressed the Azerbaijani people: “We are fighting on our own land. Today the Azerbaijan Army is dealing crushing blows to the enemy. What is the Armenian soldier doing on the Azerbaijani land? Our cause is just and we will win!” (Talibli, 2021:29).

France, which was one of the co-chairs of the OSCE Minsk Group and the political leadership of this country, has shown special position about the success of the Republic of Azerbaijan in the Second Garabagh War.

If France was not a member of the above-mentioned international organization (OSCE Minsk Group) and loyally expressed its pro-Armenian position, then it would be possible to understand its position. France is one of the three countries that have the status of the OSCE Minsk Group co-chair, performing a mediating mission in the resolution of the Daghlig Garabagh conflict. According to the demands of international law, in the regulation of conflicts, the mediating country or mediators must first of all have an objective, neutral, impartial, well-disposed position. But in reality, the French state, in the person of its president, ignores the norms and principles defined in international law for mediators. Armenia’s military aggression against the Republic of Azerbaijan, the bloody policy of “ethnic cleansing” against the civilian Azerbaijani population in the occupied territories of our country, the genocide in Khojaly, torture of captured Azerbaijanis and Azerbaijani hostages, their murder, mass burial, Armenians’ war crimes, genocide committed against Azerbaijanis and other malicious acts of Armenians were reflected in the evidences, statements of witnesses and on the basis of these facts, all materials related to the crimes of Armenians were presented to the relevant international organizations. Even during the last war, many international organizations did

not adequately assess the official terrorist nature of the Republic of Armenia. During the last 44-day war, the Republic of Armenia, deliberately violating its international obligations, also targeted the civilian population of the cities of Agjabedi, Agdam, Barda, Beylagan, Tovuz, Shamkir, Terter, Goranboy, Gedabey, Fizuli, Ganja, Mingechevir, Khyzy and Absheron regions of the Republic of Azerbaijan (*İmanov, 2021:42*). The above-mentioned cities and a number of villages of our republic were subjected to rocket attacks by Armenian military men. To frighten the civilian population of our country, the Armenian military also used prohibited phosphorus-type weapons. According to the General Prosecutor's Office of the Republic of Azerbaijan, as a result of shelling, the atrocities of the Armenian armed forces, heavy artillery batter since September 27, 2020, 94 citizens of the Republic of Azerbaijan have been killed, the number of wounded civilians – 414, as a result of the shelling of Armenian military men, 512 civilian objects and 3410 civil houses have been damaged (*Talibli, 2021:52*).

The second Garabagh war, called the “Patriotic War”, began with a counter-offensive by the Azerbaijan National Army. There was an occupation, criminal army consisting of Armenians living in the Republic of Armenia, in Garabagh and in many countries of the world. Among the Armenian soldiers were fighters - members of the terrorist organizations PKK, PED, EPG, “ASALA” and other organizations in the Near East. The Azerbaijan National Army met and defeated the united army of Armenians. Our army has created such a chronicle about which for a long time will be carried out research and studied various aspects of the history of this conflict, inherited from the 19th-20th centuries, in military headquarters, military educational institutions and research institutions of foreign states.

Finally, on November 10, 2020, at the insistence of the political leadership of the Russian Federation, from 00:00 Moscow time, a complete ceasefire and all military operations in the zone of the Daghlig Garabagh conflict were announced.

Thus, part of the Republic of Azerbaijan was liberated by military means, and the other part of the lands occupied by the Armenians was liberated peacefully on the basis of the commitment of the defeated Armenia, the Declaration of November 10, assessed for the Republic of Armenia as an “act of capitulation”. On December 1, 2020, the territorial integrity and political and legal sovereignty of the Republic of Azerbaijan over the entire territory of our country was restored. Thus, the territorial integrity of the Republic of Azerbaijan was ensured, enshrined in international law. The declaration of November 10, 2020 once again confirmed the international, interstate nature of the Armenian-Azerbaijani Daghlig Garabagh conflict (*Habibbeyli, 2021:416*). The issue of the status of Daghlig Garabagh ceased to be a subject of negotiations, and the aspect of the principle of “self-determination” of Armenians living in this region of our republic was excluded. The international legal framework for the settlement of this conflict was renewed. The Republic of Azerbaijan independently, without outside help, implemented 4 UN Security Council resolutions. The 132-kilometer-long part of the state border between the Republic of Azerbaijan and the Republic of Iran was liberated, and frontier posts were established in this part. Over the years, some elements of the transnational criminal world have committed large scale outrages in this direction of the state borders of the Republic of Azerbaijan. These atrocities took place in the form of criminal cooperation. At present these territories again belong to the true masters – citizens of the Republic of Azerbaijan. The idea of exchanging corridors has entered to the phase of implementation. This means the existence of a direct route between the main part of the Republic of Azerbaijan and Nakhchivan, as well as between the Republic of Armenia and Khankendi. Under the terms of the trilateral agreement, the Republic of Armenia was allowed to enter the territory of the Republic of Azerbaijan only through the “Lachin corridor” and along the road in the same direction, the construction of

which is envisaged within the next 3 years. And the Republic of Azerbaijan got the right to enter the territory of the opposite country both through Lachin and through the territories of the rest of the western regions of our country. Undoubtedly, our republic will get access to Nakhchivan and from there to Turkey, and on the opposite side a giant “Turkic strip” will stretch from the Turkish Republic to the countries of the South Caucasus, Central Asia, and the People’s Republic of China (*İmanov, 2021:35*). The territories of the Republic of Azerbaijan, liberated from the Armenian occupation, these territories were also liberated from the illegal economic activities of international criminal groups and returned to the owner – the Republic of Azerbaijan. Natural resources, recreational (empty) potential of the liberated territories of our country in the near future will be used for the welfare of our state and people. The Republic of Armenia will have to compensate for the damage caused to our country over the past 27 years. One of the consequences of the 44-day Patriotic War will be that internally displaced persons and refugees under the supervision and control of the Office of the UN High Commissioner for Refugees will be returned to Daghlig Garabagh and the nearest regions of the Republic of Azerbaijan. The unfounded territorial claims of the Republic of Armenia against the Republic of Azerbaijan were accompanied by criminal actions against Azerbaijanis and gross violation of international humanitarian and legal norms. Therefore, we should note this international crime of Armenians both from the viewpoint of international humanitarian, as well as from the viewpoint of norms and principles of international criminal law. In the information of the investigative-operational group investigating transnational crimes, including war crimes of Armenians, it is noted that during the investigation of criminal cases on the noted criminal cases against civilians and other persons protected by international humanitarian law, the Armenians treated them mercilessly, therefore they were captured or disappeared, in this regard, a close relationship was established with the State Commission. The list presented to this Commission was compared with the materials of the investigation.

It is significant that the Declaration signed by the Presidents of the Republic of Azerbaijan and Turkey on June 15, 2021, went down in the history of the 21st century as the “Shusha Declaration” (*Habibbeyli, 2021:40*). The “Shusha Declaration” is designed to expand the economic cooperation of the “six” countries (Azerbaijan, Turkey, the Russian Federation, Iran, Georgia and Armenia) in the region. As regional economic cooperation deepens, regional security will also be strengthened. It should be noted in particular that the Turkish army in terms of its power ranks second in NATO (after the US army). Turkish servicemen actively, fruitfully participate in the elimination of wars, the settlement of conflicts occurring in various countries of the world. That is why they have gained a great positive experience in this area of international life. It should also be noted that the strength of a certain army is not determined by theoretical knowledge; the army is increasingly strengthening and asserting itself on the battlefields. That is why the Turkish army is at the forefront of the most powerful armies in the world. Turkey is a NATO member and this should be understood as the arrival of the NATO experience in the Azerbaijani Army. This event will enhance the role of Turkey in ensuring the security of the Republic of Azerbaijan. Along with all the above circumstances, the “Shusha Declaration” can be assessed not only as an alliance of the Republic of Azerbaijan and Turkey on the Garabagh plane, but also as the very first, reliable step towards the format of a military-political bloc, contributing to giving direction to the solution of larger, regional issues. At the same time, the opening of the Consulate General of the Republic of Turkey in Shusha will ensure cooperation between the two countries in the development of the military-industrial complex, modernization of the Azerbaijan National Army, and ensuring long-term, sustainable peace. From the viewpoint of regional security, the military-political balance will be maintained

and this circumstance will determine joint cooperation of the Russian Federation, the Republic of Azerbaijan and the Republic of Turkey. From the viewpoint of the security of the interests of the region, the “Shusha Declaration” is an irreplaceable document: it meets the interests of not only Azerbaijan and Turkey, but also all the countries of the Caucasus, the Near and Middle East. In the very near future, this declaration will become the guarantor of peace, stability and development of the region. The “Shusha Declaration” should be considered the “pinnacle” of the correct, accurately thought out and balanced policy of the President of the Republic of Azerbaijan Ilham Aliyev. This declaration fully confirmed not only the unity of the two fraternal states, it united the entire Turkic world, approved the opening of the “Zangazur Corridor”, which will also unite East and West within the framework of the “One Belt, One Road” project. At the same time, the “Shusha Declaration” clearly showed that the main forces of the region will not be the Russian Federation and Iran, but the Republic of Azerbaijan and Turkey (*Selimbeyli, 2020:81*). The South Caucasus will develop under the dictation of these two Turkic states. This means that in the future in this region it will be impossible to create and ignite artificial hotbeds of conflict. This treaty will regulate all future, potential capabilities of all states in the region.

This document states that the parties, demonstrating solidarity and mutual support on international issues of mutual interest, speaking from close, coinciding positions, will deepen bilateral cooperation, provide each other with mutual support within the UN, OSCE, European Council, Cooperation Council of Turkic-speaking States, Islamic Cooperation Organization and other international and regional organizations. As a result of combining potential opportunities in protecting the common interests of the two fraternal countries, as well as mutual coordination of activities in regional and international issues of common interest for both sides, the aforementioned historical document will significantly increase the regional and international role and weight of our countries. The “Shusha Declaration” is important in terms of defining political and legal mechanisms for establishing allied relations on the part of the two states, pursuing an independent foreign policy aimed at ensuring national interests, guiding the principles of independence, territorial integrity, non-interference in the internal affairs of other states, and inviolability of internationally recognized boundaries. In this important document, a special place is given to the promotion of coordinated and joint activities in the political, military fields and security. The signing of the “Shusha Declaration” is a decisive, stabilizing step in the newest history of modern diplomacy (*Selimbeyli, 2020:140*). The following tasks occupy a special place in this document: increasing efforts in the field of ramification of national migration and export; continuation of efforts for the rational use of the Southern Gas Pipeline and intensive continuation of coordinated efforts in this direction; implementation of the necessary measures in the field of creating mechanisms for organizing the free movement of various goods; to develop more and more the transit and transport potential in the Azerbaijani-Turkish parts of the international transport corridors, using intelligent transport systems; the opening of the “Zangazur Corridor” uniting the Republic of Azerbaijan and Turkey; restoration of transport and communication ties in the region; agitation of the development of international transport corridors. This historical document also reflects such promising measures as the intensive development of cooperation between the Republic of Azerbaijan and the Turkic diasporas, taking joint steps in the field of solving nationwide problems, permanent demonstration of solidarity, coordinating the activities of the Azerbaijani and Turkic diaspora in enhancing the historical truth for protection national interests, mutual provision of effective assistance to the Azerbaijani, Turkic diaspora. This declaration is a guarantee of reliable security also for other countries of the region. President of the Republic of Azerbaijan Ilham Aliyev announced that

“representatives of all minorities and nations living in our state have the right to live together. All are equal before the law, regardless of language and race. “Sounding of the music of all peoples and nationalities living in the Republic of Azerbaijan at the “Khary-Bulbul” music festival held in the city of Shusha, on the Jidir Duzu plain, once again testifies that Garabagh is the historical territory of Azerbaijan and representatives of all peoples, living here are equal.

During the Second Garabagh War, the best skills of military leadership, qualities of the President of the Republic of Azerbaijan, the Victorious Supreme Commander-in-Chief Ilham Heydar oglu Aliyev, were revealed: the ability to see the upcoming difficulty in advance and determine the ways out of this difficult situation, the talent of a leader; diplomatic proficiency in speech; attachment to one’s family, one’s surname; heartfelt affection for their people, state, for their homeland and other higher moral qualities, which made the glorious victory of the Azerbaijani people inevitable. As a result of the innate talent for leadership, the highest skill of I.H.Aliyev, the most cherished dream of more than a million Azerbaijanis came true, was put an end to thirty years of homesickness. The territories of the Republic of Azerbaijan, which were under Armenian occupation, were liberated and thus the requirements of 4 resolutions of the UN Security Council were implemented. Simultaneously with the liberation of our lands from the Armenian occupation, it was confirmed that Garabagh is the primordial territory of Azerbaijan. For no one could leave their places of residence, houses, native lands associated with religious beliefs, trees and the land grown for centuries. And the Armenians, with their barbaric actions and crimes against humanity, proved that they are not the masters of this land. The glorious victory of the Republic of Azerbaijan in the Second Garabagh War fully revealed and proved the leader’s skill of the Supreme Commander-in-Chief of the Armed Forces of the Republic of Azerbaijan I.H.Aliyev, and he took root in the heart of the Azerbaijani people as an eternal president, a national leader. The President of the Republic of Azerbaijan I.H.Aliyev proved that he, as an experienced captain of the huge Azerbaijan Ship, with his great, purposeful activity without flaw, successfully led through the storms, the turmoil of the Ocean of History and led it to success. At the same time, Supreme Commander-in-Chief Ilham Heydar oglu Aliyev, who achieved a glorious victory in the Patriotic War, proved that he is a real man, a great leader, an experienced public and political figure, a fearless commander, a citizen-patriot (*Zefer yolu, 2021:80*). The people of Azerbaijan are confident that the President of the Republic of Azerbaijan, Supreme Commander-in-Chief Ilham Aliyev will successfully continue his activities in the field of the speedy cleansing of the territories liberated from the occupation from mines and other explosive weapons, in the field of construction and creation, and the return of refugees and internally displaced persons to their homelands.

3. Conclusion

Scientific conclusions drawn from the materials of the presented monograph can be used in writing works on the history of Azerbaijan. The materials introduced into scientific circulation for the first time can be useful in the course of scientific research, understanding the socio-political processes taking place in North Azerbaijan, in particular in Garabagh, in the formation of national-political consciousness. The materials of the monograph presented by us are of particular importance also for teaching the history of Azerbaijan, for teachers and students of higher and secondary schools, vocational educational institutions, for scientists and researchers dealing with the problems of the history of Garabagh. The presented materials can also be used in the compilation of bibliographic publications titled as “Garabagh” and

chronicles reflecting all stages of the history of Garabagh, in the creation of historiography of the 20th century history of the Garabagh region of Azerbaijan during the study of the history of Garabagh.

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TEACHING SCHOOLCHILDREN TO BE TOLERANT: THE EXPERIENCE IN UKRAINE

Tetiana Motuz

Ph.D., Associate Professor, Head of the Department of General, Special Pedagogy, Rehabilitation and Inclusive Education, Communal Institution of Higher Education “Dnipro Academy of Continuing Education” of Dnipropetrovsk Regional Council, Ukraine
e-mail: tetmotuz@gmail.com, orcid.org/0000-0001-9339-5985

Tetiana Lysokolenko

Ph.D., Associate Professor at the Department of Philosophy, Communal Institution of Higher Education “Dnipro Academy of Continuing Education” of Dnipropetrovsk Regional Council, Ukraine
e-mail: lusokolenko@gmail.com, orcid.org/0000-0003-1545-8682

Summary

The experience of implementing the ideas of tolerance in schools of Ukraine from the end of the XX century to date is presented. In the study, tolerance stands as an integral part of the State standard of basic and complete general secondary education and the result of students mastering training courses on human rights and civic education. A review of school practice suggests that the introduction of tolerance began with the processes of democratization and humanization of education in the late twentieth century and was done purposefully and systematically through the organization of the educational process on the basis of mutual respect, harmony and democracy, and the introduction of separate courses. The authors conduct a retrospective review of the training courses introduced in the schools of Ukraine, highlighting the topics, forms, methods of tolerance formation, as well as various aspects of the implementation of the principles of tolerance. Research attention is focused on the effectiveness of the competence approach in education as a key in the process of forming student tolerance and partnership pedagogy as a necessary condition for learning in a modern school.

Keywords: tolerance, human rights, civic education, educational process.

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1. Introduction

The modern world is characterized by diversity, contradictions and at the same time interdependence of processes and phenomena. Problems of tolerance are becoming highly relevant today, due to many factors. Thus, on the one hand, we observe the persistence of negative nationalist sentiments in society, manifestations of xenophobia, racism, sexism and other forms of intolerance. In today's world, humanity is moving towards rapid scientific and technological progress, feeling, at the same time, a lack of respect, kindness and mutual understanding. The best humanistic principles are devalued; the current situation indicates the progressing processes of dehumanization in society. On the other hand, due to the significant expansion of intercultural interaction, the dynamic growth of social demand for active, open personality, which shows values to other people and their views, the concept of tolerance boundaries is undergoing significant changes towards their expansion, which, should already

be equated with the concept of implosion of meaning. Within the purely national, Ukrainian aspect, the loss of self-identification matrix is added to these phenomena, with all the ensuing consequences, such as disorientation within the institute of education clearly defined answers for students to the question: How and from what position do we perceive the world? This was especially noticeable in the early 1990s. Now, in connection with the intensity of Ukraine's integration into the world community, in the period of bringing Ukrainians closer to life in the conditions of European values, raising various aspects of tolerance in the student environment is also very important.

One of the important social institutions that has an educational impact on the emerging personality is the educational institution. In the school, where views on the world and value orientations of the younger generations are formed, the experience of communication and interaction is accumulated, personal worldview is formed and during this period the formation of skills of tolerant behavior of student youth becomes important.

While drawing attention to the urgency of raising various aspects of the phenomenon of tolerance in the modern educational space, it is worth emphasizing the following. Tolerance may be the only thing that stands between peaceful coexistence and violent civil conflicts. This makes tolerance a topic of great scientific and practical importance. And despite the fact that systematic research in this direction has been conducted for more than half a century, many conceptual and empirical mysteries remain unsolved (*Van Doorn, 2012*).

Therefore, in view of the latter, the authors of this work see that any explorations in this problem field are bricks that contribute to the expansion of boundaries and the conceptual deepening of the phenomenon of tolerance. That caused the choice of research topic.

In order to follow the trends of implementation of the ideas of tolerance in educational institutions, it is necessary to dwell on the very concept of tolerance, which is complicated by pluralism in its interpretation. Thus, one can find an approach to understanding tolerance as acceptance of differences, as patience (*Afdal, 2005*). At the same time, tolerance can also be attributed to paradoxical social phenomena, the essence of which is a high level of official agreement with the importance of tolerance in society on the one hand, and a high level of disagreement with it – on the other hand (*Afdal, 2005*). Tolerance can be seen as a minimum standard or precondition for peaceful coexistence within a multicultural and multi-religious society (*Knauth, 2011*). Tolerance as an attitude towards the social environment, the world and other people (*Makarevičs et al., 2020*).

The problem of tolerance in education has been actively discussed since the mid-1990s, when Declaration of Principles on Tolerance was adopted. In this document, the term “tolerance” has several interpretations: in particular, people on the basis of recognition of fundamental human rights and freedoms, etc. Declaration of Principles on Tolerance also states that tolerance must be nurtured and that the primary role in this process belongs to education. Article 4 of this document justifies the need for education on the principles of tolerance and forbearance, the establishment of moral values (*UNESCO, 1995*). Therefore, the concept of “education of tolerance” should be used in the most open and descriptive sense, in order to avoid any regulatory restrictions on the scope of the concept of tolerance.

Tolerance and Education: Learning to Live with Diversity and Difference, which argues for the inextricable link between tolerance and school education is important for our study. In particular, the author singles out the following forms of learning through which education can promote tolerance: special education, development of the cognitive component within the curriculum, intergroup interaction in school and the development of the student's personality (*Vogt, 1997*).

The theoretical basis of our study is the concept of Rainer Forst, set out in his work *Toleration in conflict: Past and Present*, in particular in the "Respect-Conception", within which the basis of the relationship is respect (Forst, 2013). We also started from the premise that in formal education, the teaching of tolerance is related to concepts such as civic education and human rights. Accordingly, the presented study is designed to present the experience of Ukraine in the context of how to offer children models of tolerant behavior.

2. Development

The beginning of the development of the education system of independent Ukraine dates back to the 90s of the twentieth century. This period was characterized by the renewal of the content of education and upbringing on the basis of humanization, democratization and tolerance. A number of normative documents adopted in the early 90s of the twentieth century: Concept of secondary schools in the USSR, the state national program Education. Ukraine of the XXI century, Regulations on secondary schools, The Concept of national education, "Concept of extracurricular education and upbringing", etc. defined humanism, democracy and universal values, including tolerance, as the key concepts of shaping the content of education and upbringing. The leading direction of state policy in the field of education was the liberation of education from excessive unification, politicization, totalitarianism, ideology and authoritarianism, and the main educational tasks of secondary school recognized the cultivation of the best features of the Ukrainian mentality, including diligence, individuality, individuality (Ukraine. *The Concept of national education*, 1995).

Educational programmes of certain general education disciplines aimed to form students' democratic worldview, a system of knowledge and values regarding fundamental human rights and freedoms. First of all, these were the disciplines of social sciences (Jurisprudence, Human Rights, Man and the World, etc.).

The practice of educating young students shows that during the 90s of the twentieth century the issues of friendly relations between students, humanization and democratization of the educational process became the main in the organization of educational work in general secondary education. The Ministry of Education and Science of Ukraine systematically monitored the implementation of the basic principles of work with student youth, as well as the study of advanced pedagogical experience.

The beginning of the XXI century is characterized by the active introduction of ideas of tolerance in the content of education, the restructuring of domestic educational policy in the light of European integration processes. At the beginning of the XXI century, the Concept of 12-year secondary education was approved. The content of school education, according to the Concept, has been updated in accordance with a number of priorities aimed at individualization and differentiation of education. It should be noted that universal and national values, focus on current and future interests of the child were proclaimed as the methodological basis for determining the content of school education (Ukraine. *Ministry of Education and Science*, 2000). According to this Concept, in 2001 new standard educational programmes were approved for general secondary education institutions, according to which educational institutions were able to introduce the following courses into the variable (i.e. selective) part of working curricula: "Human Rights" (9th grade), "We are Citizens of Ukraine" (9th grade), "Civic Education" (9th-11th grades), "Man and Society" (11th grade).

The course **“Human Rights”** for students of 10-11 grades was aimed at the formation of the legal worldview (among other things – the concept of human rights and freedoms, worldview values, etc.). Among the objectives of the course is raising the culture of human rights, affirmation of human dignity and personal values. The inclusion of these disciplines in the curriculum, their mastery by high school students, of course, contributed to the spread in the student environment of the principles and ideals of democracy, civic consciousness, as well as the formation of the younger generation skills of interpersonal interaction, tolerance.

The program of the course **“Man and Society”** for 11th grade students includes such topics as “Communication and its role in human life”, “Rules and norms of communication”, “Forms and means of communication. Interpersonal relationships in the group.” Classes on these topics, according to the organizers of the program, are designed to form in student youth attitudes to tolerant interaction, respect for the interlocutor, respect for democratic values.

The axiological approach in education gradually takes the main place, which is confirmed by a number of normative documents of this time. In particular, by Resolution of the Cabinet of Ministers of Ukraine (№ 1392), which approved the State Standard of Basic and Complete General Secondary Education. The document contains an important note that the content of education is based on the principles of universal and national values, humanization and democratization of school education, mutual respect between nations and peoples, secular nature of the school (*Ukraine. Cabinet of Ministers, 2011*). These principles demonstrate the gradual formation of preconditions for the introduction of the idea of tolerance to the content of education in secondary school.

The state standard and school programmes included various courses, special courses on the development of civic competencies of students, interaction and communication skills. Thus, by the letter of the Ministry of Education and Science (dated 06.06.2003 №1 / 9-289) it is recommended to use in 2003/2004 academic year a number of programs, textbooks and manuals, including “Man and Society” for 11th grade, “Man and the World” for 11th grade, “World and Man” for 8-9th grades, “Person and Society” for 8-9th grades, “Learning Democracy. Lessons in Civic Education” for 9-11 grades, “Civic Education” for 9-11 grades. Let's focus on some of these courses (*Ukraine. Ministry of Education and Science, 2003*).

“Man and Society” is an integrated school course, which teaches to form a holistic view of man and society and their relationships on the basis of generalization of knowledge in the main disciplines studied at school, and in such sciences as philosophy, sociology, psychology, economics, culturology, political science and others. The main goal of the course is to promote students' self-determination and the formation of their conscious life and social position.

Course “Civic Education” for 9-11 grades is built on the basis of the best Ukrainian and European experience in the formation of civic competence of high school students through various subjects, extracurricular activities in civic education, inclusive education and assessment of students' academic achievements in the process of civic education. In the process of mastering the course, students get acquainted with national and international regulations relating to active citizenship, democratic rights and freedoms, as well as learn to critically analyze and apply the main provisions of these documents. It is important that civic education as a subject lays the foundation for the formation of students' understanding and practical implementation of the principles of social justice and equal rights and opportunities that will help overcome prejudice and discrimination, foster a positive attitude towards those who are “different” and, therefore, tolerance. The Civic Education course also identifies inclusive education and issues of social equality and equal rights and opportunities: how to ensure that all students, regardless of their ability, have the same opportunities to acquire knowledge, develop skills, attitudes, or, in other

words, – civic competence they need. The evaluation section is based on the best practices of England and Europe.

The construction of the course **“Man and the World”** is based in addition to general didactic principles on the principles of democracy, connection with practical activities, with a focus on positive social action and pluralism. The educational aspect of the discipline **“Man and the World”** is to form in young people respect for human rights, the ability to exercise their rights and freedoms, while respecting the rights and freedoms of others, as well as to act in accordance with their own beliefs and values based on democracy and pluralism. A separate section of the course is devoted to issues of stereotypes and their role in human life and society, in particular, the concepts of gender stereotypes, discrimination, xenophobia, racism, prejudice, tolerance.

2005 was declared the Year of Citizenship through Education by the Council of Europe due to the spread of political extremism, racism, xenophobia and anti-Semitism (extreme cases of intolerance). In order to prevent such manifestations of intolerance in domestic education, the letter of the Ministry of Education and Science (dated 22.06.2004 №1 / 9-337) recommended in 2004/2005 through the variable (selective) component academic year to include in the curriculum of courses **“We are the citizens of Ukraine”** (grade 9), **“Civic Education”** (grade 8) (*Ukraine. Ministry of Education and Science, 2004*).

The objectives of the course **“We are the citizens of Ukraine”** are to master the skills of successful democratic communication with others, gaining experience of tolerant behavior, negotiating, resolving conflicts, and achieving students' attention to the peaceful coexistence of representatives of different cultures, nations and nationalities in Ukraine.

The actual understanding of tolerance in its civic sense became widespread in the courses that were introduced in 2010/2011 academic year (**“Learning to be citizens”**; **“We are different – we are equal”**), which are designed to form students' respect for other cultures, religions, nationalities, gender. The content of these courses is of great educational importance in the formation of tolerance of student youth.

Let's stop on the specified courses. The main task of the course **“We are different – we are equal”** is to debunk stereotypes about the roles of women and men in the family and society, to form a worldview of students free from gender prejudices and stereotypes, to introduce the principles of gender tolerance in education and society. The textbook is focused on the use of modern pedagogical technologies that involve students both with each other and with teachers and parents. One of the sections **“Towards Gender Equality”** is aimed at helping students understand the importance of enshrining in law the equal rights and opportunities of women and men, learn to apply Ukrainian law and international law to protect equal rights and opportunities for women and men. All this creates the conditions for further democratization of the educational process, which is based on respect for the personality of each child, in particular its gender identity.

The textbooks for the course **“We are different – we are equal”** offer not only rich information but also a variety of practical tasks. Their goal is to help students to “acquire” new knowledge on their own, to practice skills and abilities that are important for them. In order to be as objective as possible during the presentation of the material, the authors included various headings in the text: **“In the language of laws”**, **“In the language of documents”** – these are fragments of the laws of Ukraine, other official Ukrainian and international documents. **“Testimony”** – is the statements, opinions, views of famous people: scientists, writers, public figures. **“In the language of facts”** is additional information from special literature, mass media, statistical data, etc. To help students actively and independently “acquire” knowledge, develop skills and abilities, the textbook offers a variety of tasks: Discussion tasks that begin with

the words: “Discuss the situation”, “Give examples”, “Answer questions”, “Think”, “Reflect”, “Remember”, “Find out”, etc. This is a discussion of various life situations in the lesson, research of certain cases, brainstorming when everyone (every student, both male and female!) can offer their ideas and solutions, and so on. Such tasks can be performed jointly, in small groups or in pairs.

The textbooks also present creative tasks, including role-playing or staging, drawing or composing collages, self-selection of information, filling in various tables, gender analysis of textbooks, newspaper publications, advertising, announcements, writing articles and abstracts, etc. Performing such tasks at the beginning of the lesson, students learn what problem the lesson is devoted to, define their purpose and objectives.

Specific lessons from the course **“We are different – we are equal”** are devoted to the topic of gender tolerance, which became especially relevant at the beginning of the XXI century. Gender tolerance is an active life position of an individual, which is manifested in the recognition of the equal legal and moral status of both sexes, the diversity of manifestations of gender behavior. This is a receptive and understanding attitude to members of their own and the opposite sex, acceptance and recognition of different types of gender identity, ideas of gender equality in society. Gender tolerance can be manifested in social relations (pedagogical process) and in social behavior (students’ behavior and their relationship with each other). Unformed gender tolerance can lead to the manifestation of its opposite – gender intolerance, which is characterized by sexism and gender-based violence.

A number of practical tasks and exercises teach students to build relationships with members of their own and the opposite sex on the principles, including respect for human dignity, regardless of biological or socio-cultural sex; accepting the opposite sex partner as he is, without a priori endowing him with stereotypical shortcomings; respect for the right to be different; willingness to accept the opinion of a partner of the opposite sex or a partner who has a different attitude to gender-role attitudes; recognition of equality, cooperation, the spirit of partnership between the representatives of the two sexes, groups; renunciation of domination, harm, and violence.

The course **“Learning to be a citizen”** aims to educate the modern citizen, to prepare students for the role of active citizens, to acquaint them with civic skills and values necessary for effective participation in community life. Among the key skills and values necessary for active citizenship, the authors of the textbook highlight tolerance as the basis of communication between students in the family, school, community. For more than 10 years, the materials of the textbook have been successfully used in the educational activities of schools in different regions of Ukraine in the course of teaching elective courses, the work of groups and in extracurricular activities.

Resolution of the Cabinet of Ministers of Ukraine (23.11.2011 № 1392) has approved a new version of the State Standard of Basic and Complete General Secondary Education. In our opinion, this proves that tolerance has shifted from moral and ethical education to civic education. Civic competence is defined as “the ability of a student to actively, responsibly and effectively exercise the rights and responsibilities of in order to develop a democratic society” and involves the formation of students’ demo critical worldview, responsible citizenship and traits such as tolerance (*Ukraine. Cabinet of Ministers, 2011*).

It is worth noting that it is in this “civic” context that tolerance is included in the concept of **“New Ukrainian School”**, adopted by the Board of the Ministry of Education and Science of Ukraine “On the results of the development of preschool, general secondary, out-of-school and vocational education in the 2015/2016 academic year and tasks for the 2016/2017 academic year” (*Ukraine. Ministry of Education and Science, 2016*).

The New Ukrainian School project is key in reforming general secondary education in Ukraine and aims to prepare a 21st century school graduate capable of innovative development, critical thinking, living in a multicultural space, and a patriot with an active position. The main approach to the organization of the educational process in the new Ukrainian school is declared to be competency, and among the compulsory learning outcomes of students is the mastery of key competencies. In the context of our study, social and civic competencies are important as one of the key competencies of the new Ukrainian school. These are all forms of behavior that are necessary for effective and constructive participation in public life, in the family, at work; ability to work with others for results, to prevent and resolve conflicts, to reach compromises; respect for the law, respect for human rights and support for socio-cultural diversity (*Ukraine. Ministry of Education and Science, 2016*).

Social and civic competences are also concretized through the cross-cutting line of the concept of the new Ukrainian school “Civil Responsibility”, which provides for the formation of a responsible member of the community and society who understands the principles and mechanisms of its functioning and the importance of national initiative. This cross-cutting line is mastered through collective activities – research, group work, projects, etc., which develops students’ willingness to cooperate, tolerance for different ways of working and thinking.

Thus, tolerance has “returned” to its “multicultural aspect”. Note that the formation of universal values in schoolchildren, including tolerance, is possible only through a thorough process of education, organized on the model of respect for human rights and democracy. Civic competence also implies respect for cultural and other diversity, for human rights.

No less important and promising direction in the implementation of the idea of tolerance in the educational process is the education of tolerance of young students as an integral part of civic competence through disciplines, programs and projects for the formation of civic competences.

The directions of the national educational policy on the formation of civic competencies of the younger generation are directly related to the adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC / HRE). This normative document envisages the introduction of education for democratic citizenship and human rights education through all types of formal, non-formal and informal education (*Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, 2010*).

In order to implement the main provisions of the Charter in Ukraine in 2015-2018, the Swiss-Ukrainian project “**DOCCU – Development of Citizenship Competences in Ukraine**” was implemented within the Swiss Cooperation Strategy for Ukraine for 2015-2018, namely in its direction “Governance and Peacebuilding”. The aim of the project is in particular to create an environment in which the priorities are the rule of law and human rights, tolerance, gender equality, a balanced distribution of powers and economic stability.

Among the main objectives of the project is to support the sustainable development of civil society by disseminating knowledge about education for democratic citizenship and human rights education (EDC / HRE) in Ukraine through the system of postgraduate education of teachers and school leaders (*Development of citizenship competences in Ukraine, 2015*). The aim of the project, in particular, is to create an environment in which the priorities are the rule of law and human rights, gender equality, a balanced distribution of powers and economic stability. Appropriately trained teachers and school leaders will disseminate knowledge on democratic citizenship and human rights to young students.

As a result of the Project introduced in-service training programs for school principals with EDC / HRE for 6, 12, 24 and 72 hours; modules for 2 and 4 hours in institutions of postgraduate pedagogical education. Similarly, teacher training has been introduced. During 2015-2018, more than 5,000 school principals and 27,066 teachers were trained in professional programs and modules.

Project-trained teachers were given the opportunity to organize and implement the educational process using modern democratic approaches, to integrate into school subjects exercises and pedagogical technologies on the basics of democratic citizenship and human rights. This allowed us to perform a number of important tasks: to teach students to determine their own position and as young citizens of society to take an active part in public and political life; develop a wide range of competencies, including knowledge and understanding, special and methodological skills and values such as tolerance and responsibility.

Education for democratic citizenship and human rights education are closely interlinked and mutually supportive. They differ in subject matter and scope, but not in goals and practical techniques. EDC / HRE emphasizes the active position of students as young citizens, emphasizes that they should not only know and understand their human rights but also value them, as well as acquire skills for their confident use through classroom learning and practical experience in school life.

In this regard, EDC / HRE is far ahead of traditional, knowledge-based concepts of democratic education. EDC / HRE treats students as experts, valuing their interests and experiences in everyday life. EDC / HRE is based on a holistic approach to teaching and learning. The task of an EDC / HRE teacher can be expressed in three principles: learning “about” democracy and human rights; learning “for” democracy and human rights; learning “through” democracy and human rights.

Learning “about” democracy and human rights. Students must have a clear understanding of what democracy is and what human rights they enjoy, what documents these rights have been enshrined in, and how students can be protected or forced to act. As young citizens, they need to know the principles of their country’s constitution as a political system.

Learning “for” democracy and human rights. Young citizens need to learn to participate in the lives of their societies and to understand how they can exercise their human rights. Democratic values and practices must be studied and consolidated for use in solving the existing problems of each succeeding generation. To become full and active members of society, citizens must be able to work together for the common good, respect the opinion, even the opposite, of everyone, participate in the political process, and cultivate the habits and values of human rights democracy in daily life and activity. As a result, citizens begin to feel useful and recognized members of society, able to participate in society and positively influence it.

Learning “through” democracy and human rights. Students need a supportive learning environment and appropriate teaching methods that allow them to exercise their human rights, such as freedom of thought and expression. They need the opportunity to participate in the management of their school, using their human rights and fulfilling their responsibilities. Students rely on their teachers as role models for the principles of mutual respect, tolerance and peaceful conflict resolution. In all these respects, democracy and human rights are a pedagogical norm both through school subjects and through the school microcommunity model.

The next direction of the Project implementation was the inclusion of civic competencies as a cross-cutting area within the updated curricula of general secondary school and the development of guidelines for teaching civic competencies through all secondary school subjects. A group of 45 developers prepared 30 guidelines for all school subjects from 1 to

11 grades of high school, as well as recommendations for certain categories of teachers. A total of 1,245,000 students have attended EDC classes and are beginning to apply democratic values and methods in their daily lives. 70,000 teachers and school leaders apply the acquired knowledge of democratic governance in education at work.

The introduction of tolerance in the educational process is the curriculum of the integrated course for 10 classes of secondary schools “**Civic Education**” is promising. The purpose of civic education in the program is defined as: education of tolerance and respect for cultural diversity, different views, religions, customs and cultures, the ability to find understanding with other people in order to achieve socially significant goals (*Ukraine. Ministry of Education and Science, 2017*). The course was based on a competency-based approach that is leading in the modern national education system in general. Civic education is aimed at forming and developing such skills of high school students as co-constructive skills, finding areas of agreement and compromise, respect for the opinions of others, tolerance, and empathy. Among the topics offered for study within the course, there are many that reveal the problem of tolerance, such as “Stereotypes and prejudices. Discrimination. Conflicts”, “Democratic state”, “School is a space of democracy”, “I and my profession”, “Media and democracy. Freedom, ethics and responsibility”, “Ukraine is a member of the European and world community”, etc. The course is based on the UN Global Goals, the UN Declaration on Human Rights Education, the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, Practical Proposals for the Development of Competences for Democratic Citizenship in the New Ukrainian School, and the OSCE Guidelines on Human Rights Education for Secondary School Systems, which provides for a consensus between the national and European content of civic education. The competence approach is defined as the leading one.

The educational model, which provides for the development of democratic values, behavioral guidelines, practical skills, knowledge, mastery of which allows each individual to effectively participate in democracy, includes components declared in the Reference Framework of Competences for Democratic Culture of the Council of Europe such as: values: respect for human dignity and respect for human rights; respect for cultural diversity; the establishment of democracy, justice, equality and the rule of law; behavioral attitudes: openness to other cultures, worldviews and customs; respect; civic self-awareness; a sense of responsibility; a sense of self-importance; resistance to uncertainty; practical skills: ability to self-education; ability of analytical and critical thinking; ability to listen; observation; empathy; flexibility and adaptation; communication; linguistic abilities; ability to communicate in different languages; willingness to cooperate; ability to resolve conflicts; knowledge and their critical thinking: self-knowledge and critical self-assessment; knowledge and critical thinking of language styles in communication; knowledge of the world and its critical thinking.

Various forms of classes within the course “**Civic Education**”, interactive pedagogical technologies form in students the concept that tolerance is a necessary condition for achieving harmony in society, a component of relationships at all levels of personal, social and political life both within the country and in the system. international relations. One of the tasks of the integrated course “Civic Education” is to promote the ideas of social equality, foster a positive attitude towards those who are “different”, i.e. an inclusive approach. Inclusion is a policy and process that involves increasing participation and greater opportunities in social life and learning for all people, regardless of physiological or psychological characteristics. Inclusion helps to find the best ways to perceive human diversity, it teaches to accept differences from a positive point of view. This approach eliminates any discrimination that ensures equal treatment for all people but creates special conditions for people with special needs. Inclusion proclaims

the value of a person regardless of his or her abilities and achievements, takes into account a person's thoughts, feelings and needs, identifies his or her abilities and helps to overcome barriers that provide equal access to involvement in society.

The Civic Education course is special in that the main attention is paid not so much to the acquisition of new information by students, but to the development of skills, abilities and the formation of value orientations of man and citizen. In the process of assessing progress in the development of civic competences, it is important to adhere to such principles as respect for student dignity, transparency and clarity of assessment criteria, fairness, equality. Assessment in civic education focuses primarily on the activity component of learning, such as the ability to debate, write essays, conduct research, organize advocacy campaigns, and so on.

Assessment plays an equally key role in civic education alongside learning, as the very principles, form and process of assessment can contribute to the formation of students' civic competence. At the same time, assessment gives students the opportunity to analyze their own progress, make decisions about improving their own skills, as well as encourage them to manage their learning process – and become active citizens of a democratic society. Active participation of students in the assessment process allows turning this process into an effective learning tool.

Thus, it is not so much the final assessment (final, which allows you to assess the level of competence, such as final testing), but primarily continuous assessment (formative, which allows you to monitor the development of competencies in the learning process, such as feedback), which helps to improve the quality of the educational process and allows you to plan the trajectory of achieving educational goals in accordance with the needs and progress of each student. An effective way to involve students is self-assessment and peer assessment in the classroom – methods that allow students to take responsibility for their own learning, as well as contribute to the detailed acquaintance of students with assessment criteria, active learning.

Effective education of high school students is through the creation and introduction into the educational process of methodological tools aimed at forming their civic competence, which is realized in the active involvement of students in problem-based learning, experimentation, critical thinking, independence of judgment, creativity. The fullest possible development of civic competence occurs through learning at three levels: the acquisition of knowledge (“learning about”), the development of understanding and attitudes (“learning to develop understanding and attitudes”), and through practical experience (“learning through experience”). Students' learning activities include self-analysis, characteristics of typical life situations and identifying ways to regulate them; accumulation of communication experience; designing the process of self-improvement; holding meetings with community leaders, deputies, judges, journalists, volunteers, etc.

The organization of high school education in civic education encourages pluralism of thoughts and views, forms their critical thinking, the ability to navigate complex social processes. This process is not focused on obtaining ready-made answers by students but is aimed at the development of self-knowledge and self-education of students, their awareness of social processes and phenomena, understanding of their own life orientations on the basis of universal values. Through the organization of various educational situations, the selection of problem tasks, through which the intellectual and practical skills of high school students are formed, their civic maturity is formed. Various active and interactive teaching methods are effective in the formation of tolerance of high school students when teaching civic education, such as role-playing and business games (modeling relationships, studying situations that allow discussion of social problems and their joint solution); analysis of documents on civil issues; project design (development and implementation of student projects); discussions on current

social issues; student conferences, meetings, round tables (discussion and decision-making that determine the main activities); joint activities with the local community; online communication (discussion on the forum, blogging, posting information resources on sites, sharing project experience, etc.); organization of students' reflection (discussions, reflections, conversations, etc.). The structure of school life, the educational environment of the educational institution is an important factor on which the results of students' mastery of the course of civic education depend. After all, in school, high school students receive not only knowledge but also practical skills of everyday civic experience – partnership, mutual understanding, leadership and respect for others, an initiative in decision-making, responsibility in joint activities.

The result of the gradual and systematic introduction of new school subjects, courses of elective civic and social orientation in the educational process is that civic education in Ukrainian schools today is not limited to the curriculum – it is also organized on the basis of a school-wide approach at all levels of the educational process (education, extracurricular activities, educational environment of the educational institution, social partnership with the local community and parents) and components of the organizational and pedagogical structure of the educational institution (strategic planning, legal support, educational activities, monitoring and evaluation, personnel software).

3. Conclusion

Given the modern development of education in Ukraine, its focus on the system of European values, we can state positive changes in the introduction of the idea of tolerance in the education of Ukrainian schoolchildren. The review of the courses, in which the phenomenon of tolerance is directly related to the concepts of human rights and civic education, shows that Ukraine is going through a difficult path to the establishment of democratic values. At the same time, the research helped to identify a number of contradictions that need to be resolved in theoretical and practical terms. Let's specify them. It is necessary to find out which concepts related to the implementation of the ideas of tolerance are the basis of different pedagogical approaches and under what conditions they have the most successful functioning in the student's environment. Also, the review of courses on the implementation of the ideas of tolerance requires the development of indicators for measuring the effectiveness of their implementation, at least at the level of monitoring personal and collective perception and readiness for use in life.

Aspects of tolerance within ethics and inclusive education are expected to be thoroughly researched and covered within the framework of implementation in the Ukrainian educational space. After all, among a significant number of types of tolerance, interpersonal tolerance in the context of inclusive education and interethnic, interfaith, intercultural types of tolerance in the context of civic education have gained the greatest development in the practical plane of Ukrainian education today.

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BEKIR CHOBANZADE'S RESEARCHES OF THE HISTORY OF LITERATURE**Ayten Mushkiyeva**Postgraduate Student, Senior Lecturer of the Department of Azerbaijan and World Literature,
Ganja State University, Azerbaijan

e-mail: rahimr@gmail.com, orcid.org/0000-0003-4950-9302

Summary

Professor Bakir Vahab oglu Chobanzadeh (1893-1937), one of the prominent figures in the field of humanities in Azerbaijan in the twentieth century, was a graduate of the school of Turkology with great traditions. He acquired modern thinking and political knowledge through European-style higher education on the one hand, and constant self-improvement on the other. He was able to grow up as a person who synthesized the West and the East, to have a new way of thinking. Bakir Chobanzadeh's research on the history of literature included three directions:

- 1) Theoretical issues of literature;
- 2) Problems of literary history and literary historiography;
- 3) Today in the history of Azerbaijani literature.

It should be noted that despite the leading linguistic factor in the work of Bakir Chobanzadeh, he was also engaged in the history of literature, and expressed valuable scientific and theoretical views on it. Many of these ideas played an important role in the formation of a new literary historiography. Issues such as the origin and development of literature, the tandem of form and content, the fact that literature is a science, the chronology of the history of literature, its educational significance, etc. were first theoretically studied in the works of Bakir Chobanzade.

Keywords: Bekir Chobanzade, literature, research, creativity, periodization.

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1. Introduction

It is known that Bekir Chobanzadeh's work "Turkish language and literature teaching method" is divided into two parts. The first part is devoted to the Turkish language and its teaching methods, and the second part is devoted to Turkish literature and its teaching methods. In this work, the author expresses Azerbaijani literature either as "Turkish" or "Turkish-Tatar" literature. When teaching literature, he tries to give information about its origin. While researching the origin of Azerbaijani literature, Chobanzadeh rightly refers to the Orkhon inscriptions and shares the opinion that the Turkish people were not only nomads, but also able to irrigate the land and create towns and trade.

2. Discussion

In the literature, the issue of form and content, their relationship to each other was also one of the objects of Bakir Chobanzadeh's research. This is a purely theoretical issue. Considering the relationship of form and content, the role of the work of art as one of the most important factors, the author defends the idea of the solidity of the literary work, based on theoretical

literature, as well as the views of writers and critics such as I. Goethe, V. Belinsky, I. Turgenev. Referring to the views of the theorist G. Pospelov, Bakir Chobanzadeh came to the following correct conclusion:

"In order to change the form, we need to change the content. Because form and content are two sides of a poem and a single work, both of which have a special nature and cannot be repeated or imitated in the same way. Basically, the form is created along with the content" (*Chobanzadeh, 2007:199*).

According to the theorist, the fact that the form becomes more important in terms of its content, or that the editors and writers pay attention only to the form, is always under the influence of certain social relations. When new eras come and new classes come to power, content becomes more important than form. Poets of the new era, who had new ideas and imaginations, often had to use the old form.

Bakir Chobanzadeh cites Demyan Bedni as an example and praises his expression of new content in the old form. If we consider that D. Bedni was supported by the ideology of the time, then the purpose of the theorist can be understood. At these points, the author did not ignore the ideological content, but preferred it. In our opinion, Bakir Chobanzadeh speaks from the ideological position of the time. However, the researcher's conclusions about the content of the picture can be summarized as follows:

1. Form and content are always equal in origin and development.
2. The image of form and content is always determined by the social relations of time.
3. When a literary historian studies a literary work or trend and period, s/he must keep in mind both the form and the content.
4. Form and content should be taught together, and the reasons that make them up, as well as the factors that regulate the relationship with each other, should be studied.

In Bekir Chobanzadeh's research "Is literature a science?", he considers literature to be a science, and draws attention to the fact that literature, like history, has a subject and content. According to him, while the natural sciences study man as a part of nature, the humanities and social sciences approach him in terms of his own feelings, thoughts, and actions, and study him from this point of view. He wrote:

"A literary historian struggles to establish the literary currents, literary tastes and styles of a certain period and their relationship to class relations. He tries to show first the real life of the poets and artists of that time, and then to explain how the real life of a certain period was seen and imagined. No written text is equally important to the historian and literary historian" (*Chobanzadeh, 2007:209*).

This opinion of Bekir Chobanzadeh is confirmed in one way or another by later literary theorists and literary critics.

In the matter of the history of literature, Bakir Chobanzadeh went a step further than his predecessors and proposed the creation of a new history of literature. According to him, "The history of Azeri literature cannot be created without separate researches and monographs on various issues. The works that will emerge without such preparatory work cannot be deeper or higher than the works created in the old Eastern style" (*Chobanzadeh, 1930:4*).

It also seems that the history of literature that Bakir Chobanzadeh wanted to create was not in the Eastern style, but in the history of literature close to the European style. Evaluating Chobanzadeh's literary history, literary critic N. Shamsizadeh writes: "... the literary histories of his time known to him did not satisfy Professor Bakir Chobanzadeh. Such literary histories really existed at that time" (*Shamsizade, 1986:15*).

The issue of periodization of literature also occupies an important place in Bakir Chobanzadeh's research. Thus, no literary historian and theorist before B. Chobanzadeh has expressed such a theoretical approach to the problem of chronology. Looking at the history of the problem, the theorist draws certain conclusions by digging into the issue of literary historiography in medieval Europe. The researcher draws attention to the fact that the history of Europeans beginning to study literary works goes back to antiquity. An example of this is the initiative to collect Homer's works in Greece, such as the Iliad and the Odyssey. Or look at the collection of books in many special places in the 5th century BC. The best example of this is Aristophanes' commentary on The Frogs in Aristotle's Poetics. Also, in "Rhetoric", the prose writer analyzes the style and style of the editors and refers to the study of literature. It comparatively analyzes the advantages of later European literary histories.

Concerning the problem of the study of Eastern literature, he concludes that the study of literature after Islam was based on the Arabs and the Greek examples they studied. He sees the beginning of the study of literature in two directions: the divans or collections of poets, their biographies, that is, tazkire-slogans. However, the researcher does not consider these examples to be very reliable and states that they are "very" far from the essence of criticism and analysis. Considering the 18th-19th centuries as an important period in the study of European literature, Bakir Chobanzadeh praised the researches of such scholars as Wingelman, Lessing, Herder, Grimm brothers, Bachler, Friedrich Schlögel, Hervinus, St. Bev. However, Hippolytus emphasizes the role of Ten in the study of the problem. "Only through one work can he recognize the author, and through a small fragment he can revive an entire cultural system," Tenin said. This idea reminds him of the claim of modern naturalists that "they can create the whole skeleton and the nature of the animal to which it belongs" through a single bone (Chobanzadeh, 2007:226).

It is known that the issue of division and periodization of literature has been developed in our literary criticism since the 1920s. A.Abid, A.Musakhanli, A.Nazim and others can be mentioned about it. Chobanzadeh's research also retains its theoretical significance. Literary critic Nazif Gahramanli wrote:

The problem of chronology has been variously covered in the research of "Soviet" literary critics. For example, we can say that the similarity of positions of Amin Abidin, Bakir Chobanzade and Atababa Musakhanli in relation to chronology is noteworthy (approach to the history of literature in terms of language and ethnicity) (Gahramanli, 2004:26). In our opinion, the closeness of this position stated by N. Gahramanli was to evaluate the literature in accordance with the requirements of the time or to write it by the European method of analysis. This can be seen in the further development of our literary criticism.

Bakir Chobanzadeh often refers to the views of European and Russian scholars on the division of literature into periods. Thus, the division of literature into periods has already taken place in Europe. Looking at the nature of chronology, the literary critic also points out that literary historians cannot agree on this point. B. Chobanzadeh tries to reveal the essence of words such as "age", "period", "epoch" and to determine their place in chronology. Referring to M.F.Köprülü while studying periodization in Turkish literature, the author comments on his division into three periods: "Islamic period", "European period", and "Pre-Islamic period". However, at the same time, the researcher uses such terms as "palace period", "Ibrahim pasha period", "Sufi period" due to the lack of an unambiguous view of these terms. According to the researcher, if we say "period", "epox" to one of them, "age" to another, "period", we do not confuse the two very different concepts. Or, in Russian literary criticism, no one accepts concepts such as "30s", "forties" in a mathematical sense.

Bakir Chobanzadeh supports the separation of periods according to principles. Therefore, it considers several principles in chronology. It states that political, economic and social features predominate among these principles. According to the author, in all cases, these principles are intended to study and apply the literature as a system:

"The principle of systematizing and dividing the history of literature in this way, that is, according to its specific features, is very important, but also very difficult to apply."

It is clear from Bekir Chobanzadeh's research on the new period in the history of Azerbaijani literature that he had a clear idea and studied this period well from a scientific and theoretical point of view. Because the author appealed to M.S. Grigoriev's book "Literature and Ideology" and tried to strengthen his theoretical views. At the same time, he analyzed the works of his time and spoke about the ideology of the time. In some parts of the work, the influence of the ideology of the time is obvious. According to the ideology of the time, the literary critic prefers to connect everything to the 1905 revolution. Analyzing the press of the time, he described it as "the embodiment of bourgeois ideology" (*Chobanzade, 1929:90*). According to the author, the literature of this period should also be called "feudal bourgeois literature." He called the literature before the February Revolution "Musavat literature".

Opposing the national tendency in literature, Ahmad Javad analyzes the poem "O soldier" from the book of poems "Dalga" as an example of the national tendency:

Dağa-daşa sancağını öpdürüb,
 Duman kibi bu dağları bürüdün
 Dənizlərə salam rəsmi yapıdırıb,
 Göylərdəki bulud kimi yürüdün.
 (You made mountain kiss your pin,
 You covered these mountains like fog
 You made sea greet you,
 Walked like a cloud in the sky.)

Arsaln kibi saldırdığın düşmana,
 Ər oğlu ər olduğunu göstərdin!
 Fələk bu gün uyğun sənə deyir ki,
 Türk əsgəri sən böyləmi istərdin (*Javad, 1914:29-30*).
 (To the enemy you attack like a lion,
 you showed that you are brave!
 Falak tells you today that
 Turkish soldier, would you like that)

Bakir Chobanzadeh called Ahmad Javad a "patented poet" of Musavat and sharply criticized his nationalist position. Amin Abid's nationalist poems are analyzed from the same perspective. It is clear that the more objective his theoretical views on the history of literature, the more he has to submit to ideological barriers in the evaluation of modern literature.

In his analysis, the literature of the 1920s is called "October period literature" by Bakir Chobanzadeh and is based on the directives of the party and ideology. He has a positive attitude to the revolutionary theme in Azerbaijani poetry.

Speaking about young poets, Nazim Hikmet also refers to his work. The researcher is right in this appeal. Although Nazim Hikmet was not an Azerbaijani poet, he was very close to the Azerbaijani literary process and felt himself in this literary process. Considering this, the critic writes:

"Nazim Hikmet is not an Azerbaijani poet. However, since his works were published in Azerbaijan and had a very strong influence on the young proletarian poets here, it is necessary to give him the position he is right when talking about today's Azeri proletarian literature" (*Chobanzadeh, 1930:57*).

At a time when the name of Azerbaijani literature was not yet fully formed, Bakir Chobanzadeh called his literary history "a new era of Azeri literature." It is known that before that the literary histories of Firidun bey Kocharli and Ismail Hikmet were published under different names. F. Kocharli's work was called "Historical materials of Azerbaijani literature", and I. Hikmet's work was called "History of Azerbaijani literature". However, since F. Kocharli's work was published after his death, it would not be correct to say that the name of the work belongs to him. If we take into account that Firidun bey Kocharli's book contains more practical issues than theoretical ones, then it is clear why the word "materials" is included there. Although Chobanzadeh uses the name "Azeri literature" in the title, he uses the combination "Azeri Turkish literature" inside, which shows a different approach to the issue. Although the main object of research of the literary critic in this work is modern literature (early twentieth century), he also expresses his attitude to classical literature. Literary critic Gazi Burhanaddin, Nasimi, and Fuzuli are among the classical Azerbaijani poets who were presented as representatives of Ottoman literature:

Finally, until the middle of the 19th century, Azeri literature developed in terms of form and content as "Ajam Violation". Finally, from the end of the 19th century, the tendency to interpret Azeri Turkish literature as a primitive Provençal form of Ottoman literature and to record the most important Azeri poets in the Ottoman classical poets' book was strengthened. "Everyone knows that Gazi Burhaneddin, Nasimi, Fuzuli and other Azeri poets achieved this "honor"" (*Chobanzade, 1929:3*).

These mistakes made by Bakir Chobanzadeh at that time were corrected in the later stages of our literary criticism. Gazi Burhaneddin, who was not included in the history of Azerbaijani literature for a long time, began to be included in our literary history only in the 80s.

Bekir Chobanzadeh's "Turkish Literature" examines the Orkhon Yenisei monuments and the problem of the origin of our literary history. It is clear from this that Chobanzadeh considered Azerbaijani literature to be a part of all-Turkic literature, regardless of its name.

3. Conclusion

Thus, it is clear that Bakir Chobanzadeh's views on the history of Azerbaijani literature and literary historiography differed from each other. If a literary critic makes certain correct decisions based on a theoretical concept in the history of literature, he prefers an ideological position in the analysis of contemporary literature and appreciates proletarian literature and partisanship. This shows that the prominent literary critic could not overcome the ideological barriers of the time in contemporary literature, and gave an ideological assessment of both the national literary movement of the early twentieth century and the proletarian movement of the 1920s. However, in all cases, B. Chobanzadeh's views on the history and historiography of literature theoretically represent a new trend and play an important role in the formation of a new history of literature.

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LOCAL TAXATION: PROBLEMS OF CURRENT LEGISLATION

Maryna Pravdiuk

Candidate of Economic Sciences, Associate Professor at the Department of Accounting and Taxation in the Branches of the Economy, Vinnytsia National Agrarian University, Ukraine
e-mail: a.pravd4449@gmail.com, orcid.org/0000-0002-1420-8604

Summary

The article highlights basic problems of improving the legislative regulation of local taxation at the present stage. Institutional bases of development of the system of local taxation in Ukraine in the conditions of decentralization are substantiated. The main normative legal acts regulating the collection of local taxes and fees are analyzed. Peculiarities of collecting local taxes and fees, functions of local self-government bodies are considered. The main problems of financial decentralization and local taxation are identified, and the ways of further improvement of the mechanisms of its legal regulation are suggested. It is concluded that not only the legislative base of local taxation needs to be improved, but also the legislation on local self-government through codification. Emphasis is made on the fact that improvement of the legal framework in the field of local taxation should be based on the foundations of the current tax system and should comply with the provisions of the international regulations on local self-government implemented by Ukraine.

Keywords: local taxes and fees, tax system, decentralization, territorial communities, local self-government bodies.

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1. Introduction

Local taxes and fees are an integral part of the tax system of Ukraine. Local taxes and fees are an important source of funding for local budgets, through which financial independence of local self-government bodies is achieved. Tax revenues from local budgets are aimed at ensuring a sufficient level of functioning of local health care facilities, educational, cultural institutions, social infrastructure, development of public utilities, etc.

Proper development of the institute of local taxation in the conditions of decentralization requires appropriate legal support of mechanisms for collecting local taxes and fees. It should be noted that the amendments to the tax legislation of Ukraine adopted in recent years have ensured the functioning of the financial system of local governments, which is being formed. However, in the period of reforms in the field of collecting local taxes and fees there are some problems that need to be addressed. Expansion of fiscal powers of local self-government bodies and introduction of effective mechanisms for filling local budgets require appropriate legislative regulation, which determines the urgency of this problem.

The issues of legal regulation of taxes and fees in the conditions of decentralization, improvement of legislation in the field of local taxation have been studied by such scientists as O. Bandurka, P. Bilenchuk, T. Bondaruk, R. Halamai, V. Hrechko, O. Kyrylenko, V. Kravchenko, E. Kuzkin, P. Kucheriavenko, Y. Pasichnyk, K. Pavliuk, N. Prots, L. Savchenko, H. Starostenko, A. Ryzhyi and many others. Despite a large number of scientific papers on the problem of legal regulation of local taxes and fees, this problem remains quite relevant and requires further research.

The purpose of the study is to analyze the current normative and legal base of Ukraine, which determines the legal framework for regulating local taxes and fees in conditions of decentralization, to highlight urgent problems at the present stage and clarify the main ways of their solution. The main methods of scientific research are comparative law, dialectical, abstract logic, method of systems analysis, etc.

2. Research results

Local taxes and fees are an important element of the institute of local finances, i.e. a statutory group of legal norms that regulates implementation of tax payments by local governments, the mechanism of their collection within relevant administrative and territorial units and crediting to local budgets to exercise powers within the competence of local governments. Normative and legal regulation of local taxes and fees in Ukraine is carried out in accordance with the constitutional norms, norms of tax, budget legislation, normative and legal acts of other branches of law.

Constitutional and tax legislation provide for the exercise by local self-government bodies of tax powers within the limits set by law (*Babin, Vdovichen, 2021: 153*).

Collection of local taxes and fees is carried out on the basis of normative and legal acts, i.e. according to legally established rules. Such a legislative definition of the procedure of their administration is a kind of manifestation of the sovereignty of democratic states and execution of proper functions of power by their institutions. Thus, the process of mobilization and use of revenues from the payment of local taxes and fees has a legal basis and becomes the subject to control by the fiscal service (*Local taxation in Ukraine, 2015: 49*).

The process of formation and development of the system of legal regulation of local taxation in Ukraine should be divided into four stages: stage 1 – establishing the legal basis for taxes and fees in Ukraine (adoption of the Law of Ukraine “On Taxation”) (June 1991 – July 1998); stage 2 – introduction of a simplified taxation system (July 1998 – 2011), stage 3 – formation of the tax system of Ukraine (entry into force of the Tax Code of Ukraine) (2011–2015); stage 4 – administrative reform (decentralization) (2015 – present) (*Ryzhyi, 2021: 40-41*).

It should be noted that at the present stage the system of local taxation in Ukraine is built in accordance with the principles of the European Charter of Local Self-Government. Thus, Article 9 of self-government declares the right of local self-government bodies to their own financial resources that can be freely used in accordance with the powers of local governments. In addition, part 3 of Article 9 of this document states that part of the financial resources of local self-government bodies should be formed at the expense of local taxes and fees, the amount of which is determined by law (*European Charter of Local Self-Government, 1985*). The basic principles of the European Charter of Local Self-Government are implemented in the Constitution of Ukraine, the norms of which declare basic principles of local self-government and taxation. Thus, in accordance with Part 2 of Article 92 of the Constitution of Ukraine, taxes (both national and local) are established exclusively by the laws of Ukraine. At the same time, Article 143 of the Constitution of Ukraine enshrines the right of territorial communities to establish local taxes and fees directly through local self-government bodies in accordance with the law (*Constitution of Ukraine, 1996*).

Local taxes and fees have distinctive features that distinguish them from national payments. Thus, local taxes are established and levied only in the relevant territory, within their powers the local self-government bodies exercise the right to administer local taxes and fees in

the relevant territory, perform a regulatory function for them, local taxes are one of the sources of local communities and come exclusively to local budgets.

The main principles of reforming the local taxation system are laid down in the Concept of Reforming Local Self-Government and Local Self-Government and Territorial Organization of Power in Ukraine. According to the Concept, one of the main tasks is “to determine a sufficient tax base that will allow local self-government bodies to exercise their powers, taking into account the objective criteria for the state funding of delegated powers”. The Concept substantiates the need to determine the appropriate tax base; granting local self-government bodies the right to regulate the rates of local taxes and fees; prevention of granting tax benefits to other local self-governments and executive bodies that reduce own revenues of local budgets, in particular, it is stated that benefits from local taxes and fees can be established only by the local government, the budget of which will include such taxes and fees. The concept stipulates that the receipt of taxes and fees that are related to the territory of the relevant administrative and territorial unit is the financial basis for the exercise of local authorities’ powers. In addition, it is noted that local self-government bodies have the right to regulate the rates of local taxes and fees (*The concept of local government reform, 2014*).

In Ukraine, collection of local taxes and fees is regulated by the Tax Code of Ukraine (hereinafter – TCU). The TCU regulates relations in the field of local taxes and fees, defines an exhaustive list of local taxes and fees, the procedure for their administration, determines the rights and obligations of taxpayers, the competence of regulatory authorities, powers and duties of their officials, liability for violations of tax legislation. According to the TCU, there are 11 taxes and fees, including 7 national and 4 local one, in Ukraine (*Tax Code, 2010*).

Article 8 of the TCU stipulates that “local taxes and fees are established in accordance with the list and within the limits of rates set by this Code, decisions of village, settlement, city councils and councils of united territorial communities established in accordance with the law and a long-term plan for the formation of community territories within their powers and are mandatory for payment on the territory of the corresponding territorial communities”.

The Code stipulates that local taxes include property tax and a single tax, while local fees include a fee for parking spaces for vehicles and a tourist fee, and the following elements must be determined when setting a tax: taxpayers; object of taxation; tax base; tax rate; the procedure for calculating the tax; tax period; term and procedure for tax payment; the term and procedure for submitting reports on the calculation and payment of tax (Article 7 of the TCU).

The reduction in the number of taxes and fees as a result of the reform has contributed to effective functioning of the tax system and financial decentralization of local self-government. However, optimization of taxes was due to the combination of taxes (tourist fee is the result of combining hotel and resort fees).

According to paragraphs 12.3 and 12.4. of Article 12 of the TCU, the powers of village, settlement, city councils and councils of united territorial communities established in accordance with the law and a long-term plan for the formation of community territories on taxes and fees include:

- decision-making on the establishment of local taxes and fees and tax benefits for the payment of local taxes and fees;
- setting rates of local taxes and fees within the rates set by the TCU;
- determination of the list of tax agents in accordance with Article 268 of the TCU;
- decision-making on the establishment of local taxes and fees, change in their rates, object of taxation, procedure for collection or provision of tax benefits, which causes a change in tax liabilities of taxpayers and which comes into force from the beginning of the budget period (*Tax Code, 2010*).

The decision of local self-government bodies to establish local taxes and fees is a normative and legal act on taxation of local taxes and fees, which is taken on the basis, according to the rules and in compliance with the provisions of the TCU and promulgated in the manner prescribed by the TCU (*Ruling of the Supreme Court, 2021*).

It should be emphasized that the legal regulation of local taxes and fees is carried out at the state and local levels, has a two-tier structure, which determines the specifics of their collection. In accordance with the Constitution of Ukraine and norms of the TCU, the state determines an exhaustive list of local taxes and fees, establishes the basis for their collection, provides appropriate powers to local governments. Local self-government bodies exercising the powers granted by the state regulate the mechanism of collecting local taxes and fees. Regulation of local taxation is carried out, in addition to the norms of tax and budget legislation, normative legal acts regulating local self-government in Ukraine, acts of local self-government bodies. These are, in particular, the Laws of Ukraine “On Local Self-Government in Ukraine” (1997), “On Voluntary Association of Territorial Communities” (2015), etc.

According to Babin and Vdovichen (2021), the procedure for establishing local taxes and fees consists of two stages, namely national and local ones. In the science of tax law, they are called definition and establishment. At the first stage, the state determines an exhaustive list of such taxes, necessary elements of their legal structure, giving local self-government bodies the authority to introduce them on its territory by making a decision. At the second stage, local self-government bodies exercise the powers granted by the state establishing and regulating in detail the mechanisms for collecting each of the taxes and fees separately as well as enacting them (*Babin, Vdovichen, 2021: 152*).

During the fourth stage of the local taxation system development, a number of important laws and other normative documents were adopted.

Thus, the Law of Ukraine “On Amendments to the Budget Code of Ukraine on the Reform of Inter-Budgetary Relations”, which redistributed budget revenues at various levels as well as functioning of the inter-budgetary equalization system, became an important document in reforming the local taxation system (*On amendments to the Budget Code, 2014*).

Legal mechanisms of the formation and functioning of united territorial communities were enshrined in the Law of Ukraine “On Voluntary Association of Territorial Communities”, which strengthened the mechanism for forming the financial capacity of territorial communities, including through local taxes and fees (*About voluntary association of territorial communities, 2015*).

The Law of Ukraine “On Amendments to the Tax Code of Ukraine and Certain Legislative Acts of Ukraine on Tax Reform” defines the rules for collecting and crediting taxes to the budgets as a result of redistribution of revenues between different levels of government, formation of the system of local taxes and fees as a result of allocating budget revenues to local powerful tax sources (*On amendments to the Tax Code, 2014*).

The Law of Ukraine “On Amendments to the Budget Code of Ukraine on the Peculiarities of Formation and Execution of Budgets of United Territorial Communities” defined the forms of norms of interaction of local budgets of different levels, improved the procedure of formation and execution of budgets of united territorial communities, which are not united, but are located on the territory of the district, where part of the territorial communities has united (*About modification of the budget code of Ukraine concerning features of formation and execution of budgets of the united territorial communities, 2015*).

In order to implement the tasks set by the Laws of Ukraine on Amendments to the Budget and Tax Codes, additional budgetary powers were transferred to local self-government bodies and stable sources of local budget revenues were consolidated. A new financial basis

for the development of local self-government was formed as a result of: 1) redistribution of national taxes and fees between the budgets of different levels; 2) formation of the system of local taxes and fees as a result of allocating budget revenues to local significant tax sources; 3) expansion of tax revenues of budgets through the introduction of excise tax on the sale of excisable goods; 4) ensuring the powers of local councils to establish local taxes and fees (Halamaï, 2021: 42).

Thus, even at the beginning of the administrative reform and decentralization, the legal framework for financial decentralization, formation and proper functioning of local budgets, and improving the local tax system was created. However, newly created territorial communities, directly at the local self-government bodies, had difficulties, inconsistencies, technical problems with the collection of local taxes and fees. Due to the need to eliminate such contradictions, a number of amendments were made to the TCU regarding local taxes and fees.

The changes directly affected the powers of local self-government bodies of united territorial communities created in accordance with the law and a long-term plan for the formation of community territories (Article 12 of the TCU). Thus, the TCU stipulates that information on the rates and tax benefits of local self-government bodies of united territorial communities, “established in accordance with the law and a long-term plan for the formation of community territories, is sent within ten days of decision-making, but not later than July 25, which precedes the budget period during which it is planned to apply the established local taxes and/or fees and tax benefits for the payment of local taxes and/or fees to the controlling body”. Thus, the legislation sets the deadline for submitting information on tax benefits – ten days after the decision of the self-government body, but not later than July 25. In addition, the body of local self-government is obliged to send information on regulatory monetary valuation of land to the controlling body and the central executive body implementing state policy in the field of land relations within ten days from the date of approval of technical documentation on regulatory monetary valuation of land. If the local self-government body has not made a decision on tax rates and benefits and has not notified the controlling body by the specified deadline, the rates and benefits of the previous period will be applied.

The powers of controlling bodies are also defined. Thus, “no later than August 25 of the current year, controlling bodies compile summary information on the amount and date of setting rates of local taxes and/or fees in the respective territories, as well as tax benefits established in the respective territories and submit it electronically to the central executive body, which implements the state tax policy”.

In addition, in accordance with the Budget Code of Ukraine, the controlling bodies are obliged to submit monthly to local self-government bodies in terms of sources of income the reports on the amount of accrued and paid taxes and/or fees, the amount of tax debt, taxes and/or fees overpaid to local budgets in the relevant territories. They must provide information on the amount of bad tax debt written off, the amount of installed and deferred monetary liabilities and/or taxpayers’ tax debt to be paid to local budgets in the respective territories, as well as the amount of tax benefits provided. At the same time, it is noted that reporting in terms of taxpayers-legal entities is provided by the controlling body at the request of the local government.

Summary information on the rates and tax benefits in the relevant territories is published within the deadlines set by the TCU (no later than September 25 of this year) on the official website of the Central Executive Body implementing the state tax policy. In the same way, the consolidated information on the conducted normative monetary valuation of lands is published.

Hence, the law abolishes the obligation to set annual rates and benefits in local taxation. Thus, the single tax and property tax (in terms of transport tax and land fees, except land tax for forest lands) will cope with the application of rates that were in force until December 31 of the year preceding the budget period in which such local taxes and/or fees are planned to be used; property tax (in the part of real estate tax, other than land), fee for parking spaces for vehicles, tourist tax and land tax for forest lands (if established) at the rates specified by the current decisions. Changes in the rates of local taxes and/or fees, tax benefits for the payment of local taxes and fees requires the adoption of a new decision or making amendments to the existing decision by local self-government bodies (*Ryzhyi, 2021: 71-70*).

Further directions of tax reform and decentralization were identified in the Sustainable Development Strategy “Ukraine 2020”. Thus, one of the main directions of building a modern state was shifting from the centralized model of governance in the state, ensuring the capacity of local self-government and building an effective system of territorial organization of power in Ukraine, full implementation of the European Charter of Local Self-Government, principles of subsidiarity, ubiquity and financial self-sufficiency of local self-government (*Sustainable development strategy, 2015*).

On November 30, 2021, the Law “On Amendments to the Tax Code of Ukraine and Other Legislative Acts of Ukraine to Ensure Balanced Budget Revenues” was adopted. It is one of the three laws included in the 2022 budget package.

The adopted law establishes the submission of reports to local self-government bodies by controlling bodies on all taxpayers, and not only on legal entities; transfer of personal income tax accrued by the tax agent on income from the sale of electricity produced from alternative energy sources by generating plants to the appropriate budget at the location of such generating plants. These changes shall enter into force on the day following the day of their publication. It is extremely important for territorial communities to restore the indexation of normative monetary valuation of lands: since 2022 for the lands of settlements and other non-agricultural lands, including for the purposes of single taxation of the fourth group – water lands (inland waters, lakes, ponds, reservoirs), since 2023 for agricultural lands (arable lands, perennial plantations, hayfields, pastures and fallow lands), including those intended for the purposes of single taxation of the fourth group of agricultural lands (arable land, hayfields, pastures and perennial plantations), which will provide additional income to local budgets (*On amendments to the Tax Code, 2021*).

The analysis of the current normative and legal acts gives grounds to claim that the regulatory framework for the development of the local taxation system has ensured the formation of an appropriate legal framework for its functioning.

However, local taxes have not yet become the main source of local budgets. One of the reasons is the inconsistency between the norms of tax legislation and the legislation governing local self-government. Today, the main shortcomings of local taxation are the insufficient fiscal importance of local taxes and fees; a small list of such taxes and fees compared to other countries; lack of local governments’ right to independently introduce their own taxes and fees in the community; low interest of local self-government bodies in attracting additional funds from local taxes and fees; insufficient interdependence between public services provided in a certain area and taxes paid by the residents; inefficient administration of local taxes.

It should be noted that according to a large number of scholars and experts, a number of the TCU norms do not meet basic international standards for local tax policy, in particular those defined in the recommendations of the Council of Europe. Such requirements include granting

local self-government bodies the right to set rates within sufficient limits to ensure funding for local programs; determination of benefits and exemptions for local taxes and fees by decision of local governments, etc.

The problems that arise when collecting local taxes and fees are caused by their peculiarities, namely the appointment of local taxes and fees to ensure sufficient development of territories, proper satisfaction of the needs of territorial communities. In addition, it should be taken into account that the mechanisms for establishing, calculating, planning local taxes and fees are quite complex, inefficiency of certain tax rates affects the stability of revenues to local budgets.

Codification is one of the ways to solve the problems associated with a large number of normative and legal acts, their imperfection, gaps in Ukrainian legislation on the collection, administration and implementation of local taxes and fees and inefficient performance of local governments. A significant number of scholars consider that it is necessary to adopt the Code of Local Self-Government of Ukraine, which will fully regulate all legal relations arising on issues of local self-government in Ukraine. Adoption of such a legal act will promote transparent administrative and financial, territorial and administrative activities of local self-government bodies in Ukraine, increase the independence of local budgets, increase their revenue base, create guarantees of rights and responsibilities of both local self-government bodies and citizens.

Legislative regulation of the system of local taxes and fees should take into account a number of factors, including the possibility of using other sources of revenue of local budgets, which would ensure a stable income and funding of local authorities; coordination of the interests of the state and local self-government while limiting the unjustified influence of state power on local taxation; expediency and validity of collecting local taxes and fees in the relevant territory; proportionality of budget revenues from such taxes and fees, with the costs associated with their collection, etc.

3. Conclusions

Legal regulation of local taxes and fees in Ukraine is carried out in accordance with constitutional norms, norms of tax, budget legislation, legislation on local self-government and legal acts of other branches of law that constitute the legal institution of local self-government. At the present stage the system of local taxation in Ukraine is built in accordance with the principles of the European Charter of Local Self-Government. After all, the amendments to the tax legislation of Ukraine adopted in recent years have ensured the formation and development of the financial system of local governments. However, there are some problems that need to be addressed in the field of local taxes and fees. It should be noted that not only the legal framework for local taxation needs to be improved, but also the legislation on local self-government, in particular through codification. It should be noted that the improvement of the legal framework in the field of local taxation should be based on the foundations of the current tax system and comply with the provisions of international normative documents on local self-government implemented by Ukraine.

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HUMAN RIGHTS IMPLICATIONS OF THE RUSSIAN FEDERATION MEMBERSHIP IN THE WTO AFTER THE INVASION OF UKRAINE

Kateryna Rashevskya

Postgraduate Student at the Department of International Law, Educational and Scientific Institute of the International Relations of Taras Shevchenko National University of Kyiv, Ukraine

e-mail: c.rashevskya@gmail.com, orcid.org/0000-0001-9090-1934

Summary

This paper aims to investigate the human rights implications of the challenges facing the WTO in connection with the international armed conflict between Russia and Ukraine and suggest possible ways to overcome them, as well as outline the range of arguments that can be used by states resorting to economic countermeasures, during the trade dispute settlement procedure. The author has reviewed the three key aspects related to the continuation of Russia's membership in the WTO, namely: (1) legal justification of restrictive trade measures (within sectoral and individual sanctions) through the use of security exceptions; (2) suspension or termination of Russia's participation in the WTO due to amendments to the Marrakesh Agreement; (3) adoption of WTO initiatives in the field of human rights protection in the context of political isolation of the Russian Federation. The research is critical in nature. It is conducted in the pragmatic paradigm through economic analysis of law (EAL). A combination of quantitative and qualitative approaches was used in the data analysis while case studies allow a detailed analysis of existing practice of the WTO DSB. The findings presented in the article should make an important contribution to the harmonization of international trade law and international human rights law and advance the progressive development of WTO law by potentially overcoming the existing legal gaps.

Keywords: international trade, security exception, Marrakesh Agreement, Russia's invasion, Developed Countries Coordinating Group, R2A.

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1. Introduction

The WTO has traditionally tried to stay away from world politics. However, the refusal of the United States, the European Union, Canada, the United Kingdom, and Japan to grant most-favored-nation treatment (hereinafter MFN) to the Russian Federation in connection with the armed aggression against Ukraine is tantamount to suspending the benefits of membership of the aggressor state in the organization. The revocation of the MFN trade status, in combination with other economic sanctions, also hinders the application of the principle of national treatment and is a *de facto* trade isolation of Russia.

The major objective of this study is to investigate the human rights implications of the challenges facing the WTO in connection with the international armed conflict between Russia and Ukraine and suggest possible ways to overcome them, as well as outline the range of arguments that can be used by states resorting to economic countermeasures, during the trade dispute settlement procedure. The paper seeks to remedy the mentioned problems by analyzing agreements, which are an integral part of WTO law, and a critical assessment of

articles on this subject, written by M. Russel (*Russel, 2021*), I. Bogdanova (*Bogdanova, 2021*) and P. Ungphakorn (*Ungphakorn, 2022*).

The methodological approach taken in this study is a mixed methodology based on economic analysis of law (EAL). The article follows a case-study design aimed at adapting the existing practice of the WTO and its bodies to international trade relations in the context of Russia's aggression against Ukraine.

Russia's objection to the possibility of imposing trade restrictions in the context of its invasion of Ukraine

The issue of suspension of membership or exclusion of the Russian Federation from the WTO was called for by Ukraine in its letter to the General Council on March 2, 2022 (*Agence France-Presse, 2022*). Fearing such a turn of events, the Representative of Russia to the organization D. Lukashev on March 7, 2022, sent a letter to the Chairman of the General Council of the WTO, in which he explained why the exclusion of Russia from the organization is impossible.

Firstly, Russia denies a threat to Ukraine's national security, and therefore, in its view, Articles XXI GATT, XIVbis GATS, and 73bis TRIPS cannot be applied in trade relations between Russia and Ukraine.

Secondly, regarding Article XIII of the Marrakesh Agreement, Russia insists that Ukraine can no longer disagree with the application of the WTO's founding treaty and its annexes, as both states are full members, and Article XIII, paragraph 1, can only be used at the stage of accession to the organization.

Thirdly, Russia insists that exceptions to national security in the GATT, GATS, and TRIPS can be invoked only in the context of a waiver of obligations under the agreement and only by the state where there are threats to national security.

Finally, Russia asserts that the Marrakesh Agreement does not provide a mechanism for suspending membership or exclusion from the WTO (*Baschuk, 2022*).

These objections can be refuted mainly regarding the main treaties of the WTO legal system and existing practices, in particular the decisions of the Dispute Settlement Body (hereinafter DSB).

2. The scope of security exceptions for Ukraine and other countries

As for the lack of the right in Ukraine to invoke security exceptions (Article XXI GATT), it should be noted that, ironically, Russia was the first country to win a trade dispute, citing this condition of lawful derogation from the WTO obligations. Thus, in the case of *Russia – Measures Concerning Traffic in Transit*, Ukraine challenged several Russian bans and restrictions on transit traffic by road and rail through Russia (to Central Asia). The panel found that the situation between Ukraine and Russia since 2014 has been an «emergency in international relations» (*DSB, 2017*), that threatens Russia's essential security interests and is very close to armed conflict. The group of experts confirmed that the restrictions imposed by the Russian Federation on WTO law complied with the considerations of its security interests (*ibid*, paras 7.136-7.137). There is no doubt that Russia's military invasion of Ukraine on February 24, 2022, is just another act of Russian aggression in the framework of the international armed conflict, which has been going on since the end of February 2014. Therefore, Ukraine, restricting trade measures, can reasonably refer to security exceptions, as Russia did in 2019. Ukraine does not need to invoke Article XIII of the Marrakesh Agreement at the same time as referring to the provisions of Article XXI of the GATT, XIVbis GATS, and 73bis TRIPS. Indeed, in the course

of the completion of Russia's accession to the WTO, Ukraine hoped that this would have a positive effect on stopping the practice of the neighboring state using the so-called trade wars for political pressure, as the main principle of WTO law is non-discrimination (combination of MFN and national regime). Therefore, Ukraine did not take the opportunity to declare the non-application of specific multilateral trade agreements in relations with Russia at the time of its accession.

In the context of the third objection, it should be noted that the states that refused to provide the most-favored-nation treatment in trade relations with Russia did so not so much because of the threat to their national security (although for some EU members: Poland, the Baltic States, Czech Republic, Romania – it does exist), and through the use of the doctrine of R2A (responsibility to act), the central tenets of which were highlighted in the reports of the Special Rapporteurs of the Human Rights Council – Oliver de Schutter and Alfred de Zayas. The latter insists that the doctrine of R2A «reflects the ontology of the rule of law. Responsibility to act means taking preventive and corrective measures to ensure the primacy of human rights, health and the environment, and the right to development» (*de Zayas, 2016*).

Although the main features of the doctrine were formulated only in the 2000s, the United States, Canada, and the EU have long linked trade and human rights, especially in relations with Russia. Thus, in 1974 the US Congress adopted the Jackson-Vanik Amendment to the US Trade Act. Introduced in response to restrictions on freedom of movement by the USSR, Article 2432, paragraph 1 (a), provided that goods from any non-market economy would not be subject to normal trade relations. In addition, the country itself would not participate in any US government program which provides for the direct or indirect granting of loans, credit, or investment guarantees, and the President of the United States will not enter into commercial agreements with such a country if it denies its citizens the right to free emigration; imposes excessive fees on the procedures necessary for emigration, regardless of the reasons and purposes of this tax. In 2012, Congress passed the Serhiy Magnitsky Law, and in 2016, the Magnitsky Global Law providing economic tools to combat large-scale and systematic human rights violations, for the most part, committed by Russia. Canada's Sergei Magnitsky Law, the UK's Global Anti-Corruption Sanctions Regulations and Global Human Rights Regulations, and Council Regulation (EU) 2020/1998 of 7 December 2020 concerning restrictive measures against serious human rights violations and abuses largely echo the provisions of the aforementioned US laws (*Russel, 2021*).

Sanctions imposed to stop and/or prevent large-scale human rights violations are, in essence, an economic blockade of both the perpetrators and the organizations belonging to them and entire sectors of the economy of the offending State. In the case of a ban on imports and exports of goods, *prima facie*, it can be said that such countermeasures are inconsistent with Articles I: 1 (MFN principle) and XI: 1 (prohibition of quantitative restrictions) of the GATT 1994 (*DSB, 1999*).

In the armed conflict that began in connection with the aggression of the Russian Federation in late February 2014 against Ukraine, the states that impose sanctions do not participate. It does not allow them to refer to the exception for national security reasons in the context of direct military confrontation (*DSB, 2017: para. 7.101*). At the same time, countries that have refused to provide MFN treatment in trade relations with Russia may justify such actions by «the emergency in international relations» and the global crisis of international order due to Russia's disregard for fundamental principles of international law (sovereign equality, prohibition of the use of force, respect for human rights) (*DSB, 2020*). To this end, such states should demonstrate:

1. The state of emergency in international relations and/or the general instability that engulfs or surrounds them (for example, invoking the UN General Assembly Resolution ES-11/1 «Aggression against Ukraine», approved by 86% of the WTO Member States).

2. This emergency affects the interests of national security, in particular, the maintenance of the rule of law and public order (*DSB, 2020*). In the case of the Russian Federation committing an act of aggression against Ukraine, which is accompanied by mass war crimes and crimes against humanity (*Prosecutor General Office, 2022*), there should be no doubt about this legitimate interest. In this context, one should also agree with Irina Bogdanova, who insists that the uncontrolled and significant flow of refugees should also be considered those that can create an emergency in international relations and is essential from the point of view of national security (*Bogdanova, 2021: 169*). As of the end of March 2022, the number of Ukrainian refugees exceeded 4 million (*European pravda, 2022*).

3. UN Charter and WTO law: working together to protect human rights

States that impose sanctions on trade with Russia may refer to Article XXI (c) of the GATT 1994, which allows for any action to fulfill obligations under the Charter of the United Nations to preserve peace throughout the world and international security (*Marrakesh Agreement, 1994*).

On March 4, 2022, the WTO Developed Countries Coordinating Group (no information on membership in this group: probably the United States, the EU, and Russia, as indicated by the addressee) informed the General Council of Russia's expulsion. The move was justified by the latter's «gross violation of international law, the UN Charter, and the fundamental principles of international peace and security» (*Ungphakorn, 2022*), suggesting that in potential trade disputes over sanctions in the DSB, respondent states will refer to Article XXI (c) GATT 1994. It should be noted that the exclusion of Russia from the Developed Countries Coordinating Group makes it impossible for the aggressor state to participate in the backstage life of the WTO, namely: in making decisions on the appointment of heads of bodies, development of new trade rules in the so-called green room.

4. Legal mechanisms for excluding Russia from the WTO

In the context of the reference to the lack of provisions in the Marrakesh Agreement that would regulate the exclusion of the state from the WTO, we should agree with Russia on this legal loophole in the founding treaty. At the same time, this does not mean that such a mechanism cannot be introduced based on existing amendments.

Article X of the Marrakesh Agreement allows two-thirds of WTO members to approve their rights and duties changes. Initially, such amendments are valid only for the states that adopt them. However, by three-quarters of the votes, WTO members may set a time limit within which dissenting States must (1) agree to change, (2) leave the WTO, or (3) obtain the permission of other members to remain (*Marrakesh Agreement, 1994*). Denying the latter option will, *de facto*, have the same effect as exclusion. This procedure can be used to amend the exclusion mechanism and establish special conditions for suspension or expulsion from the WTO in the event of a gross violation of international law, the UN Charter, and the fundamental principles of international peace and security.

Interestingly, without receiving the desired response to its objections, on March 21, 2022, Russia took more decisive steps: the State Duma registered a bill denouncing the protocol on Russia's accession to the WTO in order to «protect national interests, the need for protectionist policies, as measures in response to sanctions pressure and as self-defense» (WTO, 2022). As of mid-April 2022, the draft law is under consideration by the Economic Policy Committee. It should be emphasized that Russia made a similar move in 2018 and, given the decision of the DSB in a trade dispute with Ukraine in 2019, such blackmail had positive consequences for Russia.

The question of Russia's exclusion from the WTO lies beyond the legal environment, and the answer to it directly correlates with the political will of all member states. In this context, it should be mentioned that Russia became a member of the WTO only on August 22, 2012, nineteen years after the first application to join the GATT in 1993. Only Algeria has been trying to become a member of the WTO for longer than Russia. In 2014, Russia, despite joining the WTO on reasonably favorable terms (particularly in the case of agricultural subsidies and state-owned companies) (Report, 2011), began to use unjustified, sometimes protectionist, trade measures for political purposes against countries -neighbors, the US, and the EU (USTR, 2014: 4).

Today, Russia's aggressive actions against Ukraine's territorial integrity, political independence, and sovereignty, accompanied by a ban on agricultural exports and unilateral changes in trade contracts, not only have a negative impact on global food security and environmental protection but also block WTO activities, including its initiatives in the field of human rights promotion. Thus, the WTO Ministerial Conference, which was threatened twice in connection with the pandemic and scheduled for the day before the new act of aggression – on June 13, 2022, is again at risk. Necessary arrangements in agriculture, fisheries subsidies, e-commerce, and investment promotion for sustainable development are to be reached during the above-mentioned WTO summit.

In addition, due to the Russian aggression, world trade in 2022 will increase by only 3% compared to the forecast of 4.7%. The victims of such a reduction will be the poorest countries, where human rights are already low (WTO, 2022).

5. Conclusions

As the only universal organization in global trade, the WTO has long begun to address the impact of international trade on the promotion and protection of human rights. Hence, several initiatives in gender equality, environmental protection, sustainable development, combating hunger, and reducing the gap in access to education and health services. Since its signing, the GATT has had Article XXI, which, based on national security considerations through evolutionary interpretation, may protect human rights, especially in armed conflicts.

Russia's aggression against Ukraine has created new challenges, both for international trade in general and for the effective functioning of the WTO in particular. Since the UN Charter stipulates that measures may be taken against the aggressor state, consisting of complete or partial severance of economic relations, a number of the most influential actors have decided to prevent by such a way mass other international crimes that Russia has already committed in Bucha, Chernihiv, Okhtyrka, Mariupol. In addition to trade restrictions, some countries are refusing to cooperate politically. It, *inter alia*, jeopardizes the holding of the WTO Ministerial Conference and, therefore, delays the signing of important international agreements in

sustainable development. Moreover, Russia is trying to manipulate its membership in the Organization to influence decision-making in other member states and distort trade, which has dangerous consequences for ensuring food security, reducing environmental pollution, and eradicating poverty.

In these circumstances, the normal functioning of the WTO is impossible without the formation of new formats of cooperation with Russia: it may be the suspension of membership or expulsion from the Organization, which requires amendments to the Marrakesh Agreement. It is also possible that, following the example of the multiparty interim appeal arbitration arrangement (MPIA) in dispute settlement, individual states will, through bilateral or multilateral agreements, *de facto* remove Russia from participating in the WTO.

Responding to this challenge as soon as possible minimizes the negative impact on human rights, especially in the least developed countries. In the context of the international armed conflict between Russia and Ukraine, this will prevent atrocities and save lives.

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PSYCHOLOGISCHE BEREITSCHAFT ALS SYNTHESE INTERPRETIERTER FUNKTIONELLER UND PERSÖNLICHER ZÜGE, EIGENSCHAFTEN UND STÄNDE PERSÖNLICHKEITEN

Marija Schynkar

Doktorand des Instituts für Recht, Psychologie und Innovative Bildung
National University Lviv Polytechnic, Ukraine
e-mail: anja.shynkar@ukr.net, orcid.org/0000-0002-9508-7860

Annotation

Der Artikel betrachtet die psychologische Bereitschaft als eine Synthese voneinander abhängiger funktionaler und persönlicher Merkmale, Eigenschaften und Persönlichkeitszustände. Analysiert werden die Ansichten in- und ausländischer Wissenschaftler, die sich beim Verständnis dieses Phänomens gebildet haben.

Das Problem der Inhalts und Strukturbestimmung des Begriffs der psychologischen Bereitschaft ist interdisziplinär und hat in den letzten Jahrzehnten das wissenschaftliche Interesse in und ausländischer Forscherinnen und Forscher geweckt.

Die meisten Wissenschaftler haben sich auf die allgemeinen Aspekte der psychologischen Bereitschaft zur beruflichen Tätigkeit konzentriert, die Bereitschaft als allgemeines theoretisches Konzept betrachtet und ihren Inhalt, ihre Arten, ihre Struktur und ihre Funktionen hervorgehoben. Die überwiegende Mehrheit der Forscher stellt auch fest, dass die psychologische Bereitschaft eine der Hauptvoraussetzungen für jede berufliche Tätigkeit ist.

Die moderne psychologische Forschung hat noch keine allgemein anerkannte Definition der "psychologischen Bereitschaft" formuliert. Dies liegt an den Besonderheiten der Forschungsaktivitäten und unterschiedlichen Ansätzen zur Untersuchung dieses Konzepts.

Das Problem der psychologischen Bereitschaft des Individuums – eines der relevantesten in der modernen psychologischen Wissenschaft. Angesichts der komplexen wirtschaftlichen, politischen und soziokulturellen Bedingungen, die der heutigen Ukraine innewohnen, wird das Problem der psychologischen Bereitschaft des Einzelnen besonders akut.

Trotz zahlreicher Studien bleibt das Problem der psychologischen Bereitschaft des Individuums recht komplex und vielschichtig und bedarf angesichts der neuen Anforderungen des sozialen Lebens weiterer Untersuchungen. Daher erfordert die theoretische und praktische Lösung der Aufgaben eine tiefgreifende theoretische Analyse der Natur der psychologischen Bereitschaft, der Mechanismen ihrer Umsetzung und der Bestimmung der Bedingungen und Faktoren, die sie bestimmen. Die Aufgabe, allgemeine Ansätze zur Definition des Wesens des Konzepts, seiner Struktur und seiner grundlegenden Merkmale zu klären, ist von größter Bedeutung.

Schlüsselwörter: Bereitschaft, langfristige Bereitschaft, psychologische Bereitschaft, Bereitschaft, mentale Bereitschaft, mentaler Zustand, vorübergehende Bereitschaft.

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1. Einleitung

Die Einführung des Konzepts der Bereitschaft in die psychologische Wissenschaft war mit der Notwendigkeit verbunden, das Niveau der menschlichen Fähigkeit zur effektiven Ausführung einer bestimmten Art von Arbeit zu bestimmen. Aber die Notwendigkeit der psychologischen Lebensbereitschaft des Menschen im Allgemeinen ist offensichtlich.

Das Problem der psychologischen Bereitschaft des Individuums – eines der relevantesten in der modernen psychologischen Wissenschaft. Angesichts der komplexen wirtschaftlichen, politischen und soziokulturellen Bedingungen, die der heutigen Ukraine innewohnen, wird das Problem der psychologischen Bereitschaft des Einzelnen besonders akut.

Trotz zahlreicher Studien bleibt das Problem der psychologischen Bereitschaft des Individuums recht komplex und vielschichtig und bedarf angesichts der neuen Anforderungen des sozialen Lebens weiterer Untersuchungen. Daher erfordert die theoretische und praktische Lösung der Aufgaben eine tiefgreifende theoretische Analyse der Natur der psychologischen Bereitschaft, der Mechanismen ihrer Umsetzung und der Bestimmung der Bedingungen und Faktoren, die sie bestimmen. Die Aufgabe, allgemeine Ansätze zur Definition des Wesens des Konzepts, seiner Struktur und seiner grundlegenden Merkmale zu klären, ist von größter Bedeutung.

Der gegenwärtige Entwicklungsstand dieses Wissenschaftsgebiets erfordert die Lösung des Problems der Entwicklung konzeptioneller, theoretischer und methodologischer Ansätze zur Definition des Begriffs der psychologischen Bereitschaft und Klärung seines Platzes in der psychologischen und pädagogischen Wissenschaft der Hochschulbildung.

Unterschiede in der Definition des Begriffs der psychologischen Bereitschaft, die bei verschiedenen Autoren vorkommen, geben jedoch Anlass, über die Widersprüche der bestehenden Ansichten und damit über die Inkonsistenz der Verfahren zur Übertragung dieses Begriffs auf die experimentelle Ebene zu sprechen.

Die heute relevante Bedeutung des Begriffs der psychologischen Bereitschaft erfordert ein Umdenken seiner Inhalte und Funktionen auf methodischer und experimenteller Ebene.

Der Zweck des Artikels besteht darin, das Problem der psychologischen Arbeitsbereitschaft des Einzelnen zu aktualisieren und sich mit den psychologischen Ansichten einheimischer und ausländischer Wissenschaftler vertraut zu machen, die sich im Laufe des Verständnisses dieses Phänomens entwickelt haben.

Forschungsmethoden: Analyse, Verallgemeinerung, Vergleich, Systematisierung wissenschaftlicher Quellen zum Forschungsproblem.

2. Die Kategorie der “psychologischen Bereitschaft des Individuums in der modernen psychologischen Literatur

Die moderne psychologische Literatur hat viel theoretisches und praktisches Material zum Konzept der psychologischen Bereitschaft, ihren Typen, Strukturen und Bedingungen angesammelt, die die Dynamik, Dauer und Stabilität ihrer Manifestationen beeinflussen.

Das Problem der Inhalts- und Strukturbestimmung des Begriffs der psychologischen Bereitschaft ist interdisziplinär und hat in den letzten Jahrzehnten das wissenschaftliche Interesse in- und ausländischer Forscherinnen und Forscher geweckt.

Das Konzept der psychologischen Aktivitätsbereitschaft wurde erstmals 1976 von den belarussischen Forschern M.I. Dyachenko und L.A. Kandybovich (*Dyachenko, 1986*).

Die Forschung vieler ukrainischer und ausländischer Wissenschaftler auf dem Gebiet der Pädagogik, Psychologie, Akmeologie, Sozialarbeit, Physiologie widmet sich dem Problem der psychologischen Bereitschaft zukünftiger Spezialisten für die berufliche Tätigkeit (B.G. Anajew, G.M. Andreeva, A. Anastasi, V.I. Barko, I.M. Bogdanova, O.Yu. Bulgakowa, O.K. Wassiljew, A.D. Ganjuschkina, O.I. Hryhorjants, P.P. Hornostaj, K.M. Durai-Novakova, M.I. Dyachenko, E.P. Iljin, L.A. Kandibovich, L.M. Karamushka, Ye.O. Klimow, L.V. Kondraschova, O.A. Kononkin, V.A. Krutetsky, H.B. Kuzmina, Z.N. Kurland, M.D. Levitov, M.V. Levchenko,

O.M. Leontjew, B.F. Lomov, S.D. Maksymenko, B.C. Medwedew, V.O. Moljako, C.A. Maultier, Sh.A. Nadirashvili, L.S. Nersenjan, K.K. Platonov, A.C. Puni, V.V. Fischer, S.L. Rubinstein, V.A. Semitschenko, A.O. Smirnow, M.L. Smulson, D.N. Oben, A.A. Ukhtomsky, B.P. Fedoryshyn, I.M. Schwarz, A.W. Schulga, S.I. Yakovenko, S. Buhler, E. Ginsberg, J. Golfroy, L. Johnson, G. Allport, S. Horensey usw.).

Die meisten Wissenschaftler haben sich auf die allgemeinen Aspekte der psychologischen Bereitschaft zur beruflichen Tätigkeit konzentriert, die Bereitschaft als allgemeines theoretisches Konzept betrachtet und ihren Inhalt, ihre Arten, ihre Struktur und ihre Funktionen hervorgehoben. Die überwiegende Mehrheit der Forscher stellt auch fest, dass die psychologische Bereitschaft eine der Hauptvoraussetzungen für jede berufliche Tätigkeit ist.

Wissenschaftler haben die psychologische Bereitschaft für verschiedene Aktivitäten untersucht:

- pädagogisch – Schulreife der Kinder (A. Anastasi, L.I. Bozhovich, L.A. Wenger, V.A. Zaporozhets, T.M. Knyazeva, O.E. Kravtsova);
- Sport (V.V. Alatorsev, E.P. Ilyin, A.D. Ganyushkin, F.Y. Genov, A.C. Puni);
- wirtschaftlich (O.P. Wjatkin);
- Arbeit – zukünftige berufliche Tätigkeit (F.I. Ivashchenko, E.A. Klimov, O.V. Matukhno, V.O. Molyako, S.Y. Rubanova, A.O. Smirnov, B.P. Fedoryshyn);
- medizinisch (V.E. Kagan, V.I. Orakhovsky, E.M. Chugunov);
- Musik (L.V. Balanchinadze, L.L. Bochkarev, A.I. Vostrikov);
- Militär (M.I. Dyachenko, N.K. Mukhtarov, O.M. Stolyarenko, M.I. Tomchuk);
- in den Organen für innere Angelegenheiten (I.O. Dubnova, O.M. Stolyarenko);
- in angespannten und extremen Situationen (M.I. Dyachenko, L.A. Kandybovich, V.O. Ponomarenko);

Das Konzept der Bereitschaft im Bereich der pädagogischen Psychologie wurde am weitesten entwickelt, nämlich im Prozess der Aufdeckung des Problems der Verbesserung des Vyshiv-Prozesses (O. Abdulina, L. Dolynska, Yu. Dolynska, V. Krutetsky, N. Kuzmina, O. Meshko, O. Kulyutkin, F. Nikolenko, V. Slastyonin, T. Yatsenko), Voruniversität (M. Beley, P. Hornostai, M. Levchenko), Postuniversität (O. Moroz, T. Polyakova, T. Shcherban) Ausbildung des pädagogischen Personals, professionelle Diagnose und professionelle Auswahl für den pädagogischen Beruf K. Verbova, G. Paramei, G. Radchuk).

Das Vorhandensein umfassender Bereiche, in denen das Konzept der psychologischen Bereitschaft verwendet wird, weist auf seine Komplexität, Dynamik und Vielseitigkeit als psychologisches Phänomen hin, das sich in den wichtigsten Momenten des Lebens als psychologische Ausbildung manifestiert.

Bei der Untersuchung der Bereitschaft für verschiedene Aktivitäten stellen Wissenschaftler fest, dass sowohl allgemeine Merkmale, die der Bereitschaft zu jeder Aktivität innewohnen, als auch spezifische Merkmale, die einer bestimmten Aktivität innewohnen, vorhanden sind.

Bereitschaft wird in einer Reihe wissenschaftlicher Forschungen als integrale persönliche Bildung betrachtet. In der wissenschaftlichen Literatur hat es verschiedene Namen: allgemein (A. Derkach, A. Isayev, E. Romanova); langfristige Bereitschaft (M. Dyachenko, L. Kandybovich, M. Levitov); Bereitschaft (V. Krutetsky, M. Levchenko, S. Maksymenko, O. Moroz, A. Puni, T. Shcherban usw.).

Die moderne psychologische Forschung hat noch keine gemeinsame Definition von "psychologischer Bereitschaft" formuliert. Dies liegt an den Besonderheiten der Forschungsaktivitäten und unterschiedlichen Ansätzen zur Untersuchung dieses Konzepts. Wissenschaftler haben die psychologische Aktivitätsbereitschaft mit ähnlichen Konzepten

wie "mentale Bereitschaft", "Installation" (M. Marbe, D. Uznadze), "Vorstartzustand" (M. Levitov), "Stresstoleranz" identifiziert (L. Sobchik), "Wachsamkeit" (V. Narsesyan, V. Puschkin), "Mobilisierungsbereitschaft" (F. Genov), "Betriebsruhezustand" (O. Ukhtomsky), "psychologische Stabilität" (A. Matova), "optimales Arbeiten Zustand" (E. Ilyin), "emotionale Stabilität" (L. Abolin, V. Ponomarenko, M. Dyachenko), "emotional-motorische Stabilität" (M. Rapokhin), "Stressresistenz" (B. Kulagin).

Um das Wesen der psychischen Aktivitätsbereitschaft zu definieren, bieten Wissenschaftler verschiedene Ansätze an. Psychologische Bereitschaft wird als Vorhandensein angemessener Persönlichkeitsfähigkeiten (B. Ananiev, S. Rubinstein), Persönlichkeitsqualität (K. Platonov, V. Shirinsky), besonderer Geisteszustand der Persönlichkeit (V. Davydov, M. Dyachenko, L. Kandybovich) interpretiert ganzheitliche Persönlichkeitsbildung (V. Barko, A. Linenko), ein Zeichen der Persönlichkeit (Sh. Nadirashvili, D. Uznadze), die Qualität der Persönlichkeit, deren Motivationskomponente zur Bildung des zukünftigen Spezialisten führt (A. Derkach), der Wunsch des Menschen, bestimmte Handlungen auszuführen (V. Dahl, D. Ushakov), der durch Mobilisierung gekennzeichnete Geisteszustand körperliche und geistige Kräfte (M. Levitov, S.L. Nersesyan), vorübergehender Situationszustand (P. Rudyk), zielgerichteter Ausdruck der Persönlichkeit, einschließlich ihrer Überzeugungen, Ansichten, Einstellungen, Motive, Gefühle, Einstellungen usw. (S. Maksymenko), Synthese von Persönlichkeitsmerkmalen (V. Krutetsky).

Die Erforschung des Bereitschaftsproblems betrachtet diese Frage aus der Sicht verschiedener theoretischer Konzepte. Die meisten Autoren unterscheiden zwei Hauptansätze zur Bestimmung des Inhalts und der Struktur der psychologischen Bereitschaft: funktional und persönlich. Ausgangspunkt ist das Konzept der menschlichen Handlungsbereitschaft. Deshalb gibt es Unterschiede in der Begriffsdefinition.

Innerhalb des funktionalen Ansatzes ist die psychologische Bereitschaft ein bestimmter Zustand der mentalen Funktionen, der ein hohes Leistungsniveau während der Ausführung einer bestimmten Art von Aktivität bietet (M. Levitov, G. Gaeva, E. Ilyin, L. Nersesyan, M. Kotyk usw.).

So in Studien von L.S. Nersesyan untersucht die Funktionszustände der menschlichen Psyche, die das Phänomen der Bereitschaft widerspiegeln. Je nach Dauer dieses Zustands gibt es langfristige und dynamische (vorübergehende, situative) Bereitschaft. Als situativer mentaler Zustand entsteht die Bereitschaft beim Lösen bestimmter Aufgaben, zeigt die objektiven, subjektiven Merkmale und Anforderungen der zukünftigen Situation und bestimmt den Erfolg der Handlung zu einem bestimmten Zeitpunkt (M.D. Levitov).

Laut M.A. Kotyk, das Wort "Bereitschaft", verrät die Begierde und den Faktor der Situationalität, weil sie eher als Qualitätsmerkmal denn als Persönlichkeitseigenschaft wahrgenommen wird. E. Dyachenko und L.A. Kandybovych charakterisiert die vorübergehende Bereitschaft als "Bereitschaftszustand" und die langfristige – als Merkmal des Individuums, während die Autoren betonen, dass die langfristige und die situative Bereitschaft eine funktionale Einheit bilden: Temporäre Bereitschaft ist immer eine Funktionsschärfe der Langzeitbereitschaft, die ihre Wirksamkeit erhöht. Die Entstehung der Bereitschaft als Zustand hängt von der langfristigen Bereitschaft ab, die wiederum vorübergehend die Produktivität der langfristigen Bereitschaft unter diesen spezifischen Umständen bestimmt (Dyachenko, 1986).

Der zweite Ansatz betrachtet die psychologische Bereitschaft als integralen und wesentlichen Bestandteil der gesamten Persönlichkeitsentwicklung als Ergebnis eines gezielten Persönlichkeitstrainings. Bereitschaft ist diesem Ansatz zufolge als eine stabile, vielschichtige Persönlichkeitsbildung zu interpretieren, die eine den inhaltlichen Anforderungen und Tätigkeitsbedingungen angemessene Anzahl von Komponenten (motivational, kognitiv,

volitional etc.) umfasst, die zusammen das Subjekt befähigen erfolgreich arbeiten (B. Ananiev, A. Vedenov, M. Dyachenko, L. Kandybovich, V. Krutetsky, S. Maksimenko, K. Platonov, S. Rubinstein).

Das erklärende psychologische Wörterbuch liefert folgende Definition von Bereitschaft: der Zustand einer Person, für den sie bereit ist, von einer Erfahrung zu profitieren. Je nach Art der Erfahrung kann dieser Zustand als relativ einfach und biologisch bedingt oder als komplex in kognitiver und entwicklungsbezogener Hinsicht verstanden werden. Handlungsbereitschaft: Der Zustand der Mobilisierung aller psychophysiologischen Systeme des Menschen, der die effektive Umsetzung bestimmter Handlungen gewährleistet. Der konkrete Zustand der Handlungsbereitschaft wird durch eine Kombination von Faktoren bestimmt, die unterschiedliche Ebenen, Bereitschaftsaspekte, charakterisieren: körperliche Fitness, notwendige neurodynamische Handlungssicherheit, psychische Bereitschaftsbedingungen. Je nach Handlungsbedingungen kann einer dieser Aspekte der Handlungsbereitschaft münden (*Brodovska, 2007*).

L. Kandybovych und M. Dyachenko interpretieren psychologische Bereitschaft als ganzheitliche Bildung, zielgerichteten Ausdruck der Persönlichkeit, die ihre Wahrnehmungen, Ansichten, Motive, Gefühle, Willens- und intellektuellen Merkmale, Kenntnisse, Fähigkeiten, Einstellungen und Einstellungen zu bestimmten Verhaltensweisen umfasst. Der Zustand der psychologischen Bereitschaft ist definiert als eine komplexe dynamische Struktur, die eine Reihe intellektueller, emotionaler, motivationaler und willentlicher Aspekte der menschlichen Psyche in ihrer Beziehung zu äußeren Bedingungen und zu erfüllenden Aufgaben zum Ausdruck bringt (*Djatschenko, 1986*).

Dieser Zustand enthält die folgenden Komponenten:

- Motivation (die Notwendigkeit, Aufgaben erfolgreich abzuschließen, Interesse am Prozess ihrer Umsetzung, Bemühungen um Erfolg und sich besser zu beweisen);
- kognitiv (Verständnis beruflicher Aufgaben, Bedeutungseinschätzung, Vorstellungen über mögliche Veränderungen im Arbeitsumfeld);
- emotional (berufliche Würde, Verantwortung, Vertrauen in den Erfolg, Leidenschaft und Inspiration);
- volitional (Selbstmanagement, Mobilisierung von Kräften, Fokussierung auf die Aufgabe, Ablenkung von störenden Einflüssen, Überwindung von Zweifeln, Ängsten).

Psychische Aktivitätsbereitschaft wird auch als Gesamtheit von Motiven, Kenntnissen, Fertigkeiten und Fähigkeiten interpretiert, die die Wirksamkeit bestimmter Aktivitäten sicherstellen (L.M. Karamushka). Bereitschaft wird vom Autor als Voraussetzung für jede zielgerichtete Tätigkeit, ihre Regulierung, Stabilität und Effizienz angesehen (*Karamushka, 2004*).

Es ist klar, dass die psychologische Bereitschaft für verschiedene Aktivitäten ihre eigenen spezifischen Merkmale hat. Die meisten Forscher dieses Problems weisen jedoch auf die Existenz von allen Aktivitäten gemeinsamen Merkmalen der psychologischen Bereitschaft hin. Ganzheitliche psychologische Aktivitätsbereitschaft ist eine Reihe von bestimmten psychologischen Eigenschaften und Persönlichkeitszuständen, die die Subsysteme der kurzfristigen und langfristigen Bereitschaft ausmachen.

So ist nach P.P. Hornostai unter dem Begriff "Berufsbereitschaft" die allgemeine Bereitschaft einer Person zu beruflicher Tätigkeit (sowohl psychisch als auch physisch) zu verstehen, die sowohl langfristig (Berufsausbildung) als auch kurzfristig sein kann (*Hornostai, 1988*).

Die meisten Autoren betonen, dass die Bereitschaft eine notwendige und zwingende Voraussetzung für jede Aktivität, ihre Regulierung, Nachhaltigkeit und Effizienz ist. Bereitschaft ist eine gezielte Mobilisierung mentaler Prozesse, um Schwierigkeiten zu überwinden und

ein positives Ergebnis zu erzielen. Die Bildung der psychischen Bereitschaft beginnt mit der Zielsetzung aufgrund von Bedürfnissen und Motiven sowie aufgrund des Verständnisses menschlicher Aufgaben.

Studien zeigen, dass die Entstehung einer Bereitschaft für komplexe Tätigkeiten Folgendes erfordert:

- Bewusstsein für die Anforderungen der Gesellschaft, des Teams, der eigenen Bedürfnisse;
- Bewusstsein für die Aufgaben, deren Umsetzung den Bedürfnissen entspricht oder das Ziel erreicht;
- Verständnis und Bewertung der Bedingungen, unter denen künftige Maßnahmen stattfinden werden;
- Aktualisierung der mit ähnlichen Aufgaben verbundenen Erfahrungen;
- Ermittlung der effektivsten Mittel zur Erfüllung der Aufgaben oder Einhaltung der Anforderungen aufgrund der Erfahrung und Bewertung der zukünftigen Tätigkeitsbedingungen;
- Vorhersage der Manifestation ihrer eigenen intellektuellen, emotionalen, motivationalen und willentlichen Prozesse sowie Beurteilung des Verhältnisses ihrer Fähigkeiten, der Höhe der Ansprüche und der Notwendigkeit, ein bestimmtes Ergebnis zu erzielen.

Psychische Bereitschaft wirkt also als Bedingung für effektives Handeln, beeinflusst es und ist das Handeln, das zur Bildung der Bereitschaft für den Erfolg seiner Umsetzung beiträgt. Psychologische Bereitschaft ist gekennzeichnet durch Aktivität, Integrität, hierarchischen Aufbau.

3. Die Hauptkomponenten der psychologischen Bereitschaft

Abhängig von der Herangehensweise an die Definition des Konzepts der "psychologischen Bereitschaft" heben verschiedene Wissenschaftler seine Struktur hervor, die Hauptkomponenten, bauen Wege auf, es zu bilden. Forscher unterscheiden unterschiedlich viele Strukturelemente der psychologischen Bereitschaft und charakterisieren sie unterschiedlich.

Die Analyse der wissenschaftlichen Literatur lässt den Schluss zu, dass die häufigsten Elemente der psychologischen Bereitschaft sind:

- Dreikomponentenmodell der psychologischen Bereitschaft – Informationen, technische und physische Komponenten (V.M. Shalayev); mentale, technische und physische Komponenten (M.G. Logachev); funktionale, emotionale und persönliche Komponenten (O.V. Ivanova); motivationale, allgemeine berufliche und emotional-willentliche Komponenten (M.I. Tomchuk);

- ein Vier-Komponenten-Modell der psychologischen Bereitschaft wird von angeboten V.I. Varvarov, P.P. Hornostay, O.A. Dobryansky, L.M. Karamushka, O.V. Myshunskaya, O.O. Topolenko, W.V. Yahupov, P.P. Hornostay identifizierte 4 Substrukturen der psychologischen Arbeitsbereitschaft: Berufsorientierung; professionelles Selbstbewusstsein des Einzelnen; berufliche Kenntnisse, Fertigkeiten und Fähigkeiten; beruflich wichtige persönliche Qualitäten (Hornostay, 1988).

- Forscher L.M. Karamushka identifiziert funktional voneinander abhängige Komponenten: Motivation (Liste von Motiven für die Auswahl und Ausführung beruflicher Pflichten und Aufgaben); kognitiv (Wissenssystem, das für eine erfolgreiche berufliche Tätigkeit erforderlich ist); operativ (Fähigkeiten und Fertigkeiten, die den Anforderungen der beruflichen Tätigkeit entsprechen); persönlich (eine Reihe von beruflich wichtigen und notwendigen Eigenschaften zur Ausübung beruflicher Tätigkeiten).

Eine ausreichende Entwicklung dieser Komponenten und ihre integrale Einheit gewährleisten ein hohes Maß an Bereitschaft der Person, ihrer Aktivität und Unabhängigkeit, Kreativität im Prozess und in der Aktivität. Ihre unzureichende Entwicklung weist auf die Unvollständigkeit des Prozesses der Bildung der Bereitschaft hin, auf mittleres oder niedriges Niveau. (*Karamuschka, 2004*).

Die Wissenschaftler M.I. Dyachenko und L.O. Kandybovych schlägt eine Fünf-Komponenten-Struktur der Bereitschaft vor, die als ganzheitliche, hierarchische, dynamische Formation betrachtet wird und die folgenden Strukturelemente umfasst: Motivation, Orientierung, Operation, Willensbildung, Bewertung. Eine ausreichende Entwicklung dieser Komponenten und ihre ganzheitliche Kombination betrachten sie als Indikator für eine hohe Bereitschaft des Spezialisten, seine Aktivität, Unabhängigkeit und Kreativität (*Dyachenko, 1986*).

Forscher L. V. Kondrashova bietet eine Sechs-Komponenten-Struktur der psychologischen Bereitschaft an, die aus den folgenden Komponenten besteht: motivational, moralisch-orientiert, kognitiv-operativ, emotional-volitional, psychophysiologisch, evaluativ (*Kondrashova, 2005*).

Die Analyse dieser Ansätze lässt den Schluss zu, dass die Komponente und innere Gewissheit der Struktur der psychologischen Bereitschaft mit den relevantesten Komponenten der beruflichen Tätigkeit korreliert und in verschiedenen Berufsfeldern spezifische Unterschiede aufweist.

Indem wir die Struktur der psychologischen Bereitschaft durch das Prisma weiterer Forschungen zur psychologischen Bereitschaft der studentischen Jugend für durchsetzungsfähiges Verhalten untersuchen, halten wir ein Zwei-Komponenten-Modell (funktional-prozessual-dynamische und persönliche Komponenten) für das Optimalste für unsere Studie.

So haben Psychologen die Merkmale der psychologischen Bereitschaft des Individuums untersucht, verschiedene Aktivitäten auszuführen: Bildung, Arbeit, Pädagogik, Sport, Militär und mehr. Sie zeigten, dass eine solche Bereitschaft zusätzlich zu den allgemeinen strukturellen Komponenten durch das Vorhandensein spezifischer Komponenten gekennzeichnet ist, die die Merkmale verschiedener Aktivitäten widerspiegeln.

Die Ausführung jeder Aktivität und ihre Wirksamkeit hängen weitgehend vom Grad der psychologischen Bereitschaft des Einzelnen ab, sie auszuführen. Aus Sicht des funktionalen Ansatzes verstehen wir unter "Bereitschaft" einen bestimmten Zustand geistiger Funktionen, der bei der Ausführung einer bestimmten Tätigkeit ein hohes Ergebnis liefert. Nach den Interpretationen des personalen Ansatzes ist Bereitschaft das Ergebnis der Vorbereitung auf eine bestimmte Art von Tätigkeit, ein stabiles, vielschichtiges und strukturiertes Persönlichkeitsmerkmal, das den Erfolg bestimmter Handlungen bestimmt. Die psychologische Bereitschaft, eine Aktivität auszuführen, ist also eine Reihe miteinander verbundener psychologischer Qualitäten, die den Erfolg ihrer Durchführung sicherstellen.

So löst die psychologische Forschung einerseits die Probleme, den Inhalt der Struktur der psychologischen Bereitschaft als integrale persönliche Bildung, andererseits die Besonderheiten ihrer Entwicklung und Funktionsweise in verschiedenen Bereichen des menschlichen Lebens. Solche Ansätze zur Enthüllung des Wesens der "psychologischen Bereitschaft" enthüllen ihre Komplexität und Mehrdeutigkeit als psychologisches Phänomen, ihren Eintritt in die Entwicklung und Funktionsweise verschiedener mentaler Manifestationen der Persönlichkeit. "Psychologische Bereitschaft" als Persönlichkeitsbildung wird in der psychologischen Forschung im Gesamtprozess der Persönlichkeitsbildung verankert.

Die Betrachtung der Merkmale der "psychologischen Bereitschaft" einer Person für eine bestimmte Aktivität, die in der psychologischen Literatur betrachtet werden, ermöglicht es, mehrere Ansatzpunkte zum Verständnis dieses Phänomens zu identifizieren:

- Die psychologische Handlungsbereitschaft einer Person als komplexe psychologische Formation drückt die allgemeine Orientierung des Subjekts zu einer bestimmten Aktivität aus und spiegelt seine Arbeitseinstellung zu bestimmten Aspekten der Realität und zu sich selbst wider;

- Die psychologische Bereitschaft einer Person ist gekennzeichnet durch eine bestimmte Vektoraktivität, Selektivität, Zugehörigkeit zu einer bestimmten Wirkungsweise, Aktivität, die für eine Person von Bedeutung ist;

- psychologische Bereitschaft als komplexe psychologische Formation akkumuliert und integriert gezielt ein breites System menschlicher Einstellungen zur Welt, zu sich selbst, zu den Menschen;

- Jede Art von Bereitschaft beruht auf der Anwesenheit des Subjekts des Bildes der Struktur einer bestimmten Handlung und einer ständigen Absicht, sie auszuführen, mit der Absicht als Motivationsbildung eines effektiven Inhalts;

- Die psychologische Bereitschaft ist eine dynamische Formation, die ihre Funktion auf verschiedenen Organisationsebenen als sich entwickelndes System beinhaltet, wobei jede dieser Ebenen durch die Besonderheiten der Repräsentation ihrer Komponenten bestimmt wird;

- Das Funktionieren der psychischen Aktivitätsbereitschaft eines Menschen als ganzheitliches psychologisches Gebilde wird bestimmt durch die Aufhebung der Barriere zwischen dem Ist und dem Potential auf allen psychologischen Ebenen seiner Organisation, kognitiv, motivational, emotional, volitional, operativ und verhaltensmäßig etc.

- Die psychologische Aktivitätsbereitschaft einer Person entsteht und entwickelt sich im Raum einer komplexen Struktur von Widersprüchen, die im Leben und in der beruflichen Erfahrung des Individuums auftreten (*Mul, 2010*).

Die Schwierigkeit, das Problem der "menschlichen psychologischen Bereitschaft" zu untersuchen, wird durch die Tatsache bestimmt, dass es organisch zwei miteinander verbundene Aspekte enthält: den prozeduralen und den strukturell-finalen. Ihr Studium ist mit der Umsetzung verschiedener Forschungsaufgaben verbunden: die Aufgabe, Wege, Bedingungen und Wege ihrer Entstehung, Entwicklung und Funktionsweise zu entdecken, sowie die Aufgabe, ihre Indikatoren als eine persönliche Einheit zu identifizieren, die verschiedene geistige Qualitäten und Eigenschaften integriert. Erscheinungsformen der "psychologischen Bereitschaft einer Person" als personaler Entität sind in der psychologischen Forschung umfassender untersucht worden, während ihre prozeduralen und dynamischen Eigenschaften noch unzureichend erschlossen sind.

Die Einführung des Konzepts der Bereitschaft in die psychologische Wissenschaft war mit der Notwendigkeit verbunden, das Niveau der menschlichen Fähigkeit zur effektiven Ausführung einer bestimmten Art von Arbeit zu bestimmen. Aber die Notwendigkeit der psychologischen Lebensbereitschaft des Menschen im Allgemeinen ist offensichtlich.

4. Schlussfolgerungen

Die Meinungen verschiedener Autoren zusammenfassend kann die psychologische Bereitschaft des Individuums als eine Synthese von voneinander abhängigen funktionalen (prozedural-dynamischen) und Persönlichkeitsmerkmalen, Eigenschaften und Zuständen des Individuums definiert werden, das bestimmte Handlungen in Zeit und Raum effektiv ausführt.

Die psychologische Bereitschaft einer Person als psychologisches Neoplasma ist einerseits das Ergebnis dynamischer Veränderungen in der psychologischen Organisation des Individuums, die zu Veränderungen in ihrer Funktionsweise führen, und andererseits

eine Bedingung für den Eintritt in neue Lebensbereiche , Aktivitäten. Damit stellt sich die Frage nach Wegen der Transformation, Quellen und Bedingungen der “Bereitschaft” in den entscheidenden Momenten des persönlichen Lebens

Er sieht die Untersuchung der psychologischen Bereitschaft studentischer Jugendlicher zu durchsetzungsfähigem Verhalten unter den Bedingungen eines aggressiven Mediumfelds als vielversprechende Bereiche weiterer Forschung.

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TO SEE A FREE MAN AND DIE? SPECIFICS OF SHARED ADHERENCE TO VALUES IN UKRAINIAN SOCIETY

Anna Tashchenko

Candidate of Sociological Sciences (Ph.D. in Sociology), Assistant Professor,
Taras Shevchenko National University of Kyiv, Ukraine
e-mail: anna.tashchenko@knu.ua, orcid.org/0000-0002-6038-7337

Diana Zabrodina

Undergraduate, Taras Shevchenko National University of Kyiv, Ukraine
e-mail: zabrodinadiana012@gmail.com, orcid.org/0000-0001-9929-777X

Summary

The aim of this paper is to reveal the general line of sociological research questions in authors' theoretical, methodical, and analytical developments during the 2019-2020 period. That line was related to values, moral, and social approval, as well as typification search, since authors methodically looked for clusters of opinions. The paper focuses on socially relevant cultural phenomena and processes that seem purely routine, but affect the deep foundations of socialisation in Ukrainian society. The formation and choice of values in Ukrainian society does not appear to be a comprehensive process, as it seems at first glance – they are complex, and not easy to predict. The paper identifies the dominant stereotypes about values, obligations, and information consumption in Ukrainian society, and answers three main questions: whom did Ukrainians approve by the choice of values; which moral dilemmas' decisions were Ukrainians willing to approve themselves; and whom did Ukrainians need approval from by assessing the veracity of information.

Keywords: values, moral foundations, moral evaluation, moral licensing, media literacy, individualism, collectivism.

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1. Introduction

The issue of values concerns a lot of research in various scientific fields. Values are dictated by the canons of culture, some of them become more stable and so-called 'traditional' ones, and some of them, on the contrary, become changeable, being not transmitted from generation to generation. Every society is unique, and it is the hierarchy of values that emphasises this uniqueness. Ukraine participates in international social research with proven methodologies by foreign authors (World Values Survey, European Social Survey, etc.), has its own sociological organisations that monitor the values and priorities of Ukrainians (Institute of Sociology NAS of Ukraine, Rating Group Ukraine, etc.), and acquires its own researchers who offer unique methodologies for Ukrainian society only – e.g., A. Ruchka, who have developed the original 'value syndromes' concept (*Ruchka, 2014*). Summarising the results obtained by R. Inglehart and Sh. Schwartz methods, R. Savchynskyi and M. Nasiedkina told us that Ukrainian society was characterised by 'an endangered security'. Due to the instability of rules of conduct, it had both difficulties in meeting basic needs and uncertainty about the future. In addition, it had a

positive trend towards the values of self-affirmation as opposed to the values of going beyond one's selfish interest (*Savchynskyyi & Nasiedkina, 2016*). During the extraordinary events (such as Euromaidan in 2014), Ukrainians could undergo a value metamorphosis through a significant increase in the importance of patriotism, democracy, creative individualism, cultural competence, equal opportunities for all, moral conditions of society, national and cultural revival (*Kyrychenko, 2014*). It may seem that we already know a lot about Ukrainian society. At the same time, Ukrainians hardly see the complexity of their social types, when it comes to choosing: freedom or security, individualism or collectivism?

That was the reason for us to solidarise with Ch. Chataigné, who overviewed the H. Ch. Triandis's individualism and collectivism theory starting with the fact that Triandis considered the relevant opposition to be the most important one proposed by G. Hofstede, and concluding with her own belief in the inseparability of Hofstede & Triandis insights in relation to other theories of values (*Chataigné, 2014*). In one of his media comments, President of the Sociological Association of Ukraine, V. Bakirov said: '[W]e are trying to reform Ukrainian society. We understand that it's very imperfect, that the system emerged after 1991 (the so-called 'post-Soviet Ukraine') has many flaws. That's why we're talking about the need to reform this system. Why have three Maidans already taken place (in 1990–1991, 2004–2005 and 2013–2014)? Because people aren't happy with the way we live. But the system is surprisingly strong. It was formed quickly after the fall of Soviet power and the collapse of the Soviet Union, and is very difficult to reform. All calls to do something with it have no serious consequences' (*Bakirov, 2015*). There was also a discussion between V. Bakirov and Y. Holovakha about the irrationality and unpredictability of Ukrainian society in the light of reforms. V. Bakirov believed that the problem was insufficient education (in a sense of educating critical thinking and tolerance); Y. Holovakha insisted that the problem was the lack of focus on collectivist values (*Bakirov, 2015*). Accordingly, we are in need – and will continue to be in need in the nearest future, due to war – of reflection on the cultural and social depth behind declarations of Ukrainians' value self-regulation, moral obligations, and information consumption.

2. Value self-regulation in Ukraine

Thanks to the opportunities to develop the components of non-permanent questions' blocks in the Research & Branding Group's nationwide Ukrainian omnibuses in 2019 and 2020, we started with an interpretation of moral foundation theory by J. Haidt et al. and classification of values by H. Klages (*Tashchenko, 2019*), according to which the choice of values could be divided into:

- 1) value conservatism ('time-tested connections, trust, traditions' in A. Tashchenko's adaptation version);
- 2) value revolution ('freedom of actions, self-development and self-realisation' in A. Tashchenko's adaptation version);
- 3) value loss ('maintaining the minimal conditions for conflict-free coexistence with other people' in A. Tashchenko's adaptation version);
- 4) value synthesis ('the search for compromise of interests and cooperation' in A. Tashchenko's adaptation version).

We found an outstanding sympathy for the 'conservatives', and a less outstanding, but noticeable antipathy for the 'revolutionaries' (see Tables 1-4).

Table 1

Differences in the positive attitude towards people with different values

MORAL FOUNDATIONS MORAL EVALUATION	<i>'Care/ Harm'</i>	<i>'Honesty/ Misleading' (simplified 'Fairness/ Cheating')</i>	<i>'Authority/ Subversion'</i>	<i>'Liberty/ Oppression'</i>
Those who evaluated the morality of the 'conservatives' positively, %	64,1	61,8	58,9	52,4
Those who evaluated the morality of the 'revolutionaries' positively, %	29,5	35,3	32,2	38,1
Those who evaluated the morality of the 'losers' positively, %	37,6	36,5	35,7	34,8
Those who evaluated the morality of the 'synthesising ones' positively, %	37,1	37	34,5	32,3

Table 2

Clusters of the respondents' personal value choices

CLUSTERS	<i>Social practices'/ relations' sphere</i>	<i>'Time-tested connections, trust, traditions' choice, %</i>	<i>'Freedom of actions, self- development and self- realisation' choice, %</i>	<i>'Maintaining the minimal conditions for conflict-free coexistence with other people' choice, %</i>	<i>'The search for compromise of interests and cooperation' choice, %</i>
Freedom lovers (686/1920)	Private	21,6	32,1	22	24,3
	Professional	26,7	35,9	23,5	14
	Leisure	33,2	40,2	13,1	13,4
	Society	37,3	29,3	18,5	14,9
Synthesis avoiders (762/1920)	Private	90,8	8,5	0,5	0,1
	Professional	16,7	54,2	20,9	8,3
	Leisure	0,9	34,3	44,4	20,5
	Society	7,5	27,2	36,4	29
Moderate differentiators (266/1920)	Private	89,8	8,6	1,1	0,4
	Professional	0	16,9	48,5	34,6
	Leisure	37,6	62	0	0,4
	Society	2,3	9,4	32,7	55,6
Radical differentiators (206/1920)	Private	0	82,5	16	1,5
	Professional	97,6	2,4	0	0
	Leisure	8,3	21,8	57,3	12,6
	Society	2,4	13,6	29,1	54,9

Table 3

Clusters of moral evaluation of different value choices

CLUSTERS	Moral foundations				
	Moral evaluation	'Care/Harm'	'Honesty/Misleading' (simplified 'Fairness/Cheating')	'Authority/Subversion'	'Liberty/Oppression'
Optimists (483/770)	Evaluated the 'conservatives' positively, %	74,3	72,9	70	61,7
	Evaluated the 'revolutionaries' positively, %	54,7	64	62,3	66
	Evaluated the 'losers' positively, %	58,2	62,1	60,9	60,9
	Evaluated the 'synthesising ones' positively, %	63,6	67,3	61,1	61,9
Pro-conservatives (189/770)	Evaluated the 'conservatives' positively, %	95,2	95,2	93,7	84,7
	Evaluated the 'revolutionaries' positively, %	16,4	17,5	16,9	24,3
	Evaluated the 'losers' positively, %	19	12,7	15,3	18,5
	Evaluated the 'synthesising ones' positively, %	31,2	27,5	28	28
Anti-revolutionaries (98/770)	Evaluated the 'conservatives' positively, %	88,8	92,9	89,8	87,8
	Evaluated the 'revolutionaries' positively, %	9,2	14,3	5,1	2
	Evaluated the 'losers' positively, %	69,4	71,4	72,4	74,5
	Evaluated the 'synthesising ones' positively, %	67,3	64,3	72,4	68,4

Table 4

Interrelation of moral evaluations with one's own value choice

CLUSTERS	Freedom lovers	Synthesis avoiders	Moderate differentiators	Radical differentiators
Optimists, %	50	31,8	12,6	5,6
Pro-conservatives, %	27,1	57,4	12,2	3,2
Anti-revolutionaries, %	31,9	42,6	14,9	10,6

The freedom lovers were the most interesting cluster. Regarding social characteristics, there were more urban populations among them than in other clusters; also, there were more representatives of that cluster in the West and South of Ukraine (however, the company, that collected the empirical data, had an original approach to regional division, so we should be careful with the conclusions on it). Among the more specific differences, we noticed, for example, the difference between men and women in the regional centers: there were slightly more men among the freedom lovers.

3. Moral licensing and idealising of socio-role opportunities

If we decide that we have already reached a certain level of ‘goodness’ essential for us, we can afford to do something ‘bad’ (Lasarov & Hoffmann, 2018). In a sociological perspective, this means, in particular, that by feeling like responsible executors of duties in one social role, we can give ourselves an internal license for less responsibility in another social role. Both in general (Tashchenko, 2021) and even with a deeper analysis of the data, opinions of Ukrainians did not tend to accept the possibility of big moral sacrifices – neither for the family, nor for colleagues, nor for the country (see Table 5, ‘1’ meant to be absolute disagreement with statements like ‘If I do my best for [X], I can afford not to fulfill some obligations regarding [Y]’, while ‘9’ meant to be absolute agreement with them).

As can be seen, the most popular combination of moral licenses among Ukrainians appeared to be the declared super-super-responsibility. Among other things, this might be due to the fact that morality issues more often than other issues collide with desired ideals of behavior. So, most likely, this is about the unwillingness to admit such self-indulgence cases. That circumstance, in turn, still testifies to the power of conscience as an internal regulator of Ukrainians.

4. The search for truth on social media

As M. Bhaskar would say, if we want to protect information consumers from post-truth and relativism, it is only important to distinguish ‘good curation’ from the ‘bad’ one (Bhaskar, 2017). But the media literacy is also culturally rooted literacy, and Ukrainians confirmed the rule that cultural studies usually lead to the finding of certain ‘individualisms’ and ‘collectivisms’. When we looked at the declared behavior of Ukrainians on social media revisiting the initial analysis of it (Tashchenko, 2020), we

Table 5

Clusters of the respondents’ moral obligations

CLUS-TERS	Stats	Family obliges more than colleagues	Family obliges more than country	Colleagues obliges more than family	Colleagues obliges more than country	Country obliges more than family	Country obliges more than colleagues
Pro-family (260/1393)	Center	7,96	6,68	1,87	4,21	2,12	5,17
	Stand. dev.	1,13	2,17	1,08	2,29	1,43	2,03
Easy-going (160/1393)	Center	7,74	6,84	6,46	6,21	5,66	6,13
	Stand. dev.	1,21	1,77	1,85	1,84	2,33	2,21
Anti-country (145/1393)	Center	3,03	5,58	1,46	5,79	1,55	2,81
	Stand. dev.	1,95	1,97	0,91	1,91	1,14	1,79
Heavy-duty (546/1393)	Center	1,92	1,73	1,45	1,55	1,48	1,74
	Stand. dev.	1,37	1	0,86	0,79	0,86	1,11
Cautious (282/1393)	Center	4,17	4,16	4,78	4,71	4,97	4,94
	Stand. dev.	1,6	1,63	1,68	1,6	1,51	1,61

Table 6

Percentage of respondents in clusters (columns) who declared using the listed criteria (rows) for distinguishing truth from falsehood on social media

CLUSTERS	Ind.-1 (145/825)	Ind.-2 (151/825)	Mixed (188/825)	Coll.-1 (100/825)	Coll.-2 (142/825)	Coll.-3 (99/825)
Filtering criteria, according to which the search for truth can pass independently (i.e., the information itself and the consumers are enough for the evaluation process)						
One's own intuitive idea of what is possible and what is not	21,4	66,2	34	19	47,9	28,3
Available supporting photos and videos	86,9	3,3	18,1	2	4,2	4
Compliance with one's own professional knowledge of the topic	11	6	13,8	14	41,5	18,2
Absence of extremes in points of view and emotions	22,8	4,6	16	4	9,9	4
Date and time of publication	24,8	15,9	3,7	3	7,7	5,1
Typos and grammatical errors	11	19,2	4,8	3	1,4	4
Absence of humor <i>(differences were insignificant)</i>	2,8	4	3,2	1	2,1	2
Filtering criteria, according to which the search for truth requires other agents (i.e., different direct or indirect forms of consultation and support are needed)						
Availability of similar information in other sources	11,7	1,3	78,7	20	2,1	25,3
Credibility of the information source	20,7	11,3	9	94	22,5	0
Availability of links to serious sources	4,1	6	6,9	33	1,4	100
Degree of credibility of the information source for most people	2,8	9,3	34	9	21,8	17,2
Opinion of relatives and friends	2,1	0	6,4	3	64,8	10,1
Expert opinion on the topic	4,8	7,9	6,9	29	9,2	10,1
Comments on the information and confirmation or refutation of one's own doubts	0	25,2	6,9	8	12,7	1

could assert about a small win of collectivism (see Table 6; we decided to keep using non-specific cluster names with random ordering of different patterns of information consumption). It is important to mention that we didn't find the significant differences in the trust of socio-political news on social media between representatives of different clusters, i.e., different versions of individualism and collectivism plus one mixed pattern. Thus, it is not the media that decides and imposes, it is the consumers who create alternative realities within the media, introducing themselves or their reference groups there. The question is how socially dangerous the certain variants of Ukrainian individualism and collectivism are in social networks, but this is a whole other story.

Indirectly, we confirmed one of conclusions by R. Savchynskyi and M. Nasiedkina: 'Agency as a mechanism, that determines a person's social behavior, implies an 'automated' tendency to act in a certain way, while subjectivity is related to a person's willingness and ability to build action autonomously. <...> In fact, the subjectivity mechanism can be the basis for innovative actions and interactions, and the agency mechanism is more conducive to conservative actions and interactions, which are already inherent in society or group. <...> In our opinion, most of the actions of a significant part of society are still related to the agency mechanism. That is, usually the relative majority of society reproduces the current state of affairs rather than is changing it' (Savchynskyi & Nasiedkina, 2016). But, although the above-quoted authors believed that the same person was able to demonstrate both subjectivity and agency, they were convinced that 'one practice = one mechanism'. In our opinion, nothing prevents both mechanisms from being combined in one practice, or, at least, nothing prevents information consumers from believing that they are the ones and only who are able to reasonably balance between individualism and collectivism. The most serious conflicts are unlikely to occur when answering media-centered questions 'what to believe' (Rusbridger, 2020) or 'who owns the media' (83% of Ukrainians aware of existence of jeansa and misinformation in the media - polls, 2021). The most conflictogenic things begin where imaginary meets reality. Harvard Business Review's latest infographic in the 'Business and society' section is a great illustration – the combination of moral and social opposites is very desirable, but much less observable (*Six paradoxical expectations of leaders*, n.d.).

5. Conclusions

It turned out that the most popular value choices of Ukrainians were the synthesis avoidance and the love of freedom. But it became clear that Ukrainians often morally devalued freedom as a life priority of people-in-general, due to suspicions of the immorality of those who had chosen it. We guess, the biggest problem was that people who have chosen freedom as a main value of life should suffer in Ukrainian society the most: they were the ones who most often evaluated the morality of different people positively, while they themselves were most often suspected of immorality 'by default', despite the fact that Ukrainians are recognised to be the freedom-loving nation. In parallel, we observed the dominance of unwillingness to self-diminish responsibility in family, work, and civic social roles combined with each other. The desire to trust, and the habits of collectivism are also not lost for Ukrainians in new informational conditions. They were noticed to have been seeking for independence / dependency balance in the search for truth on social media. We believe the modern Ukrainian conservatism has strong and well-founded roots, because Ukrainians have a diverse history, and the dynamics of this diversity have had a strong impact on social interactions, while relevant cultural and historical events become the key to the formation of trends in values and self-regulation.

Speaking of prospects, we need to keep the emphasis on original approaches to the study of values and morality. In part, photos and videos are said by E. V. Bataeva and A. S. Chumakova-Sierova to be representing conscious values of social actors, which they tend to visualise due to their importance, and unconscious values, which are involuntarily projected onto the visualised online behaviour; both kinds of value preferences can anticipate value changes in real life and latently influence the formation of new value patterns (Bataeva & Chumakova-Sierova, 2021). The poetic works can become an excellent tool for revealing the moral capital of society as well. The connection of literature / poetry / certain poetic genres with morality, value hierarchies, deviant behavior, individualism and collectivism, trust, tolerance, etc., is strongly postulated, despite the significant debatability of the issue and studying it through too specific lenses and cases. The self-production of poetry is now available to almost anyone who wants to fill their free time with this (Shelukhin, 2013), and research by confronting readers with unknown / little-known texts and authors – when the readers are left alone with their own opinions and some poem itself, outside the previous public discussion influence – may contribute to a more truthful manifestation of moral ideals and values, that would be considered by readers as worthy of preservation for future generations through literature.

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HEALTH, ENVIRONMENT, DEVELOPMENT**SYNTHETIC AND BIOLOGICAL ASPECTS OF STUDYING THE PROPERTIES OF 1,2,4-TRIAZOLE DERIVATIVES****Anastasia Khilkovets**

Postgraduate Student, Zaporizhzhia State Medical University, Ukraine
e-mail: nastia010792@ukr.net, orcid.org/0000-0001-7401-9458

Yuriy Karpenko

Ph.D. in Chemistry, Assistant, Zaporizhzhia State Medical University, Ukraine
e-mail: karpenko.y.v@gmail.com, orcid.org/0000-0002-4390-9949

Oleksiy Bigdan

Ph.D. in Pharmacy, Assistant Professor, Zaporizhzhia State Medical University, Ukraine
e-mail: abigdana@gmail.com, orcid.org/0000-0002-2283-1695

Maryna Parchenko

Senior Assistant, Zaporizhzhia State Medical University, Ukraine
e-mail: parchenko@ukr.net, orcid.org/0000-0002-7380-040X

Volodymyr Parchenko

Doctor of Pharmaceutical Sciences, Associate Professor, Zaporizhzhia State Medical University, Ukraine
e-mail: parchenko@ukr.net, orcid.org/0000-0002-2283-1695

Summary

1,2,4-triazoles belong to a well-known class of heterocyclic compounds that are of both theoretical and practical interest. This class has been known for about 100 years, and in recent decades 1,2,4-triazoles have become one of the most attractive objects of research in the chemistry of heterocyclic compounds due to their unique properties. Recently, a considerable number of innovative synthesis methods have been developed and interesting modification of chemical variations has been proposed, for example, a three-component reaction of aryldiazonium salts with fluorinated diazoreagents and nitriles, or a combination of a fragment of 1,2,4-triazole with coumarins or naphthalene-substituted compounds in one combined molecule, and so on. As a result, scientists have obtained new derivatives of 1,2,4-triazoles with a certain number of structural features that contribute to the production of promising substances with antimicrobial, antifungal, antitubercular, antioxidant, antitumor effects, etc.

These derivatives are used not only in the medical and veterinary sphere, but also in the agricultural and industrial sectors. They have found their application as dyes, corrosion inhibitors, photosensitizers, fungicides, plant growth regulators, etc.

The aim of our work was to analyze and summarize the known literature data on new synthetic approaches to the production of new derivatives of 1,2,4-triazole and systematize information related to the biological properties of these compounds.

Keywords: 1,2,4-triazole, medical chemistry, biological activity, heterocycle, organic chemistry.

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1. Introduction

Triazoles are part of a five-membered heterocycle family, scientific interest is constantly growing to it (*Parchenko V.V., 2014*). This is primarily due to the wide range of applications of derivatives of this system in the pharmaceutical, agricultural and technical industries (*Bigdan O. A., 2017: 135-140*). 1,2,4-Triazole is a system with a symmetric arrangement of three nitrogen atoms and two carbon atoms, which give unique properties to these derivatives (*Parchenko V. V., 2011: 49-53*). In addition, 1,2,4-triazoles are a key building block of a large number of molecular structures with antibacterial, antifungal, anti-tuberculosis, antioxidant, antitumor, analgesic, anti-inflammatory activity, etc. (*Borisenko N.N., 2019: 1-5*). The possibility of additional introduction of various substituents into the "framework" of 1,2,4-triazole is crucial in modeling new "libraries" of promising compounds (*Bigdan O.A., 2016: 90-97*). Therefore, the strategy of "building" new substituted 1,2,4-triazole is popular among scientists due to the additional introduction of various pharmacoforic residues. The wide range of biological and pharmacological properties of 1,2,4-triazole encourages scientists in many countries of the world to develop new synthetic approaches for the targeted production of new derivatives of 1,2,4-triazole.

The aim of our work was to analyze and summarize the known literature data on new synthetic approaches to the production of 1,2,4-triazole derivatives and systematize information related to the biological properties of these compounds.

2. Review of potential prospects for 1,2,4-triazoles

An original method for the synthesis of both symmetric and unbalanced 3,4,5-triaryl-1,2,4-triazoles using $B(C_6F_5)_3$ as a catalyst is proposed by a team of scientists (*Guru M. M., 2019: 7964–7974*). The authors proved that $B(C_6F_5)_3$ performs a dual role, firstly, it activates the corresponding hydrazone for nucleophilic attack, and secondly, it initiates the formation of a frustrated Lewis pair for dehydrogenation. This method is economical, and without the presence of oxidizing agents, it can become a potential platform for chemical conversion catalyzed by the main group without the use of a transitive metal.

Isocynoacetates are universal substrates for the synthesis of heterocyclic compounds. The authors investigated the reaction of decarboxylative cancellation of 2-aryl-2-isocynoacetates with aryldiazonium salts (*Tian Y. T., 2021: 227-233*). This method makes it possible to produce a large number of new molecules in a number of 1,3-diaryl-1,2,4-triazoles, including binaphthalene, potential drug compounds, and synthetic intermediates of drug-like molecules. The three-component reaction of aryldiazonium salts with fluorinated diazoreagents and nitriles deserves attention. (*Peng X., 2020: 4432–4437*). The method makes it possible

to expand the spectrum of difluoromethylated N1-aryl-1,2,4-triazoles, most of which show similarity to drug molecules.

The development of powerful urease inhibitors can be considered as a promising area of scientific research. A team of scientists has developed structurally diverse compounds containing coumarin and thiazolo-1,2,4-triazole in one combined molecule (*Khan, I., 2020: 345–354*). The combination of fragments of 1,2,4-triazole and naphthalene-substituted compounds in one molecule leads to the formation of substances with high antitumor activity (*Luo L., 2021: 113039*). Some compounds have cytotoxicity in vitro, stopping the cell cycle and inducing apoptosis in MDA-MB-231 cells. In addition, the compounds have been found to inhibit the growth of 4T1 breast tumors. Another team of scientists described in detail the production of new spirocyclic and chiral triazolopiperazines (*Lorthioir O., 2020: 152600*). The authors have developed a practical, fast and reliable synthetic pathway for the synthesis of these derivatives, which allows you to control Regio - and stereochemistry. The reaction conditions are quite mild. Available amino acids and amidins can be used as starting components. The resulting 5,6,7,8-tetrahydro-[1,2,4]triazolo[1,5-a]pyrazines are attractive molecules for finding potential drugs among them. Heterocyclic nitrogen compounds are important structural subunits that are widely found in bioactive natural products, pharmaceuticals, agrochemicals, and the like. Recently, attention has been paid to arendiazonium salts, which are a source of nitrogen – the main component in the synthesis of nitrogen-containing heterocyclic compounds (*Liu J., 2020: 4876–489*). According to the authors, the direction of combining 1,2,4-triazole and the Quinoline "core" in one molecule due to condensation of 5-(4-chlorophenoxymethyl)-2,4-dihydro-1,2,4-triazole-3-thiones and 5-(pyridine-3-yl)-4H-1,2,4-triazole-3-thiols with substituted 2-chloroquinoline-3-carbaldehydes is promising (*D'Souza V. T., 2021: 129503*).

The strategy of donor-acceptor diazoactivation is a promising area of synthetic testing. The authors convincingly proved the possibility of constructing molecules by condensation using diazonium salts, and also found that the intermediate product undergoes cyclization to form indazoles (*Li X., 2020: 4151–4155*). Various new 1,2,4-triazolo[4,3-b][1,2,4,5]tetrazines and 1,2,4-triazolo[4,3-B][1,2,4]triazines can be obtained by heterocyclicizing 3-substituted 4-amino-1,2,4-triazoles with (α and β) bifunctional compounds (*El-Reedy A. A. M., 2020: 1-18*). Their effectiveness against various pathogenic strains of microbes and fungi has been proven. Some of them show high anti-inflammatory activity. An original approach to the production of 1,2,4-triazole derivatives by cyclization of nitriles with 2-aminopyridines is proposed by a team of scientists (*Xia J., 2019: 2014–2022*). Another team proposed an original synthesis method 1-(morpholine-4-yl-methyl)-3-alkyl(aryl)-4-[4-(dimethylamino)-benzylidenamino]-4,5-dihydro-1H-1,2,4-triazole-5-one (*Gürsoy Kol Ö., 2016: 105-120*). The compounds showed high antioxidant activity in various models. A number of new 2-pyridyl substituted[1,2,4]triazolo[1,5- α]azines were synthesized by the reaction of cyanopyridines with mesitilensulfonates (*Shubin, V. G., 2020: 10-13*). New spiro[fluorene-9,3'-[1,2,4]triazoles were obtained with high yields by the reaction of N3-substituted benzamidrazones and (2,4,7-trinitro-9H-fluorene-9-ylidene) propandinitriles in ethyl acetate solution (*Gomaa M. A. M., 2018: 138-140*). Another paper describes and characterizes the production of heterocyclic carbene ligands from the core of 1,2,4-triazole (*Geetha B. M., 2020: 1-9*). A number of compounds with high antioxidant and antihemolytic properties have been identified among them. The original method for the synthesis of 4-aryl-3-(o-carboxyphenyl)-5-phenyl-1,2,4-triazoles is proposed by a team of scientists (*Aly A. A., 2017: 2375–2379*). The reaction takes place in the presence of equimolar amounts of phthaloyl chloride and N-arylbenzamidrazones in the presence of two triethylamine (Et₃N) equivalents. The high reactivity of amidins makes them valuable intermediates in the

synthesis of heterocyclic compounds, organocatalysts, and metal complexes. The authors studied in detail the reactivity of amidins in the synthesis of 1,2,4-triazole-containing compounds (Aly A. A., 2018: 85-138). Another team of scientists has developed a lightweight and versatile catalytic system that includes a copper catalyst, K₃PO₄, and an oxidizer to ensure efficient synthesis of 2,4,6-triazines, 2,6-diazaminated 1,3,5-triazines, and 1,3-diazaminated 1,2,4-triazines (Huang H., 2015: 2894-2897).

Aldose reductase (AR) is a key enzyme that causes excessive accumulation of sorbitol in tissues, leading to severe microvascular complications caused by diabetes. It is scientifically proven that inhibiting this enzyme is a well-developed strategy to mitigate these complications. Scientists have proven that new 2-[(4-amino-5-aryl-4H-1,2,4-triazole-3-yl)thio]-N-(thiazolbenzothiazole-2-yl)acetamides are potent aldose reductase inhibitors (Sever B., 2021).

Various studies on the study of 1,2,4-triazoles are available. The literature has shown that a compound containing 1,2,4-triazole has a variety of biological activities. Some 1,2,4-triazole condensed acyclic and macrocyclic compounds with potential antimicrobial activity (Manicrao A.M., 2009: 1268-1272). Derivatives of 1,2,4 triazoles with antibacterial activity against *Staphylococcus aureus*, *Klebsiella pneumonia*, *Escherichia coli* and *Pseudomonas aeruginosa* were studied by seeding on a Petri dish and revealed high antibacterial activity (Somani R.R., 2009: 168-173). Some 1,2,4-triazole analogues are being investigated to assess their antifungal activity against *C. albicans*, *A. Niger* (Bayrak H., 2009: 1057-66). Some new 1,2,4 triazoles and their Mannich and Schiff bases exhibit high antimicrobial activity against *E. coli*, *Y. pseudotuberculosis*, *P. aeruginosa*, *Enterococcus faecalis*, *S. aureus*, *B. cereus*, *C. tropicalis* and *C. albicans*. Some derivatives of 1,2,4-triazole have been shown to be active against *E. Coli*, *Klebsiella pneumonia*, *Yersinia pseudotuberculosis*, *Enterobacter aerogenes*, *P. aeruginosa*, *Staphylococcus aureus*, *E. faecalis*, *Bacillus ceretropical*, *Canansis*, *Can. Glabrata* (Bektaş H., 2010: 2427-2438). Condensation products of 1-acylthiosemicarbazides, 1,3,4-oxadiazoles, 1,3,4-thiadiazoles, and 1,2,4-triazole-3-thiones describe anti-inflammatory activity using the carrageenan paw edema test (CPE) (Hacer B., 2009: 4362-4366). 5-aryl-3-alkyltio-1,2,4-triazoles and sulfones have anti-inflammatory and analgesic activity (Umut S., 2007: 5738-5751). 1-Acylthiosemicarbazides, 1,2,4-triazole-5(4H)-thiones, 1,3,4-thiadiazoles, and hydrazones containing 5-methyl-2-benzoxazolinones showed analgesic, anti-inflammatory, and antimicrobial activity against *Candida krusei*, *Candida albicans*, and *Candida parapsilosis*. Derivatives of 4H-1,2,4-triazole exhibit analgesic activity (Goyal P.K., 2010: 1992-1997).

In previous years, the synthesis of heterocyclic systems with a high nitrogen content has been involved in many areas of the pharmaceutical and agrochemical industries. Triazole, which is a five-membered heterocyclic nucleus, has attracted widespread attention from chemists in the search for new therapeutic molecules. The triazole core is one of the most important heterocycles, which is a property of natural products and medicines. The triazole core uses its importance as a center of activity. Nitrogen-containing heterocyclic substances are found in large quantities in most medicinal compounds (Shiradkar M., 2006: 807-816). Triazoles are called imidazole isosters, in which the carbon atom of imidazole is isosterically replaced by nitrogen. Triazole and its derivatives have a wide range of applications and play a vital role in biological fields (Kartritzky A.R., 1985). These skeletons have different potential against multiple activities. In the last few decades, much attention has been paid to the chemistry of triazoles and their condensed heterocyclic derivatives due to their synthetic and effective biological activity (fig. 1.1). Drugs containing the triazole group are also known on the market, for example. fluconazole, intraconazole, voriconazole, triazolam, alprazolam, etizolam and furacilin. This review includes the microwave synthesis of triazoles and its derivatives.

Derivatization of the triazole ring is based on the phenomenon of bioisosterism, in which the oxygen of the oxadiazole core is replaced by a nitrogen analog of triazole. This review provides a brief overview of the medical chemistry of the triazole system and highlights some examples of recent drugs containing this part in the current literature. Triazole is a unique component that is responsible for a variety of biological activities. This article highlights the research work of many researchers, which is described in the literature on various pharmacological activities for synthesized triazole compounds. This review provides comprehensive information about triazole analogues, powerful compounds that have been reported for certain pharmacological activity, as well as the method involved in the evaluation process (Kumar R, 2013: 1844-1869). So far, it has been observed that modifications of the triazole part lead to the formation of compounds with valuable biological activity. It will be interesting to note that these modifications can be used as powerful therapeutic agents in the future.

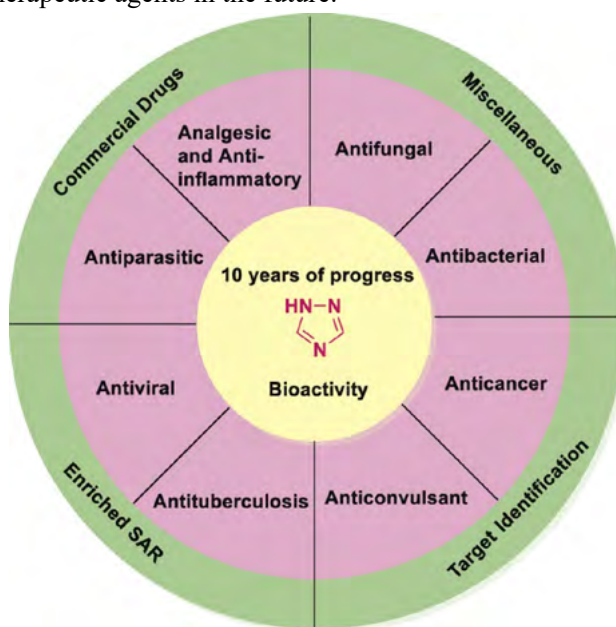


Fig. 1. Progress in studying of the biological activity of the 1,2,4-triazole nucleus

3. Conclusions

1,2,4-Triazoles have attracted considerable attention in the field of Medicine and agrochemical research, as well as in materials science due to their unique structure and properties. 1,2,4-triazole and its derivatives belong to the class of exclusively active compounds with many pharmacological properties. Some triazole derivatives are also known to exhibit antitumor activity. 1,2,4-triazoles are of great importance, as they have also been studied for their depressive, pesticide, antimycobacterial, hypoglycemic, diuretic, insecticidal and herbicidal effects on the central nervous system. Sulfonamide preparations (sulfonamide preparations) were the first antimicrobials to pave the way for the antibiotic revolution in medicine. From a structural point of view, sulfonamides are interesting because of their tendency to form different hydrogen bond systems in the solid state by introducing various hydrogen bond donors and acceptors

as substituents into simple sulfonamide molecules. In addition, sulfur-containing heterocycles represent an important group of sulfur compounds that are promising for practical applications. Among these heterocycles, mercapto - and Thion-substituted 1,2,4-triazole ring systems have been well studied, and so far the diverse biological activity of a large number of their derivatives has been reported. It has been reliably established that various triazole derivatives have a wide range of pharmacological properties. 1,2,4 is a triazole fragment present in various natural products and compound synthesis. This part has attracted the attention of both chemists and biologists. Compounds containing different heterocyclic fragments will be tested for antimicrobial activity against different strains of pathogens. Similarly, some of the compounds will also be tested for anti-inflammatory and analgesic effects. Many therapeutically important medications available, such as ketoconazole, itraconazole, voriconazole, and fluconazole, contain this heterocyclic nucleus. Taking into account the above facts and continuing interest in heterocycles containing the 1,2,4-triazole fragment, identify as a new molecule that may be important in the development of new, powerful, selective and less toxic antimicrobial agents. This combination is seen as an attempt to investigate the effect of structure variation on predicted biological activity, hoping to add some synergistic biological significance to the target molecules.

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CHANGEMENTS DE L'ULTRASTRUCTURE DE LA MUQUEUSE DU GROS INTESTIN LORS D'UNE PANCREATITE AIGUE

Vsevolod Vashchuk

Ph.D., Professeur Agrégé, Département de Chirurgie Générale,
Université Nationale de Médecine de Lviv Danylo Galytckyi, Ukraine
e-mail: sevadoc@gmail.com, orcid.org/0000-0002-0152-0820

Taras Kyryk

PhD, Professeur Agrégé, Département de Chirurgie Générale,
Université Nationale de Médecine de Lviv Danylo Galytckyi, Ukraine
e-mail: kyryk_taras@meduniv.lviv.ua, orcid.org/0000-0002-5263-3841

Résumé

Parmi les patients atteints de pathologie abdominale aiguë qui ont été hospitalisés dans des hôpitaux chirurgicaux, environ 5% sont des patients atteints de pancréatite aiguë. De plus, au cours des dernières décennies, il y a eu une augmentation multiple du taux d'incidence. Selon de nombreuses études dans les pays industrialisés, l'incidence de la pancréatite aiguë est de l'ordre de 200 à 800 nouveaux cas de pancréatite aiguë pour 1 million d'habitants par an. Selon de nombreux chercheurs, l'un des principaux facteurs à l'origine de la pancréatite aiguë sévère est l'invasion de bactéries gram-négatives à partir du côlon, par translocation bactérienne pathologique. Ce mécanisme peut jouer un rôle majeur dans le développement de complications septiques – "la mort commence dans le côlon, qui, dans une pathologie abdominale aiguë, se transforme en un abcès non drainé". L'article présente les résultats de l'étude concernant les particularités de l'ultrastructure de la muqueuse du gros intestin chez les malades avec pancréatite aiguë. Sur la base de l'analyse de 75 microphotos il a été constaté que l'épicentre principal des changements destructifs se trouvait dans les couches externes de la muqueuse du côlon. Les changements signalés ont été qualifiés comme les signaux précurseurs du développement de la translocation bactérienne pathologique.

Mots clés: pancréas, côlon, translocation bactérienne pathologique.

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1. Introduction

Parmi les malades hospitalisés en cliniques stationnaires de chirurgie suite à la pathologie abdominale environ 5 % ce sont les malades avec pancréatite aiguë. Et lors des dernières décennies on constate l'augmentation de quelques fois du nombre des malades. Ainsi selon les données des auteurs actuellement dans les pays industriels développés ce chiffre se retrouve de 200 à 800 cas nouveaux de la pancréatite aiguë sur un an pour 1 million de population (*Leppäniemi etc., 2019, van Dijk etc., 2017, Trikudanathan etc., 2019*). De nombreux chercheurs estiment qu'un des facteurs principaux qui aboutit à l'évolution complexe de la maladie chez cette catégorie des malades est l'invasion de la flore intestinale gramnégative à cause de la translocation bactérienne pathologique. Ce mécanisme peut jouer un rôle crucial dans l'évolution compliquée des sepsis – "la mort commence dans le gros intestin qui lors de la

pathologie abdominale aiguë se transforme en abcès non drainé " (*Assimakopoulos etc., 2018, Marshall etc., 1993, Fukatsu, 2019*). Dans ce cas le contenu toxique de l'intestin parétique devient source d'endotoxines et de bactéries qui depuis sa cavité se retrouvent à travers le système lymphatique dans le système de circulation sanguine. L'existence de la translocation bactérienne de la flore aérobie et anaérobie peut être la répercussion de la destruction de la muqueuse du gros intestin, ce qui a été démontré lors des expériences sur les animaux de laboratoire (*Li etc., 2020, Bengmark, 2013, Spanier etc., 2011, Liu etc., 2019, Nagpal etc., 2017, Slyepchenko etc., 2017*).

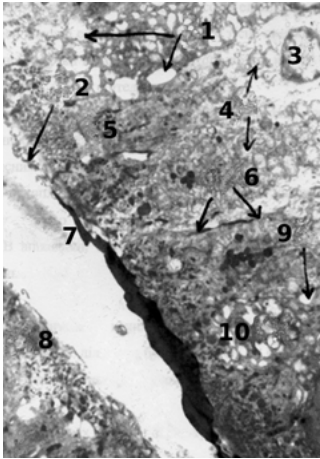
2. Buts et objectifs

Définition des signes principaux des changements de l'ultrastructure de la muqueuse du gros intestin lors d'une pancréatite aiguë.

3. Résultats d'étude et son débat

8 patients atteints de pancréatite aiguë ont procédé à la microscopie électronique des biopates de la paroi du gros intestin. Le matériel bioptique a été utilisé pour l'élaboration de 75 microphotos. Le prélèvement du matériel a été effectué par la biopsie excisionnelle lors de l'opération ou par la biopsie post-opératoire du segment de l'intestin coupé. Le matériel frais a été plongé dans une grande goutte de solution 2% S4O sur le tampon phosphate 0,1 M. Après quoi les morceaux de tissu de dimension 0,8x0,1x0,1cm ont été découpés avec une lame dégraissée avec de l'acytone. Après la nouvelle fixation du matériel dans la solution avec de la saccharose pendant deux heures au froid, le matériel a été lavé avec la solution de la même composition et a été passé par les solutions de l'alcool éthylique de concentration croissante. La déshydratation ultérieure des spécimens a été effectuée avec de l'acytone "ultra pur". Après la polymérisation du matériel sur l'ultramicrotome "UMTP-ZP" on a préparé les coupes ultra fines. On a effectué l'étude et la prise en photos du matériel avec l'aide du microscope "UEMV-100K" avec un agrandissement de $\times 2000 - 124000$. Après l'analyse détaillée de 75 microphotos on en a relevé 12 qui illustrent pleinement les particularités de la muqueuse du gros intestin lors d'une pancréatite aiguë. Parmi les couches de la muqueuse c'est la muscle lisse qui caractérisait le plus haut niveau de non modification. Les myocytes lisses avaient les formes arrondies et la densité électronique du cytoplasme et du noyau était faible. Les espaces intercellulaires étaient un peu élargis. Certains myocytes contenaient dans leur cytoplasme des autophagolysosomes, des vacuoles et des mitochondries électroniquement denses. Les dernières étaient en état d'œdème et de destruction. L'accumulation des structures citées était contiguë à la membrane nucléaire qui à son tour était à l'étape initiale de la désorganisation de l'ultrastructure. Le niveau modéré des changements ultrastructurels concernait les couches profondes des cryptes de la muqueuse (dessin 1).

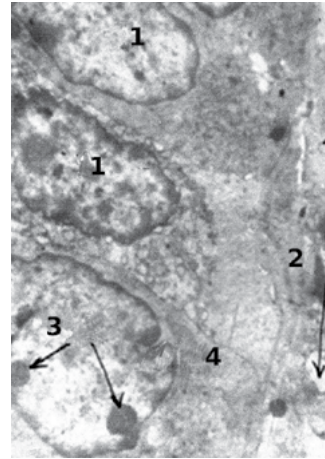
Nous avons nettement observé la dégranulation exprimée du cytoplasme des cellules caliciformes avec la destruction des globules de la sécrétion muqueuse et la domination simultanée des vacuoles. Le cytoplasme apicale des épithéliocytes columnaires se caractérisait par la désorganisation importante de la bordure contenant des microvillosités. Dans le cytoplasme apical de tels épithéliocytes columnaires nous avons relevé un grand nombre d'autolysosomes et de mitochondries dégénérativement modifiées. Les contacts intercellulaires des cellules caliciformes et des épithéliocytes columnaires dans les parties apicales ont été perturbés, et les



**Dessin 1. Les épithéliocytes
columnaires désorganisés et les cellules
caliciformes à l'intérieur des cryptes.**

Agrandissement × 1000

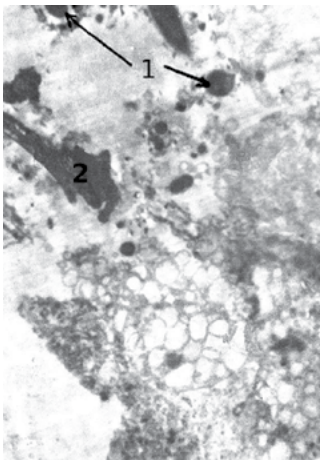
- 1, 9 – vacuoles; 3 – noyau;
- 2 – microvillosités; 5, 8 – cellule columnaire;
- 4 – mitochondries; 6 – membrane plasmique;
- 7 – la cavité de la crypte; 10 – cellule
caliciforme



**Dessin 2. Membrane basale,
cytoplasme et noyaux des cellules
épithéliales de la crypte désorganisés.**

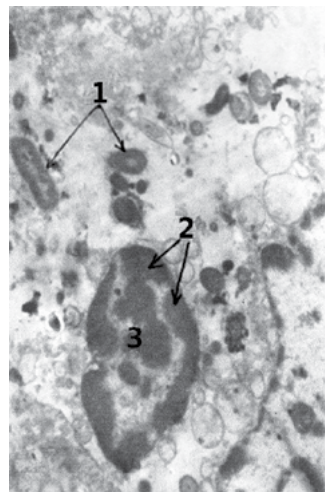
Agrandissement × 5000

- 1 – noyaux; 2 – tissu conjonctif;
- 3 – nucléoles;
- 4 – cellule peu différenciée



**Dessin 3. Les masses électroniquement
denses de la fibrine dans les parties
de la présence des corps bactériels et des
fibres de collagène. Agrandissement × 15000**

- 1 – corps bactériels; 2 – masses
électroniquement denses de la fibrine



**Dessin 4. Corps bactériels qui
remplissent le cytoplasme ruiné
des cellules contiguës à la cavité de
l'intestin. Agrandissement × 5000**

- 1 – Corps bactériels; 2 – hétérochromatine;
- 3 – noyau

membranes plasmiques latérales ont été souvent élargies et n'étaient pas distinctes. La partie basale des cellules épithéliales des cryptes de la muqueuse était représentée par le cytoplasme désorganisé et par le noyau d'une grande dimension (dessin 2).

Les noyaux des cellules citées contenaient une quantité insuffisante d'euchromatine et de rares nucléoles hypertrophiés. Le tissu conjonctif lié à la membrane désorganisée se caractérisait par de graves désorganisations de la structure de la matière principale ainsi que des éléments cellulaires. Nous avons observé les caractéristiques démonstratives du ruinement du cytoplasme des cellules épithéliales contiguës à la cavité de l'intestin dans les parties de la muqueuse dégénérativement modifiée (dessin 3).

Les cellules columnnaires et caliciformes représentaient une désorganisation structurelle nette. Les couches superficielles du cytoplasme des cellules décrites sont desquamées dans la cavité de l'intestin dont la partie visible est remplie de masses électroniquement denses d'une consistance non homogène et de nombreux divers corps bactériels. Sur les microphotos on a défini les noyaux de la cellule ruinée remplis de masses de chromatine (dessin 4).

Le cytoplasme des épithéliocytes était en état de lyse et était représenté en majeure partie par l'accumulation des fragments à part des corps bactériels.

4. Conclusions

Analysant les microphotographies présentées nous pouvons constater le caractère mosaïque d'affection avec une profondeur différente de l'alternation des couches définies de la muqueuse du gros intestin. Les étapes initiales de la désorganisation de l'ultrastructure qui se sont définies en oedème, en diminution de la densité électronique du cytoplasme et du noyau, en dystopie des microfilaments, se sont limitées à sa propre muqueuse. Nous avons découvert une grande quantité de changements pathologiques dans les couches profondes des cryptes: dans les endroits indiqués dominaient les épithéliocytes avec des microvillosités raccourcies, l'accumulation excessive de lysosomes dans le cytoplasme et de mitochondries dégénérativement modifiées. Le plus haut degré de la désorganisation structurelle était présenté par les épithéliocytes columnnaires et caliciformes situés le plus près de l'espace intestinal. Le cytoplasme des cellules citées était représenté par les noyaux apicalement disposés contenant de l'hétérochromatine et ruinés par des organites sans une nette différenciation et accumulation de corps bactériels ou leurs fragments. Les contacts apicaux intercellulaires ont été perturbés, les espaces créés contenaient du détrit et des corps bactériels. La membrane basale ne s'identifiait pas ou était en stade de destruction. Les capillaires contigus étaient entourés de zones d'œdème périvasal des fibroblastes et des fibres de collagène, au sein des vaisseaux il y avait des thrombus avec des érythrocytes. Ainsi lors d'une pancréatite aiguë la destruction des couches superficielles de la muqueuse a entraîné la migration pathologique des bactéries intestinales, ce qu'on peut estimer comme preuve morphologique de l'existence du phénomène «de la translocation pathologique bactérielle».

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TECHNOLOGY, CREATIVITY, IMPLEMENTATION

EFFECTIVENESS AND SAFETY OF STUDENTS' WORK WITH DIGITAL LEARNING ECOSYSTEMS

Olga Protasenko

Ph.D., Associate Professor, Simon Kuznets Kharkov National University of Economics,
Ukraine e-mail: olha.protasenko@hneu.net, orcid.org/0000-0002-8203-5703

Andrii Ivashura

Ph.D., Associate Professor, Simon Kuznets Kharkov National University of Economics,
Ukraine e-mail: ivashura.a@ukr.net, orcid.org/0000-0002-0022-7489

Summary

The application of digital ecosystems to various activity types is an objective reality. One of the areas of activity that is currently undergoing a stage of active digitalisation is the educational system. As a result, a separate segment of digital ecosystems appeared – the digital learning ecosystem. The essential issues in the operation of digital learning ecosystems are the learner's efficiency and safety when interacting with them. This issue has become relevant due to the recent transition to a remote learning mode because control of the effectiveness and safety of interaction with the digital learning ecosystem has decreased. Thus, the paper puts forward a hypothesis: the efficiency and safeness of a student's work with a digital learning ecosystem in a remote work depend on three components: the level of digital competence; ergonomics of the digital learning ecosystem; ergonomic organisation of the workplace. An experiment was carried out to research the hypothesis. The students in the first year of studying the bachelor's qualification level from the Simon Kuznets Kharkiv National University of Economics took part. The Personal Learning Systems was chosen as the studied object. The hypothesis got confirmation during the study. In addition, a heuristic model of student interaction with a digital learning ecosystem was proposed based on the results. According to the model, teaching students such interdisciplinary sciences as cognitive and organisational ergonomics and building an individual learning trajectory will increase the effectiveness of students' interaction with digital learning ecosystems.

Keywords: digital ecosystem, digital competence, ergonomics, remote work, efficiency, performance.

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1. Introduction

Today's reality is the integration of digital ecosystems into various types of human activity. At the same time, the use of digital ecosystems has led to the formation of a new challenge for society, which consists in ensuring the implementation of two essential components in the

context of digitalization – human effectiveness and safety (Bordi L., et al, 2018; Baptista J., et al, 2020; Oeij P.R.A., et al, 2019; Protasenko O., et al, 2021). This task is difficult since digital ecosystems have fundamentally changed man-machine interaction, which does not allow using standard approaches of ergonomics, labour protection, engineering psychology, labour physiology and other scientific areas to solve it. In addition, the solution of the problem complicates its versatility, which requires an interdisciplinary approach. In this regard, it is necessary to highlight the problems that make it up. Among them:

1. Changing the operating mode (transition of working activity from ordinary mode to online; use of mixed operating modes).
2. Blurring of the boundaries between working time and personal one.
3. Changing the methods, modes and volumes of communication between employees and employers and between employees.
4. Multitasking work.
5. The level of digital competence of the employee and the efficiency of the digital ecosystem.
6. Ergonomics of digital ecosystems.
7. Ensuring employee safety in the conditions of remote work.

Some of the presented problems were considered and studied in-depth, and methods for their solution were proposed (Hasle P., et al, 2013; Stich J. F., et al, 2015; Protasenko O.F., et al, 2020). However, in our opinion, the issues of the employee's digital competence; the effectiveness of his activities, the ergonomics of working programs interface; employee safety in the remote work conditions have not been studied enough.

2. Problems of efficient and safe operation of digital ecosystems

Digital competence is the person's ability to confidently, effectively, critically and safely choose and apply information and communication technologies in various areas of life and readiness for such activities (Soldatova G. U., et al, 2015). Evidently, digital competence significantly affects the efficiency of the digital ecosystem, and in conditions of remote work, it receives priority to ensure its functioning. Therefore, the higher the digital competence level, the higher the ecosystem productivity. However, there is a contradiction: on the one hand, there is a request to perform work remotely using certain types of Internet applications (for example, zoom, e-mails, google docs, etc.); on the other hand, insufficient level of of the employee's digital competence for their efficient use. The problem of inadequate the digital competence level is due to:

1. A formal assessment of the employee's skills when hiring since the employer by default believes that if the applicant has the appropriate education, he has the required level of digital competence. However, this is not always the case because digital ecosystems are volatile. Thus, if an employee had a break from work (often even a minor one) or found himself in conditions of isolation from the team (as during a lockdown due to the coronavirus pandemic), then the employee's digital competence be significantly reduced, which leads to a decrease in performance on a whole.

2. The lack of systemic tools for employee preparation before starting the work; and updating their digital skills in the activity. The employee's digital skills need to be constantly updated. Moreover, sometimes this process occurs insensibly during the work operations, and sometimes it requires significant efforts from employees. At the same time, the employer often

uncontrollably transfers the issues of updating digital skills to the employee, who does not always have the opportunity to do it on his own, which also leads to a decrease in performance.

To the problem of the low level of employees' digital competence, one should add the question of the correctness of employees' self-assessment of their digital competence level. Employees often tend to overestimate their knowledge and skills since, in most cases, they do not use any objective assessment methods, which subsequently causes delays in the implementation of tasks, incorrect of their realisation, in more complex cases, emergencies. The listed problems contribute to a decrease in the efficiency of the digital ecosystem's functioning. Thus, the employee's digital competence directly affects the level of his safety and efficiency.

The digital ecosystem ergonomics. Despite the demand and high level of software development that supports the possibility of remote work, the employee and the employer do not always get the desired result. The information search on this issue showed that this situation is often caused by insufficient ergonomics organisation of digital ecosystems, which can lead to a slowdown in the speed of operations, incorrect actions and other consequences that reduce the quality and reliability of the employee's work. (Bordi L., et al, 2018; Baptista J., et al, 2020; Oeij P.R.A., et al, 2019; Protasenko O., et al, 2021). As a result, there is a decrease in the efficiency of the digital ecosystem as a whole. Therefore, it is necessary to find ways to improve the ergonomics of digital ecosystems. For this purpose, it is needed to use tools that allow harmonising man-machine interaction in the digital ecosystem (Briscoe, G., et al, 2011; Protasenko O. F, et al, 2021).

Safety of activities in remote work. Today's understanding of human safety is multicomponent. These components are different in nature of origin and impact on a person. However, they are closely related to each other. For example, anthropometric and psychological comfort of the workplace, sanitary and hygienic conditions meeting regulatory requirements, social well-being, the technical systems perfection, and others. However, we got to used considering them in the context of the traditional organization of the workplace, i.e. when there is an office space in which employees operate. In this case, the set of actions and their sequence to ensure the worker's safety is clear. However, today new activity types and working conditions have arisen. Thus, we need to update the existing rules on workplace safety. An example of a new activity type and working conditions is freelancing, in which employee location, working hours and conditions and other characteristics of the activity are unregulated. Another example is the lockdowns due to the COVID-19 pandemic, which caused a mass transfer of workers to remote work. In this case, no one controlled the quality of working conditions, which provoked problems with workers' mental and physical health due to the impossibility of separate working time from a personal, sedentary lifestyle, isolation from society, etc. Therefore, it is necessary to find ways to ensure the employee's safety in remote work.

3. Digital learning ecosystems

The analysis of the listed problems is interesting in the context of digital learning ecosystems, which are conditioned by many reasons. (Cuerdo-Vilches, T., et al, 2021; Blundell, C., et al, 2016; Lin, M.-H., et al, 2017, Myhal, H.V., et al, 2019):

1. The scale of digital learning ecosystems application. They are used in institutions of multidirectional activity: from schools to large manufacturing companies.

2. Age coverage of participants in digital learning ecosystems – from schoolchildren to the elderly.

3. Polyvariance of the proposed digital learning ecosystems. Today, there are many forms of implementing the learning process through digital ecosystems: from an auxiliary tool that allows a person to develop skills, to disciplines that form a person's knowledge and skills;

4. The trend toward the use of blended and completely remote forms of education, which gets widespread since the onset of the pandemic;

5. Inadequacy in the digital competence assessment, which connected with the subjectivity of a person's ideas about this concept due to the widespread use of digital devices both for work and everyday life.

Research hypothesis: the effectiveness and safety of a student's work with a digital learning ecosystem in a remote work depend on the following components:

1. The level of student's digital competence.
2. Digital learning ecosystem ergonomics.
3. The workplace ergonomic.

4. Materials and Methods

The students of the Simon Kuznets Kharkiv National University of Economics in the first year of study were testees. They were in blended learning. The time of work in the classroom and remotely was approximately equal. The total number of testees was 74 people. We used the MOODLE system as the digital learning ecosystem, based on which "Personal Learning Systems" have been created and operated at the university.

We estimated three indicators:

1. The index of student's digital competence.
2. The workplace ergonomics in remote work.
3. The student's working effectiveness and involvement in digital work.

We estimated the index of student's digital competence using the methodology by the authors: G.U. Soldatova, T.A. Nestik, E.I. Rasskazova, E.Yu. Zotov. According to the test, the estimation of digital competence has four ranges: high, above average, average and low levels. We transformed and placed the test on the free online service Online Test Pad for the convenience of assessing the index of student's digital competence.

We estimated the workplace ergonomics using the test "Subjective assessment of the workplace ergonomics". We placed the test on a free Internet service Online Test Pad for the convenience of work. The test included several questions about the student's workplace ergonomics outside the university. According to the test, the subjective assessment included three gradations: high, medium and low levels of workplace ergonomics.

We used the quiz "Activity effectiveness and the degree of involvement in digital work" to estimate the student's working effectiveness and involvement in digital work. It included the estimation of the average grade for the previous semester and the assessment of student's involvement in working with digital ecosystems. We placed it on a free Internet service Online Test Pad for the convenience of working.

Students received access to the quizzes "The index of digital competence", "Subjective assessment of the workplace ergonomics", and "Activity effectiveness and the degree of involvement in digital work" via an Internet link. It was possible to pass the quizzes at any convenient time using any digital device with an Internet connection.

The results were summarized in the analytical database of the Internet service Online Test Pad. After that, we generated files for further data processing. We used statistical observations, correlation and comparative analyses to process the collected data. We visualized the obtained results using graphs and pie charts.

5. Discussion of results

In the first stage, we divided students into three groups under their performance indicators:

1. The first group – students with a high level of academic performance (average grade in the range of 90...100 points).
2. The second group – students with an average level of academic performance (average grade in the range of 74...89 points).
3. The third group – students with a satisfactory level of academic performance (average grade in the range of 60...73 points).

Further, based on the results of the students' quizzes, we performed a correlation analysis to establish relationships between:

1. Students' performance and digital competence.
2. Students' performance and the workplace ergonomics
3. Workplace ergonomics and well-being.

As a result of the correlation analysis, no statistically significant relationships were found. However, a comparative analysis of the change in the index of students' digital competence in groups showed the following regularity: that the higher the progress of students, the higher the index of their digital competence and the smaller the range of values in which it changes (Fig. 1).

An analysis of changes in students' performance and the results of evaluating workplace ergonomics in remote work in groups showed that there is no direct influence of workplace ergonomics on the efficiency of students' activities. However, we found the following regularity: the higher the students' performance, the higher the level of the workplace ergonomics and the smaller the range of values in which it changes. (Fig. 2).

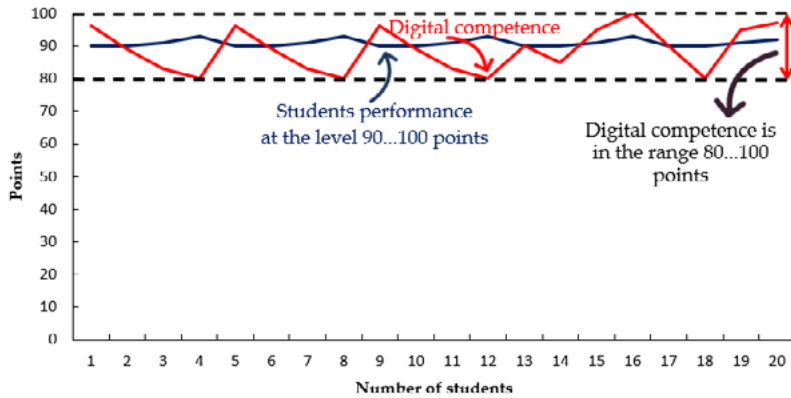
Comparative and correlation analyses of changes in the workplace ergonomics and subjective assessment of students' well-being in groups showed the following result: workplace ergonomics positively correlates with the student's well-being (Fig. 3). Thus, workplace ergonomics in remote work affects student's safety in working with a digital learning system.

In the second stage, we divided students into three groups under the level of their digital competence: students with high, average and low levels of digital competence. We analysed two indicators based on the results of the quiz "Activity effectiveness and the degree of involvement in digital work". These are:

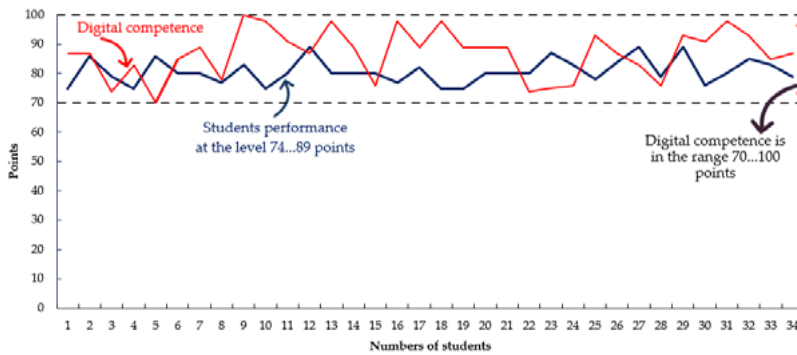
1. The student's involvement in working with the digital learning ecosystem;
2. The effectiveness of obtaining professional skills with the help of the digital learning ecosystem.

Based on the results of the analysis, we built diagrams (Fig. 4, 5).

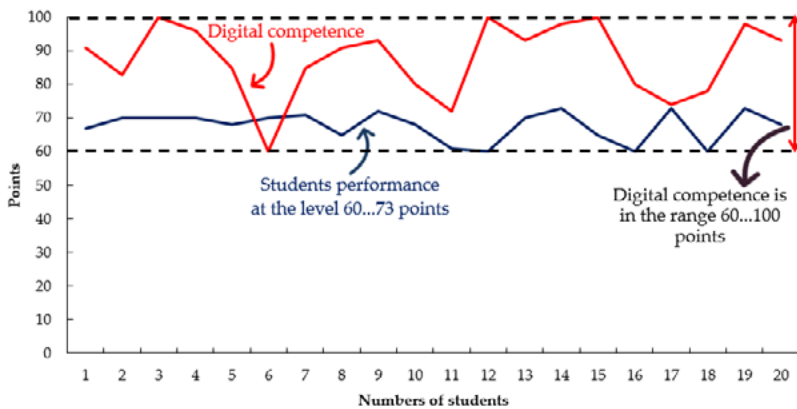
Based on the presented diagrams, we concluded that there is the following regularity: the higher the level of student's digital competence, the higher the level of student's involvement in working with the digital ecosystem. Besides, students with a high level of digital competence have a high level of academic performance.



a



b



c

Fig. 1. Comparative analysis of changes in the index of students' digital competence in groups: (a) students group with a high level of academic performance; (b) students group with an average level of achievement; (c) students group with a satisfactory level of academic performance

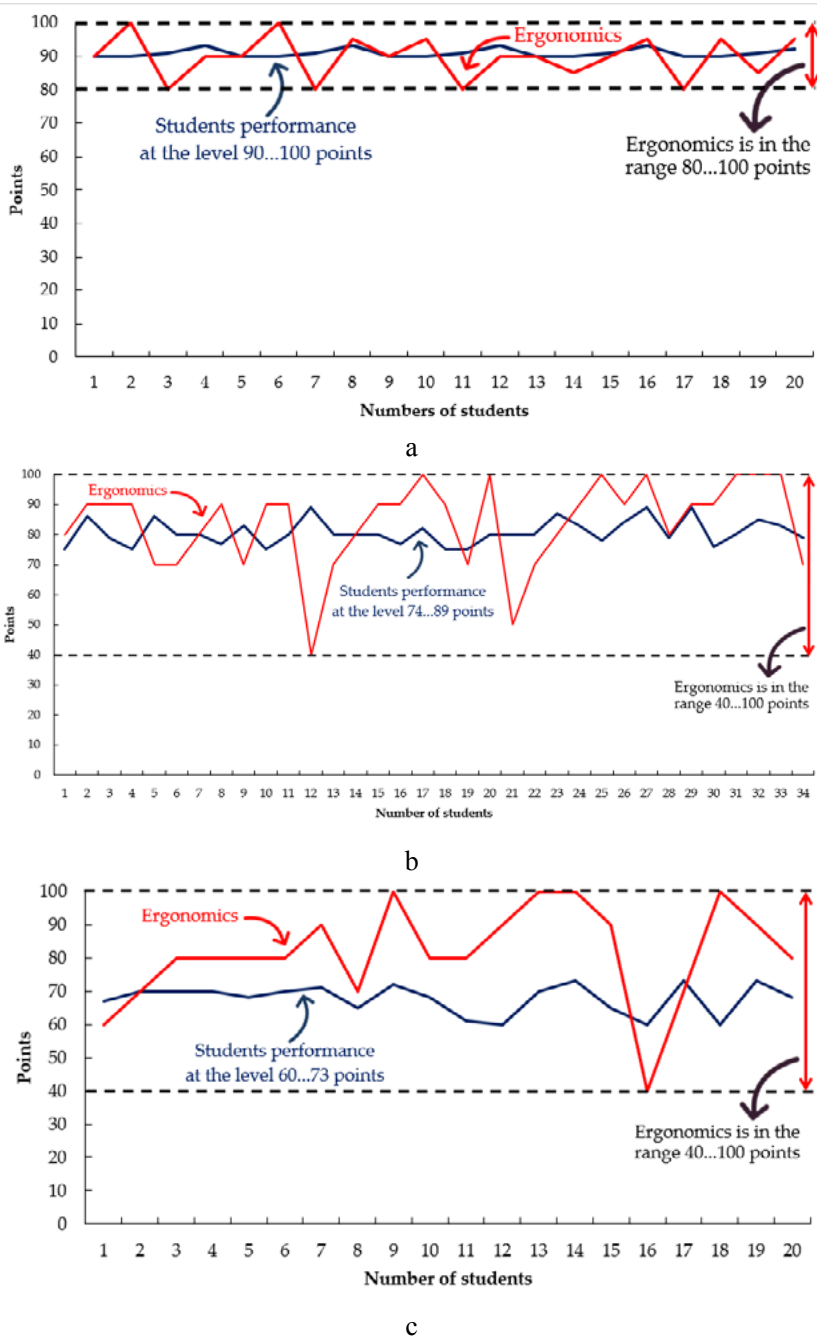
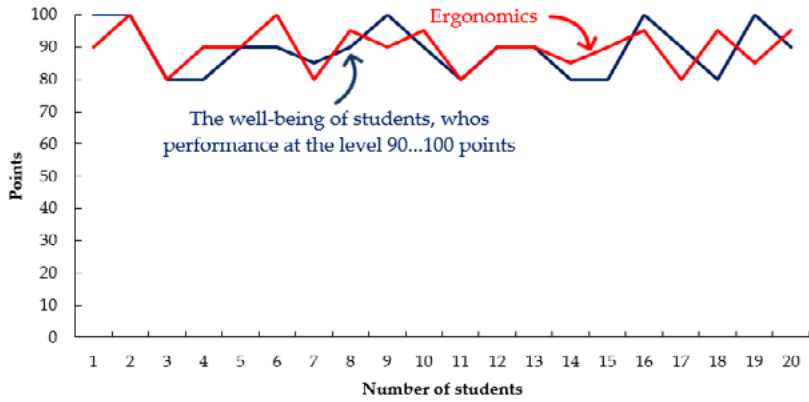
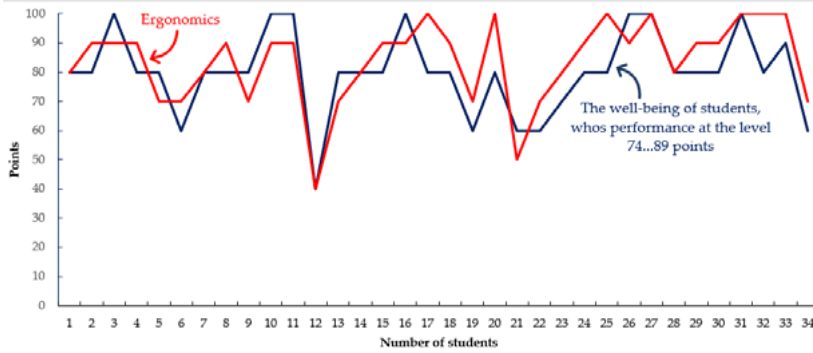


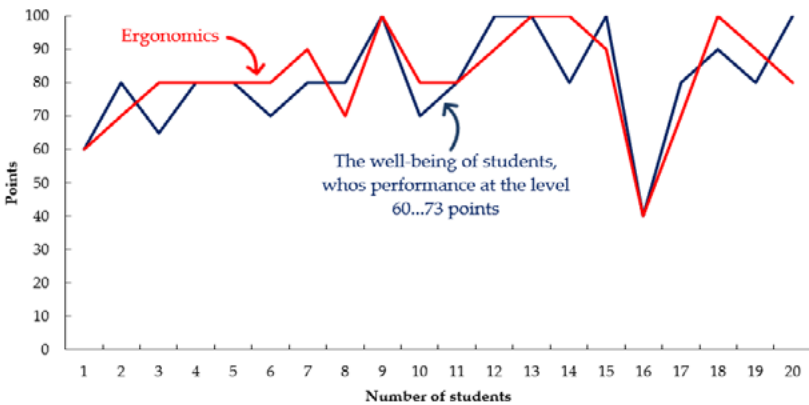
Fig. 2. Comparative analysis of changes in students' performance and workplace ergonomics in groups: (a) students group with a high level of performance; (b) students group with an average level of performance; (c) students group with a satisfactory level of performance



a



b



c

Fig. 3. Comparative analysis of changes in students' well-being and workplace ergonomics in groups: (a) students group with a high level of performance; (b) students group with an average level of performance; (c) students group with a satisfactory level of academic performance

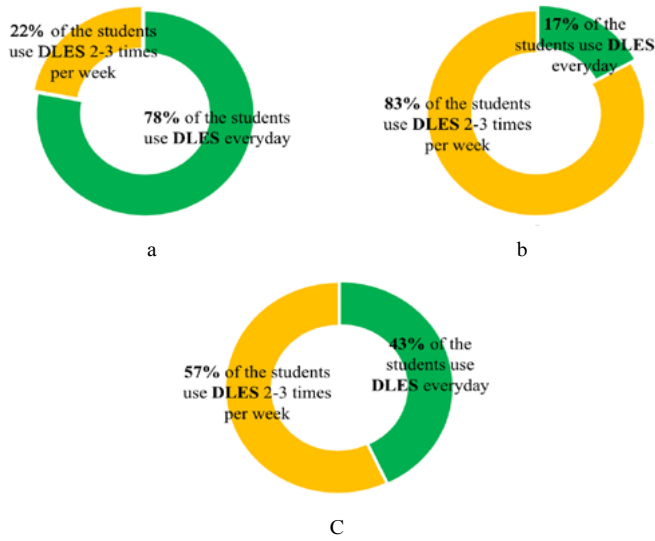


Fig. 4. Analysis of students' involvement in working with digital learning ecosystems (DLES): (a) students group with a high level of digital competence; (b) students group with an average level of digital competence; (c) students group with a low level of digital competence

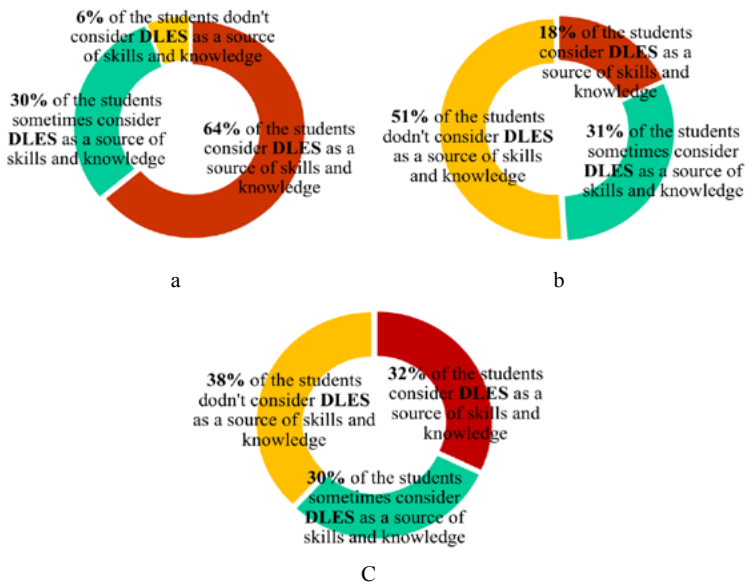


Fig. 5. Analysis of the subjective assessment of the use effectiveness of digital learning ecosystems (DLES) for obtaining professional skills and knowledge: (a) students group with a high level of digital competence; (b) students group with an average level of digital competence; (c) students group with a low level of digital competence

According to the diagrams, we concluded that students with a high level of digital competence use the digital learning ecosystem much more often as a tool for developing professional skills. Thus, we concluded that the skills development in working with digital ecosystems has a positive influence on the efficiency and safety of students' activities.

In the third stage, we estimated the students' subjective perception of the personal learning systems ergonomics. For the analysis, we used the results of the quiz "Activity effectiveness and the degree of involvement in digital work". We found that 92% of students rated the personal learning systems ergonomics of the interface as "excellent" and 8% – "good". In addition, 83% of students in the quiz indicated that the interface ergonomics of any digital learning ecosystem significantly affect the learning effectiveness.

According to the presented results, we obtained the following conclusions:

1. The level of students' digital competence affects the level of their performances. It manifested in the following regularity: the higher the student's digital competence level, the higher his performance under remote work (see Fig. 1). Therefore, increasing the students' digital competence level will increase their activities efficiency under remote work.

2. The level of workplace ergonomics indirectly affects the level of student performance. However, we determined the following regularity: the higher the workplace ergonomics under remote work, the higher student performance under the work with the digital learning ecosystem (see Fig. 2). Therefore, if students are introduced to the basics of workplace ergonomics under remote work, it will increase their activities efficiency.

3. The subjective assessment of the student's well-being depends on the workplace ergonomics under remote work (see Fig. 3). Therefore, mastering the practical skills of ergonomic organisation of workplaces under remote work will improve their well-being and, as a result, increase their work efficiency.

4. The level of students' digital competence affects the degree of their involvement in working with digital learning ecosystems. It manifested in the following regularity: the higher the level of students' digital competence, the higher their involvement degree in working with digital learning ecosystems (see Fig. 4).

5. The level of students' digital competence affects the students' subjective perception of the digital learning ecosystems' applicability for professional skills and knowledge development. It manifested in the following regularity: the higher the level of students' digital competence, the more often students use digital learning ecosystems to acquire professional skills and knowledge (see Fig. 5).

Thus, the hypothesis of the study, expressed at the beginning of the article, received confirmation, i.e. the effectiveness and safety of a student's learning with the help of a digital learning ecosystem in remote work depends on the level of his digital competence, the ergonomics of the digital learning ecosystem and the workplace ergonomic.

However, only 27% of students under remote work have high performance. Therefore, the question arises: how can we improve the students' efficiency? We researched on the relationship between the components of the digital learning ecosystem and the ways that student learns to work with it.

Based on a literature search (Stern, H., et al, 2019; Sun, S., et al. 2020; Mygal, G. V., et al, 2021), we identified three components: student's digital mindset, ecosystem's digital tools, and ecosystem's digital devices.

The digital mindset is the person's readiness to master and apply new technologies to solve the necessary tasks and the absence of internal psychological barriers under work in a digital environment. The student's digital mindset development level affects the degree of involvement

in working with digital learning ecosystems. The higher the level of digital mindset development, the higher the involvement level. At the same time, a digital mindset should be developed by using modern approaches to learning (Myhal, H.V., et al., 2019; Mygal, G. V., et al, 2021).

The ecosystem's digital tools are programs, websites or online resources that a student uses to solve necessary problems. The ecosystem's digital tools ergonomics ensure the efficiency of students' information processing. As the study showed, the ergonomics of the MOODLE system's digital tools significantly influenced the involvement and efficiency of students' use of the digital learning ecosystem.

An ecosystem's digital device is an electronic device that can create, send, share, combine, receive, store, display or process information.

The presented components cannot exist in isolation from each other. We needed to connect the elements to ensure the effective and safe interaction of the student and a digital learning ecosystem. For this purpose, we used the principles of cognitive, organisational and software ergonomics. It allowed us to propose a heuristic model for effective and safe interaction between a student and the digital learning ecosystem (Fig. 6).

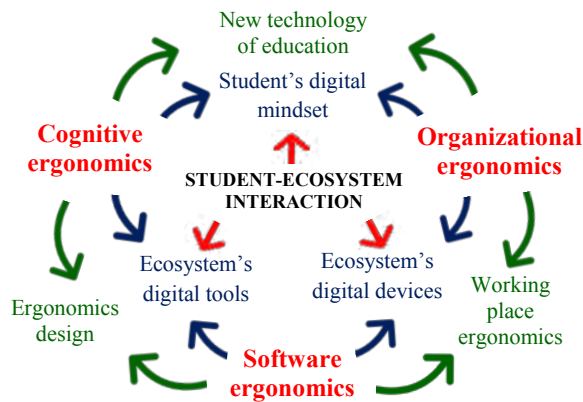


Fig. 6. Heuristic model of student interaction with digital learning ecosystem

According to the presented model, to ensure effective and safe interaction of a student with a digital learning ecosystem, such a component as new educational technologies is needed, the key element of which is the development of an individual student's learning path. Also, increasing the effectiveness of training contributes to the acquaintance of students with cognitive and organisational ergonomics. It will allow considering the student's individuality, the motivational sphere characteristics, functional state, etc.

It should be noted, that the traditional conservative organization of education contributes to the divergent thinking formation among students. At the same time, against the background of in-depth immersion in the fields of knowledge necessary for students, not enough attention is paid to interdisciplinary connections and systemic problems. It limits the possibilities for the formation of students' creative potential. In particular, the further development of their cognitive abilities and intuition requires achieving a balance of creative (divergent) and critical (convergent) thinking, which contributes to the development of non-linear thinking. That is why the student's personal choice of information sources, processing means, display and analysis play an essential role in the knowledge formation process. This moment is also considered within the framework of the proposed model.

Thus, the presented model theoretically contributes to increasing the efficiency of interaction between the student and the learning ecosystem. Of course, the proposed model requires further testing, which we will implement at the next stage of the study.

6. Conclusions

To sum up, we have come to the following general conclusions:

1. Today, the issues of digital competence, interface ergonomics, and workplace ergonomics are essential to ensure the safety and efficiency of humans in a remote work environment.
2. Experimental studies of the effectiveness and safety of the students work with the digital learning ecosystem using the example of the Personal Learning Systems showed that:
 - increasing the students' digital competence level contributes to increasing the efficiency of their performance and involvement in working with digital learning ecosystems;
 - studying the basics of workplace ergonomics under remote work will allow students to increase their work efficiency and safety within the digital learning ecosystem;
 - the interface ergonomics of the digital learning ecosystem is essential for efficient and safe work. The results of the students' survey showed that 83% of respondents believe that the interface ergonomics of the digital ecosystem directly affects the efficiency of activities.
3. We proposed a heuristic model of student interaction with the digital learning ecosystem based on the study. According to the model, teaching students such interdisciplinary sciences as cognitive and organisational ergonomics and building an individual learning trajectory will increase the effectiveness of students' interaction with digital learning ecosystems.

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