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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 52 (3) (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 innovation, work, society elicit urgent environmental imperative in the context of globalization processes, the phenomenon of neoprotectionism in world agrarian policy and the impact on the Ukrainian agricultural sector in it.

But the most important, to our minds, is the issue of state policy directions in the face of Russia-Ukraine war challenges as well as basic concepts of state governance of departmental medicine in Ukraine, cadets' psychological well-being during training period at military institutions of higher education.

The scientific issue also contains interesting researches in language, culture, and communication that are focused on actual issues of intercultural communication, terminology, and discourse analysis. Special attention has been paid to the investigation of the synonymy in medical terminology, namely the evolution of the term «LEPRA», translatability of modern media English neologisms, media genre theory in linguo-didactics in university education.

A new insight has been gained into the diaspora culture and its main methodological and terminological aspects, the development of Jewish state theaters in Ukraine in the 1920s and 1930s of the 20th century, as well as Albanian historical and architectural monuments illegally restored and falsified during Nagorno-Karabakh occupation, organization principles of tourist activities in education institutions, a new artist model in cultural interpretation, humour in the musical-didactic works of the Baroque period, general principles of Internet communication in modern information society, transformation of moral values in modern information space.

In the education realm much attention is paid to theoretical aspect of the phenomenon of foreign language teacher's professional competence in agrarians' creative thinking, social and pedagogical aspects of adult learning in European countries, higher education and inclusive education in technical universities in Ukraine as well as communicative competence formation in law enforcement activity.

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.

**Piotr Zasepa**



## LANGUAGE, CULTURE, COMMUNICATION

### THE ROLE OF EDUCATION IN INTERNATIONAL INFORMATION-SHARING SYSTEMS

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#### **Summary**

Social life has been in constant change throughout history. Economic, political, technological and cultural advances have affected all societies at different times. Journalism, too, is a profession that emerged in this change and was renewed within the framework of these changes, and it has a very important role in terms of democratization of society. Over time, factors such as the formation of the capitalist economy, the importance of public opinion and the press, the emergence of the press as a sector and its rapid growth, together with the practical education concern for the field, created the necessary social framework for the emergence of communication science and the establishment of journalism schools.

Until today, the number of journalism schools in the world and in Azerbaijan has increased continuously in line with the development of the industry. This increase shows the high demand for journalism education.

First, journalism is a social phenomenon and because of this feature, it is not static but in constant change. Society and journalism have developed in mutual relations. The newspaper and the journalist itself are a product of the process of social change and journalism practices are shaped within the framework of social change.

**Keywords:** AzerTac, media literacy, journalism, education, digitalism, mass communication education.

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#### **1. Introduction**

Journalism education has set out to improve and develop media content around the world. In addition to scientific factors in the establishment of journalism schools and colleges, the ever-increasing demand for qualified labor due to the press becoming an industry has been effective. Because it is accepted that those who will work in all fields that are defined as a profession need a special education in order to fulfill the requirements of that profession. For this reason, journalism education is one of the important issues in the field of communication. Accordingly, since the lack of ethics, knowledge, intellectualism and a deep perspective towards events is felt in journalism practices and practices, the necessity of journalism education at the

university level has manifested itself. In addition, the press needed more qualified personnel and aimed to increase its prestige in this way. The desire of publishers and media organizations to employ more qualified personnel in order to gain prestige has led to financial support of journalism schools, and even the curriculum formats, knowledge structures, research methods and departments of these schools have historically been shaped in line with the needs of the sector. This situation has been the source of the discussions that the academic world has been instrumentalized by the press industry and that the academy has trained a workforce for the sector. For this reason, in many Western European countries, journalism has become an area of postgraduate education in addition to previous undergraduate studies such as history, politics, law, economics or business.

## 2. Discussion

The demand for journalism education is high. In the research conducted on the educational status of journalists in 21 countries, it was stated that 40 percent of journalists have an associate degree. When we look at the journalists aged 30 and younger more recently, it is seen that most of them have a bachelor's degree in communication/journalism. In Azerbaijan, the data on the education levels of the media workers have not been determined yet (*Picard, 2004: 1–17*).

In general, the aim of journalism education can be expressed as raising qualified journalists with social responsibility in their business practices and increasing the quality of information produced. In this respect, journalism schools have an important function in the democratization of society. UNESCO suggested that the curriculum model prepared for developing and newly developing countries should include courses in journalism schools that will support the development of their country's democracy, and develop the personal and professional aspects and skills of journalists (*UNESCO, 2007: 5*). In general, two aspects of journalism education can be mentioned. The first is to focus on the newspaper as the research object of the discipline, the organizational structure, the journalist and its practices, mass communication and various aspects of communication, and the second is a preliminary preparation for the journalism profession (*Singer, 2008: 122 – 129*).

It is impossible to make a clear distinction between practice and theory in the journalistic professions, which is a social, cultural, political and economic activity. Therefore, trying to distinguish where theory stops and practice starts in journalism education is the product of an unnecessary effort. For example, it would be meaningless to do news and information gathering, which is the most basic practice of journalism, without establishing a certain theoretical knowledge. On the other hand, how to use technical equipment and practices for the profession in journalism education cannot be reduced to technical knowledge alone. Because a strong social and communicative knowledge is required for technical use to be meaningful. At this point, the inseparability of theory and practical education in journalism education gains importance (*Pavlik, 2020: 392–406*). In addition to theoretical knowledge, vocational training is required to activate this knowledge in professional practices.

In addition to America and Europe, UNESCO's model, which has been based on the problem of "free flow of information" since the 1950s and aimed at improving journalism education in underdeveloped countries, has been another important element in the structuring of journalism education. Reinforcing the understanding that modern journalism requires university-level education, UNESCO's approach to encourage the establishment of mass media institutes in developing countries has led to the institutionalization of journalism education in most developing countries, including Azerbaijan, since the 1960s.

Since the 1980s, there has been a significant increase in undergraduate journalism and 'media and communication' courses in the UK, and accordingly, the number of students increases regularly every year. In Germany, the number of higher education institutions and teaching staff that provide education in the field of communication and media studies in the context of the potential of the media in society is constantly increasing. In Japan, where industry-university cooperation is common, there are around 200 communication and journalism programs, with a steady increase over the years, according to 2007 data (Mills, 2019: 265–275). The widespread view in the Japanese media industry that journalism can be learned in a master-apprentice relationship has led journalism schools to structure their curricula more on political and social sciences rather than practice. Another country where schools in the field of journalism and media are proliferating rapidly is China. The most important reason for this situation is the rapid transformation of post-communist Chinese society and media industry. It also started in the 1990s, mostly in journalism schools where vocational training is provided. In Hong Kong, which was under British control until 1997, and then transferred to the Chinese administration, communication/journalism programs mostly focused on issues such as political communication, media economy, new media, and health communication. In Singapore, another British colony, education programs in communication and journalism were large according to trends in England (Thurman, 2008: 439–455). Nanyang Technical University (NTU) in the country has taken an innovative attitude in structuring communication/journalism education within the framework of new technologies. Perhaps the most interesting start date of journalism education took place in Spain. The first journalism school in Spain was established in 1941 by General Franco under the control of the Falangist Party. The 'National School of Journalism', which remained under government control until the 1970s, became one of the most important educational institutions in the country.

Higher journalism education in Azerbaijan has always been considered one of the most popular and prestigious art directions. The foundation of higher journalism education was first laid in 1928 at Azerbaijan State University (now BSU). In a period of nearly 70 years, the faculty has trained more than 3,500 journalist-graduates. The vast majority of them have successfully worked in separate information agencies, state structures, public organizations, educational institutions, and most of them continue their necessary activities even today. The need for wider contact necessitated the establishment of a master's degree in the faculty. For this purpose, the Department of International Journalism was established in 2004. The department is engaged in teaching general subjects for the bachelor's degree and specialized subjects for the master's degree.

The role of correspondent representation abroad is very important in terms of prompt and direct information of Azerbaijani readers, viewers and listeners about events in different regional countries of the world. In accordance with the decrees of the President of Azerbaijan on the improvement of the activities of AzerTag, expansion of correspondent points in America and Europe, strengthening of their material and technical support, Azerbaijan Television and Radio Closed Joint Stock Company in Turkey, United States of America, Germany, Russia, Ukraine, Moldova, Kazakhstan and Central Asia operation of the representative office, the first steps of some private television channels in this field open the perspective of expanding the scope of the media representatives of Azerbaijan in different regions of the world in the near future. The need for a press service in the embassies of Azerbaijan in foreign countries, as well as in international companies and organizations operating in our country, also raises the need to give purposeful direction to this work.

AzerTac, which plays a major role in the country's information exchange, also contributes to the country in the field of education. Thus, AzerTac Information Agency assists students in their internship and cooperates with higher education institutions. This site, which has options in Azerbaijani, English, Russian, German, French and Arabic languages, is now being watched all over the world. For the organization of the library of AzerTac, especially the electronic library, the necessary literature, first, reference books, new dictionaries were purchased and this work is continued regularly. This, in turn, improves the process of international information exchange in education (*AzerTac 2019, August 10*).

Journalism education generally develops according to the national education system of the countries, the effect of journalism professional associations and government policies, as well as new employment forms that have emerged within the framework of developments in communication technologies. However, this situation differs from country to country. In their study of journalism education in countries with a longer academic tradition such as America, Canada and Europe, they mention four types of approaches in the journalism education system in general, which differ from country to country. The first group consists of countries that include university-level journalism education (Finland, Sweden, Spain, United States of America, Canada, Turkey). It is possible to include Azerbaijan in this group. The second group includes countries with independent journalism schools (Denmark, Norway, Netherlands, Italy) (*Mancini, 2003: 93–104*). In the third group, there are countries that contain a mixture of the system in the first and second groups, that is, they have both university and independent journalism schools (France, Germany, Ireland, Portugal). And finally, the fourth group consists of countries where on-the-job-training, in house training is based (Great Britain, Austria). While journalism programs in universities are generally entered after high school education, it is noteworthy that the journalism programs of the USA and some European countries require a university degree from one of the social sciences fields as an entry requirement (*Monroe, 2003: 304*).

The problems related to journalism education, both in vocational and academic education, which are mentioned on a world scale, have caused more and more problems in the process since the beginning of communication education in Azerbaijan, the professional and theoretical aspects of the education provided, the opportunities of the faculties and the educators and actors of the education field. It has often been discussed on the axis of students. As in the world, meetings where academicians and educational institutions discussed the problems of communication/journalism education, seminars in cooperation with the sector, and conferences jointly organized by communication faculties were held in Azerbaijan.

### 3. Conclusion

One of the most important problems in journalism education is the distinction between theory and practice. During the statistical analysis, it was determined that the use of newspapers, agencies and workshops in the school as if they were separate units apart from vocational courses, caused not every student to benefit from these opportunities equally. The theory-practice distinction in schools and the reflection of this distinction in curricula and course content has led to the formation of the idea, very clearly, in students and journalists, that the profession can only be learned in professional environments through professional practices. Another factor that laid the groundwork for this thought was the inadequacy of the instructors giving vocational courses in journalism departments, and the inadequacy of the environment and workshops related to vocational courses. Accordingly, students and journalists expressed

opinions such as increasing internship opportunities, increasing vocational courses and giving these courses by professionals in the profession or by instructors with professional experience.

While journalism is the most affected by the change in professions with the development of technology internet journalism has emerged and the profession of journalism on the Internet is developing and changing within the framework of different platforms that are emerging day by day. As stated in the study, the continuous development of internet media resources offers great opportunities for Azerbaijan to gain a place in the global internet environment. Internet mass media is turning into an element that determines the priorities of social-political, economic and cultural life. As in the whole world, the internet media in Azerbaijan is progressing with its positive and negative, important and deficient aspects, gaining new successes and surpassing the traditional media.

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## ORGANIZATION PRINCIPLES OF TOURIST ACTIVITIES IN EDUCATION INSTITUTIONS: ACTIVE APPROACH

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### Summary

The article identifies the specifics of the organization of tourist activities in the education institutions. Forms and types of tourist activity and groups of conditions that ensure the organization of the educational process in education institutions: environmental, psychological and pedagogical, organizational are mentioned in the article. The educational process is presented as a controlled dynamic system consisting of interconnected elements that provide purposeful, step-by-step and planned activities to organize educational interaction with participants in the educational process. The article analyzes the content the activity component of the in an of organization the tourist activities in an education institutions and noted that the activity approach provides the opportunity to develop holistic integration models as well as to identify basic functions, elements, components, their relationships and interconnections, system-forming factors and the functioning conditions in static and dynamic aspects. All of organization the tourist activities in an education institutions structural components are aimed at the practical activity, in particular, the capacity of tourism specialists for solving specific pedagogical situations. The activity approach is the basis of tourist activities and should ensure the formation of readiness of tourism specialists for modeling and construction of social environment for personal development in the education system, active cognitive activity.

**Keywords:** tourist activities, educational process, activity approach, principles organization.

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### 1. Introduction

The educational process in education institutions is a controlled dynamic system consisting of interconnected elements that provide purposeful, step-by-step and planned activities to organize interaction with the participants in the educational process, achieve educational goals and results. The organization of the educational process in education institutions involves the process of gaining personal experience and the formation of the personality in all activities, in particular tourist activities. Active approach to the organization of the educational process directs it to obtain certain results. The need to study the problem of organizing tourist activities in the system of education is attributable to new trends in the information society associated with the accumulation of scientific knowledge and the need to find effective mechanisms for their transfer and use. In this context, the need to develop and update fundamental aspects of the theory and methodology in the direction of organized tourism activity, which is confirmed by the Laws of Ukraine “On Education”, “On Tourism”, etc.

The methodological basis of the research was developed based on taking into account the provisions of competent, environmental, system-activity scientific approaches. The article aims to analyze the essence of the activity approach as the basis of in education institutions tourist activities activities. The main tasks of the research are to consider tourist activity as an important component in the educational infrastructure of a education institution; identify leading areas of tourist activity in education institutions; to disclose the content of the tourist activity, based on the activity approach. To achieve the goals and objectives of the article, a number of research methods were used: analysis of scientific psychological and pedagogical literature to establish approaches for assessing and interpreting the content in education institutions tourist activity, based on an activity approach; comprehending and generalizing the best experience of educators to analyze the studied problem; hypothetical-deductive method – to determine the principles of organization the tourist activities in an education institutions on a basis active approach.

## **2. Tourist activity as a direction of the organization of the educational process in the education institution**

The content of the educational process in an education institutions is considered not only as a system of knowledge, skills, attitudes, creative experience, but also competencies, which provide a diverse development of mental and physical abilities, worldview, values, morality, the development of the personality. The content of education is designed to provide the formation of a set of integrative personality traits at a level that meets the capabilities and patterns: curiosity, activity, emotional sensitivity, communication, ability to solve intellectual and personal problems. Thus, the Law “On Education” states that the main purpose of education is to ensure the holistic development of the personality, his physical, intellectual and creative abilities through education, training, socialization and the formation of the necessary life skills. The tasks of education, defined by the Law of Ukraine, are: preservation and strengthening of physical, mental and spiritual health of the personality; education love of Ukraine, respect traditions and customs, national values of the Ukrainian people, as well as the values of other nations, a conscious attitude to everything. Among the types of tourism, the Law of Ukraine “On Tourism” presents: children's, cultural and cognitive, medical and health tourism. The need to study the problem of organizing tourist activities in the system of education is due to new trends in the information society, associated with the accumulation of scientific knowledge and the need to find effective mechanisms for their transfer and use.

Various aspects of the problem of organizing the educational process in education institutions are mentioned in the studies of T. Andryushchenko, A. Bogush, O. Viligorsky, T. Dudka, O. Kononko, N. Makovetska, T. Ponimanskaya, O. Proskura, B. Pangelov, V. Polishchuk, S. Pokhmurska, O. Trescheva and others. Scientists reveal the essence of planning and organizing work on children's tourism in a modern education institutions (*Vilhorskyi, 2009*), determine the relevance of the problem of health of children and the importance of using tourism in this process to form a culture of health and harmonious development (*Makovetska, 2007, Panhelov, 2007, Pokhmurska, 2008, Treshcheva, 2005*). According to T. Andriushchenko (*Andriushchenko, 2007*), children's tourism allows not only to adjust the development of the motor sphere of children, but also forms their personal qualities, in particular, promotes the ability to predict the results of their own activities and behavior, creates conditions for developing a desire to know the world. (*Polishchuk, 2008*) proved the



relationship between physical and mental abilities of children in the educational process in the classroom with elements of tourism. T. Dudka (*Dudka, 2013*) described the role assigned to local lore and tourism tools in the structure of the development of mental activity of children. A. Medvid (*Medvid, 2009*) revealed the pedagogical conditions for improving the motor regime of children in the process of tourist and local lore activities in a education institutions.

To determine the specifics of tourism as a direction in the organization of the educational process, we will consider the components of the content of the educational process in the education institutions. The first component is the purpose and objectives of education and training, which determine the content of the educational process. The second component is presented in the form of different activities that are mastered by children in the educational process. The third component is ways of creative activity: combining, applying a familiar way in a new situation, the ability to see the familiar in a new way, to reflect their impressions through various means, experimentation. The fourth component is ways of expressing attitude to the surrounding reality. This experience is the basis for the formation of socio-moral behavior of the individual.

In the educational process of education institutions, main directions in educational are: the educational environment that surrounds the child and influences the formation and development of personality (a set of conditions, forms and methods of learning and education), is one of the factors improving the educational process; social environment of a child (teachers of education, peers, parents, involved specialists in the field of tourism); various types of children's activities (plays, physical activity, tourist activities).

Tourism in the educational process of education institutions is considered as a set of organized and planned activities, which include: excursions, the purpose of which is to learn about the historical, geographical and cultural features of the native land, country, active and cognitive leisure, physical development and rehabilitation. Tourism allows strengthen the health due to a set of factors: environmental, physical, etc. At the same time, such pedagogical tasks as: health-improving, tourist-local lore, civic-educational, ecological, aesthetic, speech and others.

The resource component of the tourist activity of the educational process is defined as a system of conditions under which the purpose and objectives of education, training and development of children can be successfully solved. The organization of the educational process in education institutions is provided by the following groups of conditions: environmental, psychological and pedagogical, didactic, organizational. Environmental conditions involve the organization of the environment that ensures the activity of the child. Psychological and pedagogical conditions are the implementation of a personality-oriented model of interaction between teacher and child. Didactic conditions determine the implementation of the principle of integration of the organization of the educational process, the implementation of tourism activities with the help of pedagogical tools, methods and forms, adequate to the age potential, goals and objectives of the educational program. Organizational conditions ensure the establishment of social partnership of education institutions institutions with the social environment, the use of legal requirements in the field of education. The organization of tourist activity in the educational process of education institutions is characterized by general principles of the educational process, structure and logic of construction. At the same time, there is a specificity of the processes of education and training, due to the age characteristics and patterns of child development.

Let us define the principles of the educational process as a system of basic requirements for its construction in order to ensure the effectiveness of solving problems of personal development of children in the organization of tourism. The principle of the integrity of



development implies that the development of the child is carried out as a holistic process, in connection with this provision, it is necessary to ensure the solution of the problems of mental and physical education in the organization of tourist activity. The principle of regularity and continuity is implemented in the educational process constantly during organized activities, including tourism. The principle of constant progressive movement of the personality in the educational process is provided by creating conditions for the organization of tourist activities for continuous personal development and awareness of the child of this process. The principle of the age capabilities is realized through the idea of amplification of child development. The principle of individualization and differentiation involves the creation of an individual educational trajectory for each child while providing favorable conditions for comprehensive development. The principle of providing emotional and psychological comfort is associated with providing psychological conditions in the organized process of tourism activities for the implementation of educational and training tasks. The principle of cooperation of the subjects of the educational process orients the participants of the educational process in the implementation of tourist activities and cooperation. The principle of humanization reflects the natural connection of the general educational process with the needs of the child, other participants in the educational process and civil society.

When ensuring the educational process in the organization of tourist activities it is necessary to take into account: compliance of tasks, content and methods of teaching and educating a child with the leading needs, creating conditions for its full development; the need to humanize the content of education, which involves formation of personal values; creation of humane subject-subject relations with the construction of a personality-oriented model of interaction of participants in the educational process; development of subjective qualities, competence and independence.

Thus, the organization of tourist activities in the educational process of education is a purposeful process of diverse development, education and upbringing of children taking into account their individual and age characteristics, which is carried out in different models and forms. The educational process should meet the following needs of the child: the need for emotionally positive contact with others and communication with peers, which is a necessary condition for social development; the need for knowledge and information exchange, which is expressed in the desire to learn about the world around, to do this, tourism as an organized educational process of education (of various content and forms) and the environment in which it takes place, must be saturated with cognitive content; the need for activity and self-affirmation, which involves gaining experience of success and receiving positive emotional experiences about participating in tourism activities; physical needs (activities, healthy lifestyle).

### **3. The activity approach as a basis for organization of the tourist activities in the education institution**

The activity approach provides the opportunity to develop holistic integration models as well as to identify basic functions, elements, components, their relationships and interconnections, system-forming factors and the functioning conditions in static and dynamic aspects. From the standpoint of the activity approach, the idea that a personality is formed and expressed in activity is becoming topical. The activity structure and types determine the structure of an individual's inner world, therefore, in tourist activity their mental qualities, consciousness, skills and world perception are developed, social integration and individualization become apparent, the inner world is disclosed.

The scientific foundations of the general activity approach theory are characterized in the papers by K. Albukhanova, B. Ananiev, A. Bodalev, L. Vyhotskyi, V. Davydov, O. Leontiev, S. Rubinstein (*Abulkhanova, 2006, Ananayev, 1977, Bodalev, 1998, Vyhotskyi, 2005, Davydov, 1996, Leontev, 2005, Rubynshtein, 2000*). The main objective of the activity approach in M. Kahan's terms is to arouse in a person the interest in a subject and the learning process as well as to develop self-education skills (*Kahan, 1991*). The outcome should be cultivating a person with a proactive attitude to life, not only in learning but also in real life.

Within the activity approach, the person is considered as 1) personal qualities acquired in the socio-cultural environment in the process of joint activity and communication, subject-social relations and conscious activity; 2) "conscious individual", that is, a person capable of conscious behavior organization and self-regulation. The essence of the activity approach is that "the real process of human interaction with the outside world is investigated ensuring the solution of certain vital tasks" (*Svatenkova, Tymoshenko, 2018*). In S. Rubinstein's terms, the underlying idea behind the activity theory is formulated as follows: "not consciousness determines activity, but activity determines consciousness" (*Rubynshtein, 2000*). O. Leontiev clarifies Rubinstein's position: "Consciousness is not simply manifested and formed in activity as a separate reality – it is embedded in activity and is indissoluble with it" (*Leontev, 2005*), which allows to distinguish three basic parameters of personality: how wide an individual's connections with the world are (through their activities); the degree of hierarchy of these relationships transformed into a hierarchy of sense bearing motives (motives-goals); the general structure of these relationships, more precisely, motives-goals.

There are three main activity types: play, training and work. The purpose of the play is the activity itself, not its outcomes; training is an activity aimed at acquiring knowledge and skills; work is an activity that aims to produce socially needed products. Thus, the process in which a person creatively transforms the surrounding world, turning themselves into an active subject, and created phenomena into the object of their activity, is referred to as a specifically human way of a pro-active attitude to the world. The subject is understood as the source of activity, an actor. The passive, inactive side of relationships over which activity is performed is its object; it can be another person or the subject it self.

An individual and activity are inextricably linked. Activity is a necessary prerequisite for human life. At the same time, there is no activity without a human being. Only a person capable of the creative transformation of reality, or themselves and their social connections is capable of labour, spiritual and other transformative activities. Human activity is carried out in life environment (production, domestic, natural surrounding). At the same time, activity is an individual's active interaction with the environment. The activity structure in which each component follows the other in time is usually represented linearly: Need → Motive → Goal → Means → Actions → Outcomes.

The most developed classification of human needs belongs to the American psychologist A. Maslow who divided the needs into primary or innate and secondary or learned. They, in turn, are further divided into: physiological – needs for food, water, air, clothing, warmth, sleep, cleanness, shelter, physical rest; existential – safety and security, private property independence, job security, confidence in the future, etc.; social – the desire to be a part of and to be involved in any social group or a team. The hierarchy of needs has been constantly changed and complemented by different psychologists. A. Maslow himself in the later stages of his research added to it three additional groups of needs: cognitive – for knowledge, skills, understanding, and research (curiosity, the desire to discover new things and for self-knowledge); aesthetic – the desire for beauty, harmony and order; transcendence is a selfless desire to help others in spiritual self-improvement, in their desire for self-expression (*Maslou, 2003*).

The motive is a need-driven, conscious inducement that substantiates and explains the activity. If a need is understood not simply as a need, but as a guide to action, only then it will become a motive. As a rule, needs are mediated by interests, traditions, beliefs, social attitudes. In complex activities, there is usually more than one motive. In this case, the main motive is identified which is considered to be the driving force.

The goal is a conscious idea of activity outcomes, the future prediction. Any activity involves goal setting, that is, the ability to set objectives on one's own. An individual is able to form their own programs, creating something that has never been in nature. However, the goal can be complex, and sometimes it takes a number of intermediate steps to achieve it. Ideas about intermediate results are called tasks. Thus, the goal is broken down into specific tasks: if all the tasks are solved, then the overall goal is achieved.

Means are techniques, actions, objects used over the activity course. Means should meet goals in two senses. Firstly, means should correspond to the goal. In other words, they cannot be insufficient or redundant. Secondly, means have to be moral: immoral means cannot be justified by the goal nobility. If goals are immoral, then the entire activity is equally amoral.

The action is an element of activity with a relatively independent and conscious objective. Activity consists of separate actions. The German sociologist M. Veber identified the following types of social actions: rational-purposeful as actions that a person clearly understands and realizes taking into account all tools and possible obstacles; value-rational as actions based on moral and aesthetic values, beliefs and principles; affective as actions done under the influence of strong feelings (fear, hatred); traditional habit-based actions often made on the basis of customs, beliefs, and patterns with an automatic response (Veber, 2012). Activity is based on the first two types of actions since only they have a conscious purpose and are of a creative nature. Affective and traditional actions can only insignificantly influence the course of activity as auxiliary elements.

Tourist activities in an education institutions, like any activity, has its structure: motivation, education goals and objectives, activity subject, education tools and ways of solving specified tasks, activity product and the result activity. The task of education activity is to create conditions for an individual's harmonious development. It is achieved by the organization of the development environment, the management of various activities and the construction of proper interaction with the participants in the educational process.

Due to the fact that in the structure of the basic education program there identified the main directions of children's development (physical, cognitive-speech, social and personal, artistic and aesthetic), education institutions generate demand for tourism specialists, capable of assisting pedagogical workers and parents in their implementation, taking into account age, children's individual characteristics, contributing to a comprehensive approach to the development of educational sectors.

Thus, the activity approach is the basis of organization the tourist activities in an education institutions.

#### 4. Conclusions

Thus, the purpose of organizing the educational process in education institutions is to promote the diverse and harmonious development of the a person subject of activity. This aim is specified in the tasks: the formation holistic picture of the world, the development of abilities, social adaptation and education of socially significant personality traits, motives,

needs; ensuring a positive emotional and value attitude to the environment, nature and products of human activity.

Tourist activity as a direction in the organization of the educational process of education institutions creates conditions for the harmonious development of the applicants for education. Tourist activity is the important component of educational infrastructure which aims to support the course of the educational process in the education institutions. The effectiveness of organization of the tourist activities in an education institutions on a basis active approach is ensured by introducing of pedagogical conditions: organizational and personal. The activity approach should ensure the formation of readiness for modeling and construction of environment for personal development in the education system, active cognitive activity.

The principles of tourist activities organization contributing to the achievement of its: relevance, unity of theory and practice, orientation to the child's social significance as well as challenges for education institutions staff; scientific character to the conformity with modern scientific achievements in tourist field; systematic character and complexity in terms of which tourist activities is considered as an integral system; goal orientation, consistency, succession, a mass character, and collectivity; the tourist activities transformation into a part of the education system; creation of favorable conditions, the availability of free time for the creative activity; efficiency, flexibility, mobility and an individual approach requiring, the creative nature of activities; improving teaching educational activities.

From our perspective, directions for future research on this issue lie in determining the effectiveness of tourist activity forms in the conditions of education institutions.

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## SYNONYMY IN MEDICAL TERMINOLOGY: THE EVOLUTION OF THE TERM «LEPRA»

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### Summary

The article considers the theoretical aspects of synonymy in terminology and analyzes the Latin synonymous terms of leprosy in diachrony. It has been shown that in the conditions of the cognitive paradigm the views of scientists on such a phenomenon as terminological synonymy, which is a lexical reality and from which terminological practice cannot be abstracted, have changed. In the course of the research, the authors applied the methods of analysis, semantic-component in particular, sampling, classification, generalization, and historical approach. The material of the study is the corpus of synonymous terms for leprosy, listed in the IV volume of the thorough work *Cyclopaedia of Practical Medicine*, published in 1835 in London, as well as synonyms of the term «lepra», presented in the dictionary by D. Arnaudov. The authors conclude that the presence of a significant number of synonyms of the term under study, which were common in medical discourse as of the 19th century, demonstrates that medical terminology is an open system, some elements of which are integrated by this framework and others disappear. It is emphasized that the etiology and pathogenesis of leprosy were unknown almost until the last quarter of the nineteenth century, so the vast majority of names contained a toponymic component, which indicated the endemic nature of the disease, or metaphorical, zoomorphic, in particular. The processes of terminological evolution have led to the disappearance and archaization of these terms, most of which are currently incorrect, although they provide interesting historical information for a wide range of scientists – clinicians, specialists in the history of medicine, and terminologists. With the development of medical science and terminology, there was a specialization of most terms, therefore, now they denote other medical concepts.

**Keywords:** cognitive paradigm, terminological synonymy, evolutionary processes in terminology, leprosy.

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## 1. Introduction

In the frame of the cognitive paradigm, a term is recognized as an integral tool for transferring the scientific knowledge, developing professional thinking, and a central element of occupational discourse (both oral and written), the main purpose of which is to ensure rapid and effective communication between professionals in relevant areas of knowledge and related fields, which renders the studies of synonymy in terminology relevant.

Characteristics that should correspond to the phenomena of «ideal» terms, according to the representatives of the so-called traditional schools of terminology (Viennese, Czech and Soviet) are unambiguity, lack of synonyms, homonymy, brevity – have remained theoretically postulated and never implemented in practice, as evidenced by the numerous works of scientists (*Barros, 1999; Bieliaieva & Synytsia, 2020; Cabré, 1998; Ducháček, 1979; Dury & Lervad, 2008; Musampa, 2007; Petit, 2005; Temmerman, 1997*). In this context, the opinion of the Belgian researcher R. Temmerman is noteworthy: «the new socio-cognitive theory of Terminology emphasizes that Terminology should not be uniquely oriented towards standardization and it questions the validity of objectivism as the theoretical underpinning of terminology» (*Temmerman, 1997: 54*). The scholar also observes: «The univocity ideal of traditional Terminology consists of trying to eliminate some of the near-synonyms and indicating a preferred term. The underlying idea is that to have several terms for the same concept / category is a bad thing as it implies an impediment for unambiguous communication. The functional aspect of synonymy in a discourse community is overlooked. Starting from the example of Southern blotting we can in the first place illustrate the functionality of synonymy and in the second places how that the reason why synonymy is functional may be that the different elements which are at the basis of lexicalization were present in the initial situation when the technique was being developed» (*Temmerman, 1997: 77*).

In this context, we also strongly agree with P. Dury and S. Lervad who assert that synonymy is a lexical reality from which terminological practice cannot be abstracted. From the standpoint of synchronicity of synonymous variations, it is impossible to avoid, because it inevitably arises in everyday professional practice, which terminologists must take into account (*Dury & Lervad, 2008: 77*). Based on this, referring to J. Freixa (2006), synonymy in terminology is due to five main factors: 1) dialect, which is a consequence of geographical, social, and chronological differences between texts and authors; 2) functional, arising from the need to adapt medical texts to the levels and specialization of readers / interlocutors; 3) discursive, dictated by the principle of language economy, the need to avoid repetition, etc.; 4) cross-linguistic, which is the result of the coexistence of «local» and borrowed terms; 5) cognitive – variability that arises due to inaccuracies of concepts and differentiation of conceptualization between different authors (*Dury & Lervad, 2008: 67*).

In our opinion, of significant scientific interest is a study of synonymy in terminology not only in synchrony but also in diachrony, because each synonymous name used at a certain stage of medical development bears the imprint of contemporary medical knowledge, errors, and accumulated empirical experience. We also agree with P. Dury and S. Lervad that the typology mentioned above can be extended by another type presented by diachronic variation, since «conceptual inaccuracy» should be considered as separate from synonymy – «synonymy of circumstances» or «occasional synonymy», without which the evolution of special vocabulary and terminology is impossible (*Dury & Lervad, 2008: 68*).

The aim of this research is to investigate the Latin synonymous terms of leprosy in diachrony.



## 2. Materials and methods of the research

The following methods were applied in the study: analysis, semantic-component in particular, sampling, classification, generalization, and historical approach. The material of the study was the corpus of synonymous terms for leprosy, listed in the IV volume of the thorough work *Cyclopaedia of Practical Medicine* (Forbes, Tweedie, & Conolly, 1835), published in 1835 in London, as well as synonyms of the term «lepra», presented in the dictionary by D. Arnaudov (1979).

## 3. Results and discussion

The sample consisted of 23 synonymous terms: «*lepra Orientālis*», «*morbus glandulāris Barbādensis*», «*morbus Hierosolymitānus*», «*elephantūsis Indīca*», «*phlegmatia Malabarīca*» (we assume that there is lapsus calami in this print edition, as the term «phlegmatia» is not recorded in dictionaries, instead there is the term «phlegmasia», which means «inflammatory process, inflammation, and life-threatening condition of the patient»), «*morbus Phoenicius*», «*lepra Americāna*», «*lepra Asturiensis*», «*lepra Egyptiāca*», «*lepra Syriāca*», «*elephantia Arabum*», «*lepra Arabum*», «*lepra Judaeōrum*», «*morbus Heracleus*», «*malum Lazari*», «*lepra nigra*», «*lepra tuberculōsa*», «*leontūsis*», «*lepra ichthyōsis*», «*elephantopus*», «*lepidōsis lepriāsis*», «*ulcus universāle*», «*lepra squamōsa*».

One term from the analyzed array contained a color component – «*niger, gra, grum*» (black). Probably, this attribute indicated a specific dark skin color of patients with leprosy. In three terms we find a reference to the morphological manifestations of leprosy: the definition of «*tuberculōsus, a, um*» (tubercle) and «*squamōsus, a, um*» (scaly) and the appendix «*ichthyosis, is f*» (ichthyosis), which also indicates the dermatological manifestations of leprosy in the form of exfoliation, resembling fish scales.

The analysis showed that out of 23 synonymous terms of leprosy, 10 of them contain a toponymic component, which explicitly indicates the prevalence of the disease in a given period in a particular area, i.e., it emphasizes its endemic nature, or the ethnicity of leprosy patients. It should be noted that the homeland of leprosy is considered to be the Southeast Asia – India, China, Japan, from where this terrible disease was first brought to the territory of the modern Middle East, Greek cities, North Africa, and later leprosy began to spread through Europe. Thus, the endemic nature of the disease is indicated by the following adjectives: (1) «*Americānus, a, um*» (*American probably applies to both South and North America*), (2) «*Asturiensis, e*» (*Asturian - Asturias - a province on the map of modern Spain (formerly a separate Asturian principality), located on the coast of the Bay of Biscay*), (3) «*Barbādensis, e*» (*Barbadian, ie one recorded on Barbados – an island located in the Caribbean Sea near South America*), (4) «*Egyptiācus, a, um*» (*Egyptian*), (5) «*Hierosolymitānus, a, um*» (*Jerusalem*), (6) «*Indīcus, a, um*» (*Indian*), (7) «*Malabarīcus, a, um*» (*Malabar, a historic region in southern India between the Arabian coast and the mountains of the Western Ghats*), (8) «*orientalis, e*» (*eastern*), (9) «*Phoenicius, a, um*» (*Phoenician section on the ancient state of Phenicia, located on the modern Middle East and which had numerous colonies in Egypt, Cyprus, Greece, Turkey, Spain, as well as some islands in the Persian Gulf*), (10) «*Syriācus, a, um*» (*Syrian*).

The ethnicity of the patients is observed in four terms – in two terms «*Arabes, um m*» («Arabs» – a collective term used to denote a large group of peoples who have long inhabited the territories of North and Southwest Africa, the Middle East, East Asia), in one «*Judaeus, i*

*m*) – «Jew» and in one «*Graecus, i m*) – «Greek». We also found one term with a mythonymic and biblical component: «*morbis Heracleus*) (Hercules – one of the main Greek heroes, the son of the supreme god Zeus and the mortal woman Alcmena, the wife of the Theban king Amphitryon) and «*malum Lazari*) (Saint Lazarus, Lazarus of Bethany, and the Four-Day Lazarus are biblical characters).

Interestingly, the biblical texts contain many speculations about leprosy, in particular, in the thirteenth chapter of Leviticus, which is part of the Pentateuch (Torah), a very detailed description of leprosy is given, as well as an attempt at sui generis differential diagnosis. Thus, if the patient has depigmentation of the hair and «deep» ulcers, the priest must «make a diagnosis» – «leprosy» and declare the patient unclean (*Levit, 13: 3*). In seven days the priest can distinguish leprosy from herpes or psoriasis (*Levit, 13: 6; Levit, 13:31*).

A careful reading of the Torah confirms the thesis that leprosy is often confused with other skin diseases, as evidenced by the large number of synonyms that denote various morphological elements of dermatological manifestations of diseases such as scleroderma, eczema, vitiligo, mycosis, herpes, and psoriasis. Quite a careful analysis of skin diseases in sacred texts is made by Brazilian researchers R. A. M. Frutuoso, G. R. D Ferreira, and S. B. Frutuoso (2017), as well as Uzbek scientists I. Karomatov and H. Gulyamov (2017). However, the interpretation of its etiology and pathogenesis was far from scientific, because it was believed that this disease is a divine punishment for sin and a demonstration to mortals of God's wrath. This situation lasted for centuries – until the last quarter of the nineteenth century – the moment when in 1873 the Norwegian doctor Gerhard Armauer Hansen discovered the causative agent of leprosy *Mycobacterium leprae* (*bacillus Hanseni*).

The «terminological pleonasm» mentioned above vividly illustrates R. Temmerman's thesis that «language is the medium for expressing human world perception and human world conception. Language plays a role in the human understanding of the world. Looking at the relationship between the world and the mind socio-cognitive Terminology considers the world to be (partly) in the human mind. When considering language and mind, socio-cognitive Terminology is ready to accept that the understanding of language cannot be separated from the understanding of the world» (*Temmerman, 1997: 56*).

Regarding the reference component, it is presented by 10 noun terms: (1) «*lepra*) (leprosy); (2) «*morbis*) (disease); (3) «*malum*) (evil, as well as disease, illness); (4) «*elephantopus*) (probably a term meaning «elephant», literally – «elephant's foot», formed from the Greek ἐλέφας, ἐλέφαντος elephant and πούς, ποδός foot); (5) «*ulcus*) (ulcer); (6) «*phlegmasia*) (inflammatory process, inflammation, as well as a life-threatening condition); (7) «*leontiasis*) (leontiasis); (8) «*elephantiasis*) (elephantiasis); (9) «*elephantia*) (elephantiasis); (10) «*lepidosis*) (lepidosis, ie a disease characterized by exfoliation, the appearance of scales, exfoliating rash). It should be noted that most of these terms, for example, «elephantiasis», «phlegmasia», «ulcus» are part of the terminological fund of medicine and denote other, well-studied pathologies and defects, while the Latin term «malum» fell under the process of determinization.

The disease, whose complications for thousands of years killed tens of thousands of patients who were feared and branded, isolated and expelled from society, remained unexplored until the 1870s and only during the rapid development of microbiology there was a real breakthrough in the diagnosis, treatment and prevention of leprosy, when it was proved that it is an infectious disease (*Bieliaieva, Uvarkina, Lysanets, et al., 2020*). This scientific fact, of course, is reflected in the field of terminology: given the unique role played in the study of this disease by the eminent Norwegian bacteriologist Gerhard Henrik Armauer Hansen (1841–1912), who discovered its causative agent *Mycobacterium leprae* (*bacillus Hanseni*) and refuted the theory



of the heredity of this disease, now the synonymous with the standardized and stylistically neutral term *lepra*<sup>lat.</sup>, *leprosy*<sup>eng.</sup>, are the terms with an eponymous component: *Hanseni morbus*<sup>lat.</sup>, *hansenōsis*<sup>lat.</sup>, *hanseniāsis*<sup>lat.</sup>, *Hansen's disease*<sup>eng.</sup>, *hansenosis*<sup>eng.</sup>, *hanseniasis*<sup>eng.</sup>

#### 4. Conclusions

The presence of a significant number of synonyms of the term «lepra», which were common in medical discourse as of the 19th century, demonstrates that medical terminology is an open system, some elements of which are integrated by this framework, while others disappear. The etiology and pathogenesis of leprosy were unknown almost until the last quarter of the nineteenth century, so the vast majority of names contained a toponymic component, which indicated the endemic nature of the disease, or metaphorically figurative, zoomorphic, in particular. The processes of terminological evolution have led to the disappearance and archaization of these terms, most of which are currently incorrect, although they provide interesting historical information for a wide range of scientists—clinicians, specialists in the history of medicine, and terminologists. With the development of medical science and terminology, there was a specialization of most terms, therefore, now they denote other medical concepts.

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## THE TOOLKIT OF ORAL HISTORY IN THE FORMATION OF A MASS OF ORAL HISTORY SOURCES FOR THE HOLODOMOR IN UKRAINE IN 1932–1933

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### Summary

The aim of the paper is to apply theoretical framework elaborated in oral history for the research of the Holodomor. The first aspect is relation of the collective and the individual. Regarding the Holodomor, one can find absence of pressure of official historical memory over the individual; massive of Holodomor oral history is huge (thousands of units of narrative) that allows to solve the problem of verification and to generalize the experience of the respondents in many parameters. The author also shows how problems of the degree of censoring, reference points and regarding the harmonization of the public and the private can be solved with the oral history of the Holodomor. Specificity of gender's recalling of the past is also proposed. The second component of analyzed framework is correlation between memory and time. The author illustrates that there are no obstacles to non-trusting of the narrative of the Holodomor survivors. Third component of the framework is trauma. Using oral history, the author illustrates how witnesses to the famine express signals of the traumatic event. The article also points at such important aspect of dealing with investigating the trauma, as absence of words to express surviving through the famine. The historical method, analysis and synthesis, and also the comparative-historical method were used.

**Keywords:** Holodomor, oral history, oral history sources, trauma, memory studies, historical memory, interview.

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### 1. Introduction

Oral history has led to a number of discussions regarding the tools for working with it for the best interpretation of this type of historical source. Western schools of research have solid achievements that historians have now used for half a century. Ukrainian scholars – above all folklorists, ethnologists, and also historians and sociologists, all whom the modern anthropocentric focus of interests unites – are now actively introducing oral history projects and constantly expanding the sphere of use of this type of historical source.

Such Ukrainian researchers paid attention to the issue of oral history theory: H. Hrinchenko (*Hrinchenko, 2004: 10–32; Hrinchenko, 2008: 59–76*), O. Kis (*Kis, 7–12; Kis, 2015: 212–220*), T. Pastushenko (*Pastushenko, 2010: 10–15*). These three researchers edited a collection of articles on oral history (*Suspil'ni zlamy, 2014*). T. Pastushenko summoned up evolution of the Ukrainian Association of Oral History (*Pastushenko, 2007: 230–235*). O. Kis also analyzed such aspects with the help of oral history, as female experience during the Holodomor (*Kis, 2010: 171–191; Kis, 2013: 42–67*) and in the GULAG (*Kis, 2017*), polish voices in Lviv

(Kis, 2009: 60–75). Oral history as a source for ostarbaiters was approached by H. Hrinchenko (Hrinchenko, 2004: 151–170) and T. Pastushenko (Pastushenko, 2010: 202–213). V. Ohijenko focused on trauma and Holodomor oral history (Ohijenko, 2018).

**Scientific novelty.** From the end of the 1980s, from the very start of Holodomor studies in Ukraine, oral history became one of the key tools, inasmuch as the official documentation of the totalitarian government, with the goal of hiding the traces of this crime, was empty and superficial. And so the theme of the Great Famine was “stormed” from two sides: from the sides of archival documents and oral history. The author proposes taking a look at the problem areas of an oral history source in general, and oral history sources on the Holodomor in particular.

**The relevance of scholarly approaches.** Proposals for the analysis of the problem (the relation of the collective and the individual; memory/time; trauma) witness to the “normality” of the oral history of the Holodomor, compared with Western practices of research of the past, above all where traumatic events are involved. The Western experience of developing the theoretical grounds of oral history as a field of historical knowledge, and also as the practical full-fledged use of oral history as a historical source, remains for now extremely in demand.

**Research goal:** To compare three pairs of factors which influence the formation and interpretation of oral history as a historical source (official history/personal narrative; time/memory; trauma/recollection) and to track their influence on the formation and interpretation of oral history sources about the Holodomor.

**Research tasks:** To identify the degree of influence of the collective treatment of history on personal experience; to determine how the time which has passed after an event influences the person’s ability to recall the event and how the traumatic nature of an event influences the recollection and the reliability of the presentation of the event in an interview or memoir.

**Methodology:** The historical method, analysis and synthesis, and also the comparative-historical method were used.

**The logic of the conception of the researched material.** At first we propose looking at how oral history helps provide a forum for people whom, as a rule, official history-writing avoids, and understanding what, in the given context, is the role of the oral history of the Holodomor. Later we propose focusing on how the time which has passed since an event happened influences the narrative of the event. Finally, the last factor which researchers of the Holodomor must take into account is the traumatic nature of the event and how this influences the respondent and the future oral history source.

## 2. Official history vs. personal narrative

Historians who work with oral history encounter the problem of official and personal memory. How does one find the correct relation between events present on two different levels which often, it seems, not only do not overlap but do not even intersect? A problem like this in the conditions of researching totalitarian regimes (and the Holodomor fits well into such a paradigm) has, essentially, been partially solved, because totalitarian regimes demonstrate the most force in suppressing the publication of recollections which run counter to their ideology and politics and, in general, in suppressing the ability to remember (Abrams, 2010: 101). And so, it is very important to research the totalitarian past especially with the help of oral history.

Regarding the Holodomor, the whole toolkit of the totalitarian regime was used to control memory and plant its own version of history (Abrams, 2010: 159): silence (the ban on introducing any information about the famine of 1932–1933 in Ukraine into the public space was

only removed in 1987, more than half a century later); honor (confirmed by the honoring of a pantheon of “heroes,” including Chekists and Komsomol members); active silencing (of mentions of the famine and the discovery of related manuscripts or printed materials); and manipulation (this was not a famine but “food-related difficulties” of the period of the first five-year plan.)

The German historian Jan Assmann used the concept “communicative memory,” which covers part of collective memory, which is based in communication. Individual memory manifests itself in communication with people who have a common image of the past. Stories of traumas experienced (and not only traumas) are re-told to close people whom the speaker trusts. In this way, an alternative view of history survived, different from the one officially announced (*Kis, 2010: 173–174*).

The narrative of the Holodomor belongs to such stories, told in whispers. As Oksana Kis sums up: “Thanks to the personal (often private, and not political) character of such stories, they probably have less often been erased from memory, and now they can help reconstruct a fuller and more adequate picture of the experience of the Holodomor.” (*Kis, 2010: 174*).

Ukrainian historian Oleksandra Veselova precisely summed up the problem of the “forced silence” of witnesses of the Holodomor: “... Silent repressions, forcing into the consciousness of the population the Leninist-Stalinist ideology of the ‘petty bourgeoisie character and inferiority’ of the feeders of the country, the peasantry, lasted half a century, and historians not only could not take up the given theme but, in general, they had no idea of the scale and mechanisms of the tragedy. And the carriers of memory of these terrible events only in secret whispers told their offspring of the frightful evil, with the constant warning/request to keep silent so as not to risk reprisals from the authorities, who were extremely silent about the genocide of the Ukrainian people by famine. However, thousands and thousands of people preserved memories of the horror of extermination of people” (*Veselova, 2009: 7*).

Among the advantages of oral history sources compared with an “official” source, another is the absence in the latter of information about certain facts, personalities, and relations between persons and institutions. There is an opportunity to interpret personalities and events and to establish relations, personal roles, the development of institutions and the process of the development of policy. Oral history can also help in the analysis of documents: clarification of actual conflicts; the ability to shed light on suppositions, motives, and gaps in the documents (*Seldon, 1983: 36–46*).

As for the Holodomor, it is possible not only to talk about oral history as filling in the historiography of a certain period but, in general, about the influence of oral history on writing the history of the internal and economic policies of the USSR at that time. This is because the uncritical use of official documentation to research this period leads to conclusions about the relative “normality” of the economic policy with deviations due to weather conditions and economic factors (*Hurjeva, 2010: 5–17*).

Problems of differences between personal experience and the official narrative, about which theoreticians of oral history write (divergences which arise because of researchers’ ignorance about certain aspects; varying understandings of events by a contemporary and retrospective view of inaccuracy in the testimonies, connected with changes in memory over time (*Yow, 2005: 22; Roseman, 2006: 231*)), are, it seems, not so relevant. For the respondents describe famine generally in their own village, more rarely in the city. They tell of their own, personal experience, which intersected with “officials” on the level of the functionaries of the local authorities. Still, certain categories of witnesses (diplomats, engineers, scholars, etc.), could have mentioned famine in the cities in their narratives, memories of highly-placed persons and some facts connected with centers where decisions are made.

The problem of the verification of oral testimonies is a relevant problem. And so British historian Trevor Lummis states that verification can be divided into two zones: the degree to which each individual interview contains reliable information about historical experience and the degree to which this individual experience is typical of its time and place. Also, in his opinion, depending on the number of interviews, one can develop a method of generalization (*Lummis, 2006: 255*). American historian Valerie Yow adds that, in generalizing, the researcher encounters the problem of the number of testimonies: How many do there need to be so that the generalization is legitimate? Did the respondents truly speak willingly and did they fully respond to the questions? (*Yow, 2005: 18*).

For research on the Holodomor, a significant amount of testimonies, more than a few thousand examples, allows one to generalize the experience of the respondents in many parameters – searches, survival strategies, and the situation in the village.

The problem of memory is related to the problem of divergences between testimonies and official history. In Trevor Lummis's opinion, it is possible to distinguish three problem aspects connected with memory in oral history: the degree of censoring of recollections/memories; reference points for chronology; and how the public and private spheres are consistent with the individual testimony (*Lummis, 2006: 256*). Remembering these aspects, the researcher can better decipher layers of recollections.

The first aspect regards the degree of censoring. It is possible to talk of the active silencing of information contained in recollections when it does not coincide with the official narrative. Evidently, here a certain self-restrain, self-censorship is working in relating the experience of surviving the Holodomor – especially if certain phenomena are involved which are condemned by the community (eating corpses or cannibalism, membership in structures of power in the village, thievery for survival, etc.).

The second problem (reference points) surprisingly solved itself. The separation of the Holodomor from a general famine made an impression on researchers. Materials from an oral history collection about the confiscation of food, “1933: And why are you still alive!” (*Boriak, 2016: 110–687*), demonstrates the awareness of the respondents themselves of the transformation of hunger to a real famine from the end of 1932 to the start of 1933. This happened as a consequence of searches during which not only all grain stocks but ALL FOOD was withdrawn. The respondents themselves indicate time parameters: late autumn, the end of autumn, the end/beginning of the year, Christmas, New Year's, winter, and the spring of 1933.

The third problem, regarding the harmonization of the public and the private, is mainly not relevant for the oral history of the Holodomor because of the above-mentioned ideological factors. It turned out that the public narrative did not intersect with the private. A person before whose eyes parents, children, fellow villagers, and relatives died as a result of searches and the removal of food could not reconcile these deaths with the “legitimate” official thesis about “certain food-related difficulties” in the country. It looks like a witness of the famine who wanted to publicize his experience was waiting for an appropriate opportunity to do this.

The sex of the respondent also explains the differences between official history and personal testimony, because women and men remember differently (also concerning the Holodomor). A woman's memory mainly preserves information about details of personal life, events, names, and faces; in their recollections, as a rule, emotions are present (*Yow, 2005: 50; Abrams, 2010: 91*). If a man loves to talk about sports, politics, and intellectual matters and has little interest in domestic matters, women express interest in the daily routine (*Yow, 2005: 174*), because the home is considered “the woman's place” (*Abrams, 2010: 91*). As a rule, men tell stories with a linear narrative; they try to talk exclusively about outstanding events.

In comparison with women, they were mobile, and so able to talk about the situation outside the village. Women, mainly gravitating toward a conversational style, rather recall ordinary things (family, food) and refer to the accounts of other people. They often build their account not with chronology but tie it together with certain episodes, with repetitions and details (Abrams, 2010: 119). And so women sooner recount personal stories (Abrams, 2010: 114). In particular, the emphasis is on the specific memories of people who talk about events that they witnessed in childhood. Recalling their experience of living through the Holodomor, they focus on food, the deaths of family and neighbors, facts of cannibalism, and the violence of activists against the family (Mytsyk, 2004: 9–10); their recollections are fragmentary.

One of the problems that faces researchers of oral history, in particular in the context of official discourse, is the relation of individual and collective memory. Theories exist that not only prove the influence of collective (social) memory on personal narrative, but acknowledge the uniqueness and reliability of individual memory, and also the conflict between them (Abrams, 2010: 96). Today it is generally acknowledged that collective memory influences personal, and vice versa.

From the point of view of the Italian researcher of oral history Alessandro Portelli, individual memory does not depend on collective, but they co-exist and are closely connected. And so individual memory is often used to weight dominant narratives of collective memory, confirming certain positions: “If all memory were collective, one witness could serve for an entire culture – but we know that this is not so.” (Abrams, 2010: 103).

An aspect worth attention – how the media influences collective consciousness – confirms that how people fill out their memories, based on personal experience, in certain frameworks depends on the social context (Yow, 2005: 55–57). For researchers of the famine, the influence of the information field on the lexicon of the narrative is evident. There is a question, in particular, about the change of the term “hunger” in the sense of “famine,” which respondents used to the start of the 2000s, to the idea “Holodomor.” This clearly happened as a consequence of the passing of the 2006 Law of Ukraine “On the Holodomor of 1932–1933 in Ukraine”. Also, in the accounts of respondents, an unconscious acknowledgment of the famine as “genocide” occurs, though this could be treated as their understanding of the artificial nature of the famine and the government’s criminal act. Today researchers of oral history emphasize the possibility that it can help look at relations between the person and society, the past and the present, and personal experience and the generally-accepted assessment (Abrams, 2010: 81). These are particularly relevant for research of the famine.

### 3. Memory: Ally or enemy of recollection?

The problem of the relation of memory and oral history can be broken into a few components: the types of memory which participate in the process of recording oral history; the influence of aging on memory; and the person’s ability to “pull out” events from his or her memory.

Autobiographical memory consists of the acts of someone’s life, personally reconstructed in memory (rather than honestly recalled). This reconstruction depends on the development of personality – acts, experience, and certain things that will be recalled and renewed in various ways depending on the stage of someone’s life (Abrams, 2010: 86).

They also distinguish episodic memory (memory of events; sometimes they call this autobiographical) and its components – so-called “flash-bulb” or “vivid,” when memory recalls



an event with the smallest details, as if it photographed it. This memory is most often connected with very emotional or essentially personal acts (*Abrams, 2010: 83*).

They describe this “flash-bulb memory” as “exceptionally vivid, exact, concrete, durable at the time of recollection of these conditions which surrounded the person at the moment when he or she witnessed a certain unusual event.” (*Kis, 2010: 182*). It is this kind of memory that characterizes the vast majority of recollections about the Holodomor of witnesses who at the moment of the given traumatic event were children. The fact of the absence of a clear, logical orderly narrative witnesses to the specified type of memory; present instead are certain episodes reflected in detail.

There is a generally-accepted idea that it is not worthwhile to trust the memory of an older person, and more so, to use his or her recollections as a full-fledged source. However, conducted research has refuted this claim: depending on the respondent’s psychological health, the functions of his or her memory do not necessarily worsen with age (*Abrams, 2010: 90*). Recollection depends on individual interests and needs. Older people (in their 70s, 80s, even 90s) are not in the main different from younger people in the vividness of the recollection of details. This is explained by the fact that people preserve memories important for them, for they repeat them over the years, trying to reinforce the meaning of their lives (*Yow, 2005: 38*). In addition, it is considered that, with age, events of long ago are recalled better than those which happened to the respondent recently (*Abrams, 2010: 90*).

Yet another caution regarding the “quality” of the memory of older people is a theory about the influence of the irreversible loss of neurons on the worsening of memory. According to the latest research, however, the formation of new neurons (“neurogenesis”) happens constantly, and so does the renewal of the processes of recollection (*Yow, 2005: 39*).

Valerie Yow has observed that, with the passage of time, people become more objective. When a person has something to lose, he or she more carefully controls his or her telling of an event. At the end of life, on the other hand, a need arises to look on things with maximal honesty, to sum up the way traveled. This desire to understand the events of the past competes with the need to present oneself in a good light (*Yow, 2005: 19–20*). This sometimes causes errors in recollection (*Abrams, 2010: 85*). The mentioned researcher also expresses the observation that events of childhood, youth, and young adulthood more easily arise from memory than events of the period of middle age (*Yow, 2005: 20*).

Research conducted by various experts gives grounds for making a generalizing statement: few reasons exist to say that people recall events inaccurately, and intentionally or consciously distort their testimony. Rather, the situation is that the quality, vividness, and depth of individual memory about specific events or one’s own experience will depend on the coding that happened at a certain time, and the conditions in which the recollection took place. It seems that people remember what is important to them. Certain details may be dim, but the wide contour of the memory remains all through life (*Abrams, 2010: 86*). Other similar research allows one to make yet another generalizing conclusion: people of various ages remember what has great meaning for them (*Yow, 2005: 39*). Any memory is “true” for its bearer. Personal memory is not a direct psychological phenomenon but experience shared with society (*Abrams, 2010: 79*).

The idea exists that a person better remembers events connected with an experience which is repeated or connected with habits – work, going to school, etc. (*Abrams, 2010: 87*). If one uses this approach for information from witnesses of the Holodomor, for example, recollections about the daily struggle for food (trying to hide it, find it, prepare it in a way that neighbors would not see), or about the situation seen in the village on the days they went to school, this can fall under the category of daily routine which is remembered better.



#### 4. Oral history and trauma: Specifics and limitations

In the mass of oral history, a separate place is given to testimonies of people about events which can be considered traumatic, which negatively influenced the person, caused a split in life before and after the trauma and affected further life (Yow, 2005: 45).

As for work with events which can be qualified as “trauma,” researchers of oral history have to be aware that, regarding experience connected with strong emotions, they can hear about the core of events which interest them, but smaller details are unlikely to be mentioned (Yow, 2005: 46–47). One should keep in mind that the Holodomor belongs to these kinds of traumatic events, because through repressions, starvation, and death, the traditional, established family structure was ruined.

It has been established that traumatic events are more strongly set in memory and are more easily re-created, even with the passage of time (Abrams, 2010: 86-87).

Swedish researchers Sven Åke Christianson and Birgitta Hübnette have established that, with time, highly-emotional events from real life are held well in memory from the point of view of details which are directly associated with the event which rouse the emotions, but less from the point of view of details of accompanying events of the circumstances (in the case of an experiment – date and time) (Yow, 2005: 44). Lynn Abrams also characterizes the ability of memory to re-create a traumatic experience, directly connecting this with the degree of emotionality of the event (Abrams, 2010: 88). However, in the case of recalling a traumatic event, not everything is so unambiguous. Really, the traumatic event can be reported vividly by the respondent and even precisely but, at the same time, he cannot re-create details, consistently relating the events. Here subconscious factors are active. Post-Traumatic Stress Disorder is a complex and lasting emotional reaction to extreme psychological trauma. Some people suppress painful memories. This explains why some cannot recall a traumatic event, while others relate even the smallest details.

Cultural (in the case of the Holodomor, political) pressure can explain silence regarding traumatic memories. Thus, veterans of the Second World War mainly chose the tactic of silence and rarely were diagnosed as suffering from psychological disorders (Abrams, 2010: 93). According to the testimony of historian of oral history and consultant on traumatic events Dori Laub, silence can witness to a collective mass trauma (Abrams, 2010: 122).

Authors of a work on the Armenian genocide Donald and Lorna Miller, collecting and working on a mass of testimonies about the tragedy, asked the question: What is the reason for the vividness of recollections of witnesses of events of more than half a century ago? They came to the conclusion that the impressions of what the witnesses saw as children were so emotionally strong that they could not forget them. The witnesses dream of these horrors and feel a need to talk about them (Miller, 1993: 28). Jewish witnesses of the Holocaust talk about this constantly.

Witnesses of the Holodomor thus describe their pain: “After this, my soul began to turn grey” (Kovalenko, 1991: 21); “All my life I lived with tearful eyes” (Kovalenko, 1991: 19); “I sometimes dream of these horrors and now I cry out during the dream... and for my daughters [two daughters died from starvation – T. B.] still now, in old age, I grieve and curse...” (Kovalenko, 1991: 98); “Now I still tremble when the dreams sometimes come – a cart full of the dead is taken to the cemetery” (Kovalenko, 1991: 99); “All my life I carry this terrible tragedy of 1933, like that nail driven into the heart. Perhaps it will be easier on my heart if I tell the truth about these terrible times.” (Kovalenko, 1991: 128).

Lynn Abrams considers that the degree to which trauma can influence memory and the process of recollection can be analyzed by way of looking at two elements: credibility (reliability) and the ability to recall emotions. Doubting a witness's recollections of trauma may look like insensitivity. The events often recalled are from a distant time, and to express them in words is difficult. We have to expect that such testimony will contain some inaccuracies, though this is no reason to doubt its value (*Abrams, 2010: 94*).

Holocaust researcher Lawrence Langer wrote that memory of the Holocaust never died in people's recollections. Factual errors in the recollections of witnesses happen, but they appear non-essential compared with the information that the respondents provide. This opens new horizons for interpretation by historians (*Roseman, 2006: 231*).

It is not possible to forget the problem of describing a traumatic event. Researchers indicate the impossibility of witnesses sharing their recollections of the traumatic past, not because they don't remember it, but because there is no structure which could contain and order what was experienced (*Abrams, 2010: 95*). Not understanding how an ordinary person can describe inhuman tortures can lead to the witness not wanting to begin a conversation at all.

Witnesses of the Holodomor are no exception when some of them refuse to give testimony because memories are difficult (*Bilousova, 2007: 16*). Thus American bank worker Walter Becherer, who in August 1933 returned from the Ukrainian SSR and at the invitation of the German Evangelical Press Association gave his personal impressions of what he had seen, also mentioned the difficulty of describing the state of starving people: "... it is not possible to exaggerate the description of these horrors which he saw in Ukraine, for no words can represent it. The biggest human fantasy cannot think up a hell like what there is now in Ukraine." (*Svoboda, 1933: 1*).

Yet another testimony about the lack of words to adequately describe the famine was given by two Czechoslovakian communists who tried "to convey the groans of the terrible life; people have no words to describe it. Groans. The death of millions for a bunch of parasites... This is hell, the house of the insane..." (*Delehan, 2008: 80, 83*). In a letter, a witness thus ends his description of the reality: "In a word, to describe all that is being done around us is impossible." (*Kliuvak, 2008: 152*). Another letter states that "we have starvation which we don't have words to describe." (*Kliuvak, 2008: 154*).

In this context, the mention of people's use of a certain set of words to describe the events of the Holodomor cannot be overlooked. The most vivid examples, the names of "foods" which people were forced to prepare during the famine. Recently, on the basis of testimonies a whole dictionary of terms that indicate "food" was composed (*Riznykiv, 2003: 3-76*). It's possible to add such verbal formulas that indicate the death of a person like the lexeme "zdykhannya," a word which indicates the death of an animal (*Kovalenko, 1991: 507*). And such a description of a certain situation with the help of the same choice of words, universal for various regions of what was then the Ukrainian SSR, again testifies in favor of the truthfulness of the core of the testimonies about murder by starvation.

It is also agreed that during an account of a traumatic experience, the speakers use special forms to express their experience, feelings, and emotions. Researcher Gadi BenEzer recognizes 13 most widespread signals of trauma in biographical accounts: continuing silence, an outburst of emotions, stupor, an obsession with the story, immersion in the past, an inability to tell the story, change in voice, body language, et al. (*Kis, 2010: 180*). Interviewers of witnesses of the Holodomor also sometimes report similar signs (mainly crying, change in voice or stupor).

Accordingly, monitoring these signals allows the expert to be aware of the essence of a traumatic event, even if the respondent does not want to talk about it or refutes its traumatic nature.

Connected with traumatic recollections of violence on the part of the authorities is the factor of time – the time between the moment of the events recalled and the moment of the interview. Researcher Nancy Combs refers to proximity to the time of the genocide as one of the factors which worsens the quality of the testimony. That is, the less time that has passed since the date of the event to the time of recording it, the more chaotic will the account of the witness be, as his family loss will pain him and he'll still be under impressions of terror, murders, and deaths. Through his life, the person will be able to think of the event, build his own chronology of events, his vision of what happened, and determine his place in these circumstances (*Erin, 2011: 302*). If one speaks of the Holodomor in this context, a minimum of two decades passed from the time of the event to the recording of the first witnesses, and, in Ukraine, more than half a century. So, according to the theory of Nancy Combs, the factor of time should be minimized in the testimonies of those who lived through the Holodomor. And this, in its turn, should positively influence the quality of testimonies.

Working on the recollections of witnesses of the Holocaust, Mark Roseman turned attention to yet another aspect of memory and the reliability of oral history. Many who gave testimonies at the end of their lives wished to report what they had experienced (*Roseman, 2006: 232*). It is possible to assume that, in recording, the person tried to recall the events as accurately as possible. Irina Shcherbakova, gathering recordings from people who survived the GULAG, came to a similar conclusion regarding the dependability of the memory of the witnesses of extraordinary events. In her opinion, it is not possible to repress such people's memory, for this would mean for them to forget their own lives (*Sherbakova, 2006: 522*).

Miron Dolot (Semen Stariv), the author of a book of reminiscences "Execution by Hunger," responded to the question of how, after so many years, it was possible to recall the course of events (he published the reminiscences in 1985, though 24 out of 30 chapters were recorded before 1953): "First of all, one does not forget the trauma and tragedy of one's life, no matter how hard one tries. Secondly, one cannot forget the details of one's struggle to survive... I cannot forget these things." (*Dolot, 1985: XV–XVI*). Another witness of the starvation, Pavlo Makohon (1983), wrote: "I always held in my memory my brothers, sisters, and all those of our villagers who before my eyes died from starvation, who almost naked were tossed into one common hole. Wherever I go, wherever I live, this terrible, tragic memory of the terrible death by starvation will never stop pursuing me." (*Makohon, 1983: 41*).

Concluding this look at the influence of traumatic events on recollection, we note that the literature lacks an analysis of how feelings of the injustice of the violence inflicted on the person can influence the respondent's desire to fix traumatic events in memory or what other arguments witnesses present in telling their stories of surviving in extraordinary conditions. A knowledge of motivation could help in assessing the testimonies, understanding why the witness brings attention to one or another detail that is recalled.

For example, among motives of witnesses of the Holodomor, one encounters a conscious desire to recount the harm done to the family by the authorities, to convey the truth to contemporaries and future generations: "The soul rejoices that finally the time for truth has come. Justice should be resurrected" (*Kovalenko, 1991: 87*); "the farmers are waiting; yet in the period of Perestroika, Truth will reign. They are waiting to hear the truth about the tragic year 1933" (*Kovalenko, 1991: 128*); "All my life, I believed that this time would come, when they would speak out loud about this unbelievable calamity." (*Kovalenko, 1991: 270*).

## 5. Conclusions

Without a doubt, the list of factors which influence the oral history of the Holodomor are much more extensive – the organization of interviews and the culture of transcribing the recording and transferring it to the category “historical source” and general approaches in the humanities to oral history. The author analyzed three groups of factors which directly influence the formation of oral history sources on the theme of the Holodomor.

Research of the totalitarian past cannot not include the voices of repressed communities. The witnesses of the crimes were considered enemies of the regime or, as a minimum, unworthy members of society, and so “silenced.” Only by enlisting their narratives will the reconstructed past be balanced and reveal new directions for research.

The ban on recalling the famine (in all four forms – silence, honor, active silencing, and manipulation) was, nevertheless, violated by those witnesses who were able to report to the West about their experience already in the 1930s and, particularly, after the end of the Second World War. However, recording interviews, gathering reminiscences, and publicizing them from the middle of the 1940s abroad, and in the 1980s and 1990s in Ukraine, demonstrates that a strong informational field which would be able to cardinaly influence the narrative of the respondents was not formed in those years. Terminological innovations (the change from “famine” to “Holodomor” and “genocide”) happened in the last decade, though this did not influence the core of the narrative – it remains similar in tens of thousands of sources.

The problem of chronology which researchers in oral history encounter is partially solved for sources about the Holodomor, because respondents with the help of various formulations generally indicate what events were happening from the end of 1932 to the middle of 1933.

The ban on recalling the famine, on the contrary, led to a “preservation” of recollections in the memory of a witness who could not betray deceased relatives and so did not accept the thesis of “food-related difficulties” proposed by the authorities. He lived with the hope of publicizing his tragic experience and dreamed of a worthy honoring of the memory of the deceased.

The theory expounded by Western researchers about differences among narratives of respondents depending on sex found its affirmation also in relation to the oral history of the Holodomor. The experience of reporting on the latter allowed one to speak of the specifics of how children recalled the famine.

In the given context, problems of the reliability of recollections for researchers of the Holodomor are considered from a different perspective, because the center of the accounts were villagers, and also city-dwellers, but of low social status. So their experiences concern aspects that are not likely to concern certain famous figures of this or another period.

Researchers are inclined to state that it is not worth discriminating against reminiscences based on the time elapsed between their recording and the corresponding event in life. Traumatic events even more so fall under the given rule. Particularities of age not only do not have much effect on recollection but, on the contrary, make this process more active. This is explained by the fact that a person who wants to share his or her past with strangers has more life experience and desire to sum up his or her life and a greater vocabulary.

It is worth mentioning that people remember what has extraordinary significance for them. The historian’s task is to understand why one event or another, important from his point of view, remain outside the respondent’s attention, and to try to “push” the latter to recalling what seems important for the interviewer.

The traumatic character of the event leads to the recollection of details, emotions; on the other hand, the trauma given by the event can be so strong that the respondent cannot talk about it.

The similarity of descriptions of the Holocaust and the Holodomor catches the eye, like the absence of words which can describe that borderline state between life and death which the witnesses have passed through. We must assert the creation of a special language to relatively correctly convey a picture of the events. If the speaker had the courage to publicize his experience, he wanted to recall details and maximally fully present the data, which, to a significant extent, is determined by a feeling of moral obligation before the deceased.

In general, it is possible to assert the adequacy of using the toolkit which is used to analyze oral history as a source for the analysis of the oral history of the Holodomor.

Unfortunately, now, through the passing of the generation of direct witnesses of the tragedy, we must admit the conclusion of work in collecting testimonies from direct witnesses of the Holodomor. But the available toolkit can be used on the already-formed mass of sources on the Holodomor. Suggested approaches can also be used to research another famine, that after the war, 1946-1947.

Other traumatic events, similar to the Holodomor, were the Second World War and the Russian-Ukrainian War, which has gone on in Ukraine since 2014. One difference in the latter theme is the aggressive media space which unquestionably is covering, like an umbrella, the direct participants of the process, and outside viewers, which in fact narrows the space for one to express one's own "I" and one's own lived experience and understanding of it. Future historians will need to use their expertise to separate the level of television and the Internet from the respondent's own narrative. The question is, will it be possible to do this?

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## MEDIA GENRE THEORY IN LINGUODIDACTICS OF UNIVERSITY EDUCATION

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### Summary

The article examines the nature of media genreology as a modern scientific direction and educational discipline in institutions of higher education. The principles of linguistic didactics regarding language teaching and communicative dominant genres of modern mass media in the student audience are being updated. The curriculum of the course “Media Genreology” for students of higher education specializing in “Media Linguistics” at Kyiv National Taras Shevchenko University is detailed. Forms of individual and group work of students in acquiring and practicing the skills of analysis, creation and editing of mass media genres in seminar classes are modeled (face-to-face and with the use of distance learning tools). Research attention is paid to the actual implementation of the functional and stylistic method of social communication analysis in the linguistic didactics of classical university education, particularly in the field of media. In turn, the author's most optimal methods of linguistic solution of professional problems of the evolution of the genre system of media communication, which are learned by students in various forms of classroom work or remotely, are offered. Prospects for the development of media genreology as a dynamic component of the educational episteme in syncretic interaction with other mediallyinguistic disciplines taught in modern universities oriented to the social demand for high-quality, promising, competitive education are determined.

**Keywords:** genreology, linguistics, mediallyinguistics, high school, schooling.

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### 1. Introduction

Modern higher education is correlated with current trends in the development of social life's spheres. That is why, every year, the social inquiry forms a real picture of the rating of in-demand professions, and therefore of the educational areas that are chosen by enrollees as a priority when entering a higher education institution.

According to official data of the Ministry of Education and Science of Ukraine, at the end of the 2021 admissions campaign, specialty Philology by the number of submitted applications – 76371 – leads the corresponding rating (for comparison, specialty 081 Law: 67720 applications) (*Vstup-2021*). Such a situation determines the high level and status of philological education in the minds of enrollees who outline their professional and life prospects precisely in connection with this educational direction. In turn, higher education institutions must meet the demands of future specialists and, accordingly, adapt educational programs, a set of disciplines, their subjectivity and teaching methods to the expected and projected learning outcomes.

Thus, specialty Philology combines, in particular, educational programs on the study of language and literature, various aspects of their nature and dynamics in the context of the

development of social values determined by the time and space of culture. Therefore, the training of the future philologist should develop the base of secondary education and, without repeating the relevant material, create and fill the base of professionally oriented knowledge. It refers to deepening the topics of the school curriculum, saturating it with new facts, information, disciplines, the study of which is not provided by the Standard of Secondary Education.

In particular, stylistic issues are actualized in Ukrainian language study programs in 10-11<sup>th</sup> forms. First of all, pupils learn practical stylistics, language culture, the language of business papers, partly – development of coherent speech. The stylistic objectivity of philological education in Universities is reflected in the invariants of the basic discipline “Stylistics of the Literary Language”. Thus, in the curricula of the Educational and Scientific Institute of Philology of Kyiv National Taras Shevchenko for the bachelor's degree, the list of disciplines as mandatory components of education includes: “Ukrainian language stylistics: functional paradigm”, “Ukrainian language stylistics: functional resource” (educational program “Ukrainian Language and Literature, Western European Language”). And therefore, stylistic linguodidactics in classical university is oriented towards the dynamics of a functional episteme, which involves studying the functions of language as a form of social communication in its multiple invariants identified with styles and genres. This, in turn, is also effectively reflected in the educational specializations of the functional and stylistic profile. In particular, in 2012, Kyiv National Taras Shevchenko University launched and opened the first in Ukraine specialization in media linguistics, dedicated to the professional study of the language of mass information as a precedent communicative phenomenon in the context of the evolution of social values and priorities. Today, the mediallynguistic specialization has been effectively provided for 10 years in bachelor's and master's degrees by the Department of Stylistics and Language Communication of the Educational and Scientific Institute of Philology. Special disciplines are logically distributed in the plan according to the years of study: from more general, theoretical (“Fundamentals of mediallynguistics”, “History of media linguistics”, “Terminology of media linguistics”, etc.) to those identified with the pragmatics of linguistic didactics in the context of studying media (“Intertextuality in media”, “Media lexicography”, “Linguistic identity in media”, etc.). Each of the mentioned and other disciplines of the mediallynguistic profile (according to its objectivity) briefly touches upon the problem of implementing the processes of language dynamics of the media in a specific genre as a form of communication. Taking into account the activation of the functional invariance of the forms and means of media communication, the educational discipline of media genreology actualizes the most optimal ways of linguistic solution of professional problems of media communication, reflected in the function and in the genre or system of genres.

The *purpose* of proposed investigation is to outline the independent objectivity and specificity of the methods of teaching media genreology as an educational discipline in University.

Its relevance is determined by *discussion approaches* to the concept of genre in philology and the answer of mediallynguistics to the question of the nature and stratification of media genres. As well as the possibilities of linguistic didactics for effective comprehension and understanding of this problem in the student audience.

## 2. Actual paradigm of Media genre theory in university linguistic education

The teaching and learning of media genres in the system of high education correlate with current trends: “UNESCO has recognized media education as a priority area of pedagogy of the 21st century, and its implementation meets the European requirements for the organization of the educational process in higher education institutions” (*Recommendations, 1999, p. 273–274*).

The discipline outlines specifics of media genreology as a direction of humanitarian knowledge – in connection with the elaboration of the main results of scientific observations in this field, with the analysis of the influence, in particular, of psychology, sociology of mass communication on the linguostylistic parameters of the genres of traditional and new mass media, with the professional interpretation of the oppositional categories of mono- / polyfunctionality, monologicity / dialogicity, ambiguity / unambiguity in media genres as a verbalized form of mass linguistic consciousness. The functional resource of media genreology is studied, motivated by a set of extra- and intralingual factors, correspondence to the communicative tasks of society and the system of language units that correlate with these tasks – and it, as a result, determines the architectonics of modern media genres.

The *methodic principle of integration knowledge* realizes in such situation that the discipline “Media Genreology: Linguistic Aspects” is an integral part of the program for educational “bachelor” degree (field of knowledge “Humanities”, educational program “Ukrainian Language and Literature, Foreign Language”, specialization “Media Linguistics”). It is based on a cycle of professional and practical training disciplines, in particular “Ukrainian Language Stylistics”, and specialization disciplines, in particular “Fundamentals of Media Linguistics”, “History of Ukrainian Media Linguistics”, “History of World Media Linguistics”, “Ethics, Aesthetics of mass communication”, “Language and personality in mass media”, “Media lexicography”, “Linguistic media technologies”, “Media phraseology”, “Terminology of modern media linguistics”, “Peculiarities of media nomination” and others.

The purpose of the discipline is to acquaint students with the specifics of media genreology as a direction of humanitarian knowledge, to work out the main results of scientific observations in this field, to analyze the impact of, in particular, psychology, sociology of mass communication on the linguistic and stylistic parameters of genres of traditional and new mass media, in the professional interpretation of media genres as a verbalized form of mass language consciousness.

The task of the course “Media Genreology: Linguistic Aspects” provides students with the necessary theoretical and practical knowledge of media genreology as a sphere that deals with linguistic studies of the genre system of the media field, the skills of linguostylistic analysis of independent mass media genres and intergenre formations, as well as interstylistic genres that systematically operate in the field of mass media.

The educational discipline “Media Genreology: Linguistic Aspects” consists of two substantive parts. The first is devoted to the study of general issues of linguistic problems of genreology, media genreology, the history of formation and prospects for the development of this direction of modern scientific knowledge. The second part provides a functional and stylistic analysis of the genre system of the mass media field, with attention to the distinction between traditional and new, core and peripheral genres of modern media communication, cross-genre formations and cross-style genres as a result of media interference with other types of communication.

As a result of studying the academic discipline, the student must:

**know:**

- semantic distinction of the “genre” concept in literary studies and linguistics;
- differential criteria for the analysis of the concepts “language genre” / “speech genre” in linguistic tradition;
- scientific objectification of media genreology as an independent direction of modern humanities;
- history of formation and prospects of functional and stylistic interpretation of mass media genres;
- methods of linguistic research of the genres of the modern mass media communication sphere;
- linguistic and stylistic parameters of core and peripheral genres of modern media communication;

**be able to:**

- differentiate the linguistic criteria of interpretation of the concept of “genre”;
- characterize the evolution of knowledge in media genreology;
- distinguish the objectivity of studies of mass media genres in linguistics and in the field of social communications;
- characterize the main methods of media linguistic research of genre;
- analyze the multifunctional language resource of traditional and new genres of mass communication;
- identify common and distinctive architectonic features of analog and digital media genres;
- determine the specifics of the impact of sociology, psychology of mass communication as an extralingual background on the intralingual dominants of mass media genres;
- comment genre interference of media communication and other spheres of social life (business, science, etc.).
- formulate prognostic criteria for the development of linguistic knowledge in the field of media genreology.

The determined methodological principles of teaching and studying media genres in the university are correlated with the requirements of the current Higher Education Standard (bachelor, philology) (*Standart, 2021*), according to which the student must demonstrate:

- “ability to use knowledge about language as a special sign system, its nature, functions, and levels in professional activities.
- ability to freely, flexibly and effectively use the language(s) being studied, in oral and written form, in various genre-stylistic registers of communication (official, unofficial, neutral), to solve communicative tasks in various fields of life.
- ability to collect and analyze, systematize and interpret linguistic... facts, interpret and translate text.
- awareness of the principles and technologies of creating the texts in various genres and styles”.

### 3. Curriculum of “Media genreology: linguistic aspects” university discipline

#### **Theme 1. Genreology in the scientific paradigm of modern humanities.**

The concept of genre in philology: history, definitive content. Professional criteria for distinguishing the “genre” category in literary studies, linguistics, and the science of social communications.

Linguistic genreology. Genre as a holistic organization of linguistic means and formal signs, stable, repeated and systematically reproduced in types of texts of a certain style / styles of literary language. Structural and functional characteristics of linguistic communication genres. Field organization of the discourse genre paradigm.

Media genreology as a direction of modern linguistic science. Object, subject, aim, main tasks of the educational discipline. General methodology of linguistic analysis of media genres.

#### **Theme 2. Actual problems of modern media genreology.**

The evolution of professional ideas of the analysis of genre paradigm of mass media in the discourse of American, European, and Slavic functional stylistics. Scientific schools, authoritative scientists, works, specialized publications in the field of media genreology.

Discussion issues of linguistic stratification of genres of mass media communication. The impact of the journalistic tradition of analyzing the media genre system on the linguistic understanding of the problem. Optimality / suboptimality of the tripartite differentiation of media genres into informative, analytical, publicistic. Criteria for functional and stylistic distinction of genres of mass communication.

The creolized nature of genres in the media sphere.

Socio-, psycho-, neurolinguistic motivation of the dynamics of the genre in the mass media space as a projection on the communicative competence of the recipients.

#### **Theme 3. Functional and stylistic stratification of modern mass media genres.**

Informational genres of public communication in the media: evolution of language resources, statics / dynamics of architectonic features. Extra- and intralingual motivations of constancy, dynamics of the core and periphery of informational genres of mass media: news, informational article, informational interview, blitz interview, announcement, poster, note, etc.

Genres of mass media analytics. Functional and stylistic resource of analytical article, analytical interview, weekly / annual news, review, commentary, talk show, stress show, post show, etc. Linguistic implementation of the category of modality in analytical genres of mass media.

Expediency / impracticality of distinguishing informational and analytical genres of mass media communication.

Genres of advertising in the information field of the media: controversial nature, variability of architectonics, language organization. Common and distinctive medially linguistic characteristics of commercial and social advertising. Medially linguistic status of genres of PR communication.

Publicistic genres in the mass media: actuality or tradition? Stylistic characteristics of an essay, feuilleton, etc. in connection with the diffuseness of the linguistic reality of media and artistic texts.

Genres of virtual communication in the media space. Architectonic dominants of blog, vlog, page in a social network, etc. as forms of personalization of media communication participants, methods of their psycholinguistic portrayal in the context of frequent use of the system of verbal and non-verbal means of communication.

**Theme 4. The diffuse nature of social communication genres in the media.**

Models of interference of social communication genres in the media space. Genres of scientific communication in the media (electronic / virtual conferences, seminars, webinars, etc.): the problem of stylistic status. Professional business and legal communication in the media sphere: genre identification.

**“Media genreology: linguistic aspects”: methodical principles of student work**

The methodology of interactive learning in disciplines of a functional and stylistic profile, in particular media genreology, is effectively implemented in the context of students work in pairs and small groups, when the discussion of theoretical issues is supplemented by illustrative arguments supported by the author's observations and comments. This confirms the opinion of A. Popovych that “the technology of collective-group learning enables simultaneous discussion by students of complex or contradictory (containing different views) stylistic issues” (*Popovych, 2018, p. 313*).

In this regard, the tasks for seminar classes are formulated problematically – with the prospect of their implementation with the involvement of multi-aspect information and various ways and methods of its interpretation for verbalizing answers in the audience.

The block of theoretical questions of the discipline is more optimal, in our opinion, to be syncretically formatted, starting with the analysis of approaches to understanding the category "genre" in various philological research epistemes -primarily, literary studies and linguistics. The mediallyinguistic genre projection on the professional interpretation of social communication appears as an evolution of invariant formats of communication by means of media, which, having developed traditional genre-creating factors, actualized new ones – with an emphasis on the optimal functions of language. Such objectivity requires a mandatory discussion in the student audience for a full understanding of the processes of formation and dynamics of the media genre system. Accordingly, among the tasks for seminar classes, we offer the following:

1. To comment on common and different genre-creating factors in literary and linguistic discourse.
2. To determine the criteria for the evolution of the “genre” category in mediallyinguistic context.
3. To characterize the extra- and intralinguistic foundations of the dynamics of the genre system of modern mass media.
4. Outline the functional core and periphery of media communication, actualizing the stratification markers of mass media genres.
5. To propose a model of professional interpretation of publicistic genres’ status in modern media communication.
6. To identify debatable and prospective problems of knowledge development in the field of media genreology.

These and other problematically formulated tasks are based on the students' conceptualized understanding of the real processes taking place in media communication – in the projection on the statics / dynamics of its genre paradigm. And therefore, the lecture presentation, as well as the answers at the seminar classes, should be based not on the statement, but on the argumentation of the interrelationship of language, speech, consciousness, mass consciousness, culture, meanings, semantics and the function of the word – these and other research criteria of genre analysis as communicative category, in particular in the field of media.

The block of questions based on linguopragmatics in the analysis of the genre system of the media refers to the mandatory illustrative argumentation of commented processes and

phenomena, because language is the main tool of a linguist researcher. Additional parameters of the mediallynguistic interpretation of genres – creolization, ways of informing, vertical context, content, audience, format, etc. – appear as motivational in relation to the functional-linguistic and architectonic dynamics of the analyzed genre. We consider it optimal to prepare for classes of such subjectivity in groups, which will allow to represent information in a more panoramic way, without duplications, in the student audience. The most convincing in this case is the use of educational media (especially in the conditions of distance learning) - presentations, demonstrations of video and listening to audio material, etc. – for visualization and more convincing argumentation regarding the commented material in the media genre discourse.

The tasks of this block are aimed at the selection of media facts, as well as at the creation of media content in the appropriate genre, taking into account all genre-creating factors relevant to it. The creativity of students in preparing for seminar classes with declared subjectivity is manifested, first of all, in the reproduction of extralinguistic features of the genre related to visualization, the use of additional communicative effects, that fully determine the genre nature of the media text:

1. To characterize and illustrate the means of informing in various genres of media communication.
2. To define means of analysis in the genre of a media article.
3. To analyze the common and distinctive features of the functional and stylistic nature of news genres.
4. To comment on the statics / dynamics of the interview genre's architectonics.
5. To transform (in accordance with the defined genre-creating criteria) an analytical article into an informational one.
6. To argue whether the communicative interaction of cognitive and entertainment media genres seems possible and optimal.
7. To model invariant implementations of show genres.
8. To justify the static / dynamic functional nature of genres of advertising communication.
9. To prove genre / non-genre blog status.
10. Publicistic genres in modern mass media: actuality or tradition? To argue the choice.
11. Giveaway: syncretism / independence of functional and genre characteristics. To prove the point.

## 5. Conclusions

Thuswise, the detailed analysis of motivation for functional base in linguistic high education shows the perspective of such disciplines as "Media genreology: linguistic aspects". It is also explained by necessity of students' learning of genre, especially media, as category of communication and language consciousness. Various types of theoretical and creative tasks and exercises can: 1) determine the level of understanding of all the processes current for media sphere; 2) give need skills for professional activities with different media texts and genres as the most actual forms of social communication. Such objectivity and scope form the great perspective for University education in general, and also – for students who study mediallynguistics.



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## DIASPORA CULTURE: THE MAIN METHODOLOGICAL AND TERMINOLOGICAL ASPECTS OF CULTURE LOGICAL COMPREHENSION

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### Summary

The purpose of this article is to justify the necessity of the complex approach to study of the diasporian culture. It is shown that the culture of diaspora usually isn't considered as the original autonomous phenomenon, but only as a small separate marginal part of the native culture. This point of view is based on the outdated an-system inefficient paradigm of so-called "Island" anthropology. One of the most effective approaches to understanding the essence of culture is the theory of dissipative systems. The fact that the theory of dissipative systems not only explains but also proves the naturalness and regularity of the appearance of various branches/directions of any culture is one of its most important results. Study of the diaspora culture that has existed during the centuries in another country, it should include research on the entire material sphere of its life, all the artifacts created by its representatives. It is proved expedient to use iconological method, the approaches of the Actor-Network theory (ANT) and the "Philosophy from below" in this context. The ANT considers artifacts as active units/actors of social relations, which make up "sociality", as well as the principles of "Philosophy from below".

**Keywords:** "Alien", Armenian, artifact, Bakhtin M., colony, ethnos, diasporian community, dissipative system, Heidegger M.

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### 1. Introduction

The culturelogical mode of comprehension the phenomenon of diaspora culture brings the researcher into the sphere of conceptual uncertainty, since until today the phenomenon of diaspora has been studied mainly in the context of history, ethnology, sociology, political science, but not cultural studies. This approach has led to the formation of a number of stereotypes in views on diasporian culture, the dominant one among which is geographical and historical discourse and in fact, it excludes the existence of the phenomenon of Diaspora culture altogether. And although the investigation of the culture of the Armenian diaspora was taken as a basis, there are all reasons to say that similar problems and issues arise in the study of every diaspora culture. So within the framework of this approach, only the culture of the historical homeland/country of origin / Armenia and its historical fragments/artifacts that either originate from there or have typical features of the basic cultural matrix (language, stylistics, phenomenology of cultural practices) are considered Armenian. Such an an-system and an-ecological (E. Morin) approach to the phenomenon of diaspora represents the outdated inefficient paradigm of so-called "Island" anthropology, which was thoroughly criticized by the famous French philosopher, historian and sociologist Edgar Morin. In the work "The Lost

paradigm. Human nature” (1973) the researcher proves the need for a holistic approach to the study of Man and socio-cultural phenomena, taking into account the achievements of all natural, exact, and humanitarian disciplines, the discoveries of which shattered both the “island” concept of Man and the “island” concept of life (*Morin, 1995:47*). The main message of this work is the need to consider the world not as a mechanical combination of three separate “island”/isolated spheres “Man – Culture”, “Life – Nature”, “Physical – Chemical”, but as a complex integrative integrity, which is not inherent in external relations between “closed entities”, but ecosystem relations of open systems, each of which is a component of the other, and together they create a system integrity (*Morin, 1995: 12-13*). Subsequently, E. Morin develops this idea and proves, that ecological thinking is a necessary component of complex thinking, which does not isolate the subject under study, but considers it in relationships and self-regulating relations with the cultural, social, economic, political and natural environment (*Morin, 2011: 39*).

Today the content of the concept of "Diasporian culture" there are no clear boundaries and unambiguous definition for several reasons: blurring of the content field of concepts and phenomena “diaspora”, “ethnos” and “nation”; the difference between the concepts of “Diasporian culture” and “culture of Diaspora”. Since only consideration of the thesaurus of the above definitions may require a separate study, therefore in this article we will limit ourselves to certain established constants regarding these definitions in order to be able to pay sufficient attention to current approaches to understanding the phenomenon of Diasporian culture.

## 2. Terminological basis of the problem

Cultural understanding of the existence of the Armenian diaspora requires clarification of the general terminological base of research and justification of the main methodological foundations (the so-called ontology of a specific task). Taking into account the postmodern situation with the inherent fluidity and transformativeness of many terms, first of all it is necessary to determine the fundamental cultural issues: what is the phenomenon of culture, and, in particular, ethno-national culture and Diaspora culture, what are the criteria for their definition, what is ethnos ect.

Despite a significant number of interpretations of the term “ethnos”, today there is no well-established generally accepted and exhaustive definition of this term. Most often, an ethnic group is defined as a group of people who speak the same language, recognize their common origin, and have a set of Customs and ways of life consecrated by tradition, which differs from the customs of other groups. However, in many cases this definition does not correspond to reality, and this primarily applies to ethnic groups whose fate has developed as the fate of the diaspora community.

The closest to understanding the fundamental characteristics of an ethnos were scientists who considered such recognition of a common origin and the presence of a collective historical memory (*Assman, 2004; Halbwachs, 2007*).

Unlike an ethnos, a nation is primarily a political phenomenon and it is connected with the relationship with power and the state. In this sense, the medieval delineation of these concepts is significant. An ethnos is primarily associated with the concept of “genus” (Lat.), in which the main one is genetic, blood relationship (genus, clan, tribe, people). Meanwhile, “nation” (lat.), although it could also indicate the origin, genus and ethnic group of a person, however, unlike “gens”, included social features in its semantic field and concerned not so much family ties as a social groups, associated with general jurisdiction, religion, political interests. In late

medieval Europe, "nation" was understood as a collection of subjects (population) of a certain ruler or representatives of a certain denomination (*Osipyan, b.d.*). This means that the content of the concept of "nation" was determined, first of all, by power, political factors, and then – by state factors.

Diaspora is a certain collective organism/community of emigrants, which is created in the host country/state in the presence of awareness/acceptance of its difference from the autochthonous population, common origin and common historical cultural memory, the desire to preserve its own ethno-cultural identity and adequately represent / assert itself in the conditions of a new stranger society. The representatives of the diaspora create the necessary organizational forms of representation-ethno-cultural / ethno-religious communities (in the historical context – colonies) with appropriate forms of cultural (in the broad sense of the word) activities and management and political ethno-national representation to realize the most effective ways to survive, adapt, and integrate into a new social environment.

Earlier the Armenian diaspora consisted mainly of colonies and satellite communities, but since the XIX century the cells of the diaspora organism have become not colonies, but communities. Colonies in the classical (administrative and organizational) sense of the term disappeared, they were replaced by ethno-national forms of life, associated with cultural, and more often – with religious and cultural societies (communities). The fundamental difference between communities/ societies and colonies is the lack of administrative autonomy and a compact place of settlement within a certain urban location. At the same time, the main factor/basis for enrolling any person in a particular ethno-national diaspora community is the individual's personal choice and own ethno-cultural identification. Therefore, it can be stated that for an adequate understanding of the phenomenon of diaspora identity, it is necessary to use both historical-situational and personality-oriented approaches.

The phenomenon of the diaspora can be described as a process rather than a structure, and like any process, it has a historical character. Therefore, when it comes to Diasporian culture or the culture of diaspora, it obviously makes sense to separate these concepts. It is clear that any diaspora has a certain culture. However, if we are talking about representatives of the 1-st generation of Diaspora, then their culture is a direct continuation of the culture of the country of origin, it's a kind of prolongation and spread their culture beyond the borders of the Homeland. While the next generation of descendants of emigrants have features that distinguish them from the compatriots of their parents. After a few generations, the differences become systemic and relate to different aspects of life, so we can already talk about the presence of a diasporian culture.

### 3. The System principle in the study of Diaspora culture

One of the most effective approaches to determining the essence of culture today is systemic, more precisely, in the context of I. Prigozhin's theory of dissipative systems (*Prigozhin, Stengers, 2003*). The question of the expediency of using the theories of natural sciences in the humanities remains quite acute. Leaving aside the influence of natural sciences on the formation of the main categories and principles of the humanities (objectivity, linearity, determinism), we note that it was the revolutionary discoveries in physics (the theory of relativity, the principle of complementarity, quantum mechanics, etc.) that led to noticeable shifts in the social sciences.

Thus, E. Morin worked fruitfully in the so-called "group of ten" (created in 1968 by Dr. J. Robin) to create a new anthropology, where there were mainly biologists and cybernetics;

he turned to the general theory of systems and the “logic of life” (Fr. Jacob), studied the theory of “Automata” and the theory of chaos (the emergence of order from disorder/chaos), or the principle of the “organizing” case by H. von Foerster (*Morin, 1995: 2-3*). A vivid example of changes in the interaction of natural sciences and humanities was the long-term work of a kind of international interdisciplinary intellectual Club/conference “Eranos”, founded in 1933 due to the active participation of C. G. Jung, who was a regular participant until his death. Every year the invited lecturers included not only historians, religious scholars, sociologists, philosophers, art historians, psychologists, but also specialists in biology, physics, chemistry or the history of science. Lectures were published in the Annual Collection “Eranos”, and their integrated approach to the study of Man, culture and society formed a new paradigm of a synergistic approach to the study of all phenomena of reality (*Progoff, 1966: 307-313*). Among its participants we see G. Bashlyar, M. Buber, G. Weil, J. Durand, M. Eliade, E. Nyman, R. Otto, A. Portman, Nobel Prize winners V. Pauli, I. Prigozhin and E. Schrodinger and others. Thus, the collaboration of C. Jung in the last years of his life with the physicist Wolfgang Pauli convinced both that the study of the depths of matter by physicists, and the study of the depths of the psychic by psychologists, are only different ways of understanding a single hidden reality. The result of this going beyond the narrow professional framework was the joint publication of an article on synchronicity in 1955 and the study of archetypes by V. Pauli in the works of J. Kepler (*Grof, 1993: 467*).

What does the use of the principles of dissipative systems theory in the development of cultures? I. Prigozhin proved, that instability (chaos) in open systems is the source of organization and order, and any event is the result of instability of chaos at all levels, including cosmological. Chaos theory proves, that within the same system (that is, with the same initial data), many different dissipative structures are naturally compatible, which is a consequence of the nonlinear nature of “strongly nonequilibrium” situations, and minor differences can lead to large-scale consequences (*Prigozhin, Stengers, 2003: 58*). The fact that the theory of dissipative systems not only explains but also proves the naturalness and regularity of the appearance of various branches/directions of any culture is one of its most important results. After all, even today a significant number of scientists, like most representatives of the modern Armenian diaspora in Ukraine and the world, consider only the culture of historical Armenia with a traditional set of basic ethnic characteristics (language, traditions, customs, confessional – Armenian Apostolic Church/AAC) to be Armenian. While the theory of dissipative chaos refutes the validity of such a view of any culture that is above a complex open dissipative system, and shows the regularity of the formation of autonomous, simultaneous functioning systems of culture in the process of its evolution.

The culture of the Armenian diaspora, derived from the native national, is an integral original phenomenon, that arises as a result of the interaction, organic synthesis of the culture of emigrants and the dominant culture of the country that gave them shelter, and develops as an autonomous and original phenomenon. Armenians create their own specific environment with more or less religious and administrative autonomy, develop traditional types of crafts, the products of which, under the influence of local traditions, acquire features that are not inherent on their native land. They have new laws, new customs, change life, language, names, form a modified/new ethno-cultural identity, after all, it is in Ukraine that a successful and stable Union of the AAC with Rome takes place, the duration of which is also a consequence of the changes that have occurred with the Armenian diaspora over the centuries of its existence on our territory.

The concept of "Event" of I. Prigozhin, by which he understands phenomena that can change the course of evolution, is also fruitful for understanding the regularities of the development of religious, ecclesiastical and cultural life of the Armenian diaspora. Evolution must be "unstable", that is means, it have mechanisms that can make certain events the starting point of a new development, a new interdependent order. And the study of the leading role of some persons, according to I. Prigozhin, allows to conclude namely Person is the "Event" that activates social mechanisms that change the course of evolution (*Prigozhin, Stengers, 2003: 47-48*). The historical dynamics of Armenian culture and the emergence of transcultural/glocal Diaspora components in the general world field of Armenian culture particularly clearly illustrates the role of the Person in the creation and specific reproduction of Armenian culture in the diaspora. If ethno-national self-identification in the native land is a process, that most often does not require personal choice, then in the diaspora, especially after an interval of several generations, this process always depends on the self-awareness and individual choice of each person. In Ukraine, the renaissance of Armenian culture, but in local refraction/reading, is due to outstanding, successful cultural persons of Armenian blood in their chosen fields of activity, whose ancestors moved to these lands centuries ago. Thanks to their activities, the common historical and cultural memory is updated and the sense of community of the ethno-mental and ethno-cultural field with Armenians living not only in their historical homeland, but also in different parts of the world is strengthened.

The fact that new scientific approaches, in particular, based on the theory of dissipative systems, are fruitful in the study of cultural phenomena, is evidenced by Nelly Kornienko's deep, scientifically balanced study of theatrical culture "Invitation to chaos. Theater (art culture) and synergetics. Attempts at non-linearity" (2008). The researcher believes, that the traditional scientific paradigm with its linear logic and requirements of certainty, objectivity, and isolation is not suitable for "creative study of open viable self-developing systems" (*Kornienko, 2008: 11*), which include culture, religion, and, ultimately, any society as a whole. Especially effective to the studying, first of all, Diaspora cultures, is the original definition of H. Kornienko one of the two basic qualities of any system – integrity, which is "associated with the constant restoration of constancy, stability of the system, ensuring balance along the line of three components: Energy, Information and matter", and one of the "fixed circumstances" of transition is that "the center and marginal zones tend to be interchanged, which fixes the need for a new configuration of energies, their new trajectories and the special role of marginal models; at this stage, it is the marginal systems that assume the role of a kind of locomotive, the leader of the process – after all, they kept the zone of experiment, search, and risk in the asset" (*Kornienko, 2008: 19*).

The study of the transformation of "marginal { Diaspora cultures into such a "kind of locomotive { for the development of Armenian culture in the world is beyond the scope of our work, but even a cursory look at the development of the culture of Armenian diasporas not only in Ukraine, but in different parts of the world confirms this statement of the researcher.

So, how legitimate is it to enroll in Armenian culture and its representatives people who were citizens of Poland, Russia, Moldova, Ukraine, felt, recognized themselves as such, spoke the languages of these countries and played a significant role in their political, cultural and religious life? It is still a common point of view in the scientific and museum environment, that people, who have been living outside their ancestral homeland for several generations, communicate in the language of another country, live according to its laws, accept its traditions and Customs, cannot be considered Armenians, because they are too different from Armenians living in Armenia.



However, is it scientifically correct to consider the comparison of Armenians of the historical diaspora with Armenians living in their native land today? If the first large wave of emigrants from Armenia to Ukrainian lands took place in the XI century, then over the centuries changes have occurred not only with Armenian emigrants, but also with autochthons, and changes are no less. In addition, significant waves of Armenian immigrants came to our lands from the Crimea (and to the Crimea – from the banks of the Volga, where the capital of the Golden Horde was Ak-Sarai), later – from Wallachia, Crimea, Moldova, Persia, Turkey. Therefore, the criteria for comparison can give only signs that were inherent in Armenians of the XI century, when the formation of new branches of the Armenian ethnic group began.

Emigration of people, especially mass emigration, always disrupts the balance of the ethnic system of both their own autochthonous ethnos and the society in which these emigrants form a diaspora; it changes not only those, who left their homeland, but also those, who stayed there. For emigrants, a sharp change in living conditions destroys established social ties. Armenians enter into the sphere of “highly unbalanced { relations (according to I. Prigozhin) (*Prigozhin, Stengers, 2003: 59*), because in the first period of life in a new conditions, they do not determine the character of new social connections, but the new society sets the main parameters for logging in to the system. However, the crisis situation becomes an impulse and a condition for accelerated self-organization of the Armenians of the diaspora in two main directions: it strengthens internal ties, binds the ethnic group, ensures its cohesion, mobility and self-preservation, and at the same time forces it to be intensively incorporated into a new social system as an autonomous component of this system. A new system and a new self-organization change the role and content of connections. The Armenians who emigrated to our lands are changing, the Armenians who stayed in their native territories are changing as a result of each wave of emigration, and the society that accepted Armenian emigrants is changing too. Armenians, while maintaining their original ethno-cultural identity, simultaneously become Ukrainian, Polish, and Russian Armenians.

The next reason, why comparing the cultural characteristics of Armenians of the historical diaspora with the modern population of Armenia is incorrect from a scientific point of view, because the Armenian culture is a complex open dissipative system, the development of which is wrong to reduce only to the culture of Indigenous Armenia, since historically the Armenians developed primarily in the form of diaspora communities/ethno-national minorities in many countries.

So, for a full-fledged study of Diaspora culture, an interdisciplinary integration approach is necessary using basic scientific principles and methods of cultural studies, philosophy, sociology, art history, namely: the principle of integrity and consistency – the culture of the Armenian diaspora is considered as an open dissipative socio-cultural system; the method of comparative analysis and synthesis is necessary for the study and comparison of cultures in order to identify Armenian artifacts, determine the mutual influence of Armenian and autochthonous Ukrainian cultures, as well as to recreate a complete picture of the formation and development of the culture of the Armenian diaspora on Ukrainian lands; the method of scientific reconstruction is necessary for the reproduction of cultural life based on the items base of museum depositories and archival materials; a historical and cultural method allows us to find out the historical context and identify the reasons that led to the specifics of development and changes in the culture of the Armenian diaspora; the method of historical analogy, which makes it possible to recreate individual episodes of the cultural existence of Armenians in the absence of sufficient exhibit-archival material, and the method of iconological analysis is necessary for interpreting works of art in the context of a certain era, environment and life and psychological realities of a



particular person. Also, one of the main methods is historical and biographical, since it provides factual material for concluding the inclusion of a particular person in the communicative space of the Armenian cultural environment.

Understanding the historical existence of Diaspora culture was based on Heidegger's phenomenology of being and the ontology of M. Bahtin's involvement. M. Heidegger in his phenomenology of being (fundamental/social ontology) was based on the so called phenomenological maxim: a phenomenon is self-sufficient and carries all the content in relation to the subject (both the phenomenon and the essence), while the being is everything that can be thought. The M. Bahtin's philosophical approach V. Mahlin aptly described as “the ontology of being – co-existence/Events” (*Mahlin, 2018: 286*) or the ontology of participation (*Mahlin, 2018: 284*). In the context of the history of European philosophical and cultural thought, M. Bahtin's philosophical concept is organically included in the content horizon of “social ontology” – a term that was introduced and justified in his work “Other” (1965) by the famous German historian of philosophy Mikael Toinissen (1933-2015) (*Mahlin, 2018: 275*). Moreover, M. Bahtin's philosophy combined both “transcendental” (E. Husserl – M. Heidegger – P. Sartre) and “dialogic” (M. Buber, M. Scheler, K. Jaspers, R. Guardini, etc.) vectors of social ontology development. M. Bahtin denies the monologue nature of cognition and justifies the need of dialogic activity of the knower (*Bahtin, 1986: 383*). In fact, the content of the concept of “ecological thinking” by E. Morin largely coincides with Bahtin's dialogicism. Social ontology justified the primacy of concrete-historical, “actual “thinking over the” monologue structure of modern science, scientific theory” (*Gadamer, 1999: 88*); as well as the introduction to philosophy of “relatively new categorical character – “Other”, so that being from a certain “essence” turned into an open, incomplete event, which was determined by the correlation “I” – “Other” (*Mahlin, 2018: 275*).

#### 4. The conceptual base of understanding the mechanisms of being material things

Study of the diaspora culture that has been existed during the centuries in another country, it should include research on the entire material sphere of its life, all the artifacts created by its representatives. This, in turn, requires defining the conceptual foundations for understanding the mechanisms of being of material things.

If the being is all that can be thought (M. Heidegger), then things are different forms of the being that open up to us in many of their manifestations/individual entities. One of the most fruitful methods of cultural understanding of artifacts is iconological analysis of art items. Back in the early twentieth century Max Dvorzhak (1874–1921) wrote the work “The history of art as the history of the Spirit” (2001), and later his ideas were developed by Erwin Panofsky (1892–1968). He created an iconological method that reveals the historically determined figurative and symbolic content of artefacts and try to discover essential worldview attitudes in them, to reveal the “cultural symptoms” of the era (*Panofskij, 1999, 2009*). Also the approaches of the so-called Actor-network theory (ANT), formed at the end of the 20th century, are fruitful in this context. The ANT considers artifacts as active units/actors of social relations, which make up “sociality” (*Latour, 2006*), as well as the principles of “Philosophy from below”. The concept of “Philosophy from below” in European philosophical discourse appeared at the beginning of the twentieth century and determined the return “to the things themselves”, first of all, to the “small things” of everyday human life (*Mahlin, 2018: 277*), which marked a decisive event in the development of twentieth-century philosophy, which G. Gadamer defined

it as “the transition from the world of science to the world of life” in scientific and philosophical thinking and cognition itself (*Gadamer, 1991: 7*).

M. Heidegger considered things to be different forms of being, which opens up in the set of its individual entities, and so on. According to B. Latour, in the modern era, things/objects “became disembodied/immaterial for the humanities precisely when they became “objective” for the Exact Sciences” (*Latour, 2006: 90*). Whereas, according to ANT, co-created by the aforementioned Bruno Latour, artifacts are not a mechanical reflection of a particular society/community, instead they are largely the substance that makes up “sociality”. The existence of things creates a map of reality in which objects play the function of markers; “things are included in narratives and narratives are included in things” (*Latour, 2006: 154*).

M. Heidegger also drew attention to this fact when he wrote about the compulsion of scientific knowledge: “To the relation of Objects/Things, this consists in the fact that science does not allow the thing itself to exist as a defining reality. Scientific knowledge, imposed as mandatory in relation to the sphere of objects, destroyed things long before the atomic bomb exploded” (*Heidegger, 1993: 319*).

M. Bahtin also denied the mood of traditional / positivist philosophical thinking to seek or establish the truth of things through abstract-theoretical manipulations, while leaving “the immediate reality of things and relations” “beyond the threshold” of knowledge” (*Bahtin, 1999a: 245*). As a result of this approach, there is created “a fundamental gap between the content of this act-of activity and the historical reality of its existence (*Bahtin, 1999b: 8*). This gap, according to the scientist, has a universal character, as a result of which two completely closed and non – communicative worlds are formed-the world of culture and the world of life (*Bahtin 1999b: 7*). The world of “objects” of cultural creativity is an embodied content or content “that has disappeared into being” – on the one hand, and on the other – the world of acts/actions or actions in their concrete historical factuality “eventfulness of being” or in the world of “here – here-being” /Heidegger's Dasein (*Bahtin, 1999b: P. 8, 12, 49*).

The capacious Bahtin term “Event of being” in the context of his philosophy of involvement has at least a double significant connotation: its content is more precisely transmitted by a combination of two words “event” and “co-existence”, which means that being occurs, and is not a given, and at the same time that event (world of acts-actions) and Artifact worlds form a co-existence of being (added, multiplied being). M. Bahtin formulates this unambiguously: “the world as an event, and not as being in its readiness” (*Bahtin, 1986: 384*).

In the 1st half of the XXth century, the well-known sociologist P. Sorokin convincingly proved that it is impossible to talk about socio-cultural phenomena as consisting exclusively of people. But all of them necessarily include a component of intangible values, norms and values, and a third component – material artefacts (*Sorokin, 1992: 160*). Moreover, the scientist justifies the existence of the so-called rebound influence of material artefacts: they determine human behavior and the state of the spirit; surrounded on all sides by numerous artifacts, people constantly – often unconsciously and against their will – absorb the stimuli and meanings that these conductors/objects/material carriers transmit (*Sorokin, 1992: 166*). At the end of the twentieth century, V. Toporov wrote that “a thing testifies to a person in a number of important aspects of his existence” (*Toporov, 1993: 93*).

In the strange cultural environment of the diaspora, an emigrant finds himself in a situation of meeting not only with the personalistic “Alien/Other”, but also with the material world of “Other/Alien” things. Consequently, the development of an alien cultural landscape also occurs through the introduction/appropriation of artifacts to the “Other” world. This process is bilateral and works both for the community of Armenian emigrants and for the

host society. Therefore, the study of artifacts of Armenian culture took place in the plane of interpretation/representation of the materiality of historical as a symbolic and material space structured by interpretive intentions (*Vernier, 2013: 17-18*).

Thus, a full-fledged study of Diaspora culture should also comply with the principles of “Philosophy from below” and include direct work (“direct inclusion”) with material evidence (artifacts, documents) of various chronotopes of the Armenian diaspora in Ukraine, which require an appropriate algorithm for explication of the cultural text, placed in them.

## 5. Conclusion

Content of the concept of “Diaspora culture” today there are no clear content boundaries and unambiguous definition for several reasons: blurring of the content field of concepts and phenomena “Diaspora”, “ethnos” and “nation”, “Diasporian culture” and “culture of Diaspora”. The widespread definition of an ethnos as a group of people who share the same language, a complex of customs and way of life, sanctified by tradition, which differs from the customs of other groups and recognize their common origin, in many cases does not correspond to reality, and this primarily concerns ethnic groups, whose fate has historically developed as the fate of a diaspora community. The closest thing to understanding the fundamental characteristics of an ethnos was scientists who considered such recognition of a common origin and the presence of a collective historical memory. Unlike an ethnos, a nation is primarily a political phenomenon, not a generic one, and it is associated with power/state relations.

Today, a significant number of scientists, as well as most representatives of the modern Armenian diaspora in Ukraine and the world, consider only the culture of historical Armenia with a traditional set of basic ethnic characteristics (language, traditions, customs, confessional – Armenian Apostolic Church/ AAC) to be Armenian. While the theory of dissipative chaos by I. Prigozhin refutes the validity of such a view of any culture, which is a super-complex open dissipative system, and shows the regularity of the formation of autonomous, simultaneous functioning systems of culture in the process of its evolution. The historical dynamics of Armenian culture and the emergence of transcultural Diaspora components in the general world field of Armenian culture particularly clearly illustrates the role of the individual (Prigozhin's concept of “event”) in the creation and specific reproduction of Armenian culture in the diaspora. Also one of the main conceptual foundations of the study of disparate culture are the principles of “Philosophy from below” and ANT, according to which artifacts are not a mechanical reflection of a certain society/community, but they are largely the substance that makes up “sociality”, and therefore all the material monuments of the Armenian diaspora did not appear by chance: they are evidence of the spirit of Armenia and the spirit of the era, these monuments clearly show the transformations that have occurred in the mentality and culture of Armenians on the lands of Ukraine. The culture of the Armenian diaspora on the lands of Ukraine is an autonomous dissipative system relative to the mother culture, which arises as a natural phenomenon due to the prolonged action of new socio-cultural conditions and develops according to its internal ethno-cultural codes. It is a complete original phenomenon that arises as a result of the interaction, organic synthesis of the culture of emigrants and the dominant culture of the country that gave them shelter, and develops as an autonomous and original phenomenon. The originality of this phenomenon in Ukraine is evidenced by the main cultural characteristics of the development of the Armenian diaspora.

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## HUMOR IN THE MUSICAL-DIDACTIC WORKS OF THE BAROQUE PERIOD

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### Summary

Interest in musical treatises of past epochs is part of the interpretive process of performing early music according to the methodology of historically informed performance. We find in them information about performance practice and music theory of a certain historical time. The presentation of language in treatises also triggers our interest, especially in view of a comprehensive perception of aesthetics and worldview of artists of the baroque time. A feature of the baroque art is its division into high and low styles (high and low baroque). The expressive means of the lower baroque works contain elements of humour, irony and hyperbole. However, the same means can be seen in the works of high style. The object of coverage in the paper is a conscious use of elements of lower style by artists, in particular, the emphasis on the role of humour in musical-didactic treatises of the baroque period. This combination reflects the polarity and contrast of the baroque aesthetics. A take on music theory and performance practice through the prism of laughter and irony will help to identify another spectre of expressive means in the serious genres of baroque music and embody it in interpretation.

**Keywords:** baroque period, high and low baroque, humour, musical treatises, performance practice, historically informed performance.

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### 1. Introduction

The culture of the baroque period is special for its contrast, combination of the spiritual and the sublime with the mundane and the material. This polarity manifested itself in artistic genres, the diversity of which is represented by both high style and lower baroque. Humorous, ironic or simply exaggerated perception of reality in the works of art is not only intrinsic to works of the lower baroque, but is also characteristic of the genres of the high baroque. Elements of humour or frivolous expression are skilfully woven and sometimes might be overlooked.

The high style of Ukrainian musical baroque is represented by partes music – choral concerts for 8-12 voices. Partes works are characterized by a wide choral range (distance from the lowest to the highest sound of all voices of the choir), variety of choral texture (combination of homophonic and polyphonic fragments, alternation of solo and ensemble periods with singing of the whole choir) and significant virtuosity of melodic lines. Elements of the penetration of lower culture into works on spiritual themes were the use of dance rhythms and some folk songs intonations in individual episodes of partes concerts.

The way of performing ancient music, in particular of the baroque period, requires a different approach to the reproduction of the text, the manner of singing and, in general, a comprehensive interpretation of music. The performance of early music with a special method of its interpretation represents the movement of historically informed performance. This is a musical-performing initiative aimed at reproducing early music as it sounded originally, as it



was conceived by composers and implemented by musicians of that time. In order to get at least an approximate “authentic” result, musicians look for clues in the musical treatises of that era.

When we explore the performance practice of the baroque period, study the music-theoretical works of that time, we also consider the way musicians present instructions and preferences. The expression of artists of the 17-18<sup>th</sup> centuries combines features of high and low style, which are manifested in the description of the divine origin of musical art, characterization of music as an instrument of ennoblement of souls, thorough presentation of music theory, terminology, description of aesthetic performance, good taste, but at the same time also contained elements of humour, satirized drawbacks of performing practice, an exaggerated description of the mistakes of singers. The combination of elements of high and low style concerns not only genre and content, or means of expression, it also reflects the very way of thinking of artists of that time, which is clearly traced in the musical-didactic works of the baroque period.

Humour, as an integral element and didactic mean of musical treatises of the baroque time, is for the first time the object of musicological research. Considering a piece of music from the point of view of historically informed interpretation, performance decisions are made by analogy or even intuitively, due to lack of information, or inconsistency of instructions in different treatises. Those fragments of treatises that describe incorrect, inappropriate performance can also enrich our emotional perception of baroque music, as well as knowledge about the attitude to the music-making process at that time. The research methodology consists of the analysis and comparison of musical treatises, emotional accents, which are put by their authors on musical technique, musical taste, performing skills or characteristics of their contemporary performing practice, in particular its drawbacks. The aim of this paper is to highlight the polarity of the image of the baroque musician, high demands on his intelligence, emotionality, professional excellence, and at the same time the reality of musical practice of the time, which was wittily and sometimes sharply presented by the authors of treatises.

## 2. On The Art of Singing by Christoph Bernhard

The work of the German musician Christoph Bernhard was written in the 1650s. The author described three styles of singing in performance at the time: *cantar sodo* – simple singing, *d'affetto* – affected, and *cantar passagiato* – coloratura singing. He singled out the connection between the word and music and the corresponding reflection of this synthesis in the performance as one of the most important tasks of the singer. Each of the singing styles had its own arsenal of expressive means or musical ornaments. Among the ornaments of simple singing, the musician also included dynamic signs *piano and forte*, which could relate to different words, syllables, or even the same sound. He considered the *d'affetto* style to be typical of only vocal music (solo or choral), as its feature was to adjust the sounding according to the text. That is, in the absence of words, this singing was impossible.

He recommended the soloist to work with the verbal text in two planes: on the pronunciation of words (diction and articulation), and on the embodiment of their semantic content. Verbal-musical structures, accordingly performed, express various affects, emotional states, mood of the work. For each of them, the musician selects the appropriate characteristics of the sound: strong, valiant, hearty, mild. He distinguishes the affects that the performer must reproduce by pausing or accelerating the tempo, and those embodied by sound techniques. He noted that some affects allow the musician to improvise ornaments, while others require only the just performance of the score.



On the other hand, Christoph Bernhard sharply criticizes singers with exaggerated facial expressions, considers it unnecessary to use theatrical gestures when singing, and recommends “hiding” such performers farther on the scene from the audience. Contempt for excessive mimics can be seen in the humour of the composer's instructions. The number of selected examples of wrong facial expressions indicates the author's true indignation: the singer should “... nor stretch his tongue out over his lips, nor thrust his lips upward, nor distort his mouth, nor disfigure his cheeks and nose like the long-tailed monkey, nor crumple his eyebrows together, nor wrinkle his forehead, nor roll his head or the eyes therein round and round, nor wink with the same, nor tremble with his lips, etc.” (*Hilse, 1973:25*). Such specific visual image of all described shortcomings causes a smile and even seems improbable for the modern reader. The principle of hypertrophy of reality through exaggeration of ridiculous is one of the means of literary and musical genres of the lower baroque.

### 3. Musical treatises by Thomas Campion, Anselm Bayly and William Turner

Thomas Campion's musical treatise on the art of composition of 1655 is interesting for the discussion set out at the end of the work. It is described as a dispute between doctors of music in Oxford, which took place in 1622. The musician's work is a statement of the rules of composition, explanation of the principles of counterpoint, musical scale, names of notes and their durations, the concepts of intervals, mode and key, perfect and imperfect harmonies. Apparently, the work was a kind of thesis of the author to obtain a title in this academic community. The last question to the author was what he considered more important – music theory or music practice (the question relevant for the 17<sup>th</sup> century musical culture, the time when the role of practical music had shifted). Thomas Campion emphasized that music is both an art and a science. As a science, music also uses knowledge of arithmetic, geometry and musical proportions. The highest distinction of music as an art is that at that time (the time of the discussion – 1622) among all the liberal arts, the degree of Doctor was given only to musicians (*Campion, 1655*). Thus, humour was also a component of oral professional communication and music-theoretical scientific debates.

The work of the British musician William Turner was published in 1734 under the title “Sound anatomiz'd in a Philosophical Essay on Musick”. The author described in detail the problems of musical intonation, purity and clarity of sound. Several paragraphs were devoted to the characteristics of concords, consonances and dissonances, their role, aesthetics and expressive nature of music. When he gives instructions for good performance, in order to emphasize the conscious interpretation of the text by the singer, his musical-theoretical qualification and understanding of music, he uses irony and comparison: “like some singers, who are extremely fond of being heard to rattle in the Throat, though at the same Time, they banter both Musician and the Poet, having regard to neither Sounds, nor Words, like a clumsy Painter, that casts false shades to every Thing he draws” (*Turner, 1734:4*).

Anselm Bayly published his work in 1771. It sets out the author's reflections on the grammatical structures of the verbal text, the correct formation of vowels and consonants in recitation, punctuation marks in the text and their reproduction by pauses of varying duration in speech or singing. He adds a description of musical embellishments and instructions for their use. He focuses readers' attention on the peculiarity of sacred music, because only it can really change people's hearts, calm passions and express various feelings. But when he describes a

church singer as “a man of improved understanding, refine taste and good manners”, he also adds: “it is wished may meet with distinguished reward in the church, such as may make him superior to the necessity of following the trade, and the temptation of desecrating sacred music by profane” (*Bayly, 1771:99*). Reminders about the reward, material values and human needs are also a feature of culture of the lower baroque, which transfers the high, spiritual to the material and physical plane (*Isichenko, 2011; Semeniuk, 2019*).

When Anselm Bayly gives advice to the singing teacher, he pays special attention to sound production, voice leading, uniformity of sound in the whole range, emphasizes the differences of breathing for upper and lower tones. Musician also advises to develop personal traits, such as honesty and diligence, and achieve gracefulness, poses and gestures appropriate to the content of music. He uses the humorous dialogue of two spectators to convey the public's perception of the performer not only by ear, but also visually: “A great lover of sacred music after hearing, or rather seeing an anthem sung wittily remarked “I should judge the person who sung the bass to be a barber”. Why asks another? Because, says he, the man tossed his head about, and curled his notes so much!” (*Bayly, 1771:42*).

#### **4. Music publications of Italian musicians Benedetto Marcello and Francesco Geminiani**

Benedetto Marcello's satirical pamphlet on the Italian opera “*Il teatro alla moda*” of 1720 is the author's recommendation to all those involved in the production of the opera: from the poet, composer and singers to costume and set designers, scene workers, page-boys and everyone at least somehow related to theatre. The work is well known, it is often interpreted as an ironic presentation of contemporary musical practice. If all the author's instructions are understood on the contrary, then we see a deep consideration of knowledge and skills, stylistic and professional guidelines that are necessary for the production of the opera. This work embodies the reverse transformation of low to high, humorous to serious.

For instance, the text-characteristics of a contemporary composer: “He will not understand the numerical proportions of music, or the excellent effect of contrary movements, or the false relation of the triton or major sixth. He will not know the names and number of the modes or tones, or how they are classified, or what are their properties... He will not distinguish one from another the three genera: diatonic, chromatic, and enharmonic, but will confound at his whim the progressions of all three” (*Strunk, 1965: 165*). If we take away the particle “not”, we get a list of necessary knowledge and skills for a composer of the baroque period. We can also learn instructions on the libretto, advice for singers and musicians of the orchestra.

Francesco Geminiani's work on the art of music and musical taste, published in 1769, contains such interpretation of good taste – to sing with taste means express either with force, or delicacy the idea of the composer (*Geminiani, 1769:2*). The musician describes the musical ornaments and characterizes each of them as to how to perform it, what emotions they express, when it is appropriate to use them. He considers the acquisition of singing skills and the formation of good musical taste to be an easy science, and perhaps remembering one of his own students, describes stubbornness as the main obstacle to learning: “it may be easily obtained by any Person, who is not too fond of his own Opinion, and doth not obstinately resist the Force of true Evidence” (*Geminiani, 1769:2*).

## 5. Mykola Dyletskyj's treatise Musical Grammar

Mykola Dyletskyj's Musical Grammar was written by him in Vilnius in 1675, but it has not been found, so we learn about the content of the treatise from later editions of its Smolensk version. In this work the composer lays out the basics of music theory and composition, describes the process of musical learning and formation of different choral voices (trebles, altos, basses, tenors). He for the first time explains the “circle of fifths” and principles of mode-tonal variability and transposition, provides instructions for performing musical works and examples of different types of choral disposition for young composers. To encourage them to learn, and to emphasize diligence in study, he weaves comparison and folk sayings into the text: «Do not resist like a goat and do not be ashamed to learn, because it is not a shame to learn, the worst shame is not to be able to do anything [Не упирайся як коза і не встидайся учитися, бо гди ж не єсть встид учитися, встид горший нічого не уміть]» (*Tsalai-Yakymenko, 1910*).

The interpenetration of high and low, secular and sacred was part of the compositional process, in particular the imposition of secular text on spiritual music, or vice versa. Judging by the description of such a phenomenon by Mykola Dyletskyj in his Grammar, it was the usual practice of composing: «play either a mass, or a vesper, or any concert, and let the other one sing the text which he wants, let it be sacred, or secular, and not only one, may even one hundred musicians do it [Грай албо ли мшу, албо ли нешпор, албо який-нибудь концерт, а другий нехай співає текст який хоче, хоть косцьольний, хоть свіцький, не тільки еден, хочай і сто музикантов]» (*Tsalai-Yakymenko, 1970:69*). To emphasize the effect of incorrect disposition of melodic material between voices, he uses vivid figurative comparisons that create expressive auditory associations in the reader. For example, explaining that at certain vowels one should not use movement of small durations in the bass, he writes: «Be careful not to apply the fugue on the letters U and E, especially in the bass, because he howls in a rough voice like a wolf in such a fantasy [На тую літеру У і І фуґи барзо ся вистеріґай покладать, а особливо в басі, бо грубим голосом зависє, аки волк в такой фантазії]» (*Tsalai-Yakymenko, 1970:45*). By using the term “fugue”, the composer means the direct meaning of the word – “running”, i.e. melodic development of short durations. The composer's use of comparisons to a goat or a wolf was also due to the original purpose of the Grammar to educate not only young composers but also singers of partes works, where parts of trebles and altos were performed by children (little boys).

## 6. Conclusion

Humour is a special device of rhetoric of musical treatises of the baroque period. The use of jokes, irony and satire was primarily due to the desire to make musical rules simple and accessible to students. What is more, with the help of humour, the authors of the treatises could pinpoint the shortcomings of the contemporary performing practice. Ridiculing was often used to criticize the excess of manners, exaggerated gestures, inappropriate facial expressions, or the overuse of improvised embellishments. By exaggeration and comparison, musicians revealed examples of ignorance and youth unwillingness to learn. Jokes woven into serious theoretical explanation were often also deliberately used by composers as an attempt to defuse the tension (for example, in the middle of a scientific debate), or to soften criticism of reality or expressions of dissatisfaction (as in a request for a reward).

Humour in musical treatises is not only a manifestation of the intertwining of stylistic features of high and low baroque, adaptation of complex theoretical material for educational purposes and different audiences, but also a clever way to express dissatisfaction, light criticism or remarks about contemporary practice of music performance. The way of combining the serious and the humorous reflected the style of expression and the very thinking of the artists of the baroque era. Accordingly, the awareness of this unity will allow us to more deeply interpret the various emotional shades of the high partes style and to diversify performing means of expression of their embodiment.

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## FOREIGN LANGUAGE TEACHER'S PROFESSIONAL COMPETENCE IN FORMING FUTURE AGRARIANS' CREATIVE THINKING

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### Summary

The article is devoted to a foreign language teacher's professional competence in forming future agrarian's creative thinking. It reveals the essence and the structure of future agrarians' creative thinking as an integrative unity of cognitive processes and individual intellectual skills, which determine flexibility, originality and productivity of professional task solving, have been elucidated. Its components (motivation-value, cognitive, activity-creative), indicators, levels and pedagogical conditions (development of intrinsic motivation on the basis of a dialogical approach, activation of independent creatively-exploratory educational work by means of problem-oriented teaching, providing creative cooperation among the subjects of a pedagogical process by using methods of interactive teaching), which enable effective forming the creative thinking in the process of professional training, have been defined. The methodology of sequential forming of future agrarians' creative thinking has been developed. The functional-structural model of forming future agrarian's creative thinking has been experimentally verified. The results have been confirmed by statistical changes in the levels of the creative thinking in the experimental group compared to the control one.

**Keywords:** theory of creativity, pedagogical conditions, interactive methods, dialogical approach, methodology.

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### 1. Introduction

According to the National Doctrine of Reforming the Education System of Ukraine in the 21st century, training of a comprehensively developed creative personality, a free, independent, initiative student with a high level of intellectual development and capable of non-standard solutions has been determined among the leading directions of updating the educational process. Therefore, creative thinking as a tool for achieving individual growth and professional success of each specialist acquires special importance in this process. After all, it is creative people who achieve significant results in the creation of material and spiritual goods.

The main role in forming the creative personality of a future agrarian belongs to a teacher. In this regard, one of the key tasks of professional training of the future scientific and pedagogical worker is the formation of a competent teacher with his own sovereignty, independent and creative, capable of independent continuous goal-setting and self-determination not only in the field of professional activity, but also in universal values. The professional competence of a foreign language teacher is characterised by linguistic, intercultural, communicative, linguamethodologic content and involves the transformation and interpretation of information, giving it a personal meaning, assessing the importance and efficiency of ideas, skills in discussing, defending one's own beliefs, forming the skills of correct formulation of opinions in a foreign

language. As a result, the definition of pedagogical conditions of forming students' creative thinking in the process of professional training acquires a priority character and is one of the major tasks of the modern paradigm of higher education.

The issues of developing the theory of creativity have been researched by H. Altshuller, M. Bakhtin, N. Berdiaiev, E. Bono, N. Karpenko, V. Moliako, O. Muzyka, O. Turynina, N. Khanetska, Yu. Chernozhuk, and others. In the system of agrarians' professional training the formation of a student's creative personality has been the subject of the researches conducted by O. Bida, O. Voloshyna, O. Dzhedzhula, R. Kravets, O. Kuchai, O. Levchuk, S. Litvinchuk and others. However, the study of scientific researches on the determined problem has shown that the issues of forming future agrarians' creative thinking have not been solved yet, in particular, the indicators, structure and specifics of its formation have not been sufficiently studied; pedagogical conditions that ensure the successful forming future agrarians' creative thinking have not been disclosed. At the same time, the analysis of theoretical-practical professional training of the future agrarians has revealed a number of contradictions, namely: between the need of agrarian higher education institutions in creative teachers capable of forming an initiative, independent, creative personality, the students' abilities in various types of educational activities and the insufficient level of a teacher's professional competence in forming future agrarians' creative thinking; between the traditional content of future agrarians' professional training with its tools (principles of building curricula, programmes, teaching technologies, etc.) and new tasks of reforming the educational sector (an individual approach, a focus on the personality's comprehensive development, addressing the needs its needs, ensuring the demand of society for competitive, creatively active specialists with a high level of adaptation to the rapidly changing requirements of the world labour market); between the need for the individual-creative nature of work and the excessively formalised training of future agrarians for their professional activity.

The relevance of the problem, its lack of development and certain contradictions have led to the choice of this research topic. The purpose of the research is to substantiate theoretically the pedagogical conditions of forming future agrarians' creative thinking and to reveal the role of a foreign language teacher's professional competence in this process.

In accordance with the purpose, the following research tasks have been defined:

1. Find out the state of development of the research problem, clarify the essence and structure of the concept of "an agrarian's creative thinking" on the basis of theoretical analysis of philosophical and psychological-pedagogical sources and empirical experience.
2. Determine the indicators and levels of future agrarians' creative thinking.
3. Scientifically substantiate and experimentally verify the pedagogical conditions and model which efficiently ensure forming future agrarians' creative thinking.
4. Improve the methodology of forming future agrarians' creative thinking.

To solve the set tasks the following research methods have been used: theoretical – analysis and synthesis, abstraction and concentration, generalisation, comparison, classification, induction and deduction, modelling (in order to determine pedagogical conditions and build a model of forming future agrarians' creative thinking); empirical – study and generalisation of work experience, software and regulatory documents; method of self-reporting, questionnaire, testing, conversation, observation, expert research methods (for clarifying values, needs, levels of knowledge, levels of creative thinking), pedagogical experiment; methods of mathematical processing (for obtaining and processing the results of the pedagogical experiment).



## 2. Theoretical bases of forming future agrarians' creative thinking

The analysis of the philosophical and psychological-pedagogical literature has illustrated that although there is still no unequivocal understanding of the nature of creative thinking in scientific theory and practice today and the search for its manifestations and new ways of forming it is constantly being carried out, everyone agrees with its substantive characteristics, in particular: speed, originality, flexibility, depth, non-triviality and ability to transform. The above mentioned makes it possible to consider the creative thinking of a future agrarian as an integrative unity of cognitive processes and intellectual abilities, which determines the flexibility, originality and productivity of thinking while mastering foreign language communicative competence and implementation of professional tasks.

The basis for determining the structure of creative thinking is made up by the philosophical views of H. Altshuller, M. Bakhtin, N. Berdiaiev, V. Moliako, E. Bono regarding the triad model of a personality, which is studied in philosophy: gnoseology (cognitive sphere), axiology (value-motivational sphere) and praxeology (behavioural-practical sphere). This has contributed to the determination of the structure of future agrarians' creative thinking according to the following components: motivation-value, cognitive, activity-creative.

At foreign language classes, the essence of the motivation-value component reveals itself in encouraging a personality's creative activity. The following indicators of the motivation-value component: interest in agricultural activity and a foreign language for specific purposes; motivation for self-improvement of communication skills; creative imagination in understanding artistic images; awareness of the self-worth of the human personality and the importance of the agrarian profession; self-assessment of their own educational activity have been singled out (*Altshuller, 2012; Bakhtin, 2013; Berdiaiev, 2013; Moliako 2006; Bono, 2016*).

The cognitive component of creative thinking consists of strategies for cognition of the world and accumulating the experience. Among the indicators of the cognitive component are the following: intellectual-creative initiative in different types of communicative activity; flexibility of thinking in new communicative situations; functioning on new speech materials and transition from one type of educational activity to another; ease of generating ideas in a foreign language; ability to transform phonetic, linguistic, lexical, grammatical and communicative tasks.

The activity-creative component reflects the nature and efficiency of educational activities in mastering foreign language knowledge and skills during the educational process. The indicators of the activity-creative component are the ability to perform vocational activities independently; ability to improvise, to talk about unfamiliar topics in a foreign language; ability to generate ideas in new, non-standard situations; originality of ideas and products of educational-creative activity, novelty of interpretations of English works; supra-situational cognitive activity (*Kravets, 2012*).

According to the defined structural components and indicators of creative thinking, three levels of future agrarians' creative thinking determined. They are imitation-reproductive, partially-creative, system-modelling.

The imitation-reproductive level is typical for students whose creative thinking is not detected or reveals itself at an unstable level. Such students have attitudes of indifference to a foreign language and creativity in professional activities; lack of needs for self-improvement of speech skills; poorly developed creative imagination. Awareness of the self-worth of the human person is characterised by an egocentric orientation. Students do not sufficiently understand the importance of the agrarian profession. Self-assessment of the results of their educational activities is not adequate. There are difficulties in generating ideas in a foreign language. There



is no autonomy in using lexical and grammatical units in new contexts. Professional competence is the reproduction of fundamental agrarian knowledge, skills and abilities. An ability to transfer skills to other activities independently is not developed enough.

The partially-creative level indicates a certain formation of creative thinking at the personal level. Students show positive attitudes to the agrarian profession and a foreign language, their motivational sphere is made up of internal and external factors. Their creative imagination fragmentary reveals, that tends to be compared with already known analogies. Normative-value orientation has been formed. There are also attempts to self-assess their own educational activities. Intellectual-creative initiative and flexibility of thinking in the implementation of educational tasks are partially demonstrated. Students situationally generate original ideas in a foreign language, improve and expand speech patterns, improvise in the communicational process on unfamiliar topics. Sometimes they interpret authentic English works independently.

The system-modelling level is characterised by a creative-value orientation, a stable positively active attitude to the agrarian profession and a foreign language. Students show an interest in foreign language and agricultural activities at a stable high level. At foreign language classes, future agrarians demonstrate the formed motivation for self-improvement of reading, speaking, writing, listening comprehension and speech skills. Their professional-creative imagination and adequate self-assessment of their own educational activities are developed. Students are able to set tasks, analyse and solve them autonomously. The internal structure of the situation is clearly understood and the problem is revealed (without external incentives). The goal is determined personally, the activity is aimed at achieving it and is organized by students independently. There is a high level of divergent thinking that allows considering the problem in a versatile way.

### 3. Methodology of forming future agrarians' creative thinking

The results obtained during the pedagogical experiment have provided improving the methodology of forming future agrarians' creative thinking and pointed out at the possibility of carrying out a purposeful influence of the determined pedagogical conditions on forming this quality in the process of professional training: development of intrinsic motivation on the basis of a dialogical approach, activation of independent creatively-exploratory educational work by means of problem-oriented teaching, providing creative cooperation among the subjects of a pedagogical process by using interactive teaching methods.

It has been proved that creative intrinsic motivation on the basis of a dialogical approach provides the future agrarians' educational activities with a stable creative orientation. Creatively motivated students work more intensively at classes, learn more thoroughly and are able to improve their professional competencies independently. They are guided by the desire to acquire knowledge, learning becomes more motivated, because it helps future agrarians to self-actualise and assert themselves in the process of professional training (*Turygina, 2007; Khanetska, 2010; Chernozhuk, 2010*).

The dialogical approach in the educational process of a foreign language teaching involves forming foreign-language speech skills, mastering the means of communication (phonetic, lexical, grammatical), nurturing readiness for self-expression and perception of another view, comprehension of it, discussion in a constructive conversation. Development of students' creative motivation, their feelings, thinking, capacities for avoiding conformism and blind imitation of other people's judgments, the lack of an unequivocal unified possible answer,

since each student has the right to his/her own motivated position, is one more positive outcome of implementing the dialogical approach (*Voloshyna, 2022*).

In the research process, it has been found out that activation of future agrarians' independent creatively-exploratory educational work is ensured by using problem-oriented teaching methods, that is the driving force for forming students' creative thinking in the process of cognitive activity, since the assimilation of systematised knowledge and the formation of students' abilities and interests occurs due to the emergence of dialectical contradictions. Problem-oriented teaching has been used to outline topics of the problematic situations preceded the explanation of the material that students should learn; have a high level of complexity, but are available for solving by the student; arouse interest in its content, and, accordingly, the student's need to solve it; contribute to the student's acquisition of new knowledge, moving forward in educational activities. The proposed problematic situations have been accessible to the students, focused on the sufficiency of knowledge and skills, their cognitive capabilities (*Voloshyna, 2021*).

This approach has ensured the creative assimilation of knowledge and methods of activity, in particular: independent transfer of speech knowledge and skills to a new communicative situation; perception of new problems in various situations of social, academic and professional communication in a foreign language for specific purposes; vision of the structure of the educational material to be studied; awareness of a new function of a foreign language and its structural units (phonetic, lexical, grammatical); the ability to disclose implicit information, determine an alternative for the solution, the ability to combine previously known methods of solution in a new way; the ability to create an original method of solution with others already known, demonstrating fluency in the techniques of structural construction of the text, means of connectivity and integrity.

Substantiating the pedagogical condition for providing creative cooperation among the subjects of a pedagogical process by using interactive teaching methods, it has been concluded that creative interaction is a mutually productive cooperation and an emotional contact between the teacher and students in the educational process, which enable creating a favourable psychological atmosphere, provide opportunities for the education of a creative comprehensively developed personality. A characteristic peculiarity of creative cooperation is the co-creation of the teacher and students, during which the foreign language teacher shows sincere interest in the results of future agrarians' work aimed at mastering the foreign language and culture of the English-speaking world.

An important role in ensuring creative cooperation is played by interactive teaching methods, based on the principle of constant active interaction of all students and focused on forming communicative, linguistic and sociocultural competencies. They raise the educational process to a qualitatively new level – mutual learning (collective, group learning in cooperation), where the student and the teacher are equal subjects of education. Thus, a foreign language teacher acts as a facilitator of learning, and students freely reflect on how they know the syntactic, semantic, phonetic rules and patterns of a foreign language, demonstrate all types of speech activities (reading, writing, speaking, listening), use sociocultural knowledge and skills in foreign language communication, use cultural information in professional activities, are able to improve their speech training using authentic English materials, show their own experience of mastering foreign language for agrarian purposes. The main methods of interactive learning in the process of establishing creative interaction are relationships between students, their cooperation and co-creation (*Bida, 2021; Litvinchuk, 2020*). Students take mutual responsibility for learning outcomes, and learning becomes interesting and at the same time effective, since

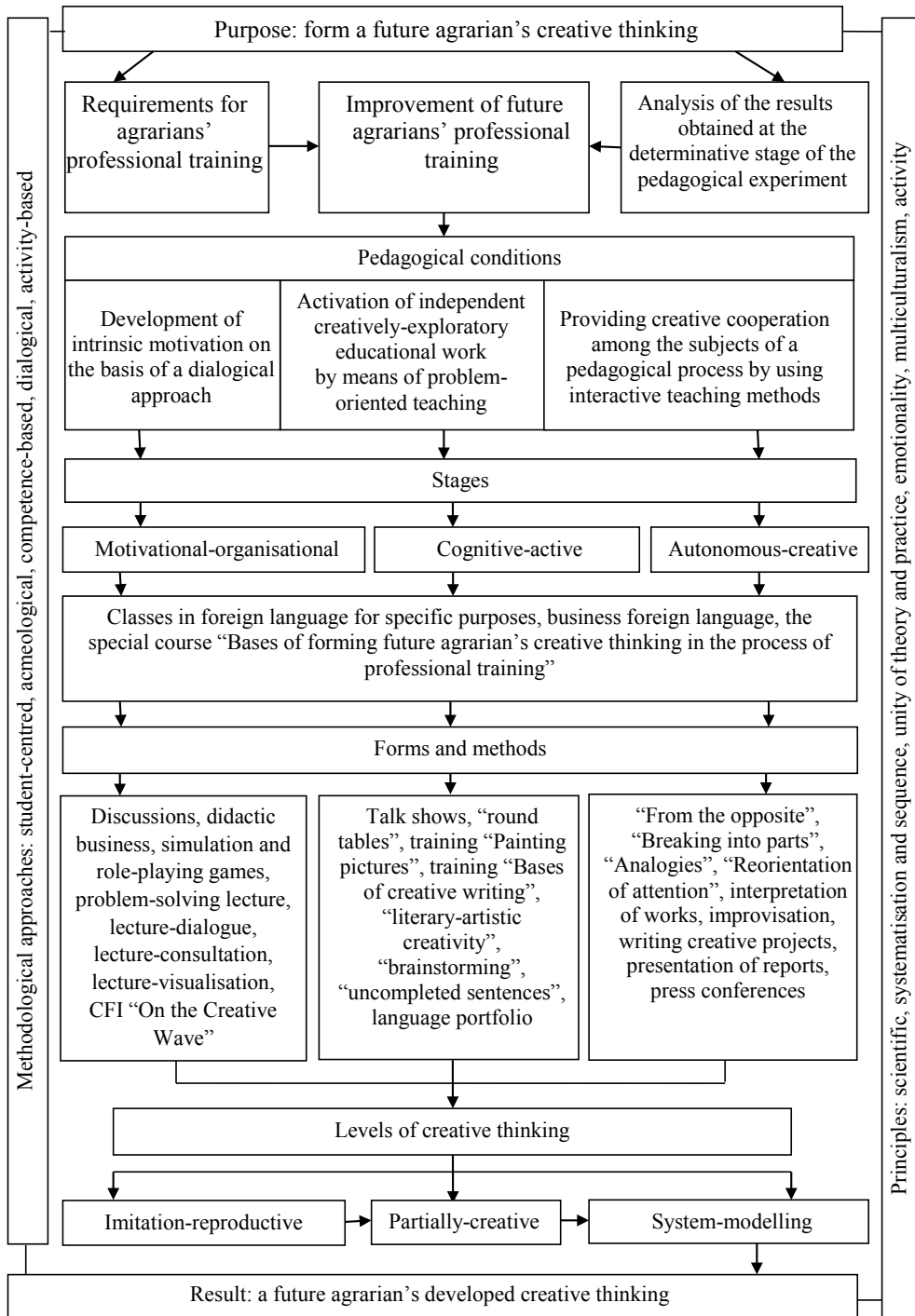
it occurs in a microclimate favourable for creativity. Work in small groups, work in pairs, simulation and role-playing games, creative projects, modelling, brainstorming, “microphone”, “aquarium”, “circle of ideas”, talk shows, debates and other types of discussions have been organised as key tools of implementing this pedagogical condition.

#### 4. Experimental work on forming future agrarians’ creative thinking

A low level of future agrarians’ creative thinking has stimulated us to organise proper pedagogical conditions at foreign language for specific purposes and business foreign language classes. These pedagogical conditions have made possible developing the special course “Bases of forming future agrarian’s creative thinking in the process of professional training”. Its introduction involves a number of sequential stages: motivational-organisational, cognitive-active, autonomous-creative. The assimilation of educational material by future agrarians has taken place consistently, moving from a lower level to a higher one. Schematically, the process of forming future agrarians’ creative thinking is presented in Fig. 1.

The purpose of the motivational-organisational stage is the development of intrinsic creative motivation and value orientations of training; forming future agrarians’ clear ideas about the essence of creative thinking; awakening of their intellectual-creative initiative in various types of communicative activity; ensuring the emotional sustainability and awareness of the importance of creative thinking for achieving their professional excellence. At this stage as optimal teaching methods we have chosen discussions, didactic business, simulation and role-playing games, interactive lectures, CFI “On the Creative Wave” (Club of the Funny and Inventive). To present the theoretical part of the special course we have used lectures, which include such varieties as: problem-solving lecture, lecture-dialogue, lecture-visualisation, lecture-discussion, lecture-demonstration, binary lecture, lecture-consultation, and lecture with pre-planned mistakes (*Karpenko, 2016*). In order to ensure the sustainability of independent creative-search activities during the educational process, creative interaction, approval and creative activity at practical classes we have used interactive tasks and a set of exercises which are conducted on the “round table” principle, namely “Greetings”, “What is there in my name?”, “Let me introduce myself”, “Share your experienced with a friend”, “Vision of a future perspective”, “Find a pair”, “Transformation”, “Anti-criticism”, etc.

At the cognitive-active stage of the formative experiment, further improvement of the indicators of the motivation-value of creative thinking (interest in agricultural activities, the English language and educational process, creative motivation, improvement of communication skills, the personality’s value orientations, creative imagination in solving problems, sensitivity in the search for problems) and expanding the boundaries of the efficiency of the cognitive component (intellectual-creative initiative in various types of educational activities, flexibility of thinking, ease of generating ideas, ability to transform, speed of speech, divergent and originality of thinking) take place. Although at this stage, special methods of training succeed in intensifying future agrarians’ independent creative-search activities, but still the teacher partially acts as the head and consultant of students who are already complicit in the educational process, that is, subjects of educational activities, showing much activity in research activities. The efficiency of the use of such teaching methods as: talk shows, “round tables”, training “Painting pictures”, training “Bases of creative writing”, “literary-artistic creativity”, “brainstorming”, “uncompleted sentences”, language portfolio has been proved (*Dzhedzhula, Levchuk, Kravets, 2021; Bono, 2016*).



**Fig. 1. Model of forming future agrarians' creative thinking**

The priority tasks of the autonomous-creative stage are the formation of students' ability to apply the acquired range of knowledge, skills and abilities in practical activities. It has provided for training future agrarians to demonstrate complete independence in formulating creative problems, identifying problems and finding effective ways to solve them. Thus, future agrarians have to show the highest levels of motivation-value and cognitive components of creative thinking. It has been determined that the following methods of intensification of educational-cognitive activities contributed to the implementation of this task: joint discussion of the content, lingua-cultural conversations, modelling of situations, design of creative projects, participation in presentations of their own literary-artistic creativity, speeches and abstracts at conferences. Students have been involved in professional creativity, which is close to their future agricultural activities.

Verifying the efficiency of the proposed methodology during the experimental test, it was has been determined that ensuring certain pedagogical conditions allows to have a positive impact on the level of future agrarians' creative thinking. This has been confirmed by the results of the diagnostics at the beginning of the formative stage of the pedagogical experiment and at its end.

At the beginning of the experiment, 9 (8.8%) students had the system-modelling level of creative thinking, 37 (36.3%) – the partially-creative level, 56 (54.9%) – the imitation-reproductive level, and at the end of the experiment 42 (41.2%) students demonstrated the system- modelling level, 46 (45.1%) – the partially-creative level, 14 (13.7%) – the imitation-reproductive level. Such results give grounds for concluding that the proposed working hypothesis was confirmed with a statistically significant difference (Student's t-criterion, Fisher's F-criterion). Table 1 shows the general dynamics of statistical characteristics of future agrarians' creative thinking at the beginning and at the end of the experiment.

Table 1

#### Dynamics of forming future agrarians' creative thinking

Level	Control group		Experimental group	
	At the beginning of the experiment	At the end of the experiment	At the beginning of the experiment	At the end of the experiment
System-modelling	10 (9.2%)	15 (13.8)	9 (8.8%)	42 (41.2%)
Partially-creative	39 (35.8%)	46 (42.2)	37 (36.3%)	46 (45.1%)
Imitation-reproductive	60 (55%)	48 (44%)	56 (54.9%)	14 (13.7%)

At the end of the experiment, almost all participants of the experimental group increased the level of their knowledge, mastered the practical skills of organising creative activity, realised the importance of foreign language classes in the training creative, comprehensively developed youth, understood the importance of creative thinking for a future agrarian's professional formation.

On the whole, the conducted research confirmed the offered work hypothesis about the positive impact of the organised pedagogical conditions and the developed model of pedagogical support on the process of forming future agrarians' creative thinking.

## 5. Conclusions

A foreign language teacher's professional competence plays a significant role in forming future agrarians' creative thinking, which is a unity of theoretical and practical readiness to perform pedagogical activities aimed at developing the student's creative personality. Professional competence involves knowledge of methodological principles and categories of creative pedagogy; patterns of socialisation and development of the creative personality: essence, goals and innovative pedagogical technologies; laws of age-related anatomy-physiological and mental development of students. Psychological, pedagogical and special knowledge is a necessary but insufficient condition for a foreign language teacher's professional competence. Forming future agrarians' creative thinking is provided by skills and abilities, the prerequisite of which is knowledge of theoretical, practical and methodological support for the development of the creative personality.

In the current conditions, future agrarians are required not only to acquire thoroughly professional knowledge about the principles of functioning of agricultural machinery and modern production, the basics of work in the laboratory, awareness of soil species, stages of plant growth and development, but also a high level of creative thinking, which we consider as an integrative unity of cognitive processes and intellectual abilities, which determines flexibility, originality and productivity of thinking during implementation of professional tasks and mastering foreign-language communicative competence.

The work of a modern agronomist is quite interesting, and creative, since each season is not similar to the previous one and always involves experiments with the soil processing system and the choice of varieties, etc. The formation of creative thinking is the basis for a future agrarian's successful development. Creative thinking is the main structural unit of professional activity, a tool and a way to solve original and complex problems. The agrarian's creative thinking reveals itself in an innovative approach to agricultural activities.

Taking into consideration to the results obtained at the determinative stage of the pedagogical experiment, the imitation-reproductive level was diagnosed in most of the students. It showed that the generally accepted traditional content of higher education is not fully aimed at training highly creative personalities, and therefore creative thinking cannot be formed spontaneously. Consequently, there was a need to develop and use special methods, techniques, forms and tools of training which would contribute to improving the characteristics of creative thinking.

The outcomes of the analysis of scientific literature and the practice of professional training of future agrarians made it possible to substantiate the pedagogical conditions of forming future agrarians' creative thinking: development of intrinsic motivation on the basis of a dialogical approach, activation of independent creatively-exploratory educational work by means of problem-oriented teaching, providing creative cooperation among the subjects of a pedagogical process by using methods of interactive teaching. It was proved that their implementation increased the level of future agrarians' creative thinking. In the course of experimental work, the model of forming future agrarians' creative thinking was developed and verified.

Experimental verification of the efficiency of the proposed model of forming future agrarians' creative thinking confirms that the realisation of the selected pedagogical conditions makes a positive impact on the level of future agrarians' creative thinking. That was evidenced by diagnostic data before the formative stage of the pedagogical experiment and after it. At the control stage of the formative experiment, according to the results of experimental work, it



was found out that the number of the EG students who reached the system-modelling level increased by 32.4% (from 8.8% to 41.2%), and in the control group – only by 4,6% (from 9.2% to 13.6%); the number of students with the partially-creative level of the creative thinking increased by 8.8% (from 36.3% to 45,1%) in the EG and by 6.4% (from 35,8% to 42,2%) in the CG; the number of students with the imitation-reproductive level decreased by 41,2% (from 54,9% to 13,7%) in the EG and in the control group there was a slight decrease in such students – by 11% (from 55% to 44%) ). Thus, the hypothesis is true. The validity of the results has been confirmed by Student's t-distribution test (*Zhluktenko, Nakonechnyi, & Savina, 2007; Barkovskiy, Barkovska, & Lopatin, 2010*).

The results of the pedagogical experiment prove that the goal has been achieved, the tasks have been implemented, and the developed methodology is effective in forming future agrarians' creative thinking.

**Prospects for further research.** The study we conducted does not cover all aspects of the problem of forming future agrarians' creative thinking. Promising areas of further research can be: clarifying the possibilities of applying innovative technologies in forming students' creative thinking, development of a methodology for pedagogical support of future agrarians' self-education in order to form their creative qualities.

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## THE ARTIST MODEL IN CULTURAL INTERPRETATION

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### Summary

The article reveals the approaches of scientists to understand the phenomenon of the artist in the modern cultural space. The study considers the definitions of the artist model, as well as their essence. The article proposes the author's definition of the term "Artist" in a cultural interpretation. The existence of significant indicators of creatively gifted personality, which are manifested in creative abilities, psychological qualities and value orientations, indicating the high level of the artist in the communicative space of culture. The study is based on general scientific theoretical methods of analysis, which allowed us to work out and explore the concepts of scientists in the formation of the artist model. It has been proven that the artist as a unique creatively gifted personality is the bearer of the initiative principle, the creator of spiritual values and artifacts of culture, which seeks self-esteem in the processes of cultural formation to achieve maximum correspondence in art and culture.

**Keywords:** creatively gifted personality, subject of modern cultural space, talent, cultural studies, artistic activity, concepts, socio-cultural space.

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### 1. Introduction

Scientific discourses significantly intensify the research vector on the problems of creative self-realization of personality, which requires maximum attention and consideration in the modern space of humanitarian knowledge. In line with these processes, the study of cultural understanding and revision of established concepts in the conditions of transformation of a cultural and artistic environment is updated. The concept of "Artist" is considered by scientists in various fields of scientific knowledge, but despite the considerable number of research in this direction, the questions about unambiguous definition remain open. Therefore, in the context of this issue, the need for a thorough understanding of the concept of "Artist" in the cultural aspect is updated.

In our research, we aim to analyze the approaches of scientists to understand the concept of "Artist", interpret its essence in the cultural aspect, and present their own definition of this term.

The research methodology is to apply dialectical, hermeneutic and logical approaches. The basis of the work is a set of theoretical general scientific methods of analysis for understanding the concept of "Artist" in the cultural sense.

## 2. Comprehension in the philosophical direction

Today, there are a significant number of concepts of the artist's phenomenon. In general, in the development of ideas about a creatively gifted person, the question was in philosophical thought and formed key categories. In the direction of these processes, let's look at the established concepts of the terminological apparatus.

The concept of "Talent" is outlined in the "philosophical encyclopedic dictionary". "Talent (from Greek. – Teresa) the human abilities in a certain area of activity, a measure of actualization of his personality are clearly revealed. The indicators of talent are the products of creativity-civilization, technical or spiritual-cultural, which are distinguished by originality and novelty. The features of talent are found to be compared with the phenomenon of genius. Talent is usually limited by one area of activity, genius tends to universality" (*Shynkaruk, 2002: 628*).

The term "Artist" is also mentioned in the "Great Interpretative Dictionary of Modern Ukrainian". "The artist, the one who works in any kind of art. A well-known person is skilled in any business (Master)" (*Busel, 2005: 668*).

Ukrainian scientist L. Huberskyi philosopher believes that the role of creatively gifted personality is extremely large, because artists can influence the course of historical events, causing them to accelerate or slow. Creatively gifted personalities, usually unite the people around them, inspire their ideas and form a common creative power. According to the scientist L. Huberskyi, talent and gifted gift, which cannot fit into the established framework, opening up new opportunities that are often contrary to traditions, forming new means of spiritual and cultural formation (*Huberskyi ta in., 2002*).

According to the scientist Yu. Borev, giftedness involves concentration of attention to life, skills to choose important objects of attention, the ability to record in memory the subject of associations and connections, which are directed by the creative imagination The stage of its growth. Giftedness is the ability to concentrate on decent objects, to take away from the memory of thought, attaching them to a certain order of associations and relationships that are transmitted by creative imagination. The scientist the theorist defines some of the abilities of the gifted personality, namely: expressiveness, associativity, permeability, speed of thinking, ability to switch rapidly from one activity to another, adaptive flexibility, the ability to give artistic form perfect images that give the creation of artistic values. According to Yu. Borev, talent forms artistic values of national and universal importance. The artist creates the highest human values and ideals that are of great importance for all periods of time. Creatively gifted personality is fully expressed in the works of art of quintessence of his time, which is mostly inept in his era. Thus, the genius of the artist is manifested both in the power of the perception of the world and in the power of influence on society (*Borev, 2002*).

## 3. Reflection in the field of psychology

In the direction of psychological research, scientist O. Kulchytska notes that depending on the degree of giftedness and orientation, each person contributes to the modification of the universe. Yes, one person is a smaller contribution to a certain area of activity, the other is larger, and some are able to comprehensively and globally change the order, old principles and norms, breaking the rules and replacing them with innovative, more efficient and more perfect, and than previous ones. The latter are called creators and geniuses, because only intellectually and creatively gifted persons are able to embody new ideas and achieve prominent achievements

in activity. Artists are creators and innovators who involve events, are able to look at the new things and change the world through some creative work. Creatively gifted personality thinks wider and more closely, see further, forms new activities, involves the future and opens new ways of development in science, technology, influencing the development of society, music and art. According to scientist O. Kulchytska, “talentedness is a complex phenomenon of human psyche, which includes the unity of intelligence, creativity and motivation” (*Moliako ta in.*, 2006: 273). Thus, the intellectual abilities of creatively gifted personalities exceed the average and high level, creativity is manifested in innovative and unique approaches for the task. With regard to motivation, it is a complex of emotional-volitional qualities of the consignment of the modern cultural space, which are aimed at a certain direction of activity and are manifested in the perseverance of this goal.

The characteristic features of the artist are perseverance in activity, thoroughness and unwavering in views, as well as, incredibly developed hard work, which is the most important factor in giftedness.

Ukrainian scientist psychologist V. Moliako views a creative personality as one that shows the highest level of development, namely: perfect possession of a certain activity, readiness for life in general, the ability to find a way out of crisis situations, skills and extreme conditions. According to the scientist, the creative capabilities of the artist are traced only in fact, on the basis of the performed activity, where the creative potential is put into life through works of art (*Moliako ta in.*, 2006).

O. Musica notes that a creative gifted personality throughout his life acquires life experience, which forms a system of values and influences creative socially useful activity. Yes, the artist is at the same time the idol of creative activity and the individual of social relations, these directions of individuals are integral to each other, because they are interconnected in value. Therefore, on the basis of a value worldview, creative activity is based on which satisfies and provides a gifted personality with all the most important vital needs, namely: material, spiritual, epistemological and social (*Moliako ta in.*, 2006).

#### 4. Problem field in art intelligence

In the direction of art, researcher I. Konovalova notes that the artist is an individual, creator and representative of an initiative source engaged in cultural processes, as well as a person who involves the reasoning of his contemporaries, as a result In myself. Scientist I. Konovalova believes that “in the present cultural consciousness the semantics of the concept of “composer” is centered around the figure of an artist of a special creative type, which connects a complex of special musical abilities, professional skills and at the same time he acts as an author, creator, artist, creative personality and active subject in the musical art and culture” (*Konovalova*, 2019: 55). In the work of the researcher, the artist is considered as: “1) a unique creative personality, seeking to self-realization and objectification in cultural (musical and artistic) forms of reflection; 6) Creator of musical works – artistic value objects and artifacts of culture” (*Konovalova*, 2019: 174). Thus the cultural activity of the artist is manifested at different degrees of creative consciousness, namely: individual, where their own preferences, motivation and worldview predominate; national, which expresses a mental feature, spirituality of signs and archetypes of culture; universal, where communicative interconnections, cultural discussions, mastery and accomplishment of ideological spiritual and ethical values are revealed.

In art intelligence, scientist T. Reva defines creative personality as a person who interacts with the socio-cultural space and the integrity of communicative interconnections through the lens of his own values. T. Reva identifies the important competencies of a creatively gifted person, namely: business direction, where the dominance of his own interests and needs of the task is manifested; orientation in communication, where personal values are manifested in interactivity with other people; concentration and attitude on their own goals, where the behavior and activity of the individual are formed by individual needs and interest, which is more important for it. Researcher T. Reva notes that an important feature of the artist's professional skill is creative character and professional orientation. Also, the characteristic factor of the artist in professional activity is the use of a creative approach to finding non-standard solutions, without using standard techniques and forms in the assigned task. According to a scientist, creatively gifted personality, imaginative thinking, that is, an emotional vision of a future work. Thus, the artist, creating the plan, adjusts the recipient to the necessary atmosphere, which affects emotionally and causes the viewer from the artist (Reva, 2018). Therefore, the scientist T. Reva distinguishes the artistic and creative qualities of the artist, namely: the poetic vision of the universe, which is characterized by a vivid and thorough imaginative perception, emotional vision of artistic details, compassion in the promising contemplation of the realm of the world; figurative memory and thinking; aesthetic awareness; creative representation, which is expressed in the ability to improvise, forming new images and skills to compassion; ability to emotionality and expressiveness of forms; The ability to form and realize one's own interests, considerations, needs, outlook, ideals and aesthetic preferences. For the organization and development of cognitive, aesthetic needs obliges the artist of the resource of spiritual culture, a considerable level of professional qualities, a sufficiently high level of moral and aesthetic development, psychological knowledge of the direction of personality.

In art, the scientist V. Stepurko notes that in the hierarchy of knowledge that receives a creative personality, special attention is paid to intellectual formation on the degree of plan, image, prediction that outline the abstract context of a certain understanding of the world. The researcher believes that the creative potential of the subject of the modern cultural space does not depend on the structure of its activity by government institutions or creative institutions, but the creatively gifted person is always responsible for all changes in social life and responds to any transformation processes. The only way not to respond to the entire course of events and to resist all these factors is to close from society. The scientist V. Stepurko notes that “the symbolic meaning of the means of musical expressiveness is multiplied by the author's personal attitude to them, in fact, and creates the uniqueness of the artist's creative product” (Stepurko, 2017: 117). He emphasizes that “indirect activity in society influences the philosophical and poetic state of the artist” (Stepurko, 2017: 109). Therefore, the artist, despite how she comes to him, passes through her personal internal understanding and experience. According to the researcher, the set of stages of the creative phenomenon is correlated with the properties of the state of mind and the experience of creatively gifted personality. The scientist V. Stepurko notes that in the creative achievements of each artist it is possible to find creations expressive in concepts, perfect in form, extraordinary in his philosophical meaning. Therefore, creatively gifted personality in his own artistic achievements embodies personal views on the modern mental and psychological situation in society. The researcher sees “a creative impulse that comes from the unconscious “sensual being”, intentional to reproduce the inner world of the artist in works of art: from the representation of his pure ‘I’ to an appeal to socially significant events, in which the artist's attitude to them is reflected Individual refraction to complete rejection” (Stepurko, 2017: 76). Thus, the creative state of the artist is characterized by a set



of processes that are purposeful for cultural communication, because it is the understanding of creative problems and finding ways to solve them, as well as to comprehend the movement of a scientific invention and the implementation of an idea that is practically realized in the socio-cultural environment.

## 5. Conceptual constructions in cultural discourse

In the cultural discourse, the scientist O. Havelia, views the artist as a unique personality of innovative cultural values with the peculiarities of his individual-creative aspirations, defining intellectual and spiritual achievements, favorable projections of individual cultural development in the conditions of civilizational evolution of modern society. Thus, the researcher distinguishes the value orientations of a creatively gifted person, namely: the idea of the relationship between spirit, soul and body; culture of thinking and communication; aesthetics of family relationships; axiological orientation (quintessence of reality, uniqueness, independence, responsibility, truth, life purpose, moral and ethical order); a model of a healthy lifestyle and beauty; culture of sensory and spiritual sphere; ability to predict; concern for comfortable existence; Natural work; artistic and creative potential; defining cultural and artistic achievements (*Havelia, 2018*).

According to L. Liashenko, who states that the characteristic feature of the artist's talent is the ability to combine various activities and the ability to transfer personal experience from one industry to another, thus identifying original solutions, revealing creative abilities in finding approaches to a certain direction of work. This is a indicator and identification of excellent giftedness and culture of expression of the artist's talent. The scientist notes that “a talented personality is talented in one sphere of activity, while creativity, the legacy of a brilliant artist “passes the boundaries of the national, rising to the level of universal recognition” (*Liashenko, 2018: 48*). Thus, it comes from the main new understanding of the “genius” as an individual who personifies the highest expression of abilities and skills, influencing the environment, expressing and forming the cultural values of his era. On the other hand, the characteristic property of genius in cultural discourse is the multifaceted gift and the boundlessness of its development. The genius is generally interpreted today as a result of a successful combination and interaction of inherited properties, exposed to socio-cultural factors and the grueling and long work of geniuses. And also important features of geniuses are a significant role in unconscious changes in their work, important achievements at the same time in several fields, the timeless range of their ideas and cultural results of functioning. The cultural scientist believes that the multifaceted growth of the artist gives him a lot of knowledge, life and creative experience, a set of relations of international nature, as well as the prospect in the use of means of various activities, which results in the ability of such personality to original and unpredictable decisions.

Scientist L. Liashenko defines talent as a set of properties, abilities and psychological characteristics, which, forming in the presence of right socio-cultural and political and historical circumstances, gives the subject of modern cultural space successfully and creatively to carry out some work, producing works novelty. Giftedness is both one of the steps and a characteristic projection of creative growth of personality. The cultural scientist also notes that the figure of the artist is a sign of a joyful person who is able to engage in creative activity, because the style of existence of the artist, self-control and activity in general are denoted by the positive perception of the environment, which was manifested in the desire and competence to solve creative problems. Therefore, researcher L. Liashenko believes that giftedness

is manifested in conscious creative activity, during which there is a further development of abilities and skills and the ability to combine different types of creative activity (perception, creation and interpretation), which certainly expands the creative potential of the individual (Liashenko, 2018). Yes, the researcher in the work distinguishes the general abilities of the gifted personality, namely: working capacity, originality, non-standard, creativity, intellectual activity and employment, perseverance, will, character overcome obstacles, charisma, enjoyment of work, openness to new, independent thinking and judgment, the need for novelty. Also, the theorist identifies the special abilities of the gifted personality, namely: imagination, intuition, imagination, extraordinary memory and more. It should be noted that some natural abilities, such as rhythm feelings, absolute hearing, emotionality, charisma, intellectual activity, are most inherited by nature, but it should be noted that the permanent and conscious activity of the artist and his self-development guarantees further success and flourishing .

According to the scientist's scientist O. Ovcharuk, the creative personality is an expression of the values of spiritual culture, passing and promoting them through various categories of cultural measures, which shapes concepts for its modification in the individual of cultivation. After all, accession to this action makes it possible to improve and grow personality and one's own self-realization in the socio-cultural space. Researcher O. Ovcharuk notes that "reaching transcendental heights, the creative personality becomes identical to God-creator as the highest creative personality because of the presence of a reserve of implicit transcendence in each creative personality, a breakthrough to the highest divine values, the truth, is possible" (Ovcharuk, 2021: 185). Thus, the cultural perspectives of personality interprets as potentially unlimited, since the higher the spiritually morally developed personality, the further it is more capable of accumulating in itself the then evolution of culture, as well as competent to innovative inventions and intuitive achievements.

## 6. Conclusions

Thus, summarizing the above and analyzing the existing approaches of scientists to understand the essence of the artist model, we can propose our own definition of the concept of "Artist" in cultural discourse. Thus, by the term "Artist" we mean the subject of creativity, a unique creatively gifted personality, the carrier of the initiative beginning, the creator of spiritual values and artifacts of culture, which seeks self-esteem in the processes of culturality to achieve maximum correspondence in art and culture. Further research requires issues related to the prospect of developing creative potential and self-realization of the artist in the modern cultural space.

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## TRANSFORMATION OF MORAL VALUES IN MODERN INFORMATION SPACE

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### Summary

It is indicated that morality in the traditional national spiritual culture has always had priority in constructing an ontological image of the world. Morality is quite difficult to shape in the conditions of mass culture because it declares the identity of material and spiritual values that act as products of mass consumption. It is pointed out that traditional values have ceased to be traditional because they are unable to meet the contemporary spiritual needs of people. The content and essence of moral norms change with changes in the social life of society. The most important crisis moments in the life of contemporary youth are analyzed. In the 21st century, such manifestations as intolerance, conflict, aggression, terrorism, and war became a particular threat to the moral values of young people.

Now morality becomes global as global problems take precedence over regional problems. These are problems like the survival of mankind. Such problems bring with them the need to create a new vision of the world, to create a new moral paradigm that will significantly reevaluate traditional moral values.

Such a system should be based on the common interest of human with all their conflicts and contradictions. One of the aspects of shaping the spiritual culture of youth, both innovative and consistent with high moral values, should be considered the conceptual approach within the so-called “culture of peace” that should be pursued not only as the goal of certain shaping influences, but as a strategic resource.

**Keywords:** spirituality, morality, youth, personality, postmodernism, society, consumerism, spiritual culture.

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### 1. Introduction

Socio-cultural changes in the world force a revision of traditional approaches to the socialization of young people, which to a large extent do not correspond to the new realities of public life. Today, the priority role of spiritual culture in human development and the survival of civilization is widely recognized, because the restructuring of society based on universal spiritual values is seen not only as the main condition for solving global problems of post-industrial civilization, but also as the basis of human vitality.

Meanwhile, in the conditions of postmodern formation, new foundations are being created for shaping the spiritual culture of the young generation, building a solid foundation for a systematic revision of ideas.

Separating the existing methodological principles and educational practices in society from the needs of ensuring the spirituality of young people requires a socio-philosophical understanding of the problem and the development of new approaches aimed at the development of a human being as a holistic spiritual being in a specific socio-cultural space.

The aim of the study is to consider the moral values of contemporary youth in the unity of their socio-cultural characteristics in the contemporary information society.

## 2. Morality as an important component of spiritual culture

In terms of content, spiritual culture is often equated with the sphere of morality. Morality is a particularly important component of the spiritual culture of youth, since moral experience has always been the basis of the entire cultural life of the Ukrainian people. Even in such theoretical spheres as philosophy, in the ontognoseological constructions of national history there is morality manifested in the search for good. Morality in the traditional national spiritual culture has always been in the foreground in constructing an ontological image of the world, and moral exploration is at the basis of national philosophical thought.

The aim of Ukrainian culture is to search for the moral foundations of life. In this context, it is particularly important to justify the absolute importance of moral philosophy for the culture of society, especially the young generation. It should become a kind of spiritual and valuable prevention of a moral pathology that distorts not only the spiritual but also “physical foundations of human existence, becoming the norm of... a completely immoral life” (*Lyahov, (2013): 78*).

According to Hegel, morale and morality are two categories with different functions. Morale is a spiritual superiority that is rooted in the word “spirit”, in the soul of man, in personal faith and belongs to the realm of the individual. Morality – these are human activities, their personal way of life, which is aimed at subordinating the interests of the state, is the relationship of human with society, and morality belongs to the social sphere. The philosopher puts on the lips of Jesus Christ a thought resembling a categorical imperative: “What you would like to see as a general law for all people, including you, should guide your actions – this is the fundamental law of morality, the essence of all law” (*Gegel, 1976 :48*).

The moral orientation of the national tradition is all the more relevant in the context in which today many researchers find that information leading to moral degradation is becoming more and more available. This is because negative tendencies are more attractive than moral virtues. From the psychological point of view, it is determined by the fact that in the structure of human feelings, negative emotions dominate both quantitatively and qualitatively (in intensity) in relation to positive emotions. In turn, this psychological pattern is determined by the nature of social relations of the consumer society, in which competition and the pursuit of profit create a world of soulless relationships in which people use each other as things and close themselves to perceiving themselves as spiritual beings.

Spirituality and market consumption in general are opposite in value. Today, mutual alienation between people is deepened by the virtualization of communication space, as a result of which the younger generation generally loses communication skills in the real world, let alone spiritual communication. Morality is quite difficult to shape in mass culture, because the latter proclaims the identity of material and spiritual values, which are products of mass consumption. Hence the contempt for the issues of spiritual and humanitarian education as basic moral principles.

### 3. Moral values in the formation of a young person

Meanwhile, it is morality that plays a priority role in the formation of a young person, because it is “a special kind of regulation of interpersonal relations aimed at humanizing them; as a set of norms of behavior, communication and relations adopted in a specific social organism” (*Gricanov, 2001: 648*). It acts as “... not only a form of social awareness, but a social institution that performs in society the functions of cognition, communication, education, imitation, and so on. Moral standards allow a person to evaluate their own and others' actions” (*Andrushchenko, Mykhalchenko, 1996: 120*).

The spiritual crisis of our society had an impact, above all, on the moral ideals of young people. What used to be traditional and moral became unconventional, immoral, universal moral values were relegated to the background, giving way to the daily struggle for survival. Consumption has become the main meaning of life. In modern conditions it manifests itself in many ways, but its main feature is the disharmony of material and spiritual needs. All growing material needs are in the foreground, there is a cult of things “at all costs”, and spirituality, morality is perceived as something “obsolete” – this is the past. For a large part of contemporary Ukrainian youth, the guiding principle is “the end justifies the means” (*Kavalerov, Dovhopoliuk, Kavalerov, 2005: 99*).

In the period of transformational changes, young people are turning less and less towards spiritual and cultural renewal. Traditional values have ceased to be traditional because they are unable to meet the modern spiritual needs of people. Social networks, games and entertainment programs that have become publicly available are increasingly replacing reading books, and theater is replacing animation of computer games, creating the illusion of a world better than the real one, where you can always come back and start your end “all over”. Means of communication, the Internet make it possible to communicate almost limitlessly. Therefore, the morality of the younger generation changes, because “the content and essence of moral norms change along with changes in the social life of society” (*Kavalerov, Dovhopoliuk, Kavalerov, 2005: 93*). It is important that universal moral values do not lose their importance at all, that they are preserved, because they make our society safer and more humanized.

Now, in a critical period of reassessing ideals and norms, everyone must make their own moral choices. Today's young people are looking for a path to life, all paths are open to them, and the choice they make will be decisive for their future. Despite all the troubles, the moral face of modern Ukraine has undergone significant changes aimed at humanizing social relations and increasing the attention of international organizations to the protection of human rights. Morality and its norms in today's difficult living conditions help the young generation to survive without losing their spirituality. Only morality can enrich a young human, free them from anger, cruelty, envy, reveal the uniqueness of their personality.

### 4. Crisis moments in the life of contemporary youth

Scientists consider the 21st century to be a period of moral crisis. We follow the most important moments of the crisis in the life of contemporary youth. The first is the loss of family values (according to sociological research, most young people treat their parents and elders with disdain). The second – in the youth environment there is aggressiveness and impatience, loss of tolerance. Third, the predominance of personally important features, for young people, cultural and moral criteria are not dominant. The devaluation of cultural and moral principles makes young people indifferent, selfish and angry.



In the last decades of the 20th century and at the beginning of the 21st century, such manifestations as intolerance, conflict, aggression, terrorism, and war became a particular threat to the moral values of young people. The 21st century turned to permissiveness, rejection of all boundaries, immodesty, cruelty and profit. No one is surprised when he hears once again about massive terrorist acts in various parts of the world. The words “terrorism”, “weapons”, “bloodshed” and “war” become topics of conversation in society. The problem of war, terrorism and the arms race on a global scale has flooded the world and has become commonplace. But is it not our own fault? The events of recent years have significantly contributed to a change in the political atmosphere in the world and it has become clear that every country in the world, regardless of its military or economic power, is facing the threat of terrorism, war and it is a global problem with huge political losses, economic, moral and human. Thousands of innocent victims during the war and military counter-terrorist operations around the world will never be an excuse for politicians, corrupt elites and religious hierarchs.

Terrorist acts are sometimes shrouded in religious and other slogans, but no religion can be the basis of terrorism, war, no political slogan can be the cause of a war that takes innocent victims. For Ukraine, 2014 was marked by terrorist acts as an echo of the situation in Ukraine at that time. 2022 was a year of war in which, since World War II, no European country has experienced such great destruction, death and murder of civilians as Ukraine. We live in a globalized world of political goals, the stake of which is a very negative impact on the internal and external lives of people, especially the young generation, which has already been shaped by negative factors. It would be particularly important that the means of achieving internal and external political goals, the principles and mechanisms of cooperation between peoples of different cultures and the moral culture of an individual were significantly improved. Ukraine is going through a difficult stage of its development, which is caused by the transformation of its political, economic and social system, martial law, and a change in basic values so that the culture retains its own identity at that time.

The problem of moral values is a problem of the whole society and we feel more and more the need for moral criteria, a return to the moral foundations of life, to spiritual beginnings, to the concept of conscience and honor, without which it is impossible to overcome the world crisis. In the 21st century, we look to the future which must be associated with non-violence, harmony and overcoming conflicts. Humans must rise above personal consumption and technical improvement in the name of harmonious unity with life in all its manifestations, they must feel an integral part of nature. Morality is the essence of spirituality, it is a hallmark of humanity for the younger generation. Morality regulates the behavior of people and society as a whole, and moral values are at the center of the spiritual world of man, society and influence political, legal, religious and ethical views. In critical, extreme situations, morality remains the only human support.

In the twenty-first century, morality becomes global, and the primacy of global problems over regional problems becomes unconditional. These are problems essential for the survival of humanity and civilization (we are talking about hunger, war, oppression, inequalities in politics and the world economy, environmental threats, depletion of natural resources). Problems bring with them the need to create a new vision of the world, to create a new moral paradigm that will significantly overestimate traditional moral values. Such a system should be based on the common interest of man's survival with all his conflicts and contradictions.

Morality determines the way a person behaves, it regulates human actions in societies. The way of life of the young generation is dynamic and active, and now it has developed and produces its own moral values that fully correspond to the modern era. Young people never

stand still, they go forward, they always move, and this movement is always aimed at a goal that a young person sets for himself and wants to achieve it. In today's world, the most common reason to pursue a goal is to be able to earn "as much as possible". This fact can be treated differently, but its truthfulness cannot be denied. Contemporary youth realized that money can now buy almost anything, and that is why there is such a desire to get rich.

Every young person is focused on future consumption, the realities of life encourage young people to be cynical and indifferent to the world around them. Today's generation is the generation of consumers that grew up under the pressure of advertising and media. Today's young people are more than ever skeptical of what the media impose, they are no longer so naive and believe only what they see "with their own eyes", losing the ability to make logical conclusions. "They learn to recognize false communication, separate empty words from real deeds, see hypocrisy and not confuse it with truth and a real desire to help" (*Babayan, 2005: 327*).

### **5. Moral values – the basis of the spiritual education of young people**

Undoubtedly, in the conditions of the polysubjective socialization of the contemporary globalized world, the diversity of spiritual and moral values is extraordinary. It is difficult for young people to navigate in it, and yet it is the confession of a person's spiritual meaning that determines their behavior and ways of interacting in society. In this sense, it is extremely important to build the process of spiritual education on national values. The basis of life success in Ukraine has always been the historically determined cult of spiritual life due to the influence of Orthodox spiritual values. The new model of "life success" broadcast by contemporary globalized media has been focused on pragmatic, utilitarian and post-rationalism values.

Today it is quite clear that the perception of young people as an object of educational influence is inadequate to the situation. The first challenge is to stimulate the innovative potential of young people for self-creation based on spiritual values. The educational, paternalistic model of socialization, which is characterized by a desire to simply transfer to the youth environment certain spiritual standards based on a combination of national and universal values, does not correspond to the nature of a postmodern society.

The innovative model of spiritual education and general socialization of the young generation is based on the process of creating individual attitudes towards constructive social behaviors and spiritual values in the inner space of values through the accumulation of positive guidelines, both purposeful and stochastic, in the living space and, accordingly, the consciousness of young people.

This model provides mechanisms for resolving the contradictions between the new spiritual and the old material and pragmatic values for the benefit of the former through the self-realization of the resource potential of a young person for spiritual renewal through a socio-cultural environment. The effect of the model is the combination of external socio-cultural resources and internal self-fulfilling resources of a young person in the process of forming and developing their spiritual culture.

### **6. Conclusions**

The influence of the contemporary socio-cultural environment on the spiritual culture of youth is manifested primarily as an influence on the process of shaping the inner values of the young generation. Existing research captures the materialistic orientation of the

intentions of developing the value of an individual, detachment from high spiritual values, sensual disorientation with the domination of ambivalence. This is due to the inconsistency of spiritual production and the representation of moral and ethical values with the socio-cultural characteristics of Ukrainian youth. At the heart of the development of Ukrainian society, there is no system of clearly formulated and articulated values that could become the basis for shaping the spiritual culture of youth. It is necessary to strive to maximize the innovative potential of the spiritual culture of youth as the most open to changes in the process of socialization through a harmonious combination of traditional and innovative culture. One of the aspects of shaping the spiritual culture of young people should be considered the conceptual approach within the so-called “the culture of peace” that should be pursued not only as an impact target, but as a strategic resource.

The education system, which is based on the values and traditions of the national and world spiritual culture, can contribute for the full shaping and development of man as “the subject of one's own life, as a person in meeting with others, as an individual towards the person of the Absolute Being” (Slobodchikov, 2008: 36).

The education system, which is based on the values and traditions of national and world culture spiritual. It is with the help of high spiritual values that a young person internalizes from their own socio-cultural and educational environment that a preventive effect, a kind of resistance to maintaining the integrity of the individual, can be ensured.

Socio-philosophical analysis should focus, on the one hand, on the problems of transforming universal spiritual values into the priorities of young people's personal lives, and, on the other hand, on the impact of innovative changes in the spiritual culture of the young generation in the process of designing social change.

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## ALBANIAN HISTORICAL AND ARCHITECTURAL MONUMENTS ILLEGALLY RESTORED AND FALSIFIED DURING THE OCCUPATION OF NAGORNO-KARABAKH

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### Summary

The material and cultural monuments of Nagorno-Karabakh, which were condemned to destruction by the Armenians, are our irreplaceable national wealth as a stone memory of our history. These monuments are not only material and cultural, but also “archive” pages of our spiritual history. The destruction of historical monuments of Nagorno-Karabakh was faced with the threat of erasing the fossilized memory of our history of culture and morality.

The article states that the Azerbaijani state not only carries out the restoration of churches and other historical and architectural monuments in the territory of Azerbaijan but also takes an active part in the restoration and conservation of historical monuments included to many World Cultural Heritage outside the country. The peoples of different faiths and their temples living in its territory of Azerbaijan as a tolerant country are evident with undeniable facts. The “Armenian church” can be seen in the center of Baku city, in which the state of Azerbaijan shows the care it shows to other religious monuments. As Azerbaijan is a multi-ethnic and tolerant country, just as aborigines respect the religious monuments, places of faith and cultural values of minority peoples, the same feeling of respect for the national-cultural values of the aborigines, that is, Azerbaijanis, should also be promoted. Thus, as the sense of respect for one's culture among peoples and nations increases, it will also increase the respect and esteem of one's another.

**Keywords:** Historical-architectural, Albanian period, falsified monument, church, temple, cross stones, restoration, conservation.

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### 1. Introduction

All regions of present-day Azerbaijan in ancient times and early Middle Ages are known from history, including Karabakh, Azerbaijan was part of Albania and Atropatena States (BC IV – VII century). It was during these times that the art of architecture developed at a very high level and at a great speed in those areas. After Christianity was accepted as official religion in Albanian state, of course, this religion was in the sphere of influence of Christian ideology of existence of Albanian state to some extent.

During the existence of Albanian state which had almost a thousand-year history, temples and basilicas of different Albanian-Christian religion began to be formed in all regions of Northern Azerbaijan, including Nagorno-Karabakh. From such architectural style, characteristic for its time, it is clear that all types of architecture belonging to Eastern Christianity were developed in Albania at that time. Armenians, who deny all these historical truths, use the Christian factor to change the artistic ornaments and wall inscriptions of this type of monuments and make them

belong to Armenians (*Ismayilov, 2009:182*). This, in turn, led to the burning of the originals of the manuscripts in the Albanian churches translated into Armenian, and the changing of the inscriptions and artistic stone patterns in the interiors of the churches and monasteries.

## 2. Discussion

Despite all these falsifications, most of the monuments of the Caucasian Albania have survived to the present day, preserving their original forms in many territories of Azerbaijan (*Ismayilov, 2018:3*). Russian researcher V.P.Velichko writes: “Suspected Armenian rulers with always changing borders always relied on strong neighboring countries and always systematically betrayed them. Wherever it is beneficial for him, that is his homeland, “As historical sources show, there was no Armenian state in history, and it never had a history”. That is why fake Armenian historians were always “forced to write the history of the Armenian people” instead of “the history of Armenia” (*Gaziyev,2009:47*). Armenians, who do not have a deep history, have taken the path of purposefully appropriating Albanian monuments in the Caucasus, changing the national identity of Albanian architecture, and and “fight” tirelessly. The monuments that are most subject to appropriation and change are churches, basilicas and convent buildings. Armenians here, based on symbols and hints of Christian religion, as well as stone and wall paintings on such type monuments, present them as elements belonging to Grigorian religion. This also leads to the falsification of history. The outstanding Caucasus Studies Russian historian Y.I.Krupnov wrote about the Armenians: “There were no restrictions and coercion in studying the history of Albania. The history of Albania was studied by historians from different countries. But one thing is known: The history and destiny of Caucasian Albania should be dealt with more by Azerbaijanis than by all. In this field, they are responsible to world science, they are indebted to world science” (*Ismayilov, 2015:6*).

In Albania, a special architecture called round temples was spread in the style of Christian architecture, and that architectural style belongs only to Albanians. Because elements on the stone and walls of Albanian architectural monuments of pre-Christianity are not found in the stone inscriptions of other nations and peoples. Many researchers confirm that this style belonged only to Albanians in the South Caucasus. Although the Armenians claim that these monuments belong to Armenians in the present period, the layout of the architectural structure forms and ornaments reveals that Armenians are lying. The construction of round temples in Albania dates back to the early Christianity period and according to researchers, these temples were built by Albanians who worshiped the sun, that is, in the times when they were still mixed with the worship of heavenly bodies and Christianity was not yet fully adopted. All ornaments of the architectural style of this period reflect manifestations of fire-worship, motives of worship of celestial bodies. Our analysis and studies suggest that elements belonging to Turkic-speaking peoples were mostly used in the carvings of architectural monuments of the Albanian period, as well as in stone and wall paintings. It is clear that Armenians do not accept the presence of Turkic symbols and ornaments on historical and cultural monuments in the territories where they settled. At present, this causes the monuments to be damaged by the Armenians more. If they accepted the symbols and ornaments on the monuments of the Albanian period, then it would be impossible to armenize them.

Georgian historian I.Chavchavadze fully reflected the facts of Armenians' appropriation of the monuments of the Christian era of Azerbaijan in his work “Armenians and blood-weeping stones”. He writes: “Armenians artificially Gregorianize the aboriginal Albanians and call the

lands of Azerbaijan, where they once took refuge, “Hay country”. However, researchers show that even the monuments of the Christian period do not correspond to the Armenian culture, nor to the Armenian religion (Gregorianism) and its origin. Thus, the study of Albanian-Christian monuments in the territories of Azerbaijan from architectural and historical-archaeological point of view helps to clarify many features of Christianity” (*Ismayilov, 2015:6*).

As a rule, the most complex buildings of Albanian period are considered monasteries and basilicas. Occupying Armenians presented all monuments of this type in the territories of Azerbaijan as Armenian churches. Monasteries and basilicas, unlike churches and convents, have two, three, and even four-nave majestic constructions. These monuments were intended for mass events and religious worship. Their construction style and unique features are also sharply different from the architecture of Eastern Christianity. Armenians, who call all types of constructions of the Albanian period “Armenian church”, claim that there are 500 of them in Nagorno-Karabakh. However, there were only 2 Armenian churches in all the territories of Soviet Armenia (*Ismayilov, 2018*).

In order to change the history for their own benefit, the Armenians set themselves the goal of carving out cross stones and burying them in Azerbaijani lands during the occupation. In recent years, they have expanded their cross production so much that they have become producers of cross stone in the South Caucasus. Armenian-occupiers are engaged in the production of crucifixes in the territories of Azerbaijan, although at first glance it seems like the promotion of Christianity, in fact, the course of this process serves the Armenianization of Azerbaijani lands. They were simply fed up with the work of updating the boring Armenian khachkars, which do not carry artistic meaning, and recently they began to use artistic samples and ornaments of Albanian khachkars. In this way, Armenians, carving and embossing cross stones, head stones and marks, similar to decorative designs of many Albanian cross-stone residents (only by changing ornaments of these stones), place them in different parts of the Nagorno-Karabakh region of Azerbaijan, around the bualgar, on roadsides, in well-groomed places of public centers, parks, gardens, cemeteries, on architectural monuments, as well as in (*Ismayilov, 2009:182*). We should also note that such a policy of mass aggression of Armenians against our monuments was the first such policy in the world. It would be appropriate to note here that the classic Armenian cross stones, Armenian religious symbols have no meaning and significance, especially since the cross images themselves are in a simple form, due to their artistic style and character. While preparing the Armenian-Gregorian crosses, their images, decorative art samples, various ornaments and other examples were not used. Therefore, the samples of the Armenian-Gregorian crosses up to the present time, being in a simple form, are not considered works of art because of their features, these crosses are nothing more than ordinary religious means used in the execution of religious rites in churches (*Kaya, 2005:108*). No matter how hard the Armenians tried, they could not completely change the structure and structure of the temples and churches belonging to the local Turks in accordance with their goals.

Everyone knows that the apostolic church in the Caucasus was the Albanian church. Because the Armenians accepted this religion 270 years after the Albanians accepted Christianity in 313. This is also reflected in academician Ziya Bunyadov's research. He proves with evidence that Armenians really accepted Christianity in 583 under the leadership of Gregory. Armenians are not Apostolic. The issue of whether the Armenians were Apostolic was the subject of controversy. This point is reflected in the letter of the Albanian Catholicos Avraam to the Albanians. He wrote: “After all, the Armenian Church is the Gregorian church. That is, it takes its beginning from Gregory. And Gregory is known to have been a disciple of the apostle Elisæus's disciple. If Grigory is not an apostolic, then how can the Armenian church



be an Apostolic church” (*Ismayilov, 2018:3*). That's the point. As you can see, Armenians show fraud here as well.

Built on a high hill in Kalbajar, surrounded by mysterious nature, the Khudavang monastery is the largest monastery complex in Azerbaijan. Dadevang or Khudaveng complex, which is one of the most beautiful evidences of the ancient Albanian civilization, consists of Arzu Khatun church, Hassan church, Basilica and 2 chapels. The ancient architectural pattern, combined with the landscape of the region, dates back to the 8th-9th centuries. After the occupation of Kalbajar by Armenian Armed Forces in 1993, khudavang monastery complex was presented to the world as an Armenian monument. However, the Turkic names mentioned in the inscriptions here are considered one of the exact indicators of the ethnicity of those who erected the monument. The Armenians, who have to hand over Kalbajar by November 25, are also damaging historical monuments. Khudavang monastery is one of the victims of this vandalism. The bells, cross stones and other valuable items of the monastery are dismantled and illegally taken to Armenia. They also erased inscriptions on various Albanian churches, changed and removed frescoes. Even the signs of the cross have been changed. Armenians regularly carried out these forgeries during the occupation. In particular, special stone quarries have been operating to give the appearance of antiquity to the various stones and frescoes that will be newly placed on the churches, and here they have painted the stones using chemical solutions so that they do not differ from others. All this shows that “Armenians are not only enemies of Turks, Azerbaijanis, monuments of Muslim culture, but also enemies of Christian monuments, Christianity itself, history and material-cultural heritage created by all mankind”.

At present, measures are being taken to protect historical architectural objects located in all Azerbaijani territories liberated from occupation. There have never been Armenian churches or churches in Nagorno-Karabakh neither in historical terms nor in other occupied territories. It is impossible to come across any document that can prove it from any archive of the world. For the first time in Nagorno-Karabakh the expression “Armenian church” is found in the 70-80s of the XX century. It has its historical roots. Thus, the Tsarist government, which overthrew the Karabakh Khanate in 1805, established its headquarters in Shusha. Divankhana was renovated several times by the command of the Russian army and adapted to the church style. For the worship of Russian soldiers, the army leadership created conditions for the worship of Russians by hanging a bell from the tower of the khanate's divan house. Later, the divankhana of the Karabakh Khanate was called “Russian church” among the people. This is confirmed even by Armenian researchers of that time in their works. Armenian historian Zare Melik-Shahnazarov notes in his book (*Zapiski karabakhskogo soldata, 1995*) that the only church in the city of Shusha is not an Armenian church, but a Russian church.

In 1918, after the establishment of the Democratic Republic in Azerbaijan, the Russian military left Shusha. After that, the Russian church remained neglected and unused until 1970. However, in the 1980s and 1990s, the Armenian leadership of NKAO repaired the Russian church in Shusha and gave the church to the Armenians living in Shusha. After that, this church, which is the only place of worship of Armenians in Karabakh, was completely Armenianized. The church was named “Armenian church” after this event (*Ismayilov, Sadikhli, 2020:79*). The activity of the Armenian church in Karabakh began after the appointment of Pargev Martirosyan as the archbishop of the Nagorno-Karabakh region in 1989 by Vazgen II, head of the Armenian Gregorian church.

All these evidence and evidence suggest that there was never an Armenian church in Karabakh, Shusha, and that their names and rules were changed after they were falsified by the Armenians.



Armenians brutally exterminate underground cultural samples, i.e. archaeological monuments of Azerbaijan in Nagorno-Karabakh with financial support and participation of the USA, England, Netherlands, Ireland, Spain and other countries. Every summer months all mounds in Khojaly, Aghdam, Khojavand, Shusha, Kalbajar, Karkijahan, Khankendi were demolished and razed to the ground by various archeological groups of foreign countries with the organization of the Institute of Archeology and Ethnography of Armenia. All archaeological samples found during excavation, including labour tools, household items, hunting weapons, pottery, jewellery, pottery, etc. were carried to Armenia (*Ismayilov, 2009:182*).

With such illegal excavations carried out by foreign researchers with the help of Armenians, they try to convince the world community that these lands were once Armenian territories. Allegedly, if this issue is “proved”, they will justify their own aggressive policy. Therefore, the Armenians have been trying hard in this direction and do not hesitate even to present their imaginary dreams as reality for years.

As a result of our investigations, it became clear that during the occupation of Nagorno-Karabakh, state-registered 50 tombs, 67 mosques, 92 shrines, 106 temples, 32 bridges, 39 fortresses, 262 memorials and 253 archaeological monuments remained in our territories. Among the architectural monuments, the Islamic religious monuments, i.e. mosques, tombs, shrines and other places of faith, were the most destroyed and damaged by the Armenians. During the registration in the USSR period the stones of the Albanian period, gravestones, many art-written stone samples, gravestones, archeological monuments around Shusha fortress were not taken into account. Inside the castle, the residential houses of many prominent people, tombstone monuments, neighborhood mosques, neighborhood baths, residential houses built in a special style, houses with balconies in a special style, and artistic stone samples were left out of the register (*Ismayilov, 2012:12*). The fact that the monuments were out of registration somehow made it easier to falsify them from the Armenians.

Registration of monuments in Karabakh was carried out by Armenians in stages for several years. 1700 monuments were registered in 2000, 1200 monuments in 2006, 289 monuments in 2010, and 361 monuments in 2011, making a total of 3550. In 2012, the Armenian press reported that the number of historical and cultural monuments in Nagorno-Karabakh and its surrounding areas is 4,000. In fact, of the 4,000 monuments, which the Armenians claim to have in Karabakh, 1,450 are Armenian churches, newly built by Armenians during the occupation period, and modern cross-stones carved and erected. As a result of our research, it was revealed that the total number of immovable historical and cultural monuments in the occupied territories does not exceed 2550 (*Ismayilov, 2022:111*).

### 3. Conclusion

Our research proves that Ancient Albanian temples, as well as material and cultural values obtained as a result of archeological excavations, which had been subject to destruction several times since the day of the establishment of Nagorno-Karabakh, were stolen and falsified, as well as mosques, baths and public buildings were destroyed and lost their former appearance. Local buildings were either dismantled and falsified, or three-storey, five-storey buildings were built in its place, or used not according to their purpose.

We conclude that the victims of the aggression of Armenians against the Azerbaijani people, which lasted more than two hundred years, were not only our lands, but also our compatriots, our holy places, as well as our ancient Albanian historical and cultural monuments,

our temples, which are thousands of years old. Because starting from XIX century Armenians settled in Karabakh and western Azerbaijan first occupied and destroyed historical lands of Azerbaijanis and then our monuments from time to time.

From our research, we have come to the conclusion that the implementation of restoration and conservation work is not as easy as it can be seen. From our research, we have come to the conclusion that the implementation of restoration and conservation work is not as easy as it can be seen. This is a very difficult and important issue. Restoration and conservation work will be carried out on the basis of art works, manuscripts and information contained in documents left in XVIII-XIX centuries, which will help to some extent to the restoration.

Another problem lies with the restorative architects and artists who are likely to face during the restoration of monuments during the restoration process. These problems are reflected in the restoration of buildings with a complex technical structure, in finding materials, in the complete destruction of ornaments, works, and paintings in some buildings, and in the absence of any sketches for their restoration.

At present, repair and restoration works have started in the territories freed from occupation. Reconstruction and restoration of historical-architectural monuments are carried out in these works. In the end, it will ensure the development of tourism sector by carrying out restoration and conservation of monuments in our liberated territories, preserving its history and antiquity.

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**INTERNET COMMUNICATION IN MODERN INFORMATION SOCIETY****Valentina Petrovich**

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**Summary**

Basing on the examination of sufficient amount of scientific literature, the article attempts to define the concept and highlight the characteristics of the information society. It is proved that the information society is a qualitatively new historical stage of civilizational development. It is argued that the information society is based on the global spread of information and communication technologies, the fundamental processes of mass generation, processing, transmission, and use of information. It is established that the information environment contributes to a significant increase in the impact of information and knowledge on all areas of human activity. The substantiation of the paradigm of communication in the information society and its implementation with the help of the newest information technologies of the Internet is given. The peculiarities of the functioning of Internet communication in the information society are studied. It is substantiated that such communication has specific features, provides some training, establishes unique implementation forms, and actualizes the dialogic nature of a society.

**Keywords:** information society, communication, latest information technologies, Internet communication, mass communication, a dialogic society, virtuality, a mass society.

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**1. Introduction**

Formation and development of the information society is a priority of the information policy of each state. Modern information technologies significantly change our lives, namely the way of production of products and services, leisure organization and forms, methods, and forms of education, affect the social structure of a society, economy, politics, and development of social and cultural institutions. Moreover, the development of these technologies has not only generated a variety of social effects but has also contributed to the emergence of new humanitarian knowledge, known as the concept of the information society.

In recent decades, information technology has reached a level of development that has become the basis for the emergence of new forms of virtual communication, which are increasingly replacing face-to-face communication. Therefore, the characteristic feature of the information society is Internet communication, which is based on the information and computer technology and global communication.

The study of the issue of understanding the system of views of the development of the information society, both at the practical and scientific levels, deserves special attention. The need to study the peculiarities of the functioning of new forms of communication – Internet communication, and its impact on the development of society is becoming relevant.

The study aims is to identify conceptual ideas for the information society development, which generates innovative forms of communication – Internet communication. New communicative processes significantly affect the change of relationships forms between people and open unique opportunities for creative self-realization through the creation of virtual reality.

The following methods were used in the research: general scientific – analysis and synthesis, the analytical method in the Internet communication analysis as a type of information technology and means of communication, communication methods of theoretical research, and a descriptive method. To identify changes in the communication system in the information society, we used a systematic approach, which made it possible to explore the individual components and features of the functioning of the communication system. Based on the scientific research of individual researchers, in particular E. Biryukova, the study also used a synergistic approach, which allowed to identify synergistic and dialogical aspects of Internet communication. They contribute to the openness to dialogue and the possibility of self-organization of communicators (*Byriukova, 2014: 75-98*).

The novelty of the research is in the definition of Internet communication as the most effective means of daily activities in the information society.

## 2. The concept and characteristics of the information society

Researching the conceptual ideas of the information society, it is, first of all, necessary to establish and determine what is generally understood by the term «information society».

The numerous current definitions of the concept of «information society» read: post-industrial, the era of postmodernism, the knowledge society, scientific, telematic, and so on. The variety of concepts of the information society in different countries testifies to the socio-political, social, and scientific prospects of its development (*Petryk and others, 2011: 113-114*).

According to the Law of Ukraine «On Basic Principles of Information Society Development in Ukraine for 2007–2015», the information society is a society in which everyone could create and accumulate information and knowledge, have free access to them, use and share them to enable everyone to realize their full potential, promoting social and personal development and improving the quality of life (*Zakon Ukrainy «Pro Osnovni zasady rozvytku informatsiinoho suspilstva v Ukraini na 2007–2015 roky»*, 2007).

The concept of «information society» came into scientific circulation in the early 1960s and owes its emergence to Japanese scientists Yu. Hayashi and Y. Masuda explained that with the help of this term, we can characterize any society that operates a great amount of high-quality information and possesses all the necessary means for its storage, distribution, and use (*Masuda, 1983: 29*). This concept is designed to reflect the objective trend of a new stage in the evolution of civilization, associated with the emergence of new information and telecommunication technologies, new needs, and new lifestyles, which are particularly reflected in the ways and possibilities of communication.

According to V. Politsky, communication as an object of research is of exceptional complexity. It should be understood both as the transfer of information and as communication. In the semantic and terminological sense, the concept of «communication» is on a par with

similar concepts of «interaction (relationship)», «human relations», «interdependence», «interaction», etc (*Politanskyi, 2017: 141*).

The term «communication» (Lat. *communicatio*) has been used since the 20th century. It appeared in the scientific literature at the turn of the century thanks to one of the founders of sociology, the American Charles Cooley. The researcher believed that «Communication is here meant as the mechanism through which human relations exist and develop – all the symbols of the mind, together with the means of conveying them through space and preserving them in time» (*Charles Horton Cooley, 1909: 61-65*).

Communication processes in any sphere of a society are a continuous transmission of messages by the community. These messages express the specifics of the organization of consciousness of each participant in these processes, due to many factors that partly coincide in different social groups, cause structural changes and highlight the dialogue of a society.

In the information society, communicative activities related to the information production and exchange are implemented using modern information and communication technologies.

In his research, Zh. Denisyuk argues that with the advent of the Internet and numerous means of communication, a significant proportion of everyday communication has moved to the virtual area, i.e. the information space created by the Internet, where one of the determinants is interactivity as an opportunity for interaction and representation, global nature and an opportunity of the instant free dissemination of any information (*Denysiuk, 2016: 29*).

Internet communication, according to A. Yefremova, «is methods of communication in which information is transmitted over the Internet using standard exchange protocols and the presentation of information in various forms – voice, video, documents, instant messages, files» (*Efremova, 2017*).

### **3. Development of modern information and communication Internet technologies**

The development of a society is always faster than the development of the individual. The rapidly expanding Internet and a communication system are relatively new areas of human activity. With their help, we communicate with friends and employees, conduct research, and have access to and exchange various information. It allows us to acquire social knowledge, accumulate social experience, formulate life prospects and tasks, and realize our potential in the shortest possible time (*Nemesh, 2017: 24*).

According to O. Nemosh, Internet communication increases the amount of possible social networks that a person can join, and adds elements of diversity to such participation (*Nemesh, 2017: 272*). O. Hrymov defines social networks as one of the most common means of the Internet communication, «the technological nature of which and the rich social and cultural content examine the study of indirect processes of transformation of social and cultural reality, relationships and practices, the subject of which is the individual through the special lens» (*Hrymov, 2014: 3-4*). V. Sokovnyina notes that social networks – «are huge platforms where everyone can come up with another, alternative self» (*Sokovnyina, 2014: 39*).

Online communities such as «Twitter», «Facebook», «Instagram», and others bring together numerous users who share a common communicative interest in the virtual world. Such Internet communication is characterized by high verbal activity, the specific language of communication, and emotionality (*Denysiuk, 2016: 29*). Under the influence of the Internet and social communities, through which the communication process is most active, public opinion is formed.

Modern information space contains many ways of data transmission. Information and communication technologies are constantly evolving to most effectively provide the maximum number of audiences with information that is disseminated through instant messaging.

In the context of consideration of communication processes occurring through the Internet, it is necessary to analyze the meaning of the concept of «information and communication technologies». According to S. Reddick, «it is a general term that includes all technologies for information transfer» (*Reddick, 2009*). L. Klimanska gives a broader definition of the concept of «information and communication technologies» meaning. In particular, the scientist argues that it is «a rationally organized set of actions in the information space for the purposeful production and dissemination of information to influence a specific audience. Communicative technologies are «a planned impact on target groups» (*Klymanska, 2005*).

Thus, S. Petkun concludes that the development of information and communication technologies intensifies the natural desire of people to harmonize relations, creating new approaches to solving social and economic problems humanity and society are facing (*Petkun, 2019: 50*).

However, according to many researchers, including N. Tokarev, A. Shamne, O. Khalik, and others, «the information society brings numerous risks and dangers to human life. In the conditions of colossal volumes of information, people find it increasingly difficult to navigate in information flows, gaining the necessary experience and avoiding manipulation of consciousness and behavior» (*Tokareva, Shamne, Khalik, 2017*).

#### 4. Internet communications in mass society

Addressing the topic of Internet communication in mass society, it is reasonable to address the pressing issues related to the functioning of a society, culture, and man in the information space, and their communicative activities in the virtual space of the Internet technologies. The participant of any virtual communication is a mass person endowed with some specific characteristics. Such a person enjoys the mass consciousness and is the basis of modern society.

In this context, vital aspects of new forms of Internet communication, such as the anonymity of communicators, the distance of communication, the speed of access to information, the high level of feedback, and others, are of particular importance.

According to O. Nemesh, the Internet guarantees users security and anonymity in communication. Virtual communication is instantaneous, full of speedy undocumented messaging, which regularly occurs in the online environment, where people can, at any time, express what they want and always be heard. Thus, their right to self-expression is always guaranteed. The researcher notes: «...in the times of mass society when an ordinary person doubts whether his voice means something, there is a technology that gives the individual voice a public sound» (*Nemesh, 2017*).

J. Suler notes that anonymity, invisibility, and a sense of security in communication create the effect of free communication, within which two realizations are possible: the release of negative emotions and the destruction of destructive needs (insulting others, hacking sites) or the realization of the opportunity to be open and not confine to personal issues only (*John Suler, 2005*).

Thus, the Internet, as a means of communication, has a virtual nature. The participant of any virtual communication is a mass person endowed with some specific characteristics. Such a person enjoys the mass consciousness and is the basis of modern society.



Studying various aspects of the development and features of the functioning of Internet communication in the information era, scientists identify a number of the most commonly used types. The emphasis is on the relationship between people. In particular, M. Bocharov, A. Yefremova, O. Skiba, and A. Chumikov distinguish the following: (Efremova, 2017; Chumykov, Bocharov, 2006: 388-391; Skyba, 2019: 173-177):

1) A man – a computer. In this case, the information is obtained from the source of information, regardless of its factual location. Then it can be sent via the Internet and stored on a computer (tablet, smartphone), which in this case acts as a kind of information repository.

2) A man – a man. This type of Internet communication involves communication between human communicators, carrying out all types of information, namely a text (an e-mail), voice (Internet telephony), and images (videophone, conference, or online communication).

3) One person – many people. A type of mass communication where information is sent to a large number of people at once. It is the most common and cheapest type of communication. As a repository of information, the Internet allows you to create archives that can be used by a large number of people.

4) Many people – one person. This type of communication allows you to collect and organize information from many people.

## 5. Conclusions

Today, Ukraine is facing the need for a conceptual understanding of the introduction of an information method of organizing the life in a society. It means that the strategy of forming the foundations of the information society should be considered in the context of the overall strategic priorities of social, economic, and institutional development of a state as an organic component of large-scale transformations in a society and government institutions.

Internet communication has its characteristics. Created by a virtual communication network and becoming an integral part of all spheres of human life, it drastically differs from direct communication in real life. It aims to organize and provide personal contacts, professional connections, leisure, education, etcetera.

The functioning of Internet communication in the modern information society is insufficiently studied because of its multifaceted nature. It is often a central issue for scientific discussion and research in various spheres, which differently define the impact of the virtual world on the formation of a social opinion and cultural life of people. Thus, we can state that Internet communication issues cannot be generally exhausted, especially when it goes to the kinds, types, and characteristics of Internet technologies. However, the direction of the announced issue points to its correct understanding and achievement of the grounded results.

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## SOCIAL AND PEDAGOGICAL ASPECTS OF ADULT LEARNING IN EUROPEAN COUNTRIES

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### Summary

The article is devoted to the problem of social and pedagogical aspects of adult learning in European countries in modern society. The most of European countries have a legislative and regulatory framework for the regulation of adult learning, which defines its goals, principles and mechanisms of state support, main actors, their rights and obligations, ways of coordinating the actions of different providers of educational services, principles and financing. Summarizing the above, it is necessary to conclude that in the UK and other European countries specialists receive professional training according to the standard of profession, that is, according to the set of professional and personal qualities and properties, which are very important in the organization of professional training. The author highlights the peculiarities of European adult learning. Thus, the main directions of adult learning development in the international environment are: experiments on nonlinear organization of the educational process, introduction of credit system and rating assessment, development and realization of individual educational programs, organization of interaction with the labor market, customers and consumers of professional personnel and creation the effective system of quality management of adult education.

**Keywords:** social, pedagogical aspects, adult learning, European countries, modern society.

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### 1. Introduction

In modern society, under the influence of dynamic globalization processes in the world, adult learning has a transnational character. Economic globalization, education, science, culture, information technologies development, dynamic changes in the labor market and its new requirements for specialists, the issue of education development during life becomes especially important, and its solution requires fundamental changes in the system of professional education for adults at all levels.

Lifelong learning is the basis for the comprehensive development of the individual, as well as the progressive component of the growth of its creative and professional potential. At the same time, lifelong learning is the integral part of the life activity of the individual and the condition of constant development of individual experience. The category of continuous education is highlighted as an important social and pedagogical principle, which reflects the modern tendency of formation of education as an integral system. This system is aimed at the development of the individual and contains the conditions of social development. Thus, it is about modern and innovative view on education and an approach to understanding its importance in the life of the individual.

Many EU documents determine that educational systems should be adapted to the new realities of the 21st century, and «lifelong learning should become the main political program of civil society, social unity and employment». Continuing education is intended to go beyond the limits adopted in developed countries, such as advanced training, retraining or career advancement. It should provide opportunities for all, while offering different goals: giving a second or third chance in life, satisfying the desire for knowledge and beauty, or improving and expanding the training directly related to the requirements of professional activity including practical training.

Research has shown that continuous education is a process of personal, social and professional development of a person during the life, which is realized in order to improve the quality of life of both individual and society in general. This idea involves formal, informal and informational training. It is implemented with the aim of achieving the development of all spheres of human life in different parts of life (*Dave, 1976*).

The issues of adult learning development, in particular the further (post-basic) education, the acquisition of additional skills and opportunities for competitiveness, have always been the focus of the United Kingdom authorities. Continuous education is designed to provide a sustainable economic growth and self-realization of personality. Thus, adult learning is considered as the last component of continuous education and covers all forms of educational influence on adults.

## 2. European experience of adult learning

Adult learning is being developed under the influence of the social and scientific and technical process, which gives the opportunity to increase the educational potential of each individual and creates an impetus for the formation of highly professional potential of public development.

Peculiarities of European adult learning are conditioned by modern trends in economic sphere of many countries of the world: expectations of society of qualitative changes in activity of educational establishments and employment centers; dynamic development of professional training systems of specialists and unemployed; level of production and social sphere development; requirements of labor market, employers, information technology and growing educational needs of unemployed.

It should be noted that the most of European countries have a legislative and regulatory framework for the regulation of adult education, which defines its goals, principles and mechanisms of state support, main actors, their rights and obligations, ways of coordinating the actions of different providers of educational services, principles and financing (*Awszeniuk, 2010*).

The UK adult learning system has the following components: formal and informal educational institutions; committees, councils and associations for adult learning; training system for teachers for adult learning.

It is interesting to note that the UK Government has a position of Minister of State for further education, skills and Lifelong Learning.

The main body responsible for planning, monitoring and implementation of government policy in the field of education in general and adult learning in particular is the Department for Education and skills, which is subordinate to the State Secrets of England in Education and skills. Officially, adult learning is subordinated to the Department for Business Innovation and skills, which, in addition to adult learning, secondary and higher education, covers a number

of sectors: innovation, science, business, legislation, economics, statistics, employment, trade and exports.

At the national level, the management of adult learning in the UK, together with the Department of Business Innovation and skills and the Department of Education and skills, are provided by:

- Learning and skills Council.
- higher Education funding Council for England.
- Adult Learning Inspector.
- National Institute of Adult and continuing Learning.
- Basic skills Agency.
- Sector skills Development Agency.

At the same time, the main monitoring body for quality and standards of the adult learning sector is the Adult Education Inspectorate, established in 2000. In recent years, there has been a significant increase in adult education costs in the UK. In general, this educational sector is financed from various public, private sources, voluntary contributions and private contributions.

Moreover, the activity of the British National Institute of Adult continuing Education (NIACE), established in 1921, is very important (*Hillage, 2000*). Its leading goal is to involve adult students in formal and informal education in England and Wales and to improve the opportunities for broad access to education for all adults. The Institute carries out work in different directions:

- implementation of the national education policy in the area of adult learning;
- provision of information services, consultations and professional advice to individuals and educational institutions and organizations;
- carrying out research work, holding scientific conferences and seminars; coordination of educational initiatives for adults;
- publication of periodicals, scientific and methodological literature on adult learning problems.

The Institute's programs are designed to attract different categories of adult population, especially those with low qualifications, unemployed, prisoners, emigrants, representatives of national minorities, physical persons, refugees, elderly people. The Institute's programs are aimed at:

1. Promoting motivation to receive professional training.
2. As well as support of educational providers in providing quality education services.
3. Intensification and expansion of their activities at regional, national and international level.
4. Cooperation with world educational organizations in all sectors of adult learning.

At the same time, informal and informational training is provided in libraries, galleries and museums, as well as public and volunteer organizations, such as universities of the third age, Women's Institute, art organizations and associations. Also, the mass media are making a significant contribution to support and develop adult learning. Thus, formal and informal education is the main functional components of the general system of adult learning in the UK. In particular, formal education is provided by higher educational institutions – universities, educational institutions of further education, polytechnics, colleges. While informal adult education is provided by educational associations, national education organizations (e.g. International Organization for adult education).

Also, it should be noted that the UK adult learning system has had a significant impact on adult learning development in many countries of the world and has led to the separation of pedagogical subdisciplines (adult learning, continuous education) in educational institutions in England and other countries (*Hryhorieva, 2006*).

The results of the analysis of scientific publications show the institutionalization of adult learning in the UK national education system. In particular, C. Kovalenko, considering the peculiarities of adult learning in the UK, determined that the recommended directions of professional training of specialists and unemployed population are the creation of the appropriate regulatory framework, development of educational programs and standards of basic education, oriented to the adult population. (*Kovalenko, 2005*).

At the same time, the researcher has based on the following main vectors of improvement of professional training of the adult population (*Kovalenko, 2005*):

- orientation to the real needs of customers (private persons and entrepreneurs);
- structural transparency and substantial flexibility;
- multichannel financing;
- democratization of the system.

T. Gryhorieva determined the main institutions providing adult learning in the United Kingdom: Evening institutions, Colleges of further education, Educational centers, The City Literary Institute, The Working Men's College, Community college (*Hryhorieva, 2006*).

The results of the analysis of scientific publications show that, the characteristic feature of the educational institutions for adult population is the introduction of humanitarian education. Among popular courses of study are studying of English language and literature, history, archeology and other disciplines. Also, the role of local authorities in financing adult education and responsibility for the quality of educational services is outlined. (*Hryhorieva, 2006*).

Thus, the theoretical analysis of the system of professional training of specialists in England defined the following principles of modern development of professional education of adults: interaction of informal and formal education; independence, decentralization, voluntary, accessibility of all forms of education; orientation of the content of training on formation of key and functional competences of citizens; dissemination of adult learning in the world educational space.

L. Lukyanova noted that in Poland in adult learning there is a significant transformation of traditional ways of transmitting ready knowledge, new technologies are created which enable to meet the needs of both individual and society in general. It is obvious that for work in an adult educational environment requires highly educated professionals who have appropriate professional and psychological training, based on the principles of andragogical principles. (*Lukyanova, 2014*).

### 3. The main types of adult learning

Summarizing the above, it is necessary to conclude that in the UK and other European countries specialists receive professional training according to the standard of profession, that is, according to the set of professional and personal qualities and properties, which are very important in the organization of professional training.

The theoretical analysis of resources allowed us to determine the types of adult learning:

- Comprehensive system of specialized state educational centers for adults (specialists and unemployed), which is oriented to the national ministries of labor and education (experience of Germany, Sweden and France) with the participation of other educational institutions.

- Training of adults in state and nonstate educational institutions of different level of professional preparation of the whole educational field of the country under strict regulation of placing of orders for training by labor departments (USA, Canada).
- Adult learning in the countries where there is a practice of long-term employment that seek employment in corporations, firms and other business entities having their own educational and production base (Japan, South Korea).

#### 4. Conclusions

In view of the above it can be concluded that the main directions of adult learning development in the international environment are: experiments on nonlinear organization of the educational process, introduction of credit system and rating assessment, development and realization of individual educational programs, organization of interaction with the labor market, customers and consumers of professional personnel and creation of the effective system of quality management of adult education.

It should also be noted that the conceptual principles of systematization of the prospects of development of adult learning in European countries are the determinants of the educational policy of these countries as historical, political, national, socio-economic and cultural factors. Therefore, the effective system of adult learning should be considered as domestic and foreign experience in this field.

In this regard, the prospects for further research on this issue consist in a detailed analysis of the main characteristics of the adult learning in the national context.

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## HIGHER EDUCATION AND INCLUSIVE EDUCATION IN TECHNICAL UNIVERSITIES OF UKRAINE: WAYS OF DEVELOPMENT

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### Summary

The article defines the inclusive education in National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. The requirements for inclusive education are presented. The present study was aimed to investigate the self-realization of the individual, as a future component of success. The author proposes to consider inclusive education as one in which: 1) people of different age groups; 2) people who speak different languages; 3) people who have different types of perception of information. The principles that will provide an analysis of the components of strategic planning and help in addressing issues of inclusive education in particular are explored.

The paper outlines the selection of tasks on a certain topic. Each task takes into account the psychological characteristics of the types of perception.

**Keywords:** self-realization, development, strategy, personal characteristics, special needs.

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### 1. Introduction

Examining the indicators of the world through the prism of higher education, we can say that the potential of higher education in Ukraine is not fully involved in social and economic life. The overall ranking of “The Good Country Index” in 2020 represented Ukraine in 76th place among 153 countries.

At the same time, there is a high percentage of the population of Ukraine with higher education – 82.7%, according to this indicator, Ukraine in the “Global innovative index 2020” took 14th place out of 131.

The Law of Ukraine “On Higher Education” (2014) establishes “... the basic principles of the functioning of the higher education system ... with the aim of self-realization of the individual, meeting the needs of society, the labor market and the state in qualified specialists”.

Thus, to fill in this gap, the author conducted this study to explore the inclusive education and find out the specific features. It aims to find answers to the following questions:

- 1 – How was the inclusive education helpful for students?
- 2 – What were the instructional benefits they gained?
- 3 – Do students think the inclusive education is appropriate?
- 4 – What were the challenges they faced during the study?

Self-realization of the person, as a future component of success, is possible provided if the individual characteristics are taken into account during the educational process in higher school. The functioning of the higher education system in accordance with the Law of



Ukraine, cited above, should clearly identify possible ways to take into account the personal characteristics of future professionals in order to further their development.

## 2. Analysis of recent research and publications

The problem of development and implementation of inclusive education is the subject of research of many Ukrainian scientists: Prodius O. analyzes the status of the main models of inclusive education in European countries (*Prodius, 2019*). Tripak M. defines sources of financing for an inclusive university (*Tripak, 2017*), Fedulova L. proposes a set of Inclusive innovations (*Fedulova, 2016*).

There are many articles which describe inclusive education in different countries in International Journal of Inclusive Education. There we can find different points of view: Alnahbi G., Resch K., Schhwab S. reason the scientists into understanding of inclusive education with the educational opportunities to all students, not only those with a disability (*Alnahbi G., Resch K. & Schhwab S., 2021*). Forlin C. and Chambers D. take cognizance of learners with disability in Australia; Taneja-Johanson S. gives a review of education in Sweden; Madar N. K. and Danoch A. define an inclusive education in Israel etc.

Analyzing the work of researchers devoted to this problem, we can conclude that inclusive education in Ukraine appears in a much narrower sense.

Thus, the research questions focused on understanding of inclusive education as one that aims to meet the individual professional needs of future professionals. There are different types of learning needs. They can be grouped into categories according to cognition needs, social and emotional needs, communication and interaction, sensory and physical needs etc.

Inclusive education is presented not only for people with special needs.

## 3. Discussion

We propose to consider this type of educational process as one in which:

- 1) people of different age groups;
- 2) people who speak different languages;
- 3) people who have different types of perception of information.

We consider inclusive education in the context of the principles proposed by Yu. Vitrenko and V. Vorona (*Vitrenko & Vorona, 2020, p. 4*) for strategic planning of higher education development, namely:

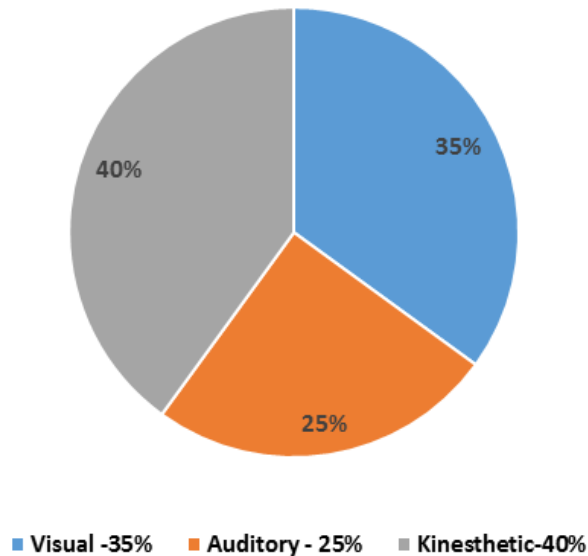
- 1) integrity;
- 2) objectivity;
- 3) scientificity;
- 4) availability.

We consider that the choice of these principles will provide a thorough analysis of the components of strategic planning in general and will help in addressing issues of inclusive education in particular.

### ***Participants***

There is an example of inclusive education at the Faculty of Sociology and Law of Igor Sikorsky Kyiv Polytechnic Institute. Sixty students in the first year of their study voluntarily took part in the investigation. The investigation was conducted in 2021. The participants were

provided with clear instruction. In the first English lesson, we conduct a test to determine the level of language proficiency. According to the test results, students within one group are divided into subgroups: group A and group B. The next step is the distribution of students within one subgroup according to the peculiarities of information perception. Students are invited to take a test (*What is your VAC*). We propose to consider the graphic image of inclusive education of first-year students of the Faculty of Sociology and Law of Igor Sikorsky Kyiv Polytechnic Institute.



**Figure 1. Percentage of students according to the type of information perception**

Thus, having determined the type of perception of information, we offer students tasks that correspond to their type and contribute to better learning. A selection of tasks on a certain topic is offered separately for independent work, among which students choose what they like best. Each task takes into account the psychological characteristics of the types of perception. Consider briefly the advantages of each type. The benefits of kinetic (kinesthetic) language learning activities are many: teach gesture and non-verbal communication, activate students' embodied mind, make grammar memorable, change the dynamics of the classroom, build community, and raise students' moods.

Taking into account the specifics of visual perception, we can admit that these type of learners are very imaginative and may come up with lots of ideas and solutions to a problem. They learn words and their correct spelling more easily after seeing them written down.

Auditory learners understand and remember things they have heard. They store information by the way it sounds, and they have an easier time understanding spoken instructions than written ones. Auditory learners have a good memory for spoken information, good public speaking abilities, strong listening skills, unafraid to voice their thoughts.

Teachers can benefit from understanding all the different learning styles, as they will likely have students who fall under each category in their classroom. Being able to identify student's learning preferences, is key to being a good teacher.

Table 1

## Learning styles

TIPS FOR LEARNERS		
Visual	Auditory	Kinesthetic
Using visual aids like images, diagrams; to color notes; Write to-do lists/plan.	Ask questions; Participate in discussions	Learn through movement; Be an active participant, than a passive observer when learning.

#### 4. Conclusions and direction for further research

As research shows, we are convinced of importance of inclusive education in Ukrainian universities. Inclusive education should become an essential component of educational process.

To be relevant in the modern age teacher must develop specific personal features by using inclusive education tools. It would be perspective to research the techniques to develop inclusive education in Ukraine. The study of the problems of inclusive education in the modern world of globalization requires analysis of its philosophy and empirical experience of its formation. Inclusive education as a component of general education must be developed and improved. The search for new effective methods of teaching in the field of inclusive education will improve the level of education in Ukraine.

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## TRANSLATABILITY OF MODERN MEDIA ENGLISH NEOLOGISMS

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### Summary

In our publication, the specifics of the use of neologisms and the peculiarities of their translation into Ukrainian are analyzed on the basis of modern English language periodicals. Neologisms reflect the trends of modern English; they are constantly appearing and some of them become part of everyday lexicon. Therefore, the constant growth of the number of neologisms and their impact on language development is the cause of the relevance of the study. The purpose of the research is to analyze new lexical items at the morphological and semantic levels, identify trends in the creation and translation of lexical items in English-language media. The material of the study was 110 neologisms, selected by the method of continuous sampling from articles of modern English online publications. We have researched political articles of BBC and CNN. The prospect of further study of modern media English neologisms lies in the possibility to establish the cognitive mechanisms of derivational processes.

**Keywords:** neologism, ways of word formation, derivatives, mass media, translation, English.

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### 1. Introduction

Every language is like a dynamic system that constantly changes and develops. Therefore, the vocabulary is changing by introduction of new words and phrases into it. Some of the newly coined words successfully adapt in the language and are extensively used by people, whether others exist for a while and disappear from the language (Tymoshchuk, 2022: 115).

Vocabulary is the most flexible and variable aspect of any language which immediately responds to changes in modern world. It represents the way people see the reality, shows how language adapts to advancements and achievements in all spheres of life, reflecting constant development of a language system. The characteristic feature of any language vocabulary is the ability to infinitely replenish itself by means of new words and meanings formed in many ways. Keen interest to neology is explained by the role of neologisms as factors of language development (Prysiashniuk, 2017).

Modern media are one of the linguistic spaces, where we can observe lots of neologisms referring to different spheres of our life. Thus, they serve as an inexhaustible source for research for linguists. G. Kjellmer notes that numerous newspapers and media broadcasters have got special experts to invent new words for new concepts and supervise their use in the publications (Kjellmer, 2000). Thus, our research aims to analyze neologisms in English-language media morphologically and semantically. Their translatability has been also researched.

## 2. Definitions and Characteristic of Neologisms

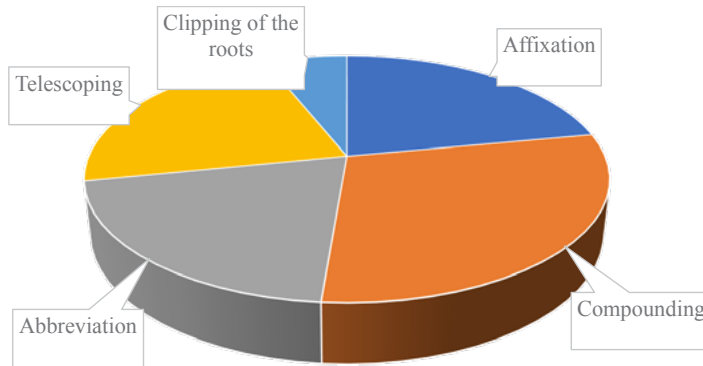
Neologisms have been allotted lots of various definitions. The Ukrainian professor M. Mostovyi states that “there are no clear criteria for defining a neologism as a linguistic phenomenon” (Mostovyi, 1998). The Collins Cobuild English Language Dictionary defines neologism as a new word or expression in a language, or a new meaning for an existing word or expression. According to Peter Newmark, neologisms are “newly come lexical or existing units that acquire a new sense” (Newmark, 1988: 140). David Crystals suggests the following definition of a neologism “A neologism stays new until people start to use it without thinking, or alternatively until it falls out of fashion, and they stop using it altogether. But there is never any way of telling which neologisms will stay and which will go” (Crystal, 2001: 132). According to A. Rey, neologism is „a unit of the lexicon, a word, a word element or a phrase whose meaning, or whose signifier – signified relationship, presupposing an effective function in a specific model of communication, was not previously materialized as a linguistic form in the immediately preceding tag of the lexicon of the language. According to the model of the lexicon chosen, the neologism will be perceived as belonging to the language in general or only to one of its special usages; or as belonging to a subject – specific usage which may be specialized or general” (Rey, 1995: 77). The core in all these definitions is that the word or meaning is new, and the solution is that it can be either accepted by society and widely used or ignored and quickly forgotten.

## 3. The creation of neologisms in English

Linguists take into account a number of approaches to the description and classification of neologisms, namely onomasiological, when new names are considered neologisms; according to the semasiological approach, neologisms include new words, new expressions and new meanings; lexicographic and sociolinguistic based on the social conditionality of linguistic phenomena.

The creation of English neologisms reflects English morphology and English morphological processes to a great extent (Behera, et. al., 2013). According to the empirical material, the morphological method is the most productive one and accounts for 79.9% of the total number of researched neologisms. It was found out that common ways of morphological word formation in English are affixation, compounding, telescoping, shortening and clippings of the roots. Analyzed English neologisms (Figure 1) of modern media are formed using five types of morphological methods: affixation (22 %), compounding (29.3 %), abbreviation (20.5 %), telescoping (22.2 %), and clippings of the roots (6 %) (Figure 1).

It is well known that affixation is the process of adding one or more affixes to the root morpheme in order to get a new word. Affixes can be divided into prefixes (they occur before the root of a word), suffixes (occur after the root of a word). The most productive prefix in English media neologisms forming is the prefix *de-* with the meaning ‘removal or reversal’; it accounts for 14% in English media neologism-verbs forming. Productive models of word formation as a way of creating media neologisms in English are the following ones, which are given in the descending order: N + N (53.6 %): *conviction* (N) + *politics* (N) → *conviction politics*; *victim* (N) + *disarmament* (N) → *victim disarmament*; Adj + N (25.2 %): *moral* (Adj) + *clarity* (N) → *moral clarity*; *perpetual* (Adj) + *war* (N) → *perpetual war*; *statistical* (Adj) + *murder* (N) → *statistical murder*; N + N + N (21.2 %): *Checkbook diplomacy* → *Check* (N) +



**Figure 1. Morphological word formation in English media**

*book* (N) + *diplomacy* (N), *Homeland security* → *Home* (N) + *land* (N) + *security* (N); *office-park dad* → *office* (N) + *park* (N) + *dad* (N).

In modern English, the initial type of compound words, i.e., abbreviations composed of initial letters, has become the most widespread. Abbreviations most often denote terms, names of groups and organizations formed by initial letters: *Business Communication Centers* → *BCCs*; *Anti-Iraqi Forces* → *AIF*; *post-feminist woman* → *PFW*.

Lexical contamination is one of the most productive and important types of word formation in modern English. In modern linguistics, it belongs to the debatable phenomena in view of the diversity of research positions on its nature, status, and characteristics.

Our study showed that the most productive model of telescopic word formation is  $ab + cd = acd$ . The productivity of this model is 50.87% of the total number of lexical units formed by the telescopic method. For example, *collaborative* = *collaborative* + *laboratory*; *voluntourist* = *volunteer* + *tourist*. One third of telescopes were formed according to the model  $ab + cd = abd$ . The productivity of this model is 33.33%. For example, *blogebrity* = *blog* + *celebrity*; *mancation* = *man* + *vacation*; *staycation* = *stay* + *vacation*.

Table 1

**Morphological word formation in English media**

Morphological word formation	Examples
Affixation	denuclearize – remove nuclear weapons from; depollute – remove harmful or poisonous substances; de-elect – to recall or otherwise remove from office an elected official;
Compounding	conviction (N) + politics (N) → conviction politics; perpetual (Adj) + war (N) → perpetual war; statistical (Adj) + murder (N) → statistical murder;
Abbreviation	PFW – post-feminist woman; LULU – locally unwanted land use; SPIN – Small Plot Intensive;
Telescoping	Trumpocalypse (Trump + apocalypse); Chermany (Cnina + Germany); Chindonesia (China + India + Indonesia); actorvist (actor + activist)
Clippings of the roots	Bam (Barack Obama), Sarko (Nikolas Sarkozy)



According to the considered models a significant number of telescopic lexical innovations is formed, however we can allocate also less productive models. Productivity of innovation formation according to the  $ab + cd = ad$  model is 11.18%. For example, *framily* = *friends* + *family*; *glamping* = *glamor* + *camping*; *bagonize* = *baggage* + *agonize*.

Table 1 contains examples of morphological word formation in English media.

#### 4. Translating of Neologisms

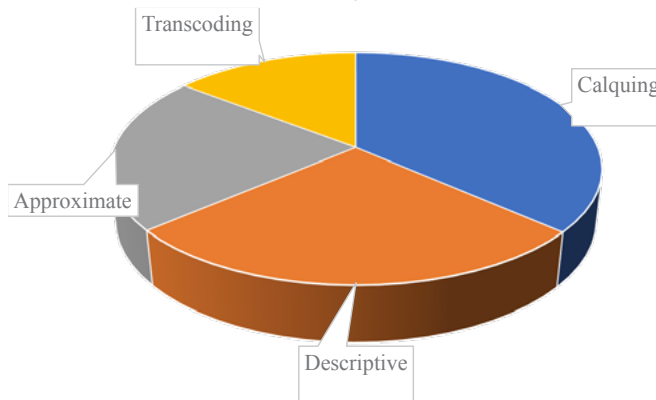
From the practice of translation, the following ways of transferring of the neologisms are known: transcoding, i.e., transcribing (transcription of the word with the alphabet of the target language according to the source language's pronunciation rules and transliteration (conversion of the original lexical unit using the alphabet of the target language); calquing (transferring of the equivalent vocabulary of the original language by replacing its constituent parts by their direct lexical correspondences in the target language); descriptive translation (transferring of the non-equivalent vocabulary is revealing the meaning of the lexical unit of the source language with the help of unfolded word combinations that reveal the essential features of the phenomenon indicated by a given lexical unit, that is, in fact, with the help of its definition in the target language); an approximate translation (finding the closest match in the target language for the lexical unit of the source language that does not have exact correspondences) (Leleka, 2018). Table 2 contains examples of translating neologisms in English media.

Table 2

Translating neologisms in English media

Translating method	Examples
Calquing	just-in-time politics – своєчасна політика; political drudge – роботяга; political hireling – політичний наймит; stooge – політична маріонетка; Trumpist – прихильник Трампа; walk-out – страйк; ward heeler – дрібний політикан; OMOV – один член, один голос; SALT – переговори задля обмеження стратегічної зброї.
Descriptive	hidebounds – люди з вузьким політичним кругозором; slate – група делегатів, які балотуються від одного кандидата; Trumflation – інфляція, спричинена економічною політикою Трампа; Slate – група делегатів, які балотуються від одного кандидата; Pundit – політичний коментатор, який працює у публіцистичних галузях; Kindness economy – економічна система, яка базується на тому, що підприємства зосереджуються менше на прибутку, а більше на інтересах і цінностях своїх клієнтів, співробітників і суспільства в цілому
Approximate	cleaning mister – людина, особливо громадський діяч, який дотримується найвищих стандартів особистої та професійної поведінки; rapranic – сильне почуття страху, яке відчувають багато людей під час пандемії Covid-19, що призводить до відсутності розумних думок і дій; whip – член партії, який стежить за іншими, щоб вони голосували відповідно до лінії партії; lame duck – службовець, термін дії якого минув або не може бути продовжений
Transcoding	Interface – інтерфейс; Brexit – Брексит; cyberterrorism – кібертероризм

The diagram (Fig. 2) contains quantitative indicators neologisms methods of translation application. Calquing was used to translate 40 neologisms (36.36%), descriptive translation method was used to translate 30 neologisms (27.27%), 24 neologisms were translated by approximate translation (21.82%), transcoding was used to translate 16 neologisms (14.55%).



**Figure 2. Translating neologisms in English media**

## 5. Conclusions

We can conclude that permanent development is the most important condition for any language existence. Understanding the concept of neologism and the specifics of its functioning in the language of the press made it possible to form its definition, causes, functions, and types. Summarizing the various approaches to the interpretation of the term “neologism”, we have defined it as any new word or phrase that appears in the language, as well as borrowings and new meanings of known ones.

The formation of neologisms is caused by two groups of factors, i.e., lingual and extralingual. The extralingual ones include factors related to the socialization of language, i.e., democratization of society, political restructuring, freedom of speech, self-expression through language, and borrowing foreign language concepts. Others include analogy, language economy, expressiveness of the word, the need to name a new concept, and so on.

Analyzed English neologisms of modern media are formed using five types of morphological methods. Compounding is the most frequently used. Most of the researched neologisms were translated by calquing method (36.36%). It should be mentioned that languages develop simultaneously, as the method of transliteration and transcription indicates that one or another neologism penetrated not only into English but also into Ukrainian. Descriptive translation indicates the so-called language gaps, i.e., the absence of words in the language to denote a particular object or phenomenon.

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## DEVELOPMENT OF JEWISH STATE THEATERS IN UKRAINE IN THE 1920S AND 1930S OF THE 20TH CENTURY

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### Summary

The article explores the history of state Jewish theaters in Ukraine in the period 20-30s of the twentieth century. Important, previously unknown facts of organizational and creative processes of Kharkiv, Kyiv, and Odesa GOSETs are highlighted. This article describes the stages of the Soviet policy of indigenization and its influence on the development of Jewish theaters in Ukraine. The publication clearly describes the ways of each of the state Jewish theaters of Soviet Ukraine from their creation to the beginning of the Second World War, when all Jewish theaters were evacuated from Ukraine. Based on the analysis repertoire and changes in the administrative and creative management of theaters, the influence of the Soviet totalitarian regime on the theatrical art of one of the largest national minorities in Ukraine is highlighted. The first reference is made to archival documents that regulated the repertoire of Jewish theaters at the state level. The article examines the influence of the Soviet government on staff changes in the management of GOSETs in Kharkiv, Kyiv and Odesa. The author concludes the article by encouraging the study of national minority theaters for a more detailed understanding of domestic theatrical processes of the first half of the twentieth century.

**Keywords:** Kharkiv GOSET, Kyiv GOSET, Odessa GOSET, "Culture League", indigenization, repertoire committee.

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### 1. Introduction

The development of theaters of different national minorities in Ukraine in the 20-30s of the XX century was researched mainly by historians in the context of the analysis of the Soviet policy of indigenization or in local research of the existence of these or other national communities that existed on the territory of the Soviet Ukraine. Among these studies are publications by L. P. Druz, O. O. Rafalsky, I. I. Martinchuk, L. V. Gutsalo, V. V. Turkova, T. I. Teremenko, O. A. Polidovich. The study of individual theaters of national minorities in Ukraine was performed by such teatrologists as L. I. Baraban (Bulgarian theater in Ukraine in the 20-30s), N. M. Tomazova (Polish theater in Kiev), I. A. Meleshko (modern researcher of Jewish theater in Ukraine).

The originality of this research is in the study of the Jewish state theaters development in the Soviet Ukraine during the various stages of the unwrapping of the policy of indigenization, which happened in the 20-30s of the twentieth century.

The relevance of the research leads to the realities of the development of state Jewish theaters in Ukraine in the 20-30s of the twentieth century through the prism of the modern analysis of the historical process of the Soviet regime.

The purpose of this publication is to present a complex description of the actual organizational and creative development of state Jewish theaters on the territory of Soviet Ukraine within the limits of the investigated period. Description of the way from the creation to the decline of theaters of one of the greatest national minorities that existed on the Ukrainian territory.

The scientific and research objectives of the article are to identify the specifics of Jewish state theaters of the 20-30s of the XX century in the USSR, to determine the organizational and creative tasks of these institutions with the political vector of certain periods of the Soviet state. The methodology of the research is based on comparative and relative-historical methods that make it possible to identify and analyze specific stages of the Jewish theaters' development in the Soviet Ukraine during different periods of their relations with the Soviet government. The study will be useful for Ukrainian and world history and will provide an overview of the attitude of the Russian administration toward other nationalities.

## **2. The Jewish theater studio “Culture League” – the alma mater of the future Ukrainian GOSETS**

The first state Jewish theaters in Ukraine were established with the advent of the Soviet regime on its territory. However, as in most governmental affairs of the Soviet policy, the conditions for their implementation were initiated by the Ukrainian National Republic administration and the Ukrainian State. Therefore, the Ministry of Jewish Affairs under the UNR and the United Jewish Socialist Workers Party, which at that time was based in Ukraine and supported the Central Rada of the UNR, founded the cultural and educational organization "Culture League". The organization also had a theater section among the literary, musical, painting, sculpture and folk schools, pre-school and adult's education.

In June 1919, a theater studio was organized in Kyiv on Prorizna Street under the auspices of the "Culture League". There are documents indicating the intention to create not only a studio, but also an exemplary state Jewish theater, for the organization of which the committee formed and adopted the appropriate budget (*Evreiskyi hosudarstvennyi teatr, 1919*). This fact dates back to the year, when the Soviet power got settled in Kyiv, issued the decree "About the Kyiv theaters Nationalization". So, the supporters of the new Soviet system had big plans for the theater business.

At the same time as the rise of Jewish culture in Kyiv, similar trends were taking place in Kharkiv. In 1918, the professional theater “Unser Winkel” (“Our Corner”), founded by Moisey Rafalsky, was opened there from a self-produced corpse of Jewish artists. The performances of traditional forms and everyday themes "Der ewige Wanderer" (“The Eternal Wanderer”) by Josip Dimov, "Scapin the Schemer" by Moliere, etc., were demonstrated by actors in the Katerynoslavsky Theater, where the Kharkiv Theater of the Young Spectator is now working. One year later the troupe collapsed and split into two parts, one of which moved to Belarus and later became the foundation of the Belarusian State Jewish Theater with the same Rafalsky (1926), while the other one joined the "Culture League" studio in Kyiv.

I. Meleshkina, a well-known researcher of Jewish theater in Ukraine, in her work provides facts from a special meeting about the creation and purpose of the Jewish theater and studio in Kyiv (*Meleshkina, 2019*). But it did not come to the theater. The studio began its work under the leadership of Efraim Loiter.

It is also known about the collaboration between the students and Les Kurbas, who took part in the directing of the first performances (Loiev, 2003) Efraim Loiter also involves Semdor (*Semen Doroshenko*), a student and colleague of Kurbas at the Ruska Besida Theater and the Young Theater, Meyerhold's student Oleksandr Smirnov and actress Stanislava Vysotska, to work with studios (*Meleshkina, 2019*). In the winter of 1920, the studios performed Beinisch Steinman's play "Mashiach ben Yoseph" to the public. During the 1920s and 1921s the artists also toured Kyiv and other cities with "The Messiah" (a performance of the Itzhak Leibusz Peretz staged stories).

Considering the organizational and production staff of the Jewish drama studio, it is not difficult to guess about the experimental forms of creativity in the work of the team. Not all members of the studio were supportive of the thrust toward innovation. At the end of 1921, the students, led by the director, went to Moscow to study with such mastodons as Yevgen Vakhtangov, Vsevolod Meyerhold and others. In addition to creative teaching practices, Ukrainian actors with Jewish roots were led to new ideological forms and values in the theatrical arts, removing everything historical and planting a "new world" (which came with the revolution of 1917).

While Jewish studios were training to demonstrate their skills on native Ukrainian soil, in 1924 it became known that the studio would not be able to return to Kyiv. From the very beginning, the collective was financed by the "Culture League" and other Jewish organizations. However, all of them had been liquidated by that time, and the State Education Department had no money for the maintenance of the Jewish theater (*Tsentrалnyi derzhavnyi arkhiv vyshchykh orhaniv vldy ta upravlinnia Ukrainy*).

### 3. Development of the first Ukrainian GOSET in Kharkiv

The Soviet government decided not to get rid of the troupe that had gone through the Moscow school and became "...one of the best institutions for enlightenment work and artistic propaganda of the Jewish working population" (*Tsentrалnyi derzhavnyi arkhiv vyshchykh orhaniv vldy ta upravlinnia Ukrainy: 25*). Therefore, the People's Commissariat of the URSR still found 10,000 karbovanets (distinct unit of currency in Ukraine during three separate periods of the 20th century) in gold for the opening of the All-Ukrainian State Jewish Theater (the first GOSET) in the capital of the URSR – Kharkiv. (There only) At that time there was an active phase of the Soviet policy of indigenization – the gradual deception of the nations that had settled on the territory of the Soviet Union to adapt them to the formation of a single social and political realism in the cultural space of all the republics.

In the meantime, the Soviet authorities had already succeeded in penetrating all social and cultural spheres in the homeland of the Ukrainians. The theatrical establishments were already controlled by the Higher Repertory Committee of the Department of Art of Main Administration for Literary and Publishing Affairs at the Narkompros of the USSR. "The Higher Scientific and Repertoire Committee, which has the exclusive right of artistic and ideological control of the repertoire within the USSR" (*Tsentrалnyi derzhavnyi arkhiv vyshchykh orhaniv vldy ta upravlinnia Ukrainy: 16*). The function of this theatrical authority included:

- "the review of the plays that were submitted to the Department of Arts, recommendations, approval or prohibition of their staging, supervision of the repertoire and its interpretation;...
- supervision of the artistic and ideological side of the theatrical performances and film plays productions;

- the creation and issuance of plays and films general lists recommended, allowed and prohibited for release;
- preparing a variety of repertoire guides, and manuals with theoretical and practical comments and instructions for each play...». (There only)

Therefore, in reporting on 1924 the Higher Scientific and Repertoire Soviet of the Main Political and Educational Committee NKO of the USSR stated that of the 349 pieces of the Jewish repertoire for the next year, 1925, 70 were permitted, while 279 were prohibited (*Tsentralnyi derzhavnyi arkhiv vyshchyykh orhaniv vldy ta upravlinnia Ukrainy: 20*).

However, not only the plays choosing was done by the repertory council, but also their implementation. That is why at the second All-Union meeting of the Jewish culture workers the director of Kharkiv State Theater E. Loiter was blamed for the poor performances and organization of mass viewing, because of which the attendance of the theater suffered (*Kozerod, 1998*). After that, having decided to "put things in order" in the Ukrainian GOSET, Russia used its usual practice of sending a new director for the theater from Moscow, N. Norvid, who had previously been an actor in the Moscow GOSET. The Russian musical composer M. Milner became head of the musical department, and the Jewish theater director from Moscow S. Margolin was regularly invited to stage performances, although he was from Ukraine.

"The plays themes also changed. They more and more often created images of enemies, spies, and mocked "petty-bourgeois elements" (*Honcharova, 2016: 113-115*). The theater's repertoire includes such performances as "Hirsch Leckert" by A. Kusnirov, "Di Lezte" by L. Reznikov, "Barg Aruf" by Z. Chala and others. (There only)

#### 4. The State Jewish Theater in Kyiv

Meanwhile, after the "Culture League" Jewish theater studio left for Moscow at the end of 1921, the "Kunstecke" ("Art Corner") theater moved to Kyiv. This theater was founded in 1919 in Poltava before it was settled down in 1922 in Kyiv and became the first stationary Jewish theater in Soviet Ukraine. Despite the fact that in 1924 the troupe separated and part of it stayed with the founder of the theater, Rudolf Zaslavsky, and another part with the leading actors Leizer Kalmanovich and Leia Bugova. Later, the troupe reunited, but without Zaslavsky. As Dmytro Jabotonsky, the actor of the "Kunstecke", wrote in his memoirs, the theater lived poorly, did not receive any subsidies, but still had the glory of one of the best theaters in the country (*Mindlin, 2019*). After the opening of the Kharkiv GOSET, the Kyiv actors of the Jewish theater were noticed by the Soviet authorities and began to receive complaints and even persecution. (There only)

Soon the leaders of the Soviet theater industry decided to liquidate the "Kunstecke" and open the state GOSET in Kyiv.

The troupe of the new Jewish theatrical center was made up of the actors of the disbanded "Kunstecke" and some of the artists of the Kharkiv GOSET who were relocated to Kyiv. Zakhariy Vin was appointed head of the theater, remembering whom actor Dmytro Zhabotonsky wrote: "Not a great talent. But a big cheeky...». (There only)

For the purpose of the new Melpomene he took the creation of a Jewish cultural center for the inhabitants of Kyiv. Over two years, the theater on Khreshchatyk, 29, showed Sholom Aleichem's "Der Oytser" ("The Scar"), O'Neill's "The Black Ghetto", M. Taitin's "Die Erste Schwalb" ("The First Swallow"), I. Fefer and E. Fininberg's "The Shpek" (The Devils), and others.



The first mentor of the Kyiv GOSET did not satisfy the theatrical arts Soviet leaders, so the Jewish section removed him from his position. But, according to favorite tradition, made a deal with a representative of a Jewish theater from Moscow. In 1930, B. Vershylov became the new artistic director of the Kyiv GOSET, adding his actors from the Moscow Jewish Theater Studio "Freikunst" to the troupe.

With these staff changes, the Jewish cultural center in Kyiv began to form an ideologically correct repertoire. The plays themes were industrial-heroic and soviet-patriotic basis: M. Pogodin's "Poem about axe", P. Markish's "The Fifth Horizon", "Naftoli Botvin", "Hirsch Leckert" by A. Wewiurk and others.

As we know, in 1934, Kharkiv's Jewish actors moved to Kyiv and united with local actors into a single all-Ukrainian GOSET.

Toward the middle of the 1930s, many directors were already very disappointed in the construction of a new institution with Soviet communist slogans. Before that time, the totalitarian regime had already carried out genocide of the Ukrainian people with the artificial famine, and in the art sphere the terror of the intellectuals had begun. Eventually, the Soviet policy will turn to repression and art, as it often is, predicts such things. In the middle of the decade, Borys Vershylov changed the repertoire of the all-Ukrainian GOSET, abandoning patriotic, heroic and industrial plays. The director is staging more and more classical material.

The 1934-1935 season was opened with the performance "The First Jewish Recruit" by L. Reznikov. Also significant classical performances for the theater were "Mirele Efros" by J. Gordin, "Uriel Acosta" by K. Hutskov (*Meleshkina*, 2019). With the consolidation of two Jewish Ukrainian troupes, the GOSET in Kyiv became the best Jewish team in Ukraine, which competed with the other republics GOSETs, including Moscow.

However, in 1936 the theater lost its mentor and artistic director B. Vershylov, who was sent to the Kyiv Russian Drama Theater named after Lesia Ukrainka. The GOSET artistic direction was taken over by a team of troupe directors.

From 1937, the theater was headed by Naum (Nohem) Loiter, the brother of Efraim Loiter, the head of the Jewish theater studio "Culture League", described above. The talented director also turns to the classical repertoire: "Stempeniu" by Sholom Aleichem, "Die Familien Ovadis" ("The Ovadis Family") by P. Markisch, "Without Guilt" by O. Ostrovsky, and others.

The next stage in the theater with the arrival of the new director consisted of something else – since 1937 the artists and workers of GOSET were under repression.

The first to be arrested was the actor Alexander Granakh. A talented artist of Jewish descent, he was born in Ukraine and lived in Germany for a long time afterwards. Granakh was accused of spying on Hitler's Germany. The artist was lucky, the commanders found among his belongings a letter from Leon Feuchtwanger, whom was hosted by Stalin himself. So Alexander Granakh was released and left the Soviet Union.

The following artists were subjected to repression: Emanuel Dinor (stayed in the concentration camps for 10 years), Yakiv Libert (2 years of exile, was released early) and other members of the theater staff. (There only)

The same B. Vershylov, who was former director of the All-Ukrainian GOSET, was under investigation for a year, until Stanislavski himself interceded and invited him to work at the Moscow Opera House. (There only)

Meanwhile, Naum Loiter left the theater in 1938. Moisey Goldblat, formerly one of the directors of the Moscow GOSET and the founder of the Birobidzhan GOSET, takes his place. Goldblat, either through his skillful approach to the Soviet officials or through his concentration of power on the war and post-war problems, served in the theater until its closure in 1950.

With the raised policy of solving the "Jewish question," all Jewish theaters in Ukraine were eliminated. The all-Ukrainian GOSET, which after a long wanderings turned out to be in Chernivtsi at the time, was the last to be closed, and no mention of Jewish theater in Ukraine was allowed for a long time.

Completing the research period of the All-Ukrainian GOSET in Kyiv, it is worth remembering the large-scale revision of the theater, which took place in 1939-1940 with the help of a special governmental committee.

The Jewish troupe was inspected for "correctness" of the repertoire, special staff, and documentation. As a result, "nationalistic excesses" were found to be the only, but important flaw for the Soviet Union's theater. This fact authentically confirms that until the end of the 1930s the Soviet authorities, without any adaptive forms, did not directly and clearly accept the manifestations of the national culture of the Jewish people, imposing on them a "single-right" artistic method of social and realistic realism. Up to that time, the Soviet Union had been vigilant monitoring not only the methods of theater productions and the choice of plays, but also the prominent manifestations of other national cultures (apart from the Russian one).

## 5. Odesa GOSET

Speaking of Jewish state theaters in Ukraine, one cannot miss Odesa, the city where ethnic Jews lived the most. However, the GOSET in the city on the Black Sea was the last of the three, namely in December 1930. Although an article about the need for a Jewish theater in Odesa was published as early as 1922 (*Zrytel, 1922*).

The director of the first state theater was Mark Rubinstein, who had previously run a local Jewish youth theater studio and had been a student of Vakhtangov. The studios became the backbone of the new state-owned troupe and opened the season with the play "Postril" by O. Bezimensky. The local press wrote about the premiere: "The play is timely, poignant... The main achievement of director Rubinstein is that he not only showed his great ability to work with young actors, to train them onstage, but also demonstrated a good theatrical culture and director's ingenuity. His production is original, dynamic, and perfectly connected with the design... The performance of "Postril" was a political and artistic exam for the state Jewish theater, and it was successfully passed" (*Chornomorska komuna, 1930*).

The premiere success did not last long in the theater. In 1934 the Odesa GOSET was already reformed and Wengre became director, but in 1935 he was replaced by Efraim Loiter. The director, who was removed from the Kharkiv GOSET in 1928. How he was again asked to become the director of another GOSTET – is a question. Most likely E. Loiter was rehabilitating himself in front of the government, working in Moscow in a Jewish studio and teaching at the GITIS.

The 1935-1940s with an accomplished director were a breakthrough for the Odesa GOSET. Among the theater's most brilliant performances were not only Jewish works, but also the world classics "A Doll's House" by G. Ibsen, "The Dog in the Manger", "Fuenteovejuna" by Lope de Vega. The Russian repertoire was not spared: "Without Guilt" by Ostrovsky, "Mother" by Gorky, "Six Loved Ones" by O. Arbutov. For the first time, the Jewish theater created a performance of Ukrainian playwright M. Kropivnitsky's "Glytai, or Spider" (*Bakanurskyi, 2013*).

Moreover, E. Loiter was able to employ great masters in the Odesa GOSET: composers Yakov Feintukh and Kostiantyn Dankevych; stage designers Matviy Drak and Petr Zlochevskyi and others. (There only)

The development of the Odesa Jewish Theater, like all the others in Ukraine, was halted by the Second World War. The troupe was forced to move to Tashkent. Later in 1944 a part of the troupe joined the Kyiv GOSET, which at that time was located in Chernivtsi. Some of the Odessa GOSET artists were also affected by the repression in the late 30s and early 40s. And the theater itself, like all other Ukrainian GOSETS, was closed in 1948.

## 6. Conclusions

Having comprehensively researched the history of state Jewish theaters in Ukraine in the 20-30s of the XX century it is possible to get a full picture of the formation and development of Jewish theater within the limits of the studied period. To analyze the relations of the Jewish theater in Ukraine with the Soviet government, which directly influenced its organizational and creative transformations. Taking into consideration that the Soviet history ignored the existence of Jewish theaters on its territory, the Jewish theatrical art in Ukraine is still understudied. Also the study of theaters of national minorities gives the possibility to make more detailed impression of the national theatrical processes of the first half of the XX century.

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## COMMUNICATIVE COMPETENCE'S FORMATION IN LAW ENFORCEMENT ACTIVITY IN THE PROCESS OF EXTRAMURAL MASTERS' PROFESSIONAL TRAINING

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### Summary

The article analyzes the essence of the concept of "communicative competence", considers the concept of communicative competence as a condition of effective professional activity of law enforcement, identifies components of communicative competence and their role in law enforcement, reveals the main important aspects of communicative competence of future law enforcement officers the process of professional training. It is established that a holistic system of socio-psychological means of developing communication skills contributes to the professional identity of future law enforcement officers, psychological readiness for professional communication activities.

Forms and methods of work aimed at the formation of this competence in the study of the course "Communicative competence in law enforcement" for extramural masters. It is emphasized that due to the small amount of time devoted to classroom activities (8 hours), it is necessary to focus on speech (communicative) exercises, use such forms and methods of work as debate, discussion, debate. Writing of creative work on topics related to the future profession of the student / cadet, preparation of project works, etc. take out for self-directed work.

**Keywords:** competence, competence, communication, communicative competence, law enforcement activity, professional training, communication, professional communication, forms of work, methods of work.

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### 1. Introduction

The formation of communicative competence is an important component of professional training for law enforcement, due to social requirements for the profession of law enforcement, to ensure a quality result of production activities, which are of paramount importance to create a socio-psychological basis for interaction with citizens.

The profession of law enforcement is inconceivable without a special form of communication, which is an important type of law enforcement, affects the efficiency of work and characterizes the level of professional suitability of the specialist. Communicative abilities

are one of the necessary qualities of representatives of the law enforcement profession, and communicative competence is one of the most essential characteristics of their professionalism.

Professional communicative competence of a law enforcement officer is the ability to solve communicative tasks under conditions of professional communication, to have the potential of didactic discourse, to create impeccable and normative professional texts.

Fluency in the state language, readiness for productive communication with various categories of citizens is the key to the success of the future law enforcement officer in the profession, his competitiveness in the modern labor market. The specifics of the work of a police officer (investigator, precinct, prosecutor, judge, lawyer, etc.), for which it is important not only the ability to competently draw up the necessary documents (statements, protocols, petitions, agreements, etc.), but also to successfully build oral communication interlocutor on his point of view, to engage in controversy, debate, inspire confidence, persuade, etc.), necessitates the formation of communicative competence of the future law enforcement officer during his basic training.

Strengthening the requirements for communicative competence of future law enforcement officers leads to a revision of the content of education, promotes the introduction of its effective forms and methods. Therefore, the problems associated with the formation of communicative competence in the process of professional training are particularly relevant.

## 2. Literature review

Communicative competence can be presented as an empathic property and knowledge of ways of orientation in different situations, as well as free possession of verbal and nonverbal means of communication. Also communicative competence is defined as a set of communicative abilities, knowledge and skills that are adequate to communicative tasks (*Kirichuk, 2007; Kunitsyna, V. Kazarinova, N. & Poholyia M., 2005; Potlachuk, 2008*).

In our opinion the most comprehensive definition of communicative competence is offered by V. Kunitsyna, according her, it includes the possession of communicative skills, the formation of adequate skills in various social structures, orientation in communication, knowledge of cultural norms and restrictions in communication, etiquette in communication within a certain profession (*Kunitsyna, V. Kazarinova, N. & Poholyia M., 2005: 481*).

Various aspects of the problem of forming the communicative competence of future law enforcement officers are considered in the works of scientists such as O. Zhelnova, who studies professional and communicative competence of future lawyers in a secondary vocational education institution (*Zhelnova, 2011: 11*), V. Nikolashkina investigates professional and communicative competence of future police officers in the socio-cultural educational environment of higher education (*Nikolashkina, 2017:14*); S. Zaitseva, N. Potlachuk, O. Semenog and L. Nasilenko, O. Usmanova (*Zajceva, 2005; Potlachuk, 2008; Semenoh &, Nasilienko, 2015; Usmanova, 2005*) look through the theoretical and methodological foundations of professional communicative training of future lawyers, etc.

The analysis of scientific works devoted to the study of communicative competence of future law enforcement officers and ways of its formation shows the attention of scientists to these important issues. At the same time, graduates of law schools often demonstrate an insufficient level of communicative competence. Therefore, the problem of finding ways to improve the communicative competence of future law enforcement officers, to which our intelligence is devoted, remains relevant.

The aim of the article is to determine the components of communicative competence of future law enforcement officers and outline ways to form it.

### 3. Research results and discussion

Communicative competence is one of the basic competencies of modern man. Scholars distinguish several of its components: linguistic (linguistic), sociolinguistic (ability to use language material according to the context), sociocultural (ability to use knowledge of traditions and customs, history and culture), discursive, ability to organize speech according to interlocutor's point of view), strategic (the ability to set goals, achieve goals, establish contact with the interlocutor) and social (the ability to put yourself in the place of another and the ability to cope with the situation) (*Kunitsyna, Kazarinova, & Poholyia, 2005: 31*).

Let's explore how scientists will define the essence of the concept of "communicative competence of the future lawyer". For example, O. Usmanov characterizes the communicative competence of a lawyer as a set of language knowledge and skills that allow a specialist to choose the means of communication in accordance with the speech situation. The scientist sees in such competence the system of internal resources necessary for the construction of effective speech legal communication in the range of situations of professional interaction, (*Usmanova, 2005:11*). S. Zaitseva interprets the communicative competence of law students as a personal education, which includes the readiness of future professionals to perform professional activities (*Zajceva, 2005: 10*). According to the researcher, the structure of this readiness consists of professional and personal qualities, as well as legal knowledge and skills.

We rely in our investigation on the interpretation of the concept of "communicative competence of the future lawyer", which is given by O. Semenog and L. Nasilenko. Researchers consider the communicative competence of a future lawyer as an integral personal characteristic of a specialist that combines communicative knowledge, skills, abilities and values that provide effective dialogical interaction with the subjects of legal relations in a range of professional legal situations (*Semenoh & Nasilenko, 2015:69*).

A wide range of definitions has the concept of "communicative competenc" in the psychological literature: from communicativeness (ability to establish communicative contact with the environment) to mastery of communicative skills, mastering social stereotypes of knowledge of cultural norms and rules of communication (*Zhelnova, 2011; Zavinychenko, 2003; Kunitsyna, Kazarinova, & Poholyia 2005*).

According to scientists, communicative competence combines individual (personal), social (norms, values, standards of a particular society) and universal (culturally and historically determined) experience (*Baranovska & Sarazhynska, 2008: 44*).

Scientists also include in communicative competence knowledge of socio-psychological factors: understanding of motives, strategies of behavior, frustrations (own and partner), ability to understand socio-psychological problems; the ability to take them into account in specific activities (*Potlachuk, 2008: 15*).

Conflict competence is also important in law enforcement, which includes knowledge of the conflict and promotes readiness for different situations in law enforcement. Psychologists emphasize that the partnership position in communication is one of the main criteria of communicative competence of law enforcement (*Potlachuk, 2008: 9*).

Scholars distinguish the following components in the structure of communicative competence: *gnostic* which is a system of knowledge about the nature, structure, functions and features of communication; *background knowledge* (general cultural competence), which is not directly related to professional communication, but contributes to a deeper, more emotional understanding of the interlocutor; *creative thinking* turns communication into a kind of social creativity; *conative* which is communicative skills through which you can establish contact with



another person, adequately understand his inner state, use in conflict situations, constructive behavioral strategies; emotional - humanistic attitude to another person, developed reflection and empathy; as well as a high level of identification with a professional role, a positive "I-concept" (*Zavinychenko, 2003: 6*).

Given the conclusions of psychological science, we interpret the communicative competence of law enforcement as: ability to regulate the breadth and depth of the circle of communication; ability to mutual understanding with partners in interpersonal relationships; readiness of the law enforcement officer to constructive verbal and nonverbal interaction with other objects of both professional and domestic communication, due to the possession of a certain set of communicative knowledge, skills and abilities.

So, summarizing the above, we conclude that communicative competence in law enforcement includes: ability to freely possess the means of communicative influence, verbal and nonverbal; ability to establish and maintain psychological contact with any participant in communication, to overcome psychological and communicative barriers; the ability to differentiate the psychological characteristics of the communicator, to understand his nonverbal behavior, inner world; ability to distinguish between true and false testimony; culture of interpersonal communication and culture of speech; ability to flexibly change the style of communication in conflict situations; ability to critical self-analysis and self-assessment.

The development of communicative competence is a long and complex process, the special complexity of which lies in the relationship between the subject course and the real language and speech experience of students.

The choice of methods of formation of communicative competence is determined by the purposes of training, motivation of students to development of the communicative skills and abilities necessary in professional activity. Such methods include problem lectures with the active participation of students, and reports, business games, debates, questionnaires, testing and more. The most important thing is that the forms, methods and techniques of work were aimed at the student's independent search for a solution to the problem, and the content of educational material served as a source for him. At the same time, the development of skills and abilities to work with different sources of information and improve the skills of its interpretation plays an important role (*Zajceva, 2005: 79*).

An important component of the communicative competence of law enforcement today is also the possession of modern digital information technology.

The future police officers' communicative competence formation during the mastering of the course "Communicative competence in law enforcement" has certain features. Analysis of working curricula for masters in 262 "Law Enforcement" part-time Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine showed that the classroom course "Communicative competence in law enforcement" is allocated a very small share of study time. With a total of 90 hours devoted to the study of the course, they are divided as follows: 4 hours – lectures, 4 – seminars, and 82 hours – for independent work, ie. the ratio of the number of hours of classroom and self-directed work is one to ten. Even considering that this is the fifth year of study, this amount of study time is not enough to form the above-mentioned skills required in law enforcement, especially given that the graduates of the first level of specialty "Law Enforcement" (bachelor's degree), as practice shows, often demonstrate an insufficient level of communicative competence. Therefore, methodologically correct construction of classes, the use of modern forms and methods of teaching are very important.

The aim of the course "Communicative competence in law enforcement" is mastering the degree of students of the system of general theoretical and practice-oriented knowledge,



skills and abilities for communicative interaction of National Police officers in the process of professional activity. The aim of the course is to form in master students the ability to influence the environment by psychological methods, to see undesirable trends in the process of communication in professional activities, because the ability to build communication in a team with colleagues, managers, subordinates, citizens as one of the important components of communicative competence police officers.

At the initial stage of studying the course of study involves joint educational activities under the guidance of a teacher, and then self-directed work.

During classroom sessions, it is important to create situations of different types of professional communication, for example, contact of police officers with citizens, officials, local government officials, representatives of companies and institutions, offenders, fraudsters, criminals and more. Model the professional communication of a law enforcement officer: *procedural forms* – interrogation, face-to-face interview, conversation, etc.; *non-procedural forms* – behavior in a certain social environment, adherence to etiquette models of behavior adopted in different social strata (reflecting various social values, external manifestations of human attitude to others, etc.).

In our opinion, for the successful formation of communicative competence of future law enforcement officers, it is important to create and conduct lectures of integrative content, which combine speech, legal, psychological, social components.

It is advisable to use the following methods and forms of work: essays, debates, discussions, debates, business games, round tables, projects and more.

For example, future professionals may be asked to prepare an essay on “The place of police officers in society”, “The role of language in the law enforcement profession”, “Importance of law enforcement”, “Basic ways to combat manipulative influence”, “Conflicting nature of law enforcement” and more. An essay can be the product of the project work of future law enforcement officers.

Discussions can be organized around the questions: “Is it possible to avoid official conflicts in the police?”, “Is it important for a police officer to have a perfect command of the state language?”, “Is it possible to resist the manipulative influence of the media?” etc.

It will be useful to hold debates on topical issues: “Patriotism is a response to the external challenge or internal needs of the nation?”, “The feasibility of negotiating in a conflict situation” and others.

The use of didactic games will also be effective, for example, “Communication of a swindler with a victim”, “Behavior of a police officer in a domestic conflict situation”, “Situation of negotiations in hostage-taking”, etc.

In class or in self-directed work, future law enforcement officers should learn to create dialogic and monologue statements on topics proposed by the teacher, for example:

1. Imagine that you are a famous negotiator. Negotiate to persuade the offender to release the hostages during the seizure of the state institution.
2. You are a forensic expert. Conduct a forensic psychological examination in the proceedings on fraud in the banking sector.
3. Justify your choice of a carrier. Name the advantages and disadvantages of your future profession.
4. Help resolve conflicts between family members who threaten each other with physical violence.

Students can be asked to conduct and analyze questionnaires on issues related to future professional activities. For example, to ask law enforcement specialists with extensive

experience in the chosen specialty, which qualities they consider the most professionally important. According to previous surveys, most of them attribute communicative abilities to the 10 most important qualities of the legal profession, which is important for increasing students' motivation to study.

An interesting and useful form of students' self-directed work is also the implementation of projects on topics related to future professional activities, such as: "Legitimate behavior and offenses", "Legal responsibility in Ukraine", "Collaboration of minors", etc.

#### 4. Conclusions

According to the analysis of the scientific literature, communicative competence is an integral part of the professional culture of law enforcement officers. Scientists consider professional communicative competence as an indicator of the formation of a system of professional knowledge, communication skills, values, general humanitarian culture, and integrated indicators of language culture necessary for quality professional activity.

Communicative competence in law enforcement includes not only the culture of interpersonal communication and the culture of speech, but also the ability to freely possess the means of communicative influence (verbal and nonverbal), establish contact with any participant in communication, overcome psychological and communicative barriers, differentiate psychological features true and false testimony; as well as the ability to flexibly change the style of communication in conflict situations and the ability to critical self-analysis and self-esteem.

Given the importance of communicative competence in law enforcement, the legal education system must create all the conditions for the formation and development of communicative competence of its graduates. The development of skills and abilities of professional communication of future law enforcement officers is facilitated by individual and personal qualities, socio-cultural and historical experience.

A special difficulty in the development of communicative competence of future law enforcement officers is the ratio of the subject course "Communicative competence in law enforcement" and the real language and speech experience of students and the small amount of time spent in class.

The specificity of the professional communicative approach of future law enforcement officers is the formed readiness to apply the special knowledge gained during training. Therefore, during classroom classes it is important to create situations of different types of professional communication, use such forms and methods of work as debate, discussion, business games, debates, writing creative works on topics related to the future profession of student / cadet. For independent work, students should be offered questionnaires, projects, modeling and presentations on situations important in future professional activities.

In our opinion, the study of the of future police officers' communicative competence formation in law enforcement activities by means of other disciplines of the social and humanitarian cycle is promising for further research in this area.

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## INNOVATION, WORK, SOCIETY

ON THE LEGAL RELATIONSHIP  
OF THE LEGAL FACTS AND CIVIL LAW TERMS**Petro Guyvan**Candidate of Law Sciences, Honored Lawyer of Ukraine, Professor,  
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**Summary**

This scientific work is devoted to the study of the topical issue of the legal nature of such a legal parameter as civil law terms in their relation to legal facts – significant external phenomena in relation to subjective law, which entail the occurrence, change or termination of relevant substantive rights and obligations. languages. In the course of work on the article the author used general scientific and special scientific methods of cognition, in particular formal-legal, analysis and synthesis, system-structural, comparative-legal. The paper studies the social relations that develop in the field of temporal regulation of subjective law during its existence in unity and interconnection, as well as considers the dynamics of legal science in the field. The falsity of the scientific thesis on the identification of terms with legal facts, ie external factors influencing the content of law, has been established. On the contrary, as established, the civil term is an intrinsic feature of it, an element of the content of law. In other words, the term determines the time limits of subjective law. That is, the term is not a cause but a consequence of the acquisition (change) of the parties to civil relations of a specific legal status. This concept allows us to consider temporal factors as elements of subjective substantive law and legal relations in general and to determine their place in the system of regulatory mechanism of civil law. The end of the temporal boundaries of subjective law has the same consequences as the completion (exhaustion) of its physical features. Therefore, the circumstance of the expiration of the term, as well as the exhaustion of the physical characteristics of the right, does not cause its termination, but is the same consequence of the legal fact (conclusion of the contract).

**Keywords:** civil term, legal fact, subjective law.DOI <https://doi.org/10.23856/5218>**1. Introduction**

The main material characteristic of time periods in law is that they determine the duration of a certain authority and the corresponding duty in the behavior of the parties to the relationship. This is the amount of time set by the subjects themselves, the law or the court to take certain actions. That is, the term in the temporal aspect is presented as a container of various circumstances and phenomena that constitute the content of legal relations. However, in the literature, opinions have been expressed about the significant narrowing of such an interpretation of temporal elements in view of their broader versatility (*Vakhoneva, 2003, p.*

44). In this context, time limits are considered as circumstances with which the law associates certain legally significant consequences. This statement, in principle, can be agreed if we consider the term as an essential element of the content of the legal relationship. Indeed, the establishment of a term ensures the specificity of the scope of substantive authority, determines the beginning and end of a particular action and thus affects the nature of subjective law. But the commented concept is not limited to these manifestations of temporal influence on material relations. Numerous researchers have defended and continue to defend the thesis on the inclusion of terms in the category of legal facts.

It should be noted that there are no sections on domestic facts in domestic law. Therefore, if we consider this category in the sense of only the grounds for the emergence, termination and change of legal relations, we must be guided by the provisions of certain chapters of the general or special part of the Civil Code and other acts. In particular, the legal facts will be specified in Art. 11 of the CCU grounds for the emergence of civil rights and obligations, numerous provisions of Chapters 16, 52, 53 which deal with transactions (contracts). Finally, the vast majority of articles of contract law contain indications of the circumstances in which the existence of a law-making role. Strictly speaking, the list of such factors is usually in the hypothesis of a legal norm. Their presence can be figuratively described as an external impetus to activate the relations set out in the disposition. For example, part 2 of Article 761 of the CCU from the standpoint of the theory of legal facts should be interpreted as follows: a) if the landlord has the necessary authority to dispose of the property,

Another example can be given in the rules of civil law grounds for liability for certain violations: they are both legal facts that entail the emergence of a new protective relationship with the appropriate legal status of its participants. For example, the loss, destruction or damage by the carrier of cargo, luggage, mail is the basis for the emergence of a subjective right of the counterparty under the contract for compensation of actual losses (Article 924 of the CCU). Such authority will be exercised within the framework of the new – protective relationship.

The aim of the study. It is becoming increasingly clear that legally significant consequences do not arise as a result of the amorphous period of time, but as a result of the occurrence or end of a certain action or event that has an external manifestation in relation to subjective law. It is this external impulse that gives the right to decisive change. And the term as an internal characteristic of these phenomena determines only their duration, as, incidentally, the duration of the law itself. The scientific development of this thesis is the purpose of this work. Material and research methods. By applying general scientific and special scientific methods of cognition, the civil term is studied as a period of time, which is a regulator of the effectiveness of the material legal relationship. Time, as we know, is not a separate substance, it is a temporal form, a manifestation of the motion of matter. Terms and terms as arbitrarily chosen by people elements of the general time course are the objects of observation and calculation through the use of subjectively established mechanisms. Therefore, it is important to establish the impact of the term on the effectiveness of civil law.

## **2. Relationship between deadlines and legal facts**

The concept currently being commented on also includes deadlines as legal facts. In other words, it is a question of qualifying terms as a legally significant circumstance, the existence of which determines the emergence, change or termination of material rights and obligations (*Kostruba, 2011, p. 148-150*). Such an approach is not new, the terms as the basis for the

emergence of legal relations were mentioned among other legal facts in European legislation several centuries ago (*Sanfilippo, 2002, p. 67*). This theory is also popular among Soviet and modern scientists. In particular, such researchers on this issue as G.F. Shershenevich, K.Yu. Lebedeva, Ye.O. Sukhanov, Ya.A. Yuksha, A.B. Kostruba, Ye.O. Kharitonov and others unequivocally link the emergence, change and termination of legal relations with the time factor. The only difference in opinion is that in some cases, the determining factor is the material term (*Shershenevich, 1914, p. 221*), while in others as a circumstance that leads to the emergence, change or termination of civil rights and obligations indicate the expiration (*Shovkova, 2008, p. 8*) or beginning and expiration date (*Gribanov, 1967, p. 7, 9*).

Among scholars who classify time periods as one of the legal facts, the controversy continues over which of the two types of such facts should include time limits. It should be noted that among researchers of the issue there are different views on the legal significance of such a fact. In particular, according to one theory, the passage of time is objective, regardless of human influence, so the expiration or maturity is defined as an event, as this phenomenon is virtually independent of the will and consciousness of the parties to civil relations. Within the framework of this concept, the thesis was expressed about the attribution of time to absolute events, taking into account the fact that man can not influence the general course of absolute time, existing in it (*Krasavchikov, 1958, p. 160, 168*). Proponents of this thesis, emphasizing the impossibility of real influence of people on the course of the term, point out that the date, although appointed by someone's will, comes objectively, its approximation can not be changed or canceled.

However, a significant number of researchers disagree. They rightly point out that the properties of continuity and objectivity are inherent in the general flow of time, while in law we are talking about a specially isolated and coordinated segment. In fact, rights and obligations in civil relations are usually established by their holders, so the terms of exercise of rights and performance of duties are of voluntary origin. So, according to the objection of O.O. Krasavchikov, other points of view were expressed in the literature, according to which it was stated that the terms that limit the validity of rights and obligations in time are of a voluntary nature, as they are set mainly in accordance with the will of their holders. However, it is impossible not to notice the essential importance of human activity for the emergence and course of civil terms: deadlines are set by regulations, the participants in civil relations or law enforcement agencies. Depending on the specific circumstances, a different term may be set in the same legal relationship. And even when a certain civil term is determined by the rule of law, the decision of the court, there is reason to talk about their volitional nature. All this indicates the volitional order of the term as a legal fact (*Kharitonov (ed.), 2004, p. 369*). However, in the future, human influence on the passage of time is excluded and it occurs objectively. According to this theory, the expiration or expiration of a term is a legal fact, which, although determined by the volitional activity of people, still came objectively. Therefore, a number of scholars attribute the term to the so-called relative legal events, ie, phenomena caused by human activities, but further emerging, regardless of the reasons that caused them (*Lebedeva, 2003, p. 30; Kovalskaya, 2014, p. 149*).

There is a third approach to the commented issue. It consists in the fact that, despite the presence of essential features of objective and subjective nature, the legal term cannot be considered refined and unconditionally as an action or event. This question allowed the apologists of this concept to argue that the terms in the system of legal facts of civil law occupy an independent place along with legal actions (acts of conscious volitional behavior of people) and legal events (independent in their origin and course of human will phenomena)



and their character is something in between (*Gribanov, 1967, p. 9-10*). After all, despite the fact that after setting deadlines mostly exist objectively, it is hardly possible to say with certainty that they always expire automatically, without the participation of people. Entities of civil circulation, the legislator, jurisdictional bodies have the right to influence the expiration of a certain term by their actions. Indeed, if we consider the manifestation of the subjective nature of the term as a legal fact not only the will of the state or participants in the legal relationship aimed at its emergence, but also their impact on the term, taking into account the possibility of its suspension, interruption, early termination or extension, it is quite logical that the term not only at occurrence, but also during the course is characterized by volitional character. For example, during the statute of limitations, the parties to a legal relationship may oppose their active behavior: to interrupt the term by taking action, to terminate it by voluntary performance of a duty, and so on.

Consequently, the course of the term may depend on the will of the people. A person may oppose their course of action: the periods may be extended by the participants themselves, certain circumstances, including the active actions of the participants, may entail the interruption or suspension of time (for example, the statute of limitations). At the same time, according to the representatives of this theory, the expiration of the statute of limitations is an objective phenomenon: people could have intervened in its course, but did not do so. Thus, the expiration of the statute of limitations is a legal fact that, along with other elements of the legal structure, the existence of subjective civil law ceases to exist. These legal consequences occur precisely in connection with the expiration of the term and failure of the person to take a positive action within the specified time. Therefore, based on their characteristics, the terms can not be classified as actions or events, and occupy an independent place among the legal facts.

This view is quite popular in civilization. Although E. Sukhanov gives a completely new classification. It divides the terms into those related to events (in fact, these are the terms, the occurrence of which is due to a particular event, such as the period for acceptance of the inheritance begins from the time of the event – the death of the heir), those related to actions (unloading period, the course of which is caused by the action – the submission of the vessel) and such terms, which are set in the form of certain periods of time and are calculated in years, months, etc., or associated with a certain date (*Sukhanov, 2000, p. 436-460*). And Ukrainian scientists Plenyuk M.D. and Kostruba A.V. offer another classification feature of the division of legal facts, based on the temporal expression of their existence. On the basis of this feature, they divide all legal facts into fact-terms and facts-terms. Facts-terms have their beginning of existence and their end. There is a time gap between these two stages or moments. Legal facts-terms are of a lasting nature and the rules of law link the occurrence of consequences with the expiration of time. Legal facts-terms are short in time. These are legal facts – moments. The rule of law does not connect the occurrence of consequences with their ending, but with their occurrence. An example of legal facts-terms is the expiration of the statute of limitations, the expiration of a civil obligation. The legal fact of the term or moment is the occurrence of a temporary condition under the contract of sale with a condition. A temporary condition refers to a certain point in time with which the terms of the contract link the termination of a particular right (*Plenyuk, Kostruba, 2018, p. 165-166*).

Journalism also expresses the idea that the legal term as a specific legal fact belongs to the types of legal fact of the state (*Kharitonov, Nagornyak, 2007, p. 8-10*). Some authors, without directly qualifying certain phenomena that have temporal parameters as legal facts of the state, still assume their existence. These include, but are not limited to, such a continuing circumstance as default (*Surzhenko, 1998, p. 83-84; Kovalska, 2012, p. 163*). Delays in default



can have different durations. And although the new legal relationship arises immediately after its beginning, the content of the protection requirement may vary depending on this duration. Thus, as the time of non-performance increases, the amount of claims related to compensation for damage increases. However, it should be noted that most researchers deny such a systematization.

### 3. To the critique of the theory of assigning legal terms to the category of legal facts

In scientific doctrine, which concerns the question of the emergence or termination of a subjective right, all legal facts that provide the relevant legal consequence in law, it is customary to combine under one name – the “grounds” for the acquisition (termination) of a subjective right (*Kharchenko, 2015*). As we have just analyzed, modern civilization assumes that the beginning or end of a term is a legal fact, which is considered a necessary basis for the emergence, change and termination of the material rights and obligations of the parties. If we transfer this sentence to the practical plane, then taking into account the relationship of temporal factors with the subjective right we get the following configuration: the beginning of the statute of limitations gives rise to a substantive right to sue, the expiration of the inheritance. In our opinion, such an approach unjustifiably distinguishes between the law itself and one of its properties – duration. Despite their certain subjectivity, timeframes retain the immanent properties and essence of time, in particular, in terms of objectivity and continuity of flow. Thus, there is every reason to consider civil terms as a reflection of the movement of a particular subjective right as a material object in time. As indicated in the literature, time is a temporal form of existence of the circumstances of reality, which manifests itself in the form of the movement of civil relations, subjective rights and obligations that constitute their content (*Dzera, Kuznetslva (ed.), 2002, p. 184-185*).

The literature has already objected to the mandatory postulation of material terms as legal facts. In particular, it was noted that the deadlines are comprehensive, affecting all elements of the mechanism of legal regulation. Therefore, time limits cannot be linked only to legal facts, nor can they be recognized as even volitional legal circumstances. However, such an approach also does not address the main issue of the role and place of temporal factors in the mechanism of legal regulation. V.V. Luts proposed a rather balanced and interesting position on the classification of terms as factors that provide a temporary form of movement of civil rights and obligations. According to the theory he advocates, the onset or expiration of a term acquires significance not in itself, but in conjunction with the events or actions for the implementation or maintenance of which the term is set. Therefore, the term not only cannot be attributed to actions or events, but it also does not occupy an independent place in the general system of legal facts. As a form through which they can be realized, timing is inherent in both actions and events (*Luts, 1989, p. 40; Luts, 2003, p. 11*). Acting as a temporal form in which events take place and actions (inaction) are committed, deadlines give rise to legal consequences only in connection with actions and events. In particular, the expiration of the statute of limitations entails the termination of the right to sue not as a result of the expiration of the term, but because the creditor during its course did not file a lawsuit against the defendant to protect his violated right (*Luts, 1989, p. 39-40*). So the point is that it is not the expiration of a certain period of time that in itself generates legal consequences, but the behavior of the managed person during this period.

The correctness of the conclusions of the Ukrainian meter in the field of civil standardization of temporal material relations confirms his refutation of the opposite position of opponents, set out in one of the last works of the scientist – article “Methodological significance

of the categories “period” and “term” in civil law of Ukraine”. In particular, it states (*Luts, 2018, p. 82*) that M.V. Batyanov does not agree with his position. Batyanov, believing that V.V. Luts analyzes the term only as a form of existence of real phenomena that have legal significance, and does not seem to distinguish between the course of the term and its expiration (occurrence). The term can act in law as, for example, a temporal characteristic, which is difficult to consider as a form of any phenomenon (*Batyanov, 2004, p. 15*). However, in the following presentation M.V. Batyanov argues that any legal term is always considered in connection with a particular legal phenomenon as a kind of point of annex to it. Therefore, the course of the term cannot be considered as a legal fact, because in the opposite approach it would have to be attributed to legal facts – states. However, in this case, the legal consequences are not generated by the term itself, but by the phenomenon or process to which the term belongs. In itself, the course of the term of independent legal consequences can not generate (*Batyanov, 2004, p. 15*). As rightly noted by M.D. Plenyuk, the term is a separate legal phenomenon that is closely related to certain legal facts (actions or events). Unlike a legal fact, which is an independent category, the term (term) does not exist in itself, but is a temporal reflection of the existence of certain actions or events (legal facts)” (*Plenyuk, 2016, 113-114*).

Thus, this characteristic does not allow to qualify the term as a legal fact, ie such a circumstance that gives rise to legal consequences, so it can not be attributed either to actions or to events that have legal significance (*Luts, 1993, p. 4*). In other words, we can conclude that temporal factors do not have a decisive influence on the emergence, change or termination of material subjective rights and obligations. Such an approach is now becoming increasingly popular in civil doctrine. Thus, developing this thesis, the researcher Panchenko SS also concludes that civil time limits are not legal facts. In this case, it is based on the conceptual provisions of the general theory of the distinction between legal facts and legal (abstract) possible circumstances. Accordingly, in contrast to the latter, the legal fact is characterized only by its inherent features, characteristics and so on. This allows you to distinguish between different contracts of the same type, for example, different contracts for the supply of products that meet the same legal requirements as an abstract legal model. In this regard, each legal fact is detailed, "identified" through the elements of its power. Defining the composition of a legal fact as a set of features, in the absence of which the relevant fact of life can cause certain legal consequences, S.S. Panchenko formulates that the introduction and use of the term “composition of a legal fact” allows to clarify the nature of the term in the contract. is not a fact, but significantly affects the rights and obligations, including the liability of the parties to the contractual relationship. Thus, there is no reason to consider the term as an independent legal fact, but it undoubtedly affects the content of the civil law relationship (p. 92). Other civilians, in particular V.L. Yarotsky (p. 226-229), come to a similar conclusion. Some authors in some legal relations consider the current and ongoing legal facts (*Kharitonov, 2008, p. 73-81; Otradnova, 2014*). But it is quite fair to say that legal facts have a certain length of time in space, does not mean that the term itself as a formalization of the abstract passage of time in the form of a way of arranging matter through cognition, is a legal fact.

As we can see, modern scientific thought is increasingly inclined to the need to radically rethink the meaning and role of the term for the formation of the conditions of civil law and the subjective rights and legal obligations of the participants that make up its content. Today it is quite obvious that the term itself and its course or expiration is not a circumstance that leads to the emergence or change of the substantive status of a person. And rightly so. After all, if the very onset or end of a certain temporal coordinate led to a change in subjective rights and legal obligations, it would deprive civil relations of their determining factor – the volitional

component and would lead to disorganization in the substantive plane. Thus, in itself, without interrelation with other factors, the external influence in relation to the legal relationship cannot give rise to determine the content of specific rights and obligations. A legal event cannot have any legal significance if it is not related to the behavior of the subjects of civil law. An event is recognized as a legal fact only to the extent that it gives rise to the need for legal regulation of civil legal relations, which may either prevent the occurrence of legal events, or must assume the consequences that they (events) give rise to. Thus, the expiration of the term extinguishes the possibility of realization of subjective civil rights, legal obligations or civil legal relations in general. But this event acquires legal significance insofar as the authorized person may exercise his right before the expiration of the statutory period, interrupt the statute of limitations by filing a lawsuit, or, if he does not use the opportunities provided to him, to assume the consequences of the expiration, etc. (Kostruba, 2020).

#### 4. The value of the civil term in the legal relationship

It is quite obvious that the term itself is not a legal fact, but only reflects its temporal essence as an element. However, the question of the role of terms in the most legally determined legal relationship, in particular with regard to their regulation of the scope (content) of the subjective right of the holder, remains unexplored and unclear. If we study the legal terms in this area, we must take into account that time intervals produce legal consequences only in conjunction with actions or events, being part of these phenomena, namely – their temporal characteristics (Shevchenko (ed.), 2003, p. 260). So what is the significance of time in the legal relationship?

Starting with the answer to this question, we must point out the serious flaw of all existing concepts, which directly link deadlines only with the legal category of legal facts. Unfortunately, they were based on a logical error, which was made at the stage of problem statement. The fact is that the indisputable fact of the connection of civil periods with certain legal consequences does not mean that time periods (their beginning, course or end) have a decisive influence on the emergence, change or termination of civil rights and obligations. Let's look at some definitions of terms that occur in the civil literature. Legal textbooks state that a term is a period of time with which the law associates the occurrence of certain legal consequences (Parasyuk, Parasyuk, Grabar, 2020, p. 182; Yanovytska, Kuchera (ed.), 2014, p. 444). In some authors we find the following interpretation of this definition: the term is the period with the onset or expiration of which a legal norm, judicial act or transaction is associated with the emergence, change or termination of certain legally significant civil consequences (Yuksha, 2008, p. 23-24). It would seem that these definitions depict the true nature of the terms, characterizing them as factors influencing the content of material relations, because they are based on the relevant definition of Art. 251 of the Civil Code of Ukraine. But there is a caveat. The authors of these definitions, in their later works, reduce the consequences mentioned by them to the fact that the time course (beginning or end of the term) determines the emergence, change or redemption of subjective rights, although from the text of the definitions it is not obvious. Therefore, such an interpretation of legally significant consequences reduces the time to the rank of law-making factors, which is in principle incorrect.

The mistake here is to unjustifiably narrow the legal purpose of specific external circumstances. Not all phenomena of the surrounding world can be described as legal facts. On the contrary, most of them are completely indifferent to the content and nature of material relations. Therefore, it would be correct to begin the differentiation of legally significant for the

law phenomena by dividing them into actions and events. We have absolutely no objections to the scientific interpretations of each of them that were provided in civilization many years ago. Actions are conscious actions of people, while events are manifestations of natural forces. For example, the creation of a thing refers to actions, while the fire that destroyed that thing refers to events. We will not now conduct a statistical study of the prevalence of actions and events in civil law relations, we will only note that they are equally important for the formation and ordering of material relations. We should also agree with the proposed classification of events in the literature by dividing them into absolute and relative. But such a classification of socially important phenomena in civilization will not be complete. The next step, which is very important and absolutely necessary, should be the division of all legally significant circumstances (actions and events) into those that create, change or terminate a subjective legal relationship, and those actions (events) that do not lead to such consequences.

The significance of a legal fact is that it determines the legal status of the subjects of relations, gives them an external impetus. However, not all actions or events that occur in determining the content of substantive legal relations have the significance of legal facts. For example, actions to agree on the terms of the transaction, which precede its conclusion, do not contain such a property, because they do not directly form property relations. An important feature of a legal fact is that it can exist independently, without an inseparable connection with other actions (events) that caused it. Instead, the obligatory conditionality of the action (event) by other factors indicates its derivative nature and excludes the very possibility of application as a legal fact. These derivative phenomena can only be elements that characterize the existing legal relationship. For example, this is an action for the carriage of goods because it is aimed at fulfilling the obligation and not at changing the legal status.

In this context, the thesis of recognizing the legal fact of the term, its occurrence or expiration does not stand the test. Indeed, whether any civil term could have begun or ended if it had not been stipulated by transactions, acts of the state, the judiciary, other actions and events specified in Art. 11 of the CCU as a basis for the emergence of civil rights and obligations? The answer is obvious, no. For the same reason, some researchers do not withstand criticism and attribute such circumstances as the occurrence or expiration of the term to the elements of the so-called legal composition (ie, they are considered a legal fact, which only in combination with other facts will change the legal status) (*Ryabov, 2005, p. 14*). We can agree that in some cases for the emergence, change or termination of substantive law is not enough just one determining circumstance, because only a set of certain factors will have the necessary effect. But in any case, the elements of the legal structure must maintain relative independence from each other, and their interdependence, causal sequence is completely unacceptable. This factor is precisely absent in determining the nature of temporal manifestations.

In the literature we have to meet the statement that the beginning and end of the term have different qualifications in the field of theory of legal facts. Like, the difference is that the onset of the temporal course occurs simultaneously with the presence of other law-making factors, such as the conclusion of a transaction, tort, filing an application for an invention and so on. Therefore, various researchers either point out that the beginning of the term here is one of the elements of the legal structure, or agree that this event is not a legal fact. As for the expiration of the term as a significant event, then, since it has no direct contact with other determining factors for the law, it is recognized as a legal fact. We cannot agree with this statement. Legal facts are phenomena that have occurred or continue to this point, so there are no "future fact" for law (*Krasavchikov, 1958, p. 15*). From this point of view, the fact acquires

legal significance only from the moment of its occurrence. But this does not mean that the legal fact begins immediately. Both the beginning and the expiration of the term, as indicated above, are the products of other legal facts, and their nature does not depend at all on the temporal distance from the latter. Let's explain what is said with the following example. The parties to the lease agreement may agree that it will take effect immediately, or may postpone this point until a certain date or the occurrence of some other event. In the latter case, the term of the contract will begin, ie the subjective right and the corresponding legal obligation will arise, for example, 20 days after the conclusion of the transaction. But not the beginning of the term will be the legal basis for the emergence of subjective law, but the same transaction. The term, which will start from the stipulated date, as well as other internal characteristics of the acquired authority, will be the consequences of a specific legal fact. The same should be said about such an event as the expiration of a fixed period. As we can see, the remoteness or proximity of the initial (final) term to the law-establishing factors does not change their real essence as the immanent characteristics of the already acquired substantive law.

Another rather popular but erroneous thesis about the meaning of terms determining the content of subjective law is based on an incorrect assessment of the individual terms established by the legislator. In particular, from birth, a person acquires the ability to have subjective rights, including property rights, personal non-property rights, such as the right to a name, life, liberty, honor, dignity, and so on. Upon reaching the age of eighteen, as a general rule, a person, in accordance with the assumption of the law, acquires the opportunity to realize the nature and significance of his actions in the field of civil circulation. Therefore, she has the right to carry out any transactions independently, to take part in material obligations. It is generally accepted that the objective occurrence of these moments entails, regardless of the existence of other acts or events, the emergence of certain rights. The same applies to the termination of material legal relations. Yes, from the date of death, the rights and obligations of a person inextricably linked to his person cease. Finally, the expiration of seventy years after the death of the author terminates the property rights belonging to the heirs.

Despite its attractiveness and apparent objectivity, this theory can be easily refuted. First, the legislator does not associate the birth of a person or the onset of a certain age with the emergence of specific subjective rights, but only with the objective possibility of the subject to obtain or exercise certain rights. There has been a lot of research in the literature on the legal meaning of the concept of the right to have a right and the right to exercise rights (legal capacity) (*Tkachenko, 2020, p. 470-473; Shevchyshyn, 2018, p. 77-78*). We agree with the vast majority of researchers on this issue that the power of the content of legal personality can not be confused with subjective substantive rights (*Guyvan, 2008, p. 76-77*). They relate to each other as objective (ie possible by law) and subjective (real, existing) (*Gribanov, 2000, p. 34*). And these, as they say in Odessa, are two big differences. The content of the subjective right is the presence of the authority of the managed person, which corresponds to the obligation of the obligated subject. This rule is inherent not only in an obligatory relationship, but also in an absolute one: the law regulates the nature of behavior in a certain way, even in cases when there is an indefinite circle of persons on the side of one of the participants in the current material legal relationship. Instead, legal personality does not mean the existence of specific material interactions, does not create a relationship on the axis of management – obligated person. Legal facts, by definition, are the legal basis for the acquisition of subjective rights and responsibilities. They do not matter for the emergence of the ability to be a participant in a relationship that does not carry a specific material burden.

Even if we still conditionally recognize legal personality as a certain right (not subjective, but objective), we can still apply the above considerations. It is not the beginning of the term that determines the emergence of an objective right, but a certain action, which is manifested in the clearly expressed will of the law to give a person certain powers of such content and such duration. The onset of the moment of this right is a consequence of this action and determines the time limits of the right. As for death as the final term of human life, here again we must repeat what has already been said. The legal fact will be death as an event, not expiration. The physical death of a person means the early termination of his material rights with a definite or indefinite period of existence due to the exhaustion of their content. It does not matter whether such repayment took place immediately or whether the legislator has established some additional mechanism for exercising these rights and their enforcement. All the same, death will be the defining and determining phenomenon.

It is necessary to distinguish certain factual factors that have legal significance from those that directly determine the emergence, change or termination of subjective rights. Only the latter can be qualified as legal facts. As for the terms, the beginning of their course gives only a temporal certainty to a particular authority, without affecting its existence and without creating a change in the legal status of the carrier. Thus, the term of detection of defects of the sold goods, defined in Article 680 of the CCU, coincides with the moment of acceptance of the thing. The beginning of this period is, of course, an event, but it would be a serious mistake to recognize this event as a right-establishing factor. A reasonable (but not more than two years for movable property and three years for immovable property) term in its initial moment does not give rise to a right, it is itself an element of this right. It is the subjective power, limited in time by this period, arises in connection with the existence of another circumstance – the transfer of substandard goods. It is this circumstance that will have the significance of a legal fact. We can assess the legal nature of such a phenomenon as the beginning of the term of the obligation in approximately the same way. For example, under a future gift agreement, the donor must deliver the gift within the next five days. The right of the donee to demand the transfer of the thing will start from the moment of concluding the agreement and will last for five days. But this right will not appear because the stipulated term has come. The legal basis for the emergence of such a power is the conclusion of a transaction, and the event that followed – the beginning of the term, will be a consequence as one of the elements of the content of the relevant subjective right. If we further develop this thesis, we obviously come to the conclusion that the expiration of the term cannot be considered a legal fact, the emergence, change or termination of material rights and obligations are caused by other significant circumstances: actions or events. As V.V. Gruzdev rightly pointed out, the moment of the beginning of the movement of rights and obligations is clearly determined by the moment of occurrence of the legal fact, taking into account the existing legal preconditions (p. 288-289).

Now let's try to estimate the value of the expiration of the civil term. At first glance, quite often we can not identify other factors that led to the emergence, change or termination of the right, except for the expiration of the prescribed period. For example, the expiration of the loan agreement leads to the repayment of the right to use someone else's property, the expiration of the power of attorney deprives the representative of the opportunity to act in the interests and on behalf of the person who issued it. However, not everything is so simple. Let's analyze this question in terms of causal theory. Any subjective right can have both physical and temporal boundaries. The first include, for example, the right to receive purchased 10 kilograms of tomatoes, the right to use a rented car, not exceeding the mileage of 5,000 kilometers, and so on. Exhaustion of the scope of the right, the expiration of a specifically established scope of authority, depending on compliance with its time criteria, inevitably leads to its repayment.



## 5. Conclusions

The paper clarifies the issue that the civil term is not a direct external impetus for the emergence, change or termination of subjective rights. On the contrary, it is an intrinsic feature of it, an element of the content of law. In other words, the term determines the time limits of subjective law. For example, the same rented car can be used for a total of no more than 150 hours. Exhaustion of the temporal scope of powers also entails the redemption of the subjective right, despite the fact that the right is not used in scope. It is clear that the circumstance that led to the termination of the right both in its scope and in time, will be the agreement of the parties (action) to repay it as a result of exhaustion of a certain component of the content. For example, a certain entity under the land lease agreement received the right to use the land until the end of August. What is a prerequisite for the expiration of this right within the specified period? The answer is obvious – the transaction, according to which this essential condition of the agreement was established. In our case of term lease of the land plot the right actually stopped together with repayment of the temporal component stipulated by the parties. Therefore, the expiration of the term is a sign of the expiration of a certain right, and not a precondition for its termination.

The end of the temporal boundaries of subjective law has the same consequences as the completion (exhaustion) of its physical features (*Mazurenko, 2011, p. 47-48*). But we do not associate the termination of the latter with law-changing results, as we used to do at the end of the term. Indeed, if we are consistent, we must give a changeable meaning, for example, the fact of delivery of goods to the destination. According to the commented logic, the termination of the right (after delivery of the goods the relevant regulatory requirement of the shipper has been extinguished) should be considered a legal fact. What is the legal effect of this legal fact? The only one is the right-suspending one. But this is complete nonsense. Obviously, to understand the theory that the end of the law (along with all its elements: volume, duration, which were established at the time of the law) is a consequence of specific legal facts that occurred when the relationship, you can only realize that the term is the same component of substantive law as its other elements.

Deadlines as time limits of subjective law determine not only the beginning of its implementation, but also the term of exhaustion. It happens that the expiration of one material authority leads to the emergence of another. For example, the termination of the right to ancient possession entails the emergence of another right – property. Sometimes the subjective rights that have ceased and those that have emerged may belong to others at the same time. Moreover, if the first substantive right must have a deadline for implementation, the second (if it is a real right) may not have it. Notable in this context is the following example.

Thus, the right of the co-owner to sell movable property to another person arises due to the existence of several term legal relations, which follow each other, are causal in nature and, subject to statutory acts (actions or omissions) determine the relevant legal consequence. The first of such relations is the realization by the seller-co-owner of his authority to warn other co-owners. Such authorization may be exercised at least 10 days before the sale. By the logic of the commented norm of part 2 of Art. 362 of the CCU, the co-owner, having received an offer regarding the preferential purchase of the thing, also has 10 days to respond – consent or refusal to purchase. The passivity of the co-owner during the specified ten-day period is equated to the last act. However, the powers of both the seller and his co-owner may well be realized in a shorter time. In other words, the duration of the exercise of limited powers may be shorter, it all depends on the efficiency of the seller and his co-owner. For example, on the third day after receiving the message, the co-owner responded to it in writing. Depending on the



content of such a reaction (agreed to purchase the property or refused) the seller may acquire the authority to alienate the thing or his co-owner or a third party. Therefore, in this example it is clear that the right to alienate property did not arise as a result of the expiration of the term, but due to the exhaustion of the right through its full exercise. The right did not cease because its time had expired, in fact it was extinguished, because it was so determined or assumed at the time of its occurrence. Therefore, the circumstance of the expiration of the term, as well as the exhaustion of the physical characteristics of the right, does not cause its termination, but is the same consequence of the legal fact (conclusion of the contract). Consequently, the expiration of the term also cannot be qualified as a legal fact.

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## CADETS' PSYCHOLOGICAL WELL-BEING DURING TRAINING PERIOD AT MILITARY INSTITUTIONS OF HIGHER EDUCATION

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### Summary

This empirical study describes factors that facilitate/impede the psychological well-being of cadets studying at Ukrainian military institutions of higher education. The preference was given to the psycholinguistic method of research, namely the free associative experiment. We argue that the most important factor for cadets' psychological well-being is self-acceptance. When cadets correlate their self-image with professional military activity they develop healthy self-esteem and they are characterized by positive emotional states. Cadets' failure to identify themselves with professional military activity leads to the predominance of negative emotional states. Factors such as some opportunities for personal growth and the increases the probabilities of achievement of the vital purposes are characterized by their correlation with positive aspects of cadets' psychological well-being. A favorable psychological atmosphere in collective is another factor of cadet's psychological well-being. The exceptions are those cadets who have inflated demands and expectations, or cadets with victim mentality. Factors such as autonomy and environmental management are characterized by their correlation with negative aspects of cadets' psychological well-being. The high-risk category is cadets who enter the military institutions having ideal vision about military service that does not accord with reality, cadets for whom the decision to study in some military institution is made by their parents against their will, and cadets who join the army under pressure of life circumstances. The lack of personal autonomy and the inability to independently control one's life can result in health disorders, as indicated by cadet's emotional states of weariness, despondency, melancholy, hopelessness.

**Keywords:** associative experiment, military, psychological well-being, emotions, higher education.

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### 1. Introduction

Recently, many countries have taken into account the psychological well-being of military personnel in the framing of defense policy as it is one of the decisive factors in maintaining the combat readiness of the army at the appropriate level. Psychological well-being (PW) is not solely related to the personal characteristics of the individual, but also to the conditions of professional activity of servicemen (high intensity of physical, moral and emotional stress and effects; the rules of conduct regulating relations; irregular schedule of service and work on weekends, etc.), which inevitably threaten the mental / physical health and well-being of the person, potentially preventing his professional activity and development (Hoge et al., 2004). Due to the individual features of different people a wide range of reactions is possible. At the same time some servicemen adapt quickly and maintain a high level of

performance while others find it difficult to cope with difficulties (*Hernández-Varas, Labrador & Méndez, 2019*). One way to achieve the psychological well-being of service members is development and implementation of policy that helps to identify potential difficulties faced by military men during the service and to eliminate conflict zones where difficulties may arise. This approach is relevant not only for military personnel at active service units but also for cadets during their period of training at military educational institutions since a high level of PW can promote creative thinking, problem solving, professional achievement (*Warr, 2013*), individuals with high levels of psychological well-being usually are better at decision-making tasks in terms of accuracy, clerical error checking, anagram problem solving, and original and flexible thinking (*Diener & Seligman, 2004*) and as a result have a higher rate of academic performance. Furthermore, PW brings out the best in people, makes them more communicative, moral, and motivated (*Diener et al., 2009*). The period of training at military educational institutions plays a vital role for the physical, mental, psychological and spiritual health of future officers and sergeants of the armed forces, and PW is not only an indicator of mental stability, transitional states of adaptation-disadaptation and stress-resistance resources but it is also critical for improving the processes of general and professional socialization, assistance in psychotherapeutic practice and applied research (*Caroli & Sagone, 2016*).

## 2. The theoretical and methodological framework of the study

The theoretical and conceptual framework within which this study was conducted is outlined in works that analyze the relationship between psychological well-being and various aspects of human life (*Dush, Taylor & Kroeger, 2008; Frone, 2000; Ruggeri, 2020; Gerstorf, 2016*). The term “psychological well-being” defines an internal emotional state arising as a psychological response to the environment (*Nierenberg et al., 2010*); it can be viewed as a feeling of happiness or lack of psychological distress (*Grossi et al., 2006*). PW can be associated with such positive psychological traits, which improve well-being, as self-acceptance, satisfaction, optimism (*Ryff & Singer, 1996; Seligman & Csikszentmihalyi, 2000*). However, PW is a complex and integral concept, which includes not only feelings of happiness and satisfaction (*Khumalo, Temane & Wissing, 2012*), it is more comprehensive than just well-being and enables to assess the subjective aspects of mental health (*Grossi et al., 2006*), it can be described by both positive and negative aspects such as optimism, pleasure, endurance, self-control, depression, anxiety, general health and vitality (*Uher & Goodman, 2010; Grossi et al., 2006, Hallberg, Hallberg & Kramer, 2008*). In this study, psychological well-being is defined as self-representation of intrapersonal affective or emotional states reflecting a sense of subjective well-being or distress (*Dupuy, 1984; Evans, Carney & Wilkinson, 2013*).

The methodological basis of the study consists of scientific works performed in the framework of the socio-psychological approach, in which attention is focused on the factors of the FW, which are especially sensitive during the service in the ranks of the armed forces. Limbert (2004) analyzed the extent to which such factors as perceived social support and coping strategies affect psychological well-being and job satisfaction of military men serving outside their home country. Fadaei, Torkaman, Farokhzadian (2020) paid attention to the correlation between spiritual well-being and psychological well-being of soldiers performing military service in Iran. Their study showed that PW not only improves soldiers’ physical, psychological, mental health but also increases their dedication, productivity, and effectiveness. Likewise, the problem of the correlation between variables of psychological capital, job

satisfaction, self-perception of health, and psychological well-being was studied using a cohort of Spanish soldiers (Hernández-Varas, Labrador & Méndez, 2019). Factors of influence of stress upon PW and military service effectiveness as well as such protective factors as personal characteristics and social support were analyzed in the context of military medical service (Yarnell, Barry & Grunberg, 2019). From the perspective of the approach to understanding PW as a multidimensional concept, which is defined as a continuous process of integration of dimensions (level of happiness, meaning and/or satisfaction) in three areas – work, life and work-life (Bowles, 2017), studies were conducted on the correlation between military personnel's PW and their quality of life (Schwerin, 2006), and also on PW of servicemen and members of their families in the sphere of work and life (Bowles, 2017). Our paper describes the study of psychological well-being as a multidimensional and discrete phenomenon in the context of Ukrainian military education.

The aim of this study is to identify factors that facilitate/impede the psychological well-being of cadets studying at Ukrainian military institutions of higher education.

### 3. Method

*Free associative experiment as an experimental technique of psycholinguistics.* It should be pointed out that army, above all, is a masculine institution, whose members are characterized by an unwillingness to show emotion or admit personal weaknesses. Real (Real, 2003) draws attention to the fact that it is often difficult for men to recognize and bring their feelings to the surface because of the suppression of vulnerability that occurs in early childhood, when boys are encouraged to develop their “assertive public self”. In adulthood expression of pain, suffering or unhappiness is seen as weakness and failure (Real, 2003) that makes collection reliable and accurate data in male environments a constant challenge (Harms et al., 2013). Therefore, the preference was given to the psycholinguistic method of research, namely the free associative experiment in order to obtain genuine, unfeigned responses. In the work association is defined as “a natural connection between two contents of consciousness (sensations, perceptions, thoughts, feelings, etc.) arising in an individual's experience whereby this connection is evinced in the fact that the emergence in consciousness of one of the contents entails the emergence of the other” (Meshcheryakov & Zinchenko, 2003). We assume that the experimental techniques of psycholinguistics enable people to avoid fear of publicly expression their beliefs and opinions, fear of ridicule and condemnation if others find out about the respondent's feelings and thoughts. It is especially relevant in a masculine military environment. Also, the results obtained during the associative experiment correspond most closely to the real thoughts and feelings of the respondents. Kurganova (2019) notes that the association approach has great potential in terms of analysis both the living word and its meaning. This knowledge is incomprehensible to the respondent but it is structured, which “make it possible to speak of the identification of a stable core as a set of the most typical and regularly reproduced strategies, schemes and cognitive operations guiding society members' meaning-making activity” (Kurganova, 2019).

*Procedure.* Participation in the experiment was entirely voluntary. All respondents were verbally informed of their rights, and complete anonymity was ensured. The associative experiment in the framework of pilot study was conducted in October 2021. A group of 83 of 1-4 courses cadets studying at the Military Institute of Telecommunication and Information (age 17-25 years) participated in the experiment. During the free associative experiment respondents were given the following instruction: “Look at the proposed stimulus word and



quickly, without thinking, write down on the answer sheet any word that first came to mind. The time for the associative experiment is limited to five minutes". The results of the associative experiment were subjected to a cognitive interpretation, which "enables to draw presumptive conclusions about the features of the thinking of the people or a particular group of people, to describe native speakers' mental processes manifested and reflected in associative experiments" (Sternin, 2020). Certainly, as we embark on PW it is necessary to determine the desired scope of the PW construct. The broadest scope is entire life, "context-free" well-being embedded in such concepts as life satisfaction, happiness at the global level, etc. The medium scope focuses on one segment of life such as work, family, health, leisure or one's self. And, finally, a limited PW reflects one particular aspect such as satisfaction with the amount of money earned (Warr, 2013). In our opinion, a cogent and comprehensive conceptual definition of PW of cadets studying at military institutions of higher education should have a wide range, and therefore it is preferably to include both positive and negative elements (Warr, 2013). Therefore, as a word-stimulus was chosen "army". This word-stimulus enabled to obtain an array of associations in which the positive and negative variables are clearly distinguished in conceptual terms and reflect the multidimensional aspects of the respondents' FW. It should be noted that "associations form the basis for the development of connotation" (Vrublevskaya, 2019), which essentially involves "comprehension of meaning and purpose of objects and phenomena of the surrounding reality, as well as words denoting them" (Burukina, 2011) due to "establishing a whole set of connections, which are both involuntary probabilistic and fixed in the individual's consciousness and include not only associations but also, above all, emotions, feelings, connotative ideas and many other elements evoked in the individual's mind by the word he perceives" (Burukina, 2011). So, the associations obtained in the course of the experiment were divided according to positive, negative and neutral connotation, which we define as "emotional and evaluative additions to the basic (denotative and significative) components of the word's lexical meaning" (Mescheryakov & Zinchenko, 2004), "concept's inessential but stable features expressed by connotation, which embodies an inherent in a particular linguistic collective an evaluation of the corresponding object or fact of reality" (Apresyan, 1995).

In addition to evaluative differentiation, the associations obtained in the course of the experiment were divided into thematic groups, the contents of which enable to give an indication of the following aspects of psychological functioning: 1) positive evaluation of self and results of previous performance (self-acceptance); 2) constant process of self-improvement, personal development (personal growth); 3) awareness of the values for which people put before themselves the purposes and find ways for their achievement (purpose in life); 4) need for positive emotional relations with others (positive emotional relations); 5) skills to effectively manage their own lives, the ability to react to the outside world properly (environmental management); 6) the need for self-determination (autonomy), the urge to be a producer of their own actions (Ryff, 2014).

*Limitations.* First of all, the limitation is associated with the weaknesses of the associative experiment as a method of research. It should be noted that any interpretation, including interpretation of psycholinguistic experiment results inherently has a subjective character, can differ and demonstrate inconsistent findings in various scientific approaches whereas the same material is studied (Sternin, 2020).



#### 4. Results and discussions

The results of the association experiment are summarized in Table 1.

Table 1

##### Thematic and evaluative differentiation of the associations obtained in the course of the experiment

Thematic groups	Associations	
	with positive or neutral connotation	with negative connotation
Life goals	Abundance (1), career (2), defense (5), money (2), military salary (1), dream (1)	Inadequate salary (1)
Autonomy	Freedom (1), choice (1)	Conservatism (1), orders (8), herd (1), prison (1), necessity (1), pact with the devil (1), bondage (1), restriction (1), politics (1)
Personal growth	Sports activities (1), different world view (1), study (5), victory (1), decency (1), lyceum (1), physical fitness (1), education (1), career development (1), future (1), perspective (4)	Drudge (1), outdated view (2), workhorse (1)
Environmental management	Always fed (1), stability in both service and payment (1), food (1), pleasure (1)	Groundhog Day (1), lack of sleep (3), exhaustion (2), noisy (1), barracks (1), stress (1), hell (1), tasteless food (1), difficult (1), stepping outside of comfort zone (1)
Relationships with colleagues	Unity (1), fraternity (1), brotherhood (1), fun company (1), bliss (1), lots of acquaintances (1), comrades (3), kindred soul (1)	Mistreatment (1)
Self-acceptance	Discipline (8), subordination (3), uniforms (11), work (3), war (7), courage (5), service (12), self-sacrifice (1), duty (3), precision (2), courage (2), honor (11), safety (2), Homeland (1), weapons (2), fortitude (3), risk (1), determination (1), commanders (1), group responsibility (2), commitment (2), patriotism (3), bravery (7), strength (4), struggle (2), danger (1), structure (1), power (1), orderliness (1), endurance (1), military regulations (2) combat (1), routines (1), logic (1), formation (1), duty (6), gratitude (1), life (1), formation (1), aircraft (1), tank (1), parade ground (1), patriotism (4)	Turmoil (3), gap between expectations and reality (1), work 24/7 (1), lots of clerical work (1), incompetence (1), frustration (2), joyless (1), monotony (4), lack of freedom (1), separation (1), reprimand (2), discouragement (1)

The largest number of reactions to the word-stimulus “army” refers to the thematic group (TG) “Self-acceptance” (N145; 64%). Associations with positive connotations (N126; 56%) and predominance of cognitive component reveal cadets’ conviction of being highly regarded

by the people, the possession of a sense of self-worth, and indicate the correlation of the self-image with professional military activity. This fact, undoubtedly, demonstrates high level of cadets' FW. Cadets' self-image building "begins with the distinguishing of external, superficial properties and results in comparison, analysis and generalization, accentuation of the essence" (Mikhaylichenko, 2015): 1) the physical self (*military uniform, airplane, tank*); 2) the social and professional self, which is expressed in the identifying with the agent of certain professional duties, functions and roles (*war, danger, risk, duty*); 3) the psychological self, which incorporates the perception of one's own traits, dispositions, motives, needs (*commitment, courage, bravery*); 4) existential self, which reflects "the personal features of the highest, existential level, the features of not any specific personal structures but the general principles of a person's relations with the world around him" (Mikhaylichenko, 2015) (*patriotism, self-sacrifice*).

Associations with negative connotations (N19; 8%) are characterized by the dominance of the affective-evaluative components and indicate cadets' doubts about the correctness of their career choice in favor of military profession. An understanding of the erroneous of choice leads to their discontent with the chosen field of activity (*discouragement*), level of professional realization (*incompetence*), their psychological state (*confusion*).

The TG "Self-acceptance" reveals such cadets' positive emotional states correlating with PW as self-esteem, self-identification, self-assertion, satisfaction, exclusivity, pride, elitism, and their prevalence over negative ones – depression, despair, inferiority, and discouragement.

The TGs "Personal growth" (N22; 10%), "Life goals" (N13; 6%), and "Relationships with teammates" (N11; 5%) are characterized by their correlation with positive aspects of cadets' PW. The peculiarities of the cadets' life goals are 1) orientation on the image of a successful person (*money, career development*); 2) existential richness, which is manifested in life-giving meanings in the context of responsibility for the country's external security (*defense*).

The associations combined in the TG "Personal growth" indicate the importance of the existence of conditions (*sports activities, physical fitness*) that facilitate the achievements of cadets' vital goals in the context of the development of personal qualities or abilities that they want to possess, and bring them closer to the image of the person they would like to be consistent with (*victory, decency*). Moreover, positive emotional states of optimism and buoyancy based on the belief that their future at least to some extent is "manageable" (*career development, future, perspective*) dominate in cadets' emotions.

For the cadets' PW the nature of relations in the military collective, its dominant mood is of great importance. Associations of the TG "Relationships with colleagues" suggest such cadets' positive emotions as a feeling of happiness, fun, enjoyment, satisfaction (*fun company, bliss*) as well as psychological compatibility (*kindred soul*) and the willingness to support each other (*brotherhood, fraternity*). Single associations with negative connotations reveal emotional states of annoyance, irritation, vulnerability, which are typical for cadets with inflated demands and expectations (*inadequate salary*) or for cadets with the victim mentality when they prone to accuse others of unfair treatment, thereby justifying their failures (*mistreatment, drudge, workhorse*). The TGs "Autonomy" (N18; 8%) and "Environmental management" (N17; 7%) are characterized by their correlation with negative aspects of cadets' PW. This is due to 1) the discrepancy between the psychological orientation understood as the individual's dominant and sustainable needs and interests, his worldview, beliefs, ideals, and the specifics of the chosen profession. This discrepancy reveals in an unwillingness to conform to the organizational principles of military culture and in perception of unity of command, which in the armed forces is the basic principle of leadership, as external compulsively imposed system of subordination (*prison, necessity, bondage, restriction*); 2) lack of psychological preparedness to deal with

life's difficulties, problems in the period of adaptation (*lack of sleep, exhaustion, noisy, stress, hell, tasteless food*). This may involve certain contradictions between teenager's ideal conception of military service and reality that evolved, for example, under the influence of television programs and films (mostly Western) aimed to fuel some militaristic sentiments in society as well as to build up an idealized image of military man increasing the prestige of military service. Another reason is that career in the military could be a necessity for many teenagers. This happens when well-meaning parents without taking into consideration whether the chosen profession resonates with their child's dreams and desires for self-actualization, apply pressure on a child in order to force him/her to enter a certain educational institution. Or when the choice of profession was determined on the financial abilities of parents (lack of financial support, need to help parents financially, absence of own apartment, etc.). The lack of personal autonomy and control over own life can be a cause for psychological distress, and it is indicated by emotional states of lethargy, despondency, melancholy, feelings of doom and despair (*stress, hell, herd, prison, pact with the devil*).

The results of the cognitive interpretation were summarized in Table 2.

Table 2

### Cognitive interpretation of the results of the associative experiment

Factors of psychological well-being	Associations		Dominant emotional states	Probable causes of dominant emotional states
	N	%		
Life goals	13	6	Optimism, buoyancy	Belief that their future at least to some extent is "manageable"
Autonomy	18	8	Lethargy, despondency, melancholy, despair	Difficulties in adaptation; discrepancy between the psychological orientation and the specifics of the chosen profession
Personal growth	22	10	Optimism, cheerfulness, moral satisfaction	The presence of conditions which facilitate to the achievement of life goals in the context of the development of personal qualities or abilities
Environmental management	17	7	Exhaustion, discouragement, melancholy, helpless, despair, hopelessness	Lack of psychological preparedness to deal with life's difficulties
Relationships with colleagues	11	5	Happiness, enjoyment, cheerfulness, contentment Irritation, annoyance, vulnerability	Psychological group compatibility Extraordinarily high expectations and demands, victim mentality
Self-acceptance	45	64	Self-esteem, self-identification, self-assertion, pride Depression, hopelessness, despondence, melancholy	Correlation of the self-image with professional military activity Doubts about the correctness of a career choice

## 5. Conclusions

Associative experiment as an experimental method of psycholinguistics has proven its effectiveness to identify the factors that facilitate/impede the achievement of psychological well-being of cadets studying at military institutions of higher education. The most important factor for cadets' psychological well-being is self-acceptance. When cadets correlate their self-image with professional military activity they develop healthy self-esteem; they are characterized by such positive emotional states as confidence, self-identification, self-assertion, satisfaction, distinctiveness, pride. Cadets' failure to identify themselves with professional military activity leads to dissatisfaction with the chosen profession and level of career development, which results in the predominance of such negative emotional states as depression, hopelessness, despondence, melancholy. Factors such as some opportunities for personal growth and the increases the probabilities of achievement of the vital purposes are characterized by their correlation with positive aspects of cadets' psychological well-being in the event that the military institutions of higher education create conditions for the development of personal qualities or abilities desired by cadets, and bring them closer to the image of the person cadets would like to be consistent with. Then, positive emotional states of optimism and cheerfulness based on the certainty that the future at least to some extent is "manageable", dominate. A favorable psychological atmosphere among cadets, as another factor of psychological well-being, depends primarily not on the properly built relationships with commanders but on psychological compatibility in the collective. The exceptions are those cadets who have inflated demands and expectations, or cadets with victim mentality, having which they are prone to blame people around them for unfair treatment, thereby justifying their own failures. Factors such as autonomy and environmental management are characterized by their correlation with negative aspects of cadets' psychological well-being. The high-risk category is cadets who enter the military institutions having ideal vision about military service that does not accord with reality, cadets for whom the decision to study in some military institution is made by their parents against their will, and cadets who join the army under pressure of life circumstances. The lack of personal autonomy and the inability to independently control one's life can result in health disorders, as indicated by cadet's emotional states of weariness, despondency, melancholy, hopelessness.

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## ENVIRONMENTAL IMPERATIVE IN THE CONTEXT OF GLOBALIZATION PROCESSES: MODERN CHALLENGES

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### Summary

Today, scientists and public figures are increasingly leaning towards the idea that the new model of globalization characterized by multifaceted nature should be formed in the world. In this context, the criterion for measuring the success of states should not be the desire for high economic growth rates but the possibility of transition to sustainable development models, which pay special attention to environmental globalization. The purpose of the article is a scientific and practical substantiation of the essence, role, and significance of environmental imperative, which will improve the mechanisms and tools for implementing environmental policy amidst globalization processes. Methods used in the study comprise general scientific ones (analysis and synthesis, induction and deduction), methods of theoretical research (from abstract to concrete), and historical method. In terms of the analysis of potential environmental threats and vulnerability, a risk-based approach and world-systems theory were applied. The theoretical-methodological analysis of the essence of the environmental imperative amidst globalization processes was presented. The reality and scale of today's environmental threats were proved. The authors formulated a conceptual vision of the scenario of influence events as separate factors that destroy the environment of the whole planet and the danger of nuclear conflict, as well as the synergistic effect of ensuing consequences. The mechanisms and the ability of the country and the world to counter probable environmental threats through identifying their potential vulnerabilities are substantiated.

**Keywords:** threats, world-system, environmental security, danger of nuclear conflict, environmentalization, synergy.

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### 1. Introduction

Global human impact on the environment and the devastating nature of consequences from the desire to create a full-scale industrial complex with a powerful heavy industry and the interrelation of the currently emerging and more remote effects of this impact require multifaceted international cooperation in the social and environmental sphere. Research efforts should be aimed at studying both environmental management issues and comprehending the

enormity of the arising problems and the responsibility for their settlement. Everyone should understand the timeliness of unification as a requirement for a positive solution to global problems. International cooperation on environmental protection and sustainable use of natural resources, given the national rights and sovereignty of states over their natural wealth, will undoubtedly contribute to the formation of a global vision of the problems of human civilization development. One of the main goals of international cooperation is to reverse the negative effects and, most importantly, eradicate their roots.

The relevance and scale of international cooperation in the socio-environmental field persistently need to focus the attention of scientists and various state organizations on its development.

Keeping in mind the ambiguous impact of globalization on the progress of our civilization, humanity faces a choice: to continue destroying its habitat or to start actions towards restoring and protecting it, in particular, by working out mechanisms for managing global processes to prevent the aggravation of contradictions in the modern world. This poses the challenge of polling the efforts of the world's states and shaping effective environmental policies of universal nature (*Perha, 2014: 39*).

The purpose of the article is a scientific and practical substantiation of the essence, role, and significance of the environmental imperative, which will improve the mechanisms and tools for implementing environmental policy amidst globalization processes.

Methods used in the study comprise general scientific ones (analysis and synthesis, induction and deduction) and theoretical research methods (from abstract to concrete), and historical method. In the context of the analysis of potential environmental threats and vulnerability, a risk-based approach and world-systems theory were applied. The work relies on the materials of domestic and foreign research foundations.

The logic of this scientific paper includes the following: a theoretical-methodological analysis of the essence of the environmental imperative amidst globalization processes; proving the reality and scale of today's environmental threats; a conceptual vision of the scenario of influence events as separate factors that destroy the environment of the whole planet and the danger of nuclear conflict, as well as the synergistic effect of ensuing consequences; mechanisms and the ability of the country and the world to counteract probable environmental threats through identifying their potential vulnerabilities.

## **2. Theoretical and methodological principles of the environmental imperative in globalization processes**

Analysis of modern literature on globalization issues indicates the existence of rather radical thoughts about the depth of its impact on social relations and a person's position in society. According to scientists (*Pashulia, 2011; Perha, 2014; Khaustova, 2016; Dominik et al., 2005; etc.*), social global changes have created and continue to create preconditions for reforming almost all spheres of operation of many countries. They are determined by the availability of a broad range of acute theoretical and practical globalization-driven problems of the modern world, which prompts each country to outline its original theoretical vision of the relevant macro-process and formulate strategies for survival and development in the globalizing environment along with organizational mechanisms for their actualization.

After all, globalization does not imply the establishment of specific universal models. Even in the economic sector, there is no free movement of goods and capital; moreover, the

information revolution does not reduce but more likely widens the economic gap between wealthy and poverty-stricken country countries. As for culture, the most typical response to globalization trends is the appeal of peoples to their spiritual sources with an emphasis on national traditions (Nye, 2002: 81, 98). Globalization was promoted, in particular, by the interdependence of national economies that is manifested in the increase in information exchanges, capital flows, the strengthening of company cooperation, and environmental globalization because of relevant entrepreneurship.

Today, scientists and public figures are increasingly leaning towards the idea that a new model of globalization of multifaceted nature should be formed in the world. In this context, it is important to emphasize that the criterion for measuring the success of states should not be the desire for economic growth high rates but the possibility of transition to sustainable development models, which pay special attention to environmental globalization.

At the beginning of the twenty-first century, most scientists realized the need for environmental globalization in view of environmental entrepreneurship (Gonzalez J., Gonzalez O., 2006). In addition, researchers began to concentrate on elaborating an environmental approach under personnel management (Jaramillo et al., 2018). In fact, the EU and US companies started engaging employees in conservation activities and granting them “green” competencies that expand their understanding of the planet’s ecology and its problems (Zhao et al., 2014).

However, in addition to the benefits, globalization raises many challenges that allow talking about its “seamy” side. The approach of the world environmental catastrophe triggered by the unprecedented scale of human impact on the environment, primarily due to economic globalization, is among the main threats to modern progress. In this context, it is worth pointing out the monopolization of the world economy and the increasing influence of transnational corporations, the ecologically destructive impact on the environment, and the growth of unemployment and public debts, which contradict sustainable development goals – a growing gap between developed and underdeveloped countries in economic, environmental and social advancement (Perha, 2014:11).

Speaking of globalization processes, it refers, first, to the massive and large-scale transference of human activity beyond the borders of individual states to regions and continents; secondly, the mounting intensity of interrelations in the field of trade, investment, finance, migration, and cultural activities; thirdly, the unprecedented acceleration of the dissemination of ideas and information, capital circulation, the movement of goods, and population migration driven by the development of comprehensive transport and communication systems; and, fourthly, the blurring of boundaries between local and global events (Smolii, 2004).

To the point, I. Wallerstein, in his works, emphasizes that the school of world-system analysis had addressed globalization before the word appeared. Further, the scientist notes that the unit of world-system analysis does not mean a national state, but a world-system (Vallerstayn, 2006).

We also note that interpreting the determinants of the formation and development of modern social conflicts, I. Wallerstein highlights in his contributions the growing threat of environmental disasters. In his opinion, environmental disasters raise the issue of a source of financial and other tangible costs aimed at eliminating the effects of environmental pollution. Thus, on the one hand, environmental disasters acquire a socio-class and ideological character. On the other hand, they can and do lead to social conflicts in society because it is unlikely that any social group will voluntarily agree that the adverse consequences of disasters are eliminated at its expense, especially if they occurred due to the fault of some other actor. Actually, following

his logic, it seems fair to say and conclude that a current environmental catastrophe is a specific form of social conflict and an expression of a new internal social conflict of a devastating nature. Let us give a rather remarkable statement by I. Wallerstein: “I argued in my last book, *The End of the World as We Know It: Social Science for the Twenty-First Century*, that the modern world-system is approaching its end and is entering an era of transition to some new historical system whose contours we do not know, and cannot know in advance, but whose structure we can actively help to shape” (*Vallerstain, 2002: 42-43; Kozakov et al., 2011*).

Extending the idea of transformational processes in the context of the current study, we hold that it is the *environmental imperative* that determines the requirements of the global process of society’s transformation, the formation of relevant environmental policy and its implementation in all spheres of life. N. Moiseiev introduced the category of “environmental imperative” into science relatively recently, in the 80s of the last century, due, in particular, to the intensive transformation and essential impletion of the “ecology” concept (*Moiseiev, 1988*).

O. Topchiiev, V. Sych, V. Yavorska and O. Dolynska prove that the mentioned term derives from the origins of Kant’s imperative; however, it focuses not on the category “man – man” but “man – nature”. As a result, a discussion about the value-regulatory principles of the environmental imperative and its scope immediately emerged in the scientific *environment* (*Topchiev et al., 2019: 98*).

In particular, Yu. Shpylova and M. Ilina emphasize that the term “environmental imperative” was introduced by analogy with Kant’s categorical imperative and, in the legal sense, meant a ban or requirement to comply with the rules of environmental protection, a set of priority and mandatory restrictions on human activity (*Shpylova et al., 2017: 8*). In other words, according to M. Drobnokhod, it is the urgent need to comply with the laws of nature, to understand and undeniably perceive the requirements and restrictions defined by the laws in all spheres of human life, including a healthy lifestyle (*Drobnokhod, 2004*).

The term’s relevance is explained by the fact that failure to comply with the imperative’s requirements may lead to catastrophic consequences for humanity.

### 3. The biggest global environmental threats

Comprehensive branches of modern science, such as social ecology and human ecology, integrate the achievements of social, natural, and technical sciences. Both branches are taking shape. The complex problems of social ecology and human ecology are determined by the interaction of socio-historical and natural processes. On the verge of these vectors, the global challenge – *war and peace* – must be explored.

The issue concerned has specific aspects that express the basic contradictions of modern times, in particular, concerning the need to combat imperialism’s forces of reaction which are aimed at conquering new territories, establishing political and economic control over other states and neglecting values of civilization. At the same time, it also has natural and environmental aspects. They are related to the environmental and medical-biological effects of nuclear conflict. The headlines of “time-bombs” are very often heard, but in the context of our study, we can present the concept of “time-bombs” as two directions, two dangers, that are global today and threaten the life of the entire planet: “bomb-1” – a set of factors destroying the environment of the entire planet; “bomb-2” – the danger of nuclear conflict (accidental or intentional).

Describing the factors of “bomb-1”, we consider the study findings by scientist V. Kinhal (*Kinhal, 2020; Kinhal, 2021*), who notes the seven most crucial environmental threats to the

Earth of the list of 30 major global environmental problems, appropriate. Thus, V. Kinhal, using statements and reports of world environmental organizations, holds that these are:

1. *Climate change*. Climate change is increasing the frequency and intensity of natural events like droughts, wildfires, heat waves, rainstorms, tropical cyclone, and hurricanes. Causes: global temperature increase (the increase of carbon dioxide levels are blamed for an increase of global temperatures by one degree Celsius over pre-industrial levels; temperature increase has also led to sea level increase of 1–4 feet since 2010, causing shrinkage of Arctic ice caps and longer growing season).

2. *Species extinction and biodiversity loss*. Intensive agriculture, unsustainable fishing, wildlife poaching, habitat degradation and destruction, acid rain, and climate change are threatening thousands of species. The human induced rate of species loss is estimated to be around 1.000 to 10.000 times the normal rate. Causes: these are attributed to consumer demands as people branch out into areas that were once home to various species.

3. *Air and water pollution*. 92% of the world population lives in areas with polluted air which causes 11.6% of global recorded deaths, points out World Health Organization. Air quality is particularly bad in cities, and this situation is going to get worse as more people move to cities. Causes: plastic pollution is so great that micro-plastics is found in 83% of tap-water in the world; chemical pollution from agriculture and industries is another problem where plants and animals are killed or are affected by toxins; nutrient pollution from fertilizers, households, and other sources end up in lakes, ponds, and the oceans to cause eutrophication. In the oceans nutrient pollution together with global warming has caused 500 dead zones.

4. *Water crisis*. All the continents are affected by a water shortage. Though the earth's surface is covered 70% by water, only 2.5% is fresh water that people, plants and animals can use to survive. Causes: water loss (water shortage occurs due to physical lack of water.). Expanding agriculture alone uses 70% of this resource. 80% water loss is reported in developing and emerging countries.); drought and high temperatures deplete water supplies (physical water shortage occurs during prolonged droughts and rising temperatures; an increase in population further strains the water reserves).

5. *Natural resources drain*. A growing world population might seem like an obvious threat to the environment, which is directly linked to the unique system of supply and demand. Causes: consumer demand against natural resources (human requirement of renewable goods in one year needs 1.5 years to produce; in the fishery industry, 63% the world's marine life is over-fished with few to no renewable methods in place).

6. *Deforestation impact*. The world's forests which cover 30% of the land are threatened by deforestation. Causes: deforestation is a major environmental problem (the Global Risk Report 2018 notes that in 2016, 29.7 million hectares of forests were cut down; forest fires; natural ecological balance disrupted (deforestation disrupts the natural balance of ecological systems in the area where the trees have been harvested and far beyond; food production can be impacted due to drought, and erosion is directly linked to the loss of forests).

7. *Soil degradation*. The soil degradation causes are soil erosion, soil compaction and the application of agricultural chemicals. A third of the global soil is degraded (this includes “20% of the world's cropland, 16% of forest land, 19% of grassland, and 27% of rangeland”).

#### 4. Nuclear conflict danger

The analysis of the danger of the “bomb-1” & “bomb-2” combination also deserves special attention. It entails assessing the environmental and medical-biological effects of the possible activation of the “bomb-2” in the form of nuclear conflict. This is the scenario of the “nuclear winter” by N. Moiseiev, K. Sagan, and other scientists. As far back as 1977, the American scientist K. Sagan published some war scenarios associated with the exchange of nuclear strikes of thousands of megatons (*Sagan, 1977; Sagan, 1986*).

A 1983 study by N. Moiseiev known as “nuclear winter modelling” showed that a large-scale exchange of nuclear strikes between superpowers would lead to global climate change, after which there would be no place on earth for our species, and that the nuclear apocalypse was much closer than meets the eye.

In addition, they stressed that the planet would not come full circle. All flesh (rainforests, biota) will not withstand such a blow, and an analysis of the scenarios of a potential nuclear war demonstrates that there will be a complete rebuilding of the entire biosphere. It will not disappear but will morph into a qualitatively new state that is distinguished from the modern one, and there may be no place for a man (*Moiseiev, 2017: 254, 255*). Going ahead with the study of the topic under consideration, it is worthwhile mentioning the global mathematical modeling of Al Gore (*Hor, 2001*). It deals with the coexistence of man and nature, the rigid opposition of modern industrial civilization to the ecological system of the Earth and possible ways of transforming our civilization to restore ecological balance on the Earth and transform the planet into a safe and prosperous place for people to live.

Although attitudes towards the above theory have changed somewhat, and there has been more emphasis on the statements about the seriousness of global climate change, the modern realities speak volumes, as confirmed by the speech of the Secretary-General of the United Nations António Guterres in 2020 that the world is in a critical situation. In particular, he compared it to the one on the eve of the last times in the “Revelation of Saint John the Theologian”, when the horsemen of the Apocalypse carrying wars, diseases, grief and death had already come to the world. He also compared the most serious of these threats with each of the horsemen (*Guterres, 2020*). Guterres compared the current world situation to that of 1962 when the world was on the cusp of nuclear war.

#### 5. A synergy of environmental threats due to hostilities

The globalization of the environmental situation has given rise to both positive and negative processes. In other words, the globalization of the environmental situation led to the globalization of environmental problems. If we analyze the socio-historical dynamics of the environmental situation on the planet, in its various regions, and relations predominant in the “nature-society” system, we can observe that the origin of environmental challenges and their universal nature are not accidental in the twenty-first century. Therefore, in order to make sure of the validity of this idea, it is necessary to refer to conceptual doctrines of synergy.

We draw attention to today’s crucial and painful issue, which is a global challenge not only to the European community but to the entire world. It concerns the war that Russia unleashed through a full-scale invasion of the territory of Ukraine. Not only do hostilities affect food security and have economic consequences for all countries but it is also a matter of environmental security and a shared future. Moreover, this may make the “bomb-1” & “bomb-2”



combination real. Any military conflict does not have a local character when it touches upon the environment. First (“bomb-2”), these are Russia’s threats to use nuclear weapons, which is a challenge to the entire civilized world (nuclear conflict in Ukraine, nuclear weapons, nuclear threat, ballistic missiles); the seizure and shelling of Zaporizhzhia and Chernobyl nuclear power plants, which can trigger unprecedented global environmental implications. Secondly (“bomb-1”), the ecosystems cannot be divided with conditional boundaries by drawing them on a map. If the natural balance is destroyed in one geolocation, it is inevitably to be felt by the other. According to the Minister of Environmental Protection and Natural Resources of Ukraine Ruslan Strilets “...from the first days of the Russian invasion, we can confirm about 257 cases of ecocide, namely: explosions of fuel and lubricants warehouses, oil products storage facilities with the ensuing environmental consequences, air strikes on enterprises that use dangerous chemicals in production, damage and destruction of wastewater treatment plants, and drain of waste water into our reservoirs, as well as damage to the soil cover, burning of forests – especially in the territories of the nature reserve fund, the destruction of 2.5 million hectares of Europe’s environmental network, the extinction of European biodiversity, and the deforestation of Ukraine, which will also affect the food security of the world. In general, 20% of all protected areas of Ukraine remain in danger due to the actions of the Russian Federation...” (Strilets, 2022).

Summing up, we can mark that when there is a likelihood of environmental risks affecting the present and future common good, the situation requires that decisions rely on a comparison of the risks and benefits possible in each of the alternatives.

## 6. Conclusions

Consequently, the analysis of studies on the causes and nature of global challenges allows us to draw some conclusions essential for enhancing business and socio-environmental mechanisms relevant to ensuring global responsibility and preventing their evolvement.

First, it is crucial to recognize that global challenges exist, and the reasons for their occurrence are most often associated with the irrational consumer attitude of a person towards nature and ignoring its limitations. The formulation of global responsibility mechanisms and strategic plans to overcome global environmental challenges requires introducing environmental forecasting procedures into strategic planning processes to manage risks and propose alternative solutions. It is essential to introduce the concept of “global challenge” into the legislation on strategic planning at all levels to vertically integrate policies and mechanisms for their prevention.

Secondly, studying the social and environmental threats of the factors associated with the “bomb-1” & “bomb-2” combination is a complex problem of science. It should be analyzed, in particular, on the verge of young scientific branches – social ecology and human ecology – environmental globalization and global environmental danger. The beforementioned should be the future direction of our research.

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## SOCIAL AND PEDAGOGICAL ACTIVITY OF THE GROMADIVTSI COMMUNITY MEMBERS IN UKRAINE (THE 2ND HALF OF THE XIX CENTURY)

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### **Summary**

The article identifies the leading ideas and motives of the Ukrainian Communities, which were determined by the period of social-political changes and the formation of the modern Ukrainian nation in the context of globalization challenges. The factors influencing the activities of the Ukrainian community members have been identified. The main ideas and principles of the Ukrainian civic movement are analysed, as well as love for people as a socio-cultural phenomenon and the idea of the community members for national and cultural revival. The approaches to the pedagogical activity of the Ukrainian intellectuals were revealed; the own interpretation of the concept of a "Sunday school" was offered and the peculiarities of the organization of the educational process based on liberal approaches were established.

In the conditions of today's geopolitical and military challenges, it is important to understand the original idea of the national revival and to identify the main ways to achieve it. An important factor in the nation-building in the second half of the nineteenth century was the activity of the Ukrainian intelligentsia, which tried to establish ideas for national identification and self-awareness as an independent nation through the enlightenment of the masses. The community members tried to involve the inexperienced peasantry in political life peacefully, through educational and scientific activities and helped them to socialize in the new social conditions, so their activities can be divided into the categories: social-pedagogical and social-political one.

**Keywords:** community members, community movement, love for people, nation-building process, pedagogical activity, social work.

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### **1. Introduction**

**The actuality of the study** is that for modern Ukraine the important issues of the national idea and revival are particularly painful. The study of Ukrainian statehood, its individual factors and personalities is one of the highest priorities in modern scientific discourse.

Given the awakening of intellectual and moral forces in all spheres of social-political life of the Russian empire in the second half of the nineteenth century, the activities of the communities marked the beginning of a mass national movement in Dnieper Ukraine, and their theoretical achievements became a basis for future independent state political program in Ukraine. Playing an important historical and social role of the origin and development of Ukrainians as a separate nation, community members who were actively engaged in social, scientific and pedagogical activities are assigned.

**The main task** is to study the social role and pedagogical activities of the Ukrainian citizens in the Ukrainian lands in the second half of the nineteenth century.

**The object of research** is the social-political processes on the territory of Ukraine in the second half of the XIX century.

**The subject of the research** is the active social and pedagogical activity of the Ukrainian communities as a main factor of nation-building in the Ukrainian lands, in particular in the Dnieper region, in the second half of the XIX century.

**The chronological boundaries of the study** are from the 60s of the XIX century (the beginning of reforms in the Russian Empire, including the abolition of serfdom, judicial, educational and land reforms) to the early twentieth century (formation and intensification of Ukrainian political parties).

**The geography of the study** includes the territory of Dnieper Ukraine (Dnieper valley from its sources to the mouth of the Desna river, southern districts of Kyiv and Chernihiv regions, Poltava region, northern districts of Kirovograd region, Cherkasy region and north-western areas of Dnipropetrovsk region).

**Research methods.** The following principles and methods were used for scientific research: general scientific (accessibility, historicism, scientific, objectivity, systematic) and special scientific (historical-systemic, chronological, retrospective).

## 2. Social movement as a social phenomenon

The development of social relations occurs at every stage of development of society, regardless of territorial location and political system of a state. The natural process of development of the social system is its social stratification and the formation of appropriate social environments. The leading social environment at that time in the Ukrainian lands was its intelligentsia, which consisted of teachers, physicians, historians, artists and nobles. Most members of the intelligentsia had Cossack roots, noble family ties, and therefore very often, due to their origins, held high positions at the imperial court. However, there were other representatives of the nobility.

In fact, higher education was more attractive to the nobility, who became impoverished or forced to seek livelihoods due to unfavourable socio-economic factors. The first groups of impoverished nobles with higher education were formed into separate societies, groups, organizations and faced various social missions: helping the needy, educating children, educating the peasantry, and so on. Until 1861, the social situation was quite tense. The peasant reform led to complex psychosocial consequences, especially among the peasantry, the main of which was the unwillingness of the peasants to realize their freedom and choose a new social role. That is why the activities of the intelligentsia in the second half of the nineteenth century were focused on the revival of Ukrainian national heritage and social support.

A. Katrenko, a Ukrainian researcher of the Ukrainian national movement, believes that communities are "a kind of semi-secret organizations" that were "centres of organizational unity of the patriotic intelligentsia of Ukraine" (*Katrenko, 1999:7*).

We propose to pay special attention to the work of M. Dragomanov, who provides his own interpretation of the definition of the "Ukrainian community members". In his variation, this definition acquires socialist features and distinguishes its representatives into a separate group in the Ukrainian national movement. Additionally, in his opinion, community members act among the masses "as an example of European citizens" (*Svitlenko, 2013:44*).

It is important to note that the centre of community formation in the Ukrainian lands were universities. It was the academic centres that concentrated representatives of the intelligentsia

within their walls, who studied ethnic issues, Ukrainian culture and way of life, and also contributed to the formation of the national consciousness of the Ukrainians through further cultural and educational activities.

At the same time, it is important to determine the social status of community members. According to G. Zhytetskyi, the social composition of Kyiv community "included representatives of all classes of society - Cossacks and peasants, clergy, children of employees, landowners, merchants, without much advantage of any class; there were also non-Ukrainians, among them - Poles, Jews, etc. As to the place of origin, Poltava and Chernihiv prevailed over the citizens of the right bank of the Dnieper; as to the age, they were young people from 17 till 29 years old, mostly students" (*Zhytetskyi, 1928*).

M. Dragomanov notes that active social-cultural work was assigned to the activities of communities, which he described as "Our main work is cultural and literary" until "lexicon and grammar" is developed, monuments of the language of the Ukrainian people are published, its history is written, etc., "Until then we must sit with our heads sprinkled with ashes, not getting involved in politics, not writing proclamations" (*Katrenko, 1999:76*).

The values, beliefs and ideas of community members have changed throughout the period of their existence. Thus, at the beginning of their activity they defined the general culturological, educational character with their ideas, and later in the 70s of the XIX century their activity was divided into several directions and in addition to the culturological one a political one appeared (*Pobirchenko, 2000:186*).

Undoubtedly, at the initial stage of their activity, community members were a union of intellectuals, who set the main goal of educational activities among the people in order to revive the national spirit, culture and ideas. The main ideological basis of their activity was patriotism. The patriotism of community members can be considered a completely social phenomenon, which is caused by the following aspects: 1 - the peasantry accounted for most of the population (more than 90%); 2 - moral and ethical beliefs that the masses have the necessary potential for revival. In fact, the psychosocial basis of the social idea of patriotism is faith in people.

This social position can be justified from the point of view of patriotism, namely, representatives of the Ukrainian intelligentsia considered it their duty to pay tribute to people. In addition, patriotism had a slogan "work for people and in the name of people", which positively characterizes their social mission and at the same time adds a certain idealization to the social consciousness of the peasantry. Therefore, such ideas are filled not only with romanticism or liberalism, but also with the reality of the social alienation of the intelligentsia from the peasantry (*Svitlenko, 1998:11*).

For a long time, community members realized their social idea of patriotism through "going to people." First of all, this process involved the popularization of the ideas of democracy (freedom, equality, brotherhood), educational activities, social equality of the intelligentsia and peasants, etc. (*Lysokon, 2020:57*).

In our opinion, one of the features of patriotism as a social idea was the intensification of the ideas of nation-building in the second half of the 19<sup>th</sup> century. Important preconditions for this process were demographic changes, historical experience and ethnic culture and life of the Ukrainians, political processes of liberalization of public life, residence of ethnic Ukrainians in a certain area and social stratification of the population. In the new conditions, the leaders of the national idea are the intelligentsia, who through their pedagogical activities disseminate these ideas among ethnic Ukrainians. Community members considered themselves patriots as they promoted democratic values and social ideas for the peasantry, which were based on humanistic principles and aimed at cultural revival.



### 3. Pedagogical activity of community members

Pedagogical activity in the Ukrainian lands has always developed unevenly. Thus, in the second half of the XIX century, the Russian imperial authorities by artificially delaying the development of education in Ukrainian lands (lack of educational institutions, necessary teachers, textbooks) and suppression of Ukrainian national traditions, language specifically inhibited the process of the Ukrainian national revival. That is why the spread of Ukrainian culture and the functioning of educational institutions on Ukrainian lands was one of the main activities of Ukrainian community members. At Sunday schools in the Ukrainian lands of the second half of the 19<sup>th</sup> century, the teachers were well-known citizens such as O. Voloshyn, V. Gorovyi, M. Dragomanov, P. Zhytetskyi, O. Konyskyi, O. Lashkevych, D. Pylchikov, O. Stronin, P. Chubynskyi, K. Sheykovskyi and others.

It should be noted that this imperialist policy has a logical explanation - to control the educated population with a clear idea of nationality is more difficult than just a group of people in a particular area. Such activities of the Russian bureaucracy in the Ukrainian lands led to a low level of experience among the population. Thus, Ya. Grytsak notes that only 18.9% of the Ukrainian population over the age of 10 could read, and people who could not write in the Ukrainian lands constituted about 91-94% (*Hrytsak, 2000:61*). We agree with the researcher's opinion on the existence of historical causal links, which in this case are represented by the abolition of Ukrainian self-government in ethnic territories.

The decline in education in modern historiography was due to several reasons. The first is fear of the central government that the educated population, in particular the peasantry, may become a troubled social element. Finally, political aspects related to the Ukrainian language and culture were added. Education at school was carried out in Russian, which was incomprehensible to children, as the Ukrainian language was used in everyday life and as a result the downward trend in the effectiveness of education was present. Therefore, the process of a certain degradation of the population was quite natural. The basis of society were peasants, who after graduating from primary school usually went to work hard and therefore the basic skills of writing and reading were not used constantly.

Citizens as educated people understood that the Ukrainian national revival largely depends on the level of awareness of the people. That is why the issue of raising the general level of knowledge among the peasants, especially in the context of modern transformations, was quite relevant. Thus, one of the community members O. Konyskyi notes: "At that time there was a complete lack of education among people, especially among the serfs. However, the abolition of serfdom was approaching, and the acquisition of civil rights by freed peasants with it, which conscious use is impossible for the masses of the dark and completely uneducated. Thus, the question of urgent and energetic promotion of public education arose by itself ... " (*Filippovych, 2011:115*)

The activities of the Ukrainian communities had the areas of pedagogical and scientific-educational activities, namely:

- publishing (functioning of printing houses and publishing groups for production of Ukrainian-language product and formation of the national consciousness of people);
- scientific (conducting research in the field of history, ethnography, culture, which describes the historical and domestic and socio-cultural principles of development of the Ukrainian people);
- educational (creation of daily and Sunday schools, publication of Ukrainian educational literature) (*Pobirchenko, 2012:17*).

Currently, there is no chronological understanding of the opening of the first Sunday schools by Ukrainian citizens in the Ukrainian scientific discourse. At the same time, it is known that this process was quite large-scale, as Sunday schools were opened in different provinces of Ukraine. Thus, the first Sunday school was opened in 1859 with the permission of the headmaster in Kyiv on the basis of Kyiv-Podilskyi County Noble School. It enrolled more than 100 students aged from seven till thirty. M. Dragomanov, M. Starytskyi and others conducted their pedagogical activity there (*Koliada, 2007:104*). It is worth emphasizing that this Sunday school, in addition to the general education of its students, provided basic ideas for further training in the development of crafts. In 1862, there were totally 274 Sunday schools on the Ukrainian lands (*Filippovych, 2011:115*).

The functioning of Sunday schools in the Ukrainian lands cannot be considered a coincidence or a purely ethnic phenomenon. In fact, the activities of Sunday schools had a prototype in the European countries - the existence of schools in religious organizations. In our opinion, **Sunday school** should be understood as a free educational organization, which aimed at education of people, cultivation of love for the native land, popularization of the Ukrainian culture and language, as well as the development of self-organization of an individual.

The activity of Sunday schools in the Ukrainian lands in the second half of the 19<sup>th</sup> century is further evidenced by the development of the national system of education. A clear evidence of this is:

1. Open enrolment of students regardless of age, gender, nationality, origin and religion;
2. Differentiation of students by age categories and level of educational training (*Pobirchenko, 2012: 21-22*);
3. Activities of a state-public school management system. A council was created for management, which included founders and administrators, who were elected by the founders and approved by the county and provincial school councils;
4. The educational process, in accordance with the rules of internal order, took place only once a week (on Sunday) and on holidays (*Koliada, 2007:108*);
5. The duration of education was determined by the rules of those days and the charter of a Sunday school. The average duration of all training was 2-3 years, the duration of one school year was from September till June, and one school day lasted 3-4 hours (*Koliada, 2007:108*).

The most important principle of Sunday schools established by Ukrainian community members is a "school for students". Representatives of the intelligentsia understood that high-quality educational activities should be based on appropriate liberal principles that would allow students to develop their own potential. Therefore, community members determined that Sunday schools should have no internal regulation of teaching methods; they patronized students from disadvantaged families, established a public approach to planning the educational process and school management and created a positive microclimate between all participants in the educational process.

The basis of the educational process of Sunday schools was the programs of primary public schools (God's Law, reading from the books of civil and church press, writing, the first 4 acts of arithmetic and church singing), created and subordinated to a county or a provincial school council (*Koliada, 2007:109*). Representatives of the Ukrainian civic movement understood that 4-5 subjects were not enough to raise the national spirit and culture, and therefore, unlike public schools, Sunday schools taught additional subjects (geography, history, foreign languages, Ukrainian culture, basics of physics, etc.).

At the same time, the success of citizens in pedagogical activities led to the formation of a library of books for home reading (*Filippovych, 2011:118*). In their opinion, this step was

to strengthen their position in teaching children their native Ukrainian language and to raise it among the masses. This is confirmed by the appeal of citizens, in 1862, to St. Petersburg Literacy Committee with a request for permission to teach in the native language at public schools and the use of Ukrainian textbooks.

It should be noted that communities were the leaders of Ukrainian culture in society and their educational system was very different from that time (*Pobirchenko, 2000:24*). Most community members had a classical higher education, which they received at the best universities of the Austro-Hungarian or Russian empire. That is why their approaches to teaching and systematizing educational material were liberal, and emphasized the scientific thinking and lack of their own beliefs.

Sunday schools, due to the active work of community members, played a significant role in the Ukrainian cultural and educational movement of the second half of the nineteenth century through the introduction of the Ukrainian language of education, publication and dissemination of the Ukrainian literature, combining educational and national components of education. Sunday schools actually became centres for involving the population in the study of the Ukrainian culture and promoting the formation of the national consciousness of the Ukrainian nation.

#### 4. Conclusions

First of all, in their activities the community members saw an increase in the level of consciousness of the Ukrainian peasantry by popularization of Ukrainian culture through educational activities. Pedagogical activity as a means of nation-building process in the second half of the XIX century plays a leading role. This period is characterized by social-cultural processes in various spheres of life. Rapid industrial development and industrialization of Ukrainian lands in that period accelerated the process of urbanization. Cities became a kind of centres of development, and therefore it is quite logical to form the first organizations of community members on the basis of higher educational institutions.

Meanwhile, global changes are taking place in the political arena, which affect Ukrainian lands in particular. Alexander II's reforms led to changes in the social structure of society, as well as problems of social identification. Therefore, in our opinion, one of the tasks of the community members was not only to provide basic (elementary) education to the Ukrainian population, but also to prepare for life in society. Today this process is called psychosocial adaptation or socialization of an individual.

The main ideal of the civic movement should include love for the Ukrainian people and service and protection of the interests of the offended peasantry. This system of liberal-democratic views is synergy of social responsibility, worldview values and mission. Educational activities of the community members strengthened the national foundation of the future Ukrainian statehood, initiating the idea of independent existence of the Ukrainians.

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## NEOPROTECTIONISM IN WORLD AGRARIAN POLICY: IMPACT ON THE UKRAINIAN AGRICULTURAL SECTOR

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### Summary

The main stages of development of neoprotectionism are considered in the article, the basic methods and mechanisms of protection of national interests in agrarian policy of different countries of the world are analyzed. The consequences of the world policy of neo – protectionism on the development of the agrarian branch of Ukraine are studied. In general, the article examines the formation of modern models of economic development based on neoprotectionism. As international experience shows, the use of neo-protectionist measures to protect domestic producers and conquer new markets, they have both positive and negative effects, it all depends on the term of their application.

The aim of the study is to identify current trends in neo-protectionism in world agricultural policy. Theoretical and methodological basis of the study were economic theories of protectionist doctrine, theories of state regulation of the economy, the work of domestic and foreign economists on economic policy and state regulation of economic processes, management of foreign economic activity aimed at restoring the country's foreign trade balance. The following methods were used in the research process: historical, abstract-logical, comparison, methods of economic analysis.

The agricultural sector is a guarantor of food security of the country, as well as a driving force for innovation in production processes. The agricultural sector in terms of the introduction of new technologies and innovations is quite developed, this applies to both technological innovation and the introduction of IT technologies in management and analytics, etc. Thus, support for agricultural production not only guarantees their own food security, but also gives impetus to the development of other sectors of the economy, which in turn increase the productivity of agricultural production and its competitiveness. Therefore, the developed countries of the world build their agrarian policy, first of all, focusing on their own producer, protection of national interests and natural resources, as well as, the conquest of world markets.

Analysis of the development of agrarian policy in different countries shows that the protection of national interests at the beginning of the most developed economies of the world and was the prerequisite that enabled the economic growth of these countries. Thus, developing countries, including Ukraine, must pursue a policy of neo-protectionism in order to stabilize their economies, become competitive, and give impetus to its growth. And this, in the beginning, is impossible without state support and protection. After all, the sometimes aggressive policy of the already developed countries of the world does not allow the formation of its own production, which needs time to increase the pace of development. This requires a national and international policy in which preferences will initially be given to Ukrainian producers, this requires the use of regulatory mechanisms, under which only national producers can participate in public procurement, and through diplomatic and trade-industrial representations to promote their own manufacturer, and open world markets for Ukrainian producers.

Especially during the war, food security issues are very important for Ukraine, so the agricultural sector of the economy needs significant support to provide food for its own citizens and countries that are dependent on Ukrainian agricultural products. Thus, the threat loomed not only over Ukraine, but also over the world, regarding a possible famine. Thus, the protection and security of the national producer is an important component of ensuring international food security.

**Keywords:** neoprotectionism, economic patriotism, mechanisms of public administration, agricultural sector, economic development, agricultural policy.

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## 1. Introduction

Research in the field of public administration in the field of agricultural production is quite relevant today. Given the large-scale land reform in Ukraine, the mechanisms of state management of the agro-industrial sector of the economy to ensure food security, economic development, efficient use and protection of land resources need to be improved. Protection of national interests is a priority for public policy of all developed countries.

Thus, most scientists and researchers of the world economy and globalization: J. Eder, J. Kepler, G. Schaffer, M. Kahler, M. Elsuikov, B. Barsbold, P. Rollinson, B. Mackenzie, M. Kahler, E. Reinert, J. Foloves, J. Clift, A. Golobius, J. Wilfred, R. Fischer, B. Balasa, R. Baldwin, A. Mazaraki, T. Melnik, V. Gerasimchuk, O. Bulatova, V. Panchenko, V. Galasyuk, E. Aslanova, O. Sych and others agree that the use of neo-protectionist measures of non-tariff protective instruments in foreign economic activity (technical, sanitary and phytosanitary measures, standardization and certification of products), as well as state aid in the form of grants, subsidies in the short and medium term have a positive effect, especially if they are aimed at restoring production, import substitution, stimulating the country's export potential, and supporting new and innovative products and technologies, otherwise, the effect will be reversed. After all, long-term use of state regulatory instruments can negatively affect the pace of economic development, which may, conversely, reduce production, reduce productivity and competitiveness of products, and as a consequence, reduce international trade. Instead, state support is needed in general in the economy, which is the basis for normal life and development of society, as well as innovation.

After all, the development of national entrepreneurship and production is the key to prosperity and development of the country, as well as the well-being of citizens. Economic policy of all developed countries aimed at protecting their own producers and maximally stimulating the export potential of countries in international markets. For example, US economic policy is aimed at developing national production and maximizing the representation of domestic goods on world markets. All US presidents have always supported the policy of economic protectionism, for example, Lincoln's speech on customs tariffs: "I do not know much about the tariff. But I know very well that when we buy manufactured goods abroad, we receive the goods, and a foreigner receives money. When we buy manufactured goods at home, we get both goods and money". Thus, in his inaugural speech, US President D.Trump emphasized the protection of national borders, the construction of the country by Americans, and the introduction of two rules: "buy American and hire Americans" (*Donald Trump's Inaugural address, 2017*). Slogans of many countries: "America first!, British jobs – for the British!" also testify to the economic patriotism of these countries. Despite the global processes in the world regarding open markets,



free movement of labor, investment and capital, the strategy of protection and development of own production is increasingly observed. B. Clift and K. Vull see economic patriotism as a search for a compromise between global economic goals and the political responsibilities of governments to their citizens. In practice, economic patriotism is subordinated to the economic goals of protecting national interests (*China Agricultural Policy, 2020*).

Unlike classical protectionism and the policy of economic nationalism of the XIX – XX centuries, which aimed only at protecting national producers, through tariff (barrier) protection measures: closing markets, and the so-called isolation of economic processes in countries, policies of economic patriotism or neo-protectionism is aimed more at stimulating national production, introducing innovative technologies, increasing the competitiveness of its own products and upholding the country's economic sovereignty.

Protectionism (from the Latin *protectio* – cover, protection) – economic state policy, which is expressed in a system of interrelated measures aimed at supporting and protecting their own producers from foreign competition in domestic and foreign markets. It first appears in the days of the initial accumulation of capital in Europe in the 16th-18th centuries. The theoretical basis of protectionism then served as the teachings of mercantilists, who considered the active balance of foreign trade to guarantee the economic well-being of the state. Protectionism, above all, protects the development of industry or its individual industries from competition from other countries. Agrarian protectionism is also widely used in developed countries. The most important means of protectionism are a flexible customs tariff, differentiated in many areas, quotas and other measures that regulate and control foreign trade (*Lazanska.*). Protectionism was the main doctrine in international trade, which was recognized by leading European countries: Great Britain, Austria, Portugal, Sweden, France. Among the well-known researchers of the doctrine of protectionism are the following names: O. Mirabeau, W. Stafford, G. Scarufi, T. Mann, A. Serra, A. Montchretien, F. Liszt, G. Carey and O. Hamilton, J. Chaptal and S. Dupen, A. Mueller, E.F. Kankrin and S.Yu. Witte, D.I. Mendeleev, J. Keynes and others. (*Gerasymchuk, 2016*).

Protectionist policies in international trade are especially evident in times of economic crisis, when the interests of domestic producers clearly prevail over the interests of importers. Critics of the state policy of protectionism emphasize its negative aspects, because, in their opinion, this doctrine creates obstacles to the development of both the national economy and world trade in general.

Neoprotectionism (from the Greek *neos* – new, from the Latin *protektio* – cover, protection) – restrictions on international trade imposed by countries in addition to traditional forms of restricting unwanted imports (*Raizberg, Lozovskiy, Starodupzeva, 1999*). Neoprotectionism is a new doctrine in economic theory, the so-called “new” protectionism, which uses a set of regulatory and incentive measures and tools to restore national production, import substitution and stimulate the country's export potential. The policy of neo-protectionism is aimed at maximizing the needs of its own citizens with goods of its own production, and import substitution may be in the absence of these goods on the national market. Non-protectionist measures and instruments of protection in foreign economic activity include non-tariff instruments: regulatory (technical, sanitary and phytosanitary measures, standardization and certification of products, environmental standards) and incentives (state aid in the form of grants, subsidies and subventions, low lending rates, etc..), in the short term have a positive effect, especially, if they are aimed at resuming production, import substitution, stimulating the country's export potential, as well as, supporting newly created goods.

## **2. The reasons for the emergence of neoprotectionism as a basis for the protection of national interests**

The following are the causes of neoprotectionism: the uncontrolled process of globalization, economic expansion of developed countries, unfair competition from TNCs (Transnational Corporations) and the reaction to international agreements GATT (General Agreement on Tariffs and Trade) and the WTO (World Trade Organization). Thus, international financial institutions: IMF (International Monetary Fund), World Bank (World Bank), WTO, EBRD (European Bank for Reconstruction and Development), OECD (Organization for Economic Cooperation and Development) implementing a policy of liberalization: freedom of movement of goods, capital, labor, knowledge and information do not always take into account the interests of developing countries, especially their national interests and their advice, and more often directives, virtually throw into the abyss of national economies that are clearly unequal and do not have significant financial and government support, such as manufacturers in developed countries. Then, there is a disproportion between the balance of rights and responsibilities, so the protectionist reaction of the countries is predictable – it is an attempt to protect their economy and their economic sovereignty. If we analyze the experience of developed countries in terms of their economic growth, we will see that they have undergone a long stage of national economic protectionism, which allowed them to make economic breakthroughs and become influential and competitive on the world stage.

At the same time, reforming the centrally planned economies of countries, especially post-Soviet ones, requires a rapid and complete process of liberalization of economic processes, and does not take into account the negative effects of such rapid transformations on national economies and economic security and sovereignty. It is clear that the complete international isolation of economic and trade relations has a detrimental effect on national economies, but reform and the smooth entry into the world of the open market take time to adapt. It is necessary to develop such mechanisms of state regulation on the basis of a market economy, which will balance the interests of national and international. At its core, the economic approaches of both protectionism and mercantilism and liberalism are merely political tools to serve national interests. And the choice of one or the other depends on the time, situation and goals to be achieved.

The main motives of neo-protectionism are the following:

1. Protection of the newest industries of the so-called “sunrise industries” or emerging industries use the latest technology and need time to develop to become competitive.
2. Protection of domestic sectors of the economy, especially industries that are strategically important to the country and also ensure sovereignty and security, such as energy, water, steel, armaments and the food industry. The implicit goal of the EU's Common Agricultural Policy is to create food security for Europe by protecting its agricultural sector.
3. Protection of declining industries “sunset industries”. These are areas such as, in Ukraine, nuclear engineering, shipbuilding, which are strategically important for every country that wants to develop transport infrastructure and be independent in this regard.
4. Protection of non-renewable resources, including oil, are seen as a special case where the usual rules of free trade are often abandoned. For countries seeking to rely on long-term oil exports, such as oil-rich countries in the Middle East, limiting production in the short term through production quotas is one way to conserve resources.
5. Restraining unfair competition. Barriers may be imposed to curb unfair competition, such as dumping by foreign firms at below cost.

6. Saving jobs. Protecting the industry in the short term can protect jobs. After all, as companies grow, they invest in real and human capital, as well as develop new opportunities and skills. Once, these skills and abilities are developed, the need for protection decreases and barriers can eventually be removed.

7. Environmental protection. Some countries can protect themselves from trade to limit damage to their environment, such as CO<sub>2</sub> emissions from increased production and transportation.

8. Limit excessive specialization. Many economists point to the dangers of over-specialization that can result from the theory of comparative advantage. Maintaining some self-sufficiency is seen as a sound economic strategy, given the risks of a global downturn and over-reliance on international trade.

The signing of international trade agreements between the GATT and the WTO has significantly reduced the level of customs duties, but in turn has contributed to other methods and instruments of influencing international trade that cannot be detected immediately, the so-called "non-tariff" methods. For example, governments in many developed countries have expanded their legislation by enacting legislation to set standards for goods and production processes to improve environmental safety and address societal, health, and environmental issues. These requirements apply in particular to third countries. Neo-protectionist measures, such as technical regulations or quality standards, have a significant impact on the business environment, reducing the competitiveness of foreign products. This is mainly due to the additional costs incurred due to the need to adapt products to specific standards or norms and to undergo procedures for assessing the conformity of products of importing countries. These are the so-called measures that form the basis of neo-protectionism, such as sanitary, phytosanitary and technical barriers. Although they are not new to the international trade environment, non-tariff measures are less visible, complex and diverse in terms of objectives and application. Given these characteristics, some analysts emphasize that non-tariff measures are dangerous because they threaten the goal of establishing stable international cooperation. Non-tariff instruments of neo-protectionism used by governments to restrict imports and stimulate exports include:

**1. Quotas.** Import restrictions on the number of goods.

**2. Giving preference to domestic producers.** The government favors domestic firms. Countries can protect their domestic industries through public procurement policies, where national governments favor local firms. For example, national or local authorities may purchase goods or equipment from local manufacturers. Although many WTO members have signed the Government Procurement Agreement (GPA), most have not signed the Agreement, which aims to ensure open, fair and transparent conditions of competition in public procurement markets. Ukraine signed this Agreement on May 18, 2016 (Agreement on Government Procurement).

**3. Internal subsidies.** Governments can also provide subsidies to domestic firms, which can then be used to help reduce prices and curb imports. This financial support can also take the form of an export subsidy that encourages firms to export. Such subsidies can take the form of start-up or start-up aid, which can be provided to large projects such as the EU with the development of Airbus and the US with Boeing support.

**4. Basics of safety and health.** National governments may also use occupational safety regulations to discriminate against imported products, such as banning the importation of goods for health or safety reasons, while local producers should not be subjected to such rigorous testing.

**5. Quality standards.** Similarly, governments may set strict quality standards that may be difficult for foreign manufacturers to meet.

**6. Bureaucracy.** Excessive bureaucracy associated with the import and export process can also restrict trade. For example, goods may be deliberately detained at ports and airports, and may be excessively complex and time-consuming documents related to international transactions.

**7. Exchange rates.** Monetary protection involves the deliberate devaluation of exchange rates to stimulate exports and deter imports.

**8. Voluntary export restrictions.** Voluntary market-sharing arrangements adversely affect international trade and often harm developing countries, which are obliged to comply with commitments to restrict the export of products that are considered “sensitive” to the market of developed countries. Against the background of the emergence of neo-protectionism at the European level, some experts have identified the effects of voluntary restrictions on exports. These measures, which are considered “market-sharing arrangements”, are often included in existing EU economic policy, for example in the development of the EU's Common Agricultural Policy.

**9. Anti-dumping measures** are a "major weapon in the protectionist arsenal", given that for-profit international companies may be unfairly accused of engaging in unfair pricing practices that harm the terrain. Thus, anti-dumping measures supported under the pretext of protecting good competition are essentially “both instruments of industrial policy” and instruments of power in trade and the imposition of severe dumping measures. In addition, although anti-dumping measures are taken under the pretext of counteracting unfair commercial practices, they are often based on pressure from some relevant actors in the internal market, so they do not have a real purpose to punish unfair practices, but protect national industries (*Holobiuc, 2017*).

The main differences between traditional protectionism and neo-protectionism are revealed through the impact of trade instruments on the country's economy. Thus, classical protectionism was mainly based on customs duties, which are “instruments of a market economy”, in contrast, non-tariff barriers, which are more common with the arrival of neoprotectionism, negatively affect the market economy, limiting consumer choice and restricting competition between domestic and foreign manufacturers.

Although politicians take into account the benefits of free trade, they often advocate restricting trade flows, because they believe, that income distribution is more important than economic development created by free trade. Moreover, subsidies for commercial reasons are difficult to "politically discipline". This can be explained by the fact that customs duties are perceived as trade policy measures, and subsidies become “the prerogative of national policy”.

It is clear, that the methods of protectionism of the XXI century are fundamentally different from the early mercantilism. These methods are manifested in special forms – subsidies, encouraging consumers to buy products of domestic producers. The methods of protectionism used by industrialized countries express the interests, first of all, of powerful national and international monopolies – TNCs, which traditionally carry out the capture, division and redistribution of markets for industrial goods, capital and services. Such actions, although formally constrained by legislation in many countries, are only increasing their impact on international trade.

### 3. Agrarian neo-protectionism in world politics

#### 3.1. The EU's Common Agricultural Policy

The Common Agricultural Policy (CAP) is the EU's policy to provide financial support to farmers in the Member States. It is one of the fundamental policies of the common market and integrates national intervention programs into one system that allows farmers to compete on an equal footing, while protecting against price volatility (and therefore incomes) and ensuring common agricultural policy.

CAP objectives:

- increase the productivity of agriculture by promoting technical progress and ensuring the optimal use of factors of production, including labor;
- ensure equal living conditions for farmers;
- stabilize markets;
- ensure the availability of stocks;
- provide reasonable prices for consumers.

For most of its existence, the CAP has provided income support to farmers by supporting the prices at which they are paid for their products. But the system has been widely criticized for encouraging overproduction, which has led to notorious wine lakes and oil mountains, products that were then often dumped on third markets with negative consequences for local agriculture.

After the large-scale reform of the CAP in 2005, two major areas of CAP payments were identified: one was direct income support (Pillar 1) and the other was rural development (Pillar 2). Payments under the first pillar are direct payments to support farmers' incomes. To eliminate any incentive to overproduce, wages are based on the amount of land a farmer has, not on how much he produces. This money comes directly from the EU and is administered by national governments. To be eligible for payment, farmers must meet certain standards of environmental management, animal husbandry and traceability standards – these conditions are known as “cross-compliance”. Member States may also apply market support measures under certain conditions, for example, to support farmers when prices were particularly low. Pillar 2 requires co-financing from the governments of the Member States in order to:

- increasing the competitiveness of agriculture;
- ensuring sustainable management of natural resources;
- combating climate change;
- achieving balanced territorial development of rural economies and communities, including the creation and maintenance of employment.

The EU's multiannual financial base for 2021-27, adopted on 17 December 2020, is € 1.21 trillion (in current prices), an additional € 808 billion as a next-generation EU recovery tool to help address the COVID pandemic-19. The total allocation for the Common Agricultural Policy (CAP) is € 386.6 billion, distributed between two funds (called “two pillars” of the CAP):

- **European Agricultural Guarantee Fund (EAGF)** (first pillar) The CAP allocates € 291.1 billion for income support schemes, up to € 270 billion, and the rest for agricultural markets.

- **European Agricultural Fund for Rural Development (EAFRD)** The second pillar of the CAP is € 95.5 billion. This includes € 8.1 billion from the EU's next-generation reconstruction tool, which will help address the COVID-19 pandemic. About 30% of the funds for rehabilitation will be available in 2021, the remaining 70% will be paid in 2022.

During the first two years of the new CAP strategy for 2021-2027, the existing provisions of the CAP 2014-2020 will continue to apply, as stated in the transitional regulation adopted on

December 23, 2020. The regulation works to ensure a smooth transition to future CAP strategic plans (*Common Agricultural Policy*). The strategic plans of the CAP should be implemented from January 1, 2023. The strategic plans will provide more flexibility between the two funds and will include the ambitions (the European Green Deal) of the European Green Course, in particular the expansion of the farming strategy. In total, 40% of total CAP expenditures will go to climate action. EU agriculture ministers have agreed to reform the Common Agricultural Policy, and the agreement, which has been in place for several years, will focus more on environmental protection. Thus, the European Union determines a large financial support to its own farmers and thus guarantees its own food security for the next 7 years. Although European politicians understand the importance of free trade, they are trying to find a balance between international and national interests. Therefore, we can say that in the 21st century, EU trade policy continues to have a neo-protectionist dimension, despite the prevailing trend of liberalization of international trade.

### 3.2. China's agricultural policy

China has the largest population in the world and is the second largest territory. However, despite the fact that China is home to almost 20% of the world's population, it has only 7% of the world's drinking water and 10% of the world's agricultural land. Thus, it can be stated that China is a scarce country, which leads to fierce competition between agriculture and other users of land and water resources.

Agriculture still accounts for 26.8% of employment, but its share in GDP is 8.2%, which indicates that labor productivity in agriculture is much lower, than in other sectors of the economy. Even if rural incomes grow at a high rate, they remain about a third lower than urban incomes.

China is the world's largest importer of agricultural food, and this trend will only increase over the years. Due to the lack of large amounts of available agricultural land, China imports food grains, and China uses scarce crops to grow more profitable crops, such as fruits, nuts and vegetables, which have high added value and export potential. Crop production accounts for 68% of total agricultural production. Despite the fact that the average size of farms is less than one hectare, large-scale production is developing rapidly, including cooperatives and corporate farms. In the northern and northeastern provinces, farm consolidation is accelerating faster than in other regions, as increased labor mobility and land transfer among farmers over the past three decades have led to changes in farm structure (*China Agricultural Policy, 2020*).

The agricultural policy of the Republic of China is a balanced and regulated state intervention to stimulate domestic production and increase the export potential of domestic producers. The state responds quite quickly to the challenges facing the agrarian business, constantly improves the regulatory framework of the agricultural sector, uses various mechanisms of state support for its own producers. These include: subsidizing national producers, and creating various favorable lending conditions for small and medium-sized businesses. The state especially helps those enterprises that are export-oriented and engaged in the development of innovative products and goods. Neo-protectionist methods of protecting domestic producers include the use of non-tariff types of protectionism, which hinder the import of goods that may compete with their own producers.

The main tools of state agrarian policy are the development of so-called five-year plans. Thus, the 13th Five-Year Plan focused on 2016-20 and focused on "modernization of agriculture" in several dimensions, including: improving the quality and safety of agricultural products; support and development of new types of agribusiness; use of information technologies and



innovations. The policy framework and specific areas for action are further developed in the annual “Political Document № 1”, which has identified agriculture and rural development as a top priority for the past 17 years and emphasizes the importance of developing a competitive and sustainable agricultural sector and ensuring the necessary grain production for food security objectives (mainly wheat and rice). MARA (the Ministry of Agriculture and Rural Affairs) develops various types of support for the national agrarian business, especially small and medium-sized ones, including the following specific measures. In the tax environment, MARA has signed a cooperation agreement with the China United Insurance Group and the Agricultural Bank of China to make financial services available to farmers and agribusinesses. The fiscal support policy introduced for small and medium-sized enterprises (SMEs) includes measures: deferral of tax payment; extended loan repayment terms; exemption from taxes and social security contributions for disadvantaged SMEs. From April 1, 2019, China reduced the value added tax (VAT) on sales (including imports) of agricultural products from 10% to 9%. This is the third consecutive reduction since 2017 (when the VAT on agricultural products was 13%).

Supporting market prices is the main channel of support for Chinese farmers. This is ensured by both domestic policies – such as minimum purchase prices for rice and wheat – and trade policies, including tariffs, tariff rate quotas (TRQs) and public trade. Minimum purchase prices for wheat and rice are set annually by the National Development and Reform Commission (NDRC) in agreement with the Ministry of Agriculture and Rural Development (MARA) and other government agencies. Their use is limited to the main provinces of wheat and rice production. They differ in the type of grain, are announced before the sowing seasons and are used only for a fixed period limited to a few months after harvest. The central government obliges the state-owned China Grain Reserve Corporation (Sinograin) and other state-owned companies to intervene in the event that market prices fall below the relevant minimum prices. In addition, purchases with minimum prices can only start when the market price falls below the minimum price announced by the government for three consecutive days, and it must be stopped when the market price rises above the minimum within three days. Budget transfers to producers have been growing steadily since the late 1990s. Most of them are provided under four key programs: 1) “subsidy for the support and protection of agriculture”, which combines direct payments to grain producers, subsidies for agricultural costs and subsidies for the improvement of seed varieties, payments per unit of land; 2) subsidies for the purchase of agricultural machinery; 3) subsidies for land consolidation; 4) subsidies for irrigation of agricultural land.

Subsidized agricultural insurance schemes have also become increasingly important in recent years. The geographical coverage of payments for the return of agricultural land to forests and the exclusion of degraded meadows from grazing is gradually expanding, reflecting growing environmental problems. On October 14, 2019, a document issued jointly by the Ministry of Finance, MARA, the Banking and Insurance Regulatory Commission and the National Forestry and Pasture Administration announced the expansion of insurance premiums for rice, wheat and corn to more than 70% by 2022. The subsidy for agricultural premium insurance, launched in 2007, has become one of the key programs to support producers in China. The central government currently subsidizes insurance premiums for 15 products, including all major agricultural and livestock goods, at 47.5% of the premium in the central and western provinces and 42.5% in the eastern provinces (*China Agricultural Policy, 2020*).

In October 2019, the State Council issued a reference document on food security (“Food Security in China”). The document emphasizes the importance for China to remain self-sufficient in grain crops, providing domestic production potential while allowing “moderate”

imports that would support the “need for diversity”. The document also emphasizes the need to continue reforming the grain procurement and storage system, while adapting to WTO rules and preventing the impact of low grain prices on farmers. An additional statement of the State Council, published on October 16, 2019, reinforces the objectives of this document to promote the development of the food industry within the global agri-food landscape. The provision of state grain reserves and programs to support the development of agricultural infrastructure – including irrigation and drainage facilities – are the most important categories of general services.

The costs associated with agricultural knowledge and innovation are also significant. In June 2019, Jiangsu Province launched an agricultural traceability platform. Consumers can scan QR codes on products using their mobile phones and receive detailed information about manufacturers and the production process. More than 3,800 agri-food producers in the province registered on the platform in 2019.

Policy Document № 15 on 2020 Policy, issued in February 2020, emphasizes the fight against poverty as a top priority of rural policy in 2020 in order to build a “moderately prosperous society in all respects”. In this sense, the document emphasizes the improvement of public services in rural areas – through the improvement of rural infrastructure and water supply, sanitation and housing, education, health and social insurance – as key to overcoming poverty.

The National Plan for Sustainable Agricultural Development (2015-2030) sets out the goals and ways of sustainable development of China's agriculture in terms of natural resources protection, improving agricultural practices aimed at protecting the environment and focusing on improving the quality and efficiency of production. It sets target priorities for different areas, taking into account agricultural production capacity, resource availability, environmental performance and other factors.

In general, the Chinese economic model has a fairly large state influence, which in turn protects its own producer with various protectionist methods, and tries to influence the import of goods by barrier-free methods. Perhaps this is the success of the Republic of China, whose economy is one of the most powerful in the world.

### **3.3. Agrarian neoprotectionism in the United States**

The United States is the second largest economy in the world and the third largest country in terms of land area and population. Primary agriculture accounts for a small part of the economy – about 0.9% of GDP and 1.6% of employment, but exports of agri-food products account for more than 10% of total exports. The US agricultural sector benefits from a large domestic consumer market, as well as a large amount of arable land and pastures and a variety of climatic conditions that support the production of a wide range of goods. In recent years, total agricultural production has been relatively evenly distributed between crops and livestock, although their share has changed over time. Key industries include cereals (corn and wheat), oilseeds (soybeans), cotton, cattle, dairy products, poultry, and fruits and vegetables.

The Agriculture Improvement Act 2018 (also known as the Farm Bill 2018) contains the basic legislation governing farming programs for the period from 2019 to 2023. The 12 titles of the Agriculture Bill 2018 allow for commodity policy programs, conservation of agricultural land, agricultural trade and international food aid, food programs, farm lending, rural development, agricultural research, private forestry, energy, horticulture and organic farming, crop insurance (*Agriculture Improvement Act, 2018*).

The main agricultural programs under the draft law on farms for 2018 include programs that make payments to producers with historically basic hectares of program crops (wheat, fodder, rice, oilseeds, peanuts, legumes and cotton seeds), in periods when prices fall below the

statutory minimums or when yield income is lower than in recent years. Price Loss Coverage (PLC), a countercyclical pricing program, makes payments when market prices for covered crops fall below fixed reference prices. The Agriculture Risk Coverage (ARC), an income-based program, pays out when actual income at the district level falls below the average base income level. Under both programs, payments are made on 85% of the base hectares. Participating producers must choose for their basic choices on hectares between the PLC and ARC programs for each year until 2023.

The harvest insurance program offers options to cover both crop losses and income. Traditional crop insurance provides subsidized crop insurance to producers who purchase a policy to protect against crop losses, crop income, or total farm income.

Other agricultural programs include direct and guaranteed loans – including microloans – for the purchase of agricultural land and operating loans, which are designed to help producers who are struggling to obtain credit in the private market, especially military veterans and socially disadvantaged farmers. Farm Bill programs also support government agricultural research and technical assistance, including programs specifically targeted at special crops; organic production; prevention of pests and diseases; promotion of sustainable agriculture; and ongoing disaster programs for livestock, fodder and trees, shrubs and vines to help producers cope with industrial, financial and physical losses associated with or caused by natural disasters.

U.S. agriculture is also affected by a number of other pieces of legislation, both federal, state, and local, including trade measures, food safety regulations, trade in goods, tax policies, energy, and transportation. The production of ethanol and other biofuels is supported mainly in the form of permitted fuel blends, as well as credit and grant programs.

The United States is constantly working to increase agricultural productivity, including in the face of growing climate variability and extreme weather events. Regarding climate adaptation, the US Department of Agriculture (USDA) continues to operate its network of Regional Climate Hubs. They liaise with the U.S. Department of Agriculture's research and software agencies to develop and provide evidence-based information and technology specific to the region to farmers to ensure climate-friendly decision-making and efficiency.

The USDA also helps producers reduce greenhouse gas (GHG) emissions, increase carbon sequestration and adapt to a changing climate, while improving the natural resource base by providing technical and financial assistance to landowners through various conservation projects and programs. For example, the USDA Soil Protection Initiative offers technical and financial assistance to farmers through conservation programs.

The most significant policy changes in 2019-20 include a number of trade mitigation programs for 2019 and the Congressional Disaster Relief Package for 2019, as well as the continued development of international trade. In May 2019, the US Department of Agriculture announced a second package of trade easing programs to help farmers affected by retaliatory tariffs, which led to the loss of traditional export markets. The package included three programs: the Market Facilitation Program (MFP), the Food Purchase and Distribution Program (FPDP), and the Agricultural Trade Promotion Program (ATPP). Under the MFP program, it pays up to \$ 14.5 billion in three tranches to affected producers of non-specialized crops, pigs, milk and some special crops (fresh cherries, tree nuts, fresh grapes, cranberries and cultivated ginseng). The FPDP provides for purchases of up to \$ 1.4 billion. ATPP provides up to \$ 100 million in partial assistance to U.S. organizations eligible to develop foreign U.S. agricultural markets through activities such as consumer advertising, public relations, point-of-sale demonstrations, trade fairs and exhibitions, and market research and technical assistance. For disaster relief, the Additional Supplemental Appropriations for Disaster Relief Act of 2019 allowed just

over \$ 3 billion in disaster relief at the expense of associated with crop losses and damaged trees, shrubs and vines as a result of hurricanes, floods, tornadoes, typhoons, volcanic activity, blizzards and forest fires. The USDA provides assistance through three programs: the Wildfire and Hurricane Indemnity Program Plus (WHIP +) against damage to crops, trees, shrubs, and vines; The On-Farm Storage Loss Program; and the WHIP Milk Loss Program. In accordance with the provisions of the Disaster Relief Act, the Federal Crop Insurance Corporation (FCIC) imposes additional disaster relief payments to help producers who fail to plant relevant crops due to certain causes of loss, namely excess moisture / precipitation, floods, cold humid weather, storm flow, tornado, volcanic eruption, hurricane / tropical depression and cyclone. In December 2019, the Further Consolidated Appropriations Act added to the loss of crop quality due to drought, in cases of drought monitoring indicating D3 (Drought Monitor indicating D3 (extreme drought)) or higher , and excessive moisture to the list of permissible causes of disaster relief in accordance with the Disaster Relief Act.

In February 2020, the U.S. Department of Agriculture announced a new initiative, the Agriculture Innovation Agenda (AIA), to align resources, programs, and research with the U.S. Department of Agriculture to better equip farmers and producers to meet future needs, food, fiber, fuel and feed, while reducing the environmental footprint of US agriculture. The initiative sets goals and indicators for five results: increased productivity, water quality, carbon sequestration, renewable energy and reduced food and waste losses.

#### **4. The role of Ukrainian agricultural policy as a guarantee of sustainable food security in the world**

Ukraine has a significant area of fertile arable land, which makes agriculture the main sector of the economy, agriculture accounts for 10% of the country's economy and 15% of its employment. Exports of agri-food products account for about 40% of Ukraine's total exports in 2021. Representatives of the Ministry of Agrarian Policy reported that almost \$ 28 billion worth of products were exported, which is 41% of all-Ukrainian exports (25% more than in 2021). The largest share of exports of agricultural products covers crop production – \$ 16 billion (or 56% of agricultural exports). This figure was achieved through the sale of cereals.

The financial framework of agricultural policy is defined in the annual law “On the State Budget of Ukraine”. In total, the State Budget of Ukraine has allocated UAH 4.4 billion to support agriculture (*Pro Derzhavnyy byudjet Ukrainy, 2022*). Support for the agricultural sector includes various measures, including soft loans, partial reimbursement of agricultural machinery and equipment, compensation to farmers for agricultural advisory services and, importantly, a single tax regime, a simplified taxation system based on normative monetary units of land value. But compared to other countries – major players in the agricultural sector, this amount of support is meager, and does not particularly affect the development of the industry, so the Ministry needs to pay more attention to support agricultural entrepreneurs, who protect and ensure food security not only their own but also other food-dependent countries.

The Strategy for the Development of Exports of Agricultural, Food and Processing Goods in Ukraine until 2026 was approved by the order of the Cabinet of Ministers of Ukraine in July 2019 (*Pro shvalennya Strategiyi rozvytku 2019*). The strategy aims to increase product competitiveness and expand the export range; market diversification; stimulating the promotion of the Ukrainian food brand and information and analytical support for the export of agricultural products, food and processed products. The relevant Action Plan clarifies the

timing and responsibility for implementing a large number of specific measures, such as continuous monitoring and evaluation of agricultural markets, online information systems or e-learning opportunities.

Ukraine's policy is increasingly influenced by the Association Agreement with the European Union, ratified by Ukraine in 2014 (*Uгода pro asociaciy, 2014*). On 27 June 2014, the European Union and Ukraine signed the Deep and Comprehensive Free Trade Area (DCFTA) as part of their Association Agreement. It was provisionally applied from January 1, 2016 and officially entered into force on September 1, 2017. Trade liberalization between the European Union and Ukraine should be implemented during a transition period of seven to ten years. The European Union is opening tariff quotas on duty-free imports of Ukraine's main agri-food products, such as grain, meat and dairy products, and sugar, while providing free access to others. Ukraine has reduced import duties on a number of goods imported from the European Union. About 40% of agricultural import duties were reduced to zero immediately after the entry into force of the Agreement, and about half of import duties will be abolished during the transition period. The parties undertook not to apply export subsidies to goods traded with each other. The DCFTA includes basic WTO rules on non-tariff barriers, such as the prohibition of import and export restrictions and the discipline of state trade. Ukraine's difficulties in complying with EU food safety, veterinary and phytosanitary requirements remain a major barrier to trade integration. Thus, the DCFTA contains provisions on technical regulations, standards and conformity assessments for their harmonization with the norms of the European Union, as well as on technical cooperation in the field of technical regulations, standards and related issues between Ukraine and the European Union. According to these provisions, the "Comprehensive Strategy for the Implementation of Legislation on Sanitary and Phytosanitary Measures" was approved in 2016 and provides for the process of harmonization of Ukrainian legislation with EU requirements (*Pro shvalennya Vseohoplyuyuchoyi strategiyi, 2016*).

Almost 9 years have passed since the signing of the Association Agreement between Ukraine and the EU, visa-free travel and the entry into force of the DCFTA, and during this really difficult time for our country Ukraine is trying to fulfill its obligations, so it's time to renew quotas and creating a single digital market more open to Ukrainian producers.

## 5. Conclusions

Every country in the world strives to protect its own interests and ensure a mutually beneficial international partnership for its own development and the well-being of its citizens. The historical experience of many developed countries shows that they have modernized their economies gradually, from state protectionism to mercantile liberalism. However, no country allows full free trade in its economic policy. Therefore, it is quite difficult for Ukraine, which until recently was dominated by the foundations of the state planned economy of socialism, to adapt and be competitive with states with long-established foundations of a market economy. However, this does not mean that the market in these countries is completely open, there are implicit non-tariff barriers to international trade, various government regulators that restrain the uncontrolled market and protect their own producers. These countries are trying to pursue the foundations of neo-protectionism, namely a reasonable and mutually beneficial balance between national interests and international cooperation.

International experience shows that every developed country tries to develop its economy on the basis of a balance between support for domestic producers and openness to international economic and financial institutions. After all, the development of its own economy will become more competitive and open in the international arena, which in turn will not cause significant harm to domestic producers, but on the contrary, will avoid deficits and high domestic prices and will promote economic modernization and scientific and technological progress. But, on the other hand, developing economies, which include post-Soviet countries, need time to adapt to global economic conditions. After all, excessive acceleration of events to full openness and barrier-free trade can lead to the bankruptcy of their own producers, unemployment and the complete collapse of the economy. Therefore, it is necessary to take a very prudent approach to free trade, and take into account all the risks involved. It is necessary to reasonably combine free trade and state protectionism, so-called neo-protectionism, when the state not only closes its borders and becomes isolated from the rest of the world, thus dooming its economy to recession and technical backwardness. Therefore, neo-protectionism is a new form of balanced state protectionism, which takes into account state and international interests. Thus, neo-protectionism is that there are sectors of the economy that ensure national security and sovereignty, so their support by the state must be unquestionable, as well as the interests of the international community, which must be taken into account when they benefit everyone. Neo-protectionism of the XXI century it is a new protectionism that embodies the balance of national and international interests. This is a kind of synthesis of the concepts of protectionism and liberalism, when the national interests of society and its security are taken into account in the first place. Prior to the 2019 coronavirus pandemic, we saw a general trend towards liberalization and greater openness of the world's economies, the so-called globalization. Since 2019, when the countries of the world found themselves in the so-called isolation and the need to survive alone, there was an urgent need for state protectionism to fully provide themselves with the most necessary goods and services. Countries face a threat to national security, so the development of their own economies on the basis of scientific and technological progress, modernization of industries is a crucial task for countries to survive. In this situation, we must take into account the foreign experience of developed countries, which in their development have gone through stages from classical state protectionism to the mercantile form of liberal economy, which gave them a competitive advantage over other countries.

On the other hand, Russia's military aggression has united the world community around national and international security. The issue of world food security has become especially acute, as Ukraine is one of the countries providing food security in the world. Therefore, ensuring and guaranteeing peaceful coexistence, observance of international treaties, protection of human rights and freedoms are a clear example of synergy in international cooperation for the common good. Thus, it is necessary to understand the fact, that the world must always try to maintain a balance of national and international interests. The system of public administration should be aimed at reforming and creating a self-sufficient system of sustainable development of the country, on the basis of protecting national producers and maintaining healthy international competition, protecting and upholding the rights of all people and their peaceful life.

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## BASIC CONCEPTS OF STATE GOVERNANCE OF DEPARTMENTAL MEDICINE IN UKRAINE

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### Summary

The article is devoted to the study of the categorical-conceptual apparatus of state governance in the field of health care and departmental medicine in Ukraine. The article highlights the definitions, principles of functioning of the health care sector, state governance of the health care sector and state governance of departmental medicine, which is a functional entity that is able to unify approaches to medical care, its availability and quality.

The study of the problem of state governance of departmental medicine in Ukraine in wartime necessitated the analysis of scientific interpretations of the basic concepts: “medicine”, “departmental medicine”, “health care», «state governance”, “state governance in the field of health care “I”. The current state of the medical industry in Ukraine is characterized by low efficiency of available financial and economic, logistical and human resources, slow pace of change in the implementation of innovative diagnostic methods and technologies and lack of understanding of standards and indicators of quality and management in providing medical services to all patients. departmental health care.

The Sustainable Development Strategy “Ukraine – 2030” envisages the implementation of reforms and programs of state development and reform of the health care system: creation of a patient-oriented system capable of providing medical care for all citizens of Ukraine at the level of developed European countries; increasing the personal responsibility of citizens for their own health (*Strategy-of-sustainable-development-of-Ukraine-until-2030, 2017*). Which prompted the study of the problem of state governance of Ukrainians departmental medicine.

**Keywords:** state governance, departmental medicine, state governance of health care.

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### 1. Introduction

The state health department is aimed at treatment, assistance in providing, as before, medical care. This also applies to well-known medicine, where quality medical care is provided by medical institutions and departmental institutions at all levels in Ukraine.

In recent years, this has been reflected in the intensified financial and organizational and structural changes taking place in the health care system and related to its reform. This also applies to departmental medicine in Ukraine.

However, today in the field of health care in Ukraine there is a shortage of highly qualified management staff who could be at a high level of health care management, but also improve the management of well-known medicine and implement systemic changes.

The purpose of the study: to investigate the categorical-conceptual apparatus of the departmental medicine state governance to improve the definition of “departmental medicine”.

Task. To achieve this goal, it is necessary to solve the following tasks:

- to study the work of domestic and foreign scientists to study the categorical-conceptual apparatus;

- to propose the improvement of the concept of “departmental medicine”.

Research methodology. In order to achieve certain goals and objectives in the research process, general and special research methods were used, aimed at obtaining objective and reliable results.

In writing the article used theoretical methods of scientific research:

- generalization, systematization – during the study of the theoretical foundations of the formation and implementation of the departmental medicine state governance and, in particular, the establishment of the level of research of the problem in the scientific literature;

- grouping, comparison – during the expansion and clarification of the categorical-conceptual apparatus of the researched problem.

## 2. The main text

The study of state governance problem of departmental medicine in Ukraine for health care has necessitated the analysis of scientific interpretations of basic concepts, in particular: “health”, “medicine”, “departmental medicine”, “health care”, “state governance”, “State governance in the field of health care”. As a rule, the study of these definitions requires a comprehensive assessment of the factors that led to its formation and development, which are covered in the works of domestic and foreign scientists.

Thus, substantiation and formation of the definition of a concept, process, or phenomenon – one of the most difficult procedures for the study of science in general. After all, a correct understanding of scientific concepts solves almost half of scientific problems.

**Research of the problem by scientists.** Works on the problems of public administration were published in the 90s of the twentieth century. such Ukrainian scientists as: V. Bakumenko (*V. Bakumenko, 2000*), O. Valevsky (*O. Valevsky, 1999*), O. Kiliievych (*O. Kiliievych, 2001*), V. Rebkalov (*V. Rebkalov, 2000*), V. Tertychka (*V. Tertychka, 2000*) and others, who formulated and developed fundamental scientific approaches to state power and implementation of state governance mechanisms.

Many scientists have studied the issues of state governance of the health care system, they include scientists in public administration: Ya.F. Radish (*Ya.F. Radish, 2001:359*), M.M. Bilynska, IM Solonenko (*M.M. Bilynska, IM Solonenko, 2005*), VM Lehan (*V.M. Lehan, 2010*), L. Zhalilo (*L. Zhalilo, 2001*); military medics of Ukraine: OG Шекера, В.О. Жаховський, В.Г. Livinsky; foreign scientists: Martin D. Merry, MD, LTG Racheli Magnezi, Dr. Michael Tempel.

The Ottawa Charter on Health Promotion (*WHO, Geneva, 1986*) states that "health" is a good and a resource for daily life, not a goal of existence (*Glossary of terms used in the Health for All series, 1984*).

According to the WHO, “health” is of individual and general importance and believes that public health management is to set priorities, implement a system of measures to prevent

disease, ensure health and develop physiological and psychological functions, productive working capacity and social activity of all members of society at the maximum biologically possible life expectancy of each person (*Glossary of terms used in the Health for All series, 1984*).

Health is a positive concept, which is based on social, personal and physical capabilities (*Glossary of terms used in the Health for All series, 1984*).

Category "Medicine", deputy Medicine is a branch of scientific and practical activity that studies normal and pathological processes in the human body, various diseases, pathological conditions, methods of their treatment, prevention and strengthening of human health.

The word "medicine" comes from the phrase Latin. ars medicina – "healing art", "art of healing" and has the same root as the Latin verb. meedeor – "I heal".

The term "medical field" is a multi-stage, functionally effective system that is created and used to implement a number of social and medical measures aimed at protecting and improving the health of each person and society as a whole. Life, namely man and human life, occupies the highest position in the hierarchy of life values, because all the other values behind them have less meaning. (*O. A. Fedko, 2009*).

Article 16, "Fundamentals of the legislation of Ukraine on health care" states: "Health care institutions are created by enterprises, institutions and organizations with various forms of ownership, as well as individuals with the necessary material and technical base and qualified specialists. The procedure and conditions for the establishment of health care institutions, state registration and accreditation of these institutions, as well as the procedure for licensing medical and pharmaceutical practices are determined by acts of legislation of Ukraine" (*Law of Ukraine Fundamentals of the legislation of Ukraine on health care, 1992*)

When we talk about "departmental medicine", we first of all mean the organization of medical care in the system of the Ministry of Internal Affairs of Ukraine, the Ministry of Defense of Ukraine, the Security Service, Ukrzaliznytsia, the State Administration. Here, people related to the above-mentioned agencies and members of their families have the opportunity to receive quality medical care. (*S.H.Stetsenko, 2014*).

It should be noted that some experts generally deny the expediency of the existence of departmental medicine as such. For example, the former Minister of Health of Ukraine O. Kvitashvili stated: "Watermen, academics, railwaymen or miners who have their own hospitals are the same people as you and me. Perhaps the specifics of these institutions are a little different. Maybe there The specifics of the disease are slightly different, but in general people are the same as us, with the same physique and set of diseases, and it is impossible for there to be four or five health care systems in the country that work differently. this system with departmental hospitals can be maintained as it is, but they must work on the same principle as other hospitals. I, law enforcement agencies. There and the system works differently, and absolutely other specificity of reactions to crisis cases" (*O. Kvitashvili, 2015*).

The definition of "health care" means a set of legislative, theoretical, scientific, organizational and medical infrastructure facilities of the state for the permanent provision of citizens with adequate medical care.

The basic concepts of building a health care system are defined in Art. 4 of the Law of Ukraine "Fundamentals of the legislation of Ukraine on health care". The type of health care system enshrined in the Law is based on the principles of the English model, which is gradually being implemented in both legislative and medical practice, and manifests itself in forms of family and private medicine, insurance, multi-source funding, and high social standards.

The etymology of the word "management", borrowed from the English language – "management" indicates that in both cases it is about the ability to manage. The English word to manage comes from the Latin word manus (hand).



In the “New Explanatory Dictionary of the Ukrainian Language” the word “manage” has the following interpretations: 1. To direct the activity, work of someone or something; to be at the head of someone, something; manage. 2. Using the steering wheel and other regulating devices, direct the movement, stroke, operation of something; to direct the course of a process, to influence the development, the state of something (*V. Yaremenko, O. Slipushko, 2000:6*).

Peter F. Drucker defines management as “a specific activity that transforms a disorganized crowd into an effective purposeful productive group.” (*Peter F. Drucker, 1999*).

According to Henri Fayol – “to manage is to anticipate, organize, dispose of, coordinate, control”. (*Fayol, Henri, 1916*).

In state governance, power and responsibility have spread “vertically and horizontally” across the institutional levels of government and society through changes in approaches to democracy, the formation and implementation of public health policy as part of welfare. (*Decree of the Cabinet of Ministers of Ukraine On the approval of the plan of activities of the Program of Activities of the Cabinet of Ministers of Ukraine and the Sustainable Development Strategy “Ukraine–2020” No. 213, 2015*).

The category of “state governance” is a component of public administration. Accordingly, the paradigm of public administration should conceptually reflect the theoretical foundations of qualitative social change, taking into account the current challenges of implementing a new policy of state governance. (*O. Yu. Vysotskyi, O.E. Vysotska, Yu.P. Sharov, 2008:52*).

"State governance" (public administration, English public administrative) – a type of state activity, the managerial organizational influence through the use of executive power through the organization of law enforcement, management functions for integrated socio-economic and cultural development of the state, its individual territories, and also ensuring the implementation of state policy in relevant areas of public life, creating conditions for citizens to exercise their rights and freedoms. (*O. Yu. Obolenskyi, 2005:94*).

State governance is a component of political management; it is a process of realization of state executive power as a way of functioning of any social community. In some countries (for example, Croatia), this activity of the state is managed by a separate ministry.

Particular emphasis is placed on the fact that the implementation of public administration is based on power as an organized force of society, capable of coercion. (*Bouckaert G, 2002:26*).

When developing a management model, it is necessary to take into account all elements of the internal and external environment of the organization. Geert Bookert emphasizes that “public administration is not a neutral, technical process, but an activity that is closely linked to politics, law and civil society”.

Dominant trends and factors that determine the dynamics of the society evolution give rise to the development of concepts of social systems management and public administration. The development of the theory and practice of public (public) management is based on a set of theories of social management, the main of which are the concepts of administrative management, “human relations”, the empirical concept of management, a new concept of management science, etc. (*O. V. Baeva, 2007:328*).

The health care system of Ukraine is managed by the Ministry of Health and other central executive departments to which departmental health care institutions, local state administrations and local self-government bodies, and the Academy of Medical Sciences of Ukraine are subordinated. The Ministry of State Security, which is related to health care, this system also functions due to the control and management function of other state institutions, namely the President of Ukraine (in particular, as a prism of the Presidential Administration of Ukraine, the National and Defense Council of Ukraine), the Verkhovna Rada Ukraine (in particular, the

Verkhovna Rada Committee on Health), the Verkhovna Rada Commissioner for Human Rights, the Cabinet of Ministers of Ukraine (in particular, through the activities of relevant ministries and other central executive bodies), the Prosecutor General's Office of Ukraine and its local bodies, as well as the judicial system of Ukraine.

It is well known that the health care structure of Ukraine has three main levels: national, regional and local (*Ya.F. Radish, 2001:359*), which are represented by public authorities (Ministry of Health of the Autonomous Republic of Crimea and departments (offices) of health care at regional state administrations, district state administrations, local governments), as well as health care institutions.

The health care management system in Ukraine can be considered at two levels: the intra-industry level of management (from the head of the department to the head of the health care institution) and the state level of management (from the chief specialist of the health department to the Minister of Health). (*V. M. Knyazevich, N. O. Vasyuk, T. V. Savina, 2017:24-78*).

Current trends in the development of health care indicate that it is necessary to radically change the direction in the management of the health care system in order to clearly divide managerial (publicservants, heads of health care institutions, managers, etc.) and medical positions.

### 3. Conclusions

1. As a result of the study of literature sources, we can conclude that the creation of a single effective system of public administration of health care to save the lives and health of citizens of Ukraine is the main public administration at all levels of health and departmental medicine in particular. In this sense, a single medical space with the involvement of departmental medical institutions would be a real step forward in ensuring the “medical rights” of citizens.

When analyzing the categorical-conceptual apparatus, we propose to improve the concept of “departmental medicine” – this is a network of health care facilities of different levels and different departments that provides quality, effective affordable, timely, equitable medical care to all categories of patients in a single medical space except health care facilities of the Ministries of Power, Security and Armed Forces of Ukraine.

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**STATE POLICY DIRECTIONS IN THE FACE OF WAR CHALLENGES****Liubov Tytarenko**

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**Summary**

The article explores the process of directing representatives of public administration in the direction of humanitarian-oriented development of the state in an era of challenges and changes during martial law.

The modern world order is in a state of intensive transformation, which involves the redistribution of leverage and control over planetary resources, a globalized financial and economic system, the energy sector, the acquisition of new territories, the regulation and dominance of high-tech communications, the acquisition of control over models and mechanisms of an effective international security system.

Emphasizing the problems of the orientation of the national policy of the state in the face of the challenges of war, we realize that there is a war of civilization with anti-civilization, we think that it is a balanced, responsible and effective – functioning policy requires a humanitarian and ethical basis, taking into account the best world and European experience in solving these issues.

Hence the main questions that determine the effectiveness of the state's use of objective potencies of human potential a) that and in what way society, the state, the authorities can and can give people of different age categories who have fallen into difficult life circumstances as a result of the loss of home, property, life losses of relatives and friends; b) how to develop the moral and ethical worldview of citizens, and especially the younger generation, which is actively involved in defending the independence of the country in order to motivate society to rebuild the country after victory, reduce tension and aggression in the public environment.

The orientation of the state policy is considered in the direction of a successful life start of young people, their personal self-determination and the realization of professional potential for the benefit of society, the state as a whole. A comprehensive solution of these and other issues is possible under the condition of a holistic, clearly verified purposeful policy of the state, the purpose of which is to coordinate the activities of all subjects of the country, to create the most favorable conditions for social adaptation of people in conditions of challenges and threats with the prospect of civilizational development of the country, humanistic changes.

**Keywords:** civilizational development, humanitarian direction, state youth policy, political system, public administration, professional potential, good society, social challenges and changes, prospect of humanistic changes.

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## 1. Introduction

It should be noted that in recent years Ukrainian scientists (E. Borodin, V. Borshchevsky S, Holovaty, V. Golovenko, P, Gai-Nyzhnyk, N. Dubovyk, A.) have made a significant contribution to the substantiation of methodological approaches to the policy and values. Pen., O. Yaremenko and others). Domestic scholars V. Barabash, M. Buromensky, N. Horishna, T. Gosteva, E. Libanova, A. Shapovalov, and others devoted scientific views to the problems of state youth policy.

Today, the new management course of civilizational development of Ukraine is defined by the sociology of youth as a separate scientific discipline, which has been institutionalized at the level of the world professional community for over thirty years by establishing a research committee on youth sociology at the International Sociological Association. In the late XX – early XXI century. sociologists of different countries, working on the range of social problems of society, note their marked aggravation, especially among the younger generation, against the background of the general development of civilization.

The aim of the article is to offer an analysis of methodological approaches and methods of socio-political research of state policy in the era of challenges and changes in the direction of humanization of society, socialization of youth with the prospect of civilizational development of Ukraine.

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

The aggression of the Russian Federation against Ukraine was the culmination of civilizational confrontation and, at the same time, a vivid testimony to Moscow's imperial revanchism, which in the conditions and realities of the XXI century seems a complete anachronism. Objective reality points to the disappointing conclusion that this war for Ukraine and the Ukrainian people is not only a worldview confrontation or a clash of civilizations, but also a war for the right to choose European values.

The beginning of the undeclared war of the neighboring country on February 24, 2022. against Ukraine is nothing but a large-scale invasion with Russia's undisguised aggression against a sovereign, independent state and demonstrative violation of international norms. It is obvious that the aggressor state inflicted irreparable destruction, killings... In addition to defenders, civilians, children and defenseless animals suffered, and the world was divided into "before" and "after" the terrorist invasion, a cynical violation of European and world security. That is why the whole civilized world (both Orthodox-Christian and Islamic; both Buddhist or Jewish and atheistic; both the political and business worlds) must realize that humanity can survive in the face of universal values by overcoming the ochlocratic tyranny of political figures that lead to all-encompassing hatred and unleash war. The world community must understand that the human values of civilized life must become the essence, main goal and mission of world civilizations (*Huntington S, 2003: 8-11*).

In the current difficult times of trials and atrocities, it is worth realizing that it is time to deeply analyze the state of employment policy and assess its effectiveness both today and in the future in the context of systematic modernization of public administration, implementation of the current Poverty Reduction Strategy in Ukraine (*Bratus GA, Golovach NV, Dmitrenko: 110*).



Each social group of society, in the presence of effective use of common methodological principles and methods of its research, has something special, specific, inherent in the relevant analysis and methodology for measuring the values of society. This applies to different age groups and the younger generation, in particular. It is known that the effectiveness of public administration is determined in terms of quality needs of citizens and prospects for future development of society. The relevance of this study is due to the situation that accompanies the trials of Ukraine as a whole, which for almost all the years of its independence is accompanied by risks, challenges of loss of independence, gradually bringing it closer to the state formulated by Eric Reinert in his bestseller: "How rich countries became rich... and why poor countries remain poor" (*Eric Reinert: p. 78*).

As you know, the theory of public policy is formed and directed by the state. It is the national youth policy that has become a component of state policy in the field of socio-economic, scientific and cultural development and is a system of educational, legal, organizational and managerial, financial and economic, informational, personnel, that is mechanisms aimed at preserving the country's potential (even if young people are involved in the war), creating conditions for young people to choose their life path.

The main problems that need to be addressed at the present stage are to bridge the gap between the declared approaches in the field of youth policy to raise social standards of youth and the actual state of implementation to overcome poverty in Ukraine of people of all ages.

On the one hand, the Ukrainian legislation on improving the welfare of the population is one that has every reason to be considered one of the best in Europe. However, the practice of implementing state social policy in Ukraine is characterized by the fact that the provisions declared in the legislation are embodied in the form of limited "pilot projects", rather than real opportunities to improve the quality and standard of living of Ukrainian citizens. There is a question of realization of the general rules of ethical behavior of civil servants and officials of local government in realization of prof. potential of young people, people of different ages, the effectiveness of the impact of the employment service on reducing unemployment, as well as employment opportunities for the labor force in Ukraine (*6, p. 7-9*). In addition, the legislation on social development of youth in Ukraine needs to be modernized, in particular additional assistance in employment in the context of European integration processes (*Order of the National Agency of Ukraine for Civil Service. – August 5, 2016 № 158 NA Document z1203-16 p.*).

At the same time, it should be noted that by joining the EU, Ukraine risks on the one hand that the main export product of the country will be the human potential of young people, and remittances from migrants will be the main source of foreign currency. On the other hand, these measures will not be economic progress, but economic regress. So far, Ukraine is engulfed in war and has not yet joined the EU, but all signs of this phenomenon are already present (*Bratus GA, Golovach NV, Dmitrenko GA: 2020: 512*). It probably makes no sense to argue that the corrupt mechanism of government, which began to take shape from the first years of sovereignty, has reduced the welfare of the majority of the population, millions of young people who have left and continue to leave the country due to, first, inability to self-realization. mainly in the labor sphere of life), and, secondly, the lack of vision of the economically developed future of Ukraine. Ukraine still does not have a state system-based strategy for the development of society with a clear focus of government on improving the quality of life of citizens and the responsibility of government agencies for the dynamics of this quality (both positive and negative) to civil society.

Creating a general picture of humanitarian-oriented public policy in the face of war, the philosophy of impetus to substantive conclusions based on the fundamental works of the founder of management theory M. Weber on the essence of rational bureaucracy – as the main form of public administration in civil service (*a collection of scientific and expert materials: 10*).

The modern era of domestic development calls for a hypothetical forecast of further development of the public administration system, with an awareness of how this process will develop over time. The responsibility of government agencies is important today, especially in the absence of indicators of improving the quality of life of citizens, or the presence of corruption in their activities, which should be severe economic, social and even criminal penalties against government officials at all levels of government. management – from local to national.

An extremely important indicator is that a developed civil society in the countries of Western civilization controls power within a clear legal framework, which is a form of direct democracy and a means of direct power of the people, which ensures harmonious interaction between government and society. This level of democracy is able to create conditions for a dignified life for people of all ages and especially young people, preventing the desire to leave the country, to leave home, looking for a comfortable life elsewhere.

Among a number of strategic challenges facing our country are on the one hand – to win, on the other – to hold the government accountable for its activities, forming a humanitarian-oriented direction of domestic public policy and implementing this direction. Note that in general, Western civilization, with its civil society and essential elements of direct democracy, is a model for Ukraine, which has embarked on the path of rapprochement with Europe.

At the same time, it should be understood that it would be wrong for Ukraine to simply copy and repeat this format of direct democracy on its way. This is not necessary or possible. The main reason for this impossibility is that the key factor in building a developed democratic society is the appropriate "political maturity" of citizens themselves, their strategic willingness to build, develop a successful society and be ready to live responsibly (*1; 3; 4; 5*).

The development of strategic objectives, in our opinion, begins with identifying the key factor that determines the movement towards the civilizational development of Ukraine and the essence of modern civilization of the West, to which we are currently striving. To do this, you must pay special attention to two circumstances. The first of them is the primacy of human activity in absolutely all scientific, technological and socio-economic processes. The second is the peculiarities of the socio-political development of domestic and modern Western democracies, which are increasingly suffering from the widespread spread of egocentrism in societies and the weakening of contacts between government and citizens.

The latter confirms the increase in civil protests and riots in various countries, the realities of the domestic escalation of the confrontation between Russian and Ukrainian relations and the bloody war. The outcome of the Russian-Ukrainian war is completely unknown, as hostilities continue on the territory of Ukraine, and the Russian army seeks to win at least a partial victory over our state at any cost. However, more than a hundred days of war give grounds to conclude that Russia will not be able to achieve the set (and repeatedly adjusted) goals, victory will be for Ukraine and the only question is – how large and radical it will be, and this requires a meaningful measurement of public ethics. moral and ethical orientation of the warring parties (*Dubovik NA: 2010*).

What should be the starting point in order to predict the potential development and improvement of state policy, public administration system? First of all, awareness of the morality of the rulers in exercising organizational influence on the spheres of life by using the powers of the legislature and the executive with the involvement of young people to address issues of defense,

participation in hostilities, volunteering and further prospects. Today, in times of challenges and trials, atrocities and crimes of murder, young people, along with all categories of the population need support and assistance in the formation and development of worldview values, emotional endurance with a personal slice of humanitarian thinking (*Buromensky M.V: 2015.*).

The history of theoretical thought contains various approaches to the disclosure of the essence and evaluation of the moral policy of the state. Given these circumstances, the moral and ethical values of the young generation are extremely important with the prospect of preserving the integrity of the country, its protection, reconstruction, and it is the human potential of the public characterizes the humanitarian content of public ethics. These paths need to be analyzed and identified as trends that should then be used to build a peaceful, democratic, socially oriented state (3, 5, 6). It is the human factor (that is human potential with its overriding upper component – the management elite) is a key factor in the movement towards civilizational development of Ukraine on the basis of systematic modernization of the management sphere.

In other words, awareness of the place and role of humanitarian-oriented direction is correlated with the socio-political aspect of the domestic political system, which requires a brief consideration of the ethics of public administration, which is largely related to understanding the nature of statehood as such. The history of theoretical thought contains various approaches of scientific and expert materials to reveal the essence of the socio-ethical component of state policy in the implementation of its organizing influence on the youth category of citizens in the current challenges and trials, threats to humanitarian security of Ukraine (*a collection of scientific and expert materials. – K.: NISS, 2015*)

At the same time, historically, Ukraine has monuments of the epistolary genre, which record the national traditions of interaction between government and the people, political leadership, ethics of managerial communication. These are the instructions of the Metropolitan of Kievan Rus Hilarion, etc. thinkers. V. Monomakh's "Teaching Children" describes an ideal ruler, courageous and wise, who follows the laws and traditions, urges government officials not to abuse their power, and sons – to judge fairly, to do good deeds. The tradition of studying the moral aspects of power was continued by S. Orikhovsky, P. Mohyla, T. Prokopovych, P. Orlyk, M. Drahomanov, V. Lypynsky and many other thinkers. A new impetus for the development of ethics of public administration gave the XX–XXI centuries.

The evolution of the views of the famous American philosopher and political scientist Francis Fukuyama seems interesting. Fukuyama called his book, published in 2006, "A Strong Power: Governance and World Order in the 21st Century." The book immediately begins with the statement of the following thesis: "Building a strong state is to create new government institutions and strengthen existing ones." The main characteristics of "weak" states or states – "losers", according to Fukuyama, are: human rights violations, corruption, civil society, incompetence of leaders, constant social upheavals all lead to armed conflicts with neighboring countries and are the main source of mass immigration. Weak states are a source of not only material but also spiritual and ideological support for international terrorism (*Fukuyama F: 2006: 220 c.*).

Since the issue of researching the direction of state policy remains an urgent problem, the degree of trust in government structures and the activities of government bodies depends on the values of the basis of public administration, ethical validity in management decisions, moral qualities of public officials, the level of their ethical culture. on the implementation of the principles of social justice, respect for human rights.

According to the analysis of scientific sources, there are five levels of consideration of the ethics of public administration:

- 1). Understanding the moral nature and moral evaluation of the state as an institution.
- 2). Identifying the moral principles of public administration, on the basis of which state policy is developed and implemented and which are reflected in the constitution, laws, strategies, programs and actions.
- 3). Elaboration of ethics of separate branches of power (moral basis of their existence and activity): parliamentary ethics, ethics of civil service, ethics of judicial branch of power.
- 4). Analysis of the ethical component of the organizational culture of institutions (organizations) of public administration and the moral climate in the teams.
- 5). Constitution of ethics of public administrators as a "personal slice" of ethics of public administration (*Order of the National Agency of Ukraine for Civil Service.- August 5, 2016*).

A fundamental feature that characterizes the outlined theme is that in independent Ukraine, the problems of ethics of public administration are of wider research interest since the late 90's of the twentieth century. And today this topic actualizes a broad scientific search in public administration, ethics, political science, philosophy, sociology and more. The "era of ethics" in public administration continues. At present, the realities of life are such that experts are summing up almost four months of the war, and in this regard I would like to draw attention to such an important point: with the beginning of Russia's large-scale Russian invasion of Ukraine ended a long era of hybridity. Today's Russia has become equal to itself. In fact, the part of Russians who have not lost the ability to reflect has been stunned by their sudden involvement in a nation that is destroying cities, looting and killing neighboring nations, which until recently were categorized as fraternal. The war, which requires mobilization forces, will and strategic thinking of citizens, especially the younger generation, today requires an objectively oriented humanitarian policy of the state. Young people must be informed, able to master the fundamental theoretical principles of the root causes of socio-political conflicts, aware of the degree of their escalation, be able to analyze the norms of domestic and international law, moral and ethical responsibility of political authorities for crimes committed by political regimes in the relevant territories. rights.

Ukrainian scientist, public figure, professor, doctor of law, corresponding member of the National Academy of Legal Sciences of Ukraine prof. M.V. Buromensky was one of the first in domestic science to consider political regimes as an international legal value. After analyzing his existing approaches to the value characteristics of international law, he did not reject all the positive things that have been developed in scientific sources, but went much further, highlighting the most important elements of this phenomenon. Recognition by international law of freedom of political choice by country means at the same time recognizing the right of peoples to harmonize international standards with national, their own, based on their own political culture, ideas about the organization of society, while guaranteeing fundamental human rights and freedoms. M.V. For the first time in the domestic science of international law, Buromensky considers democratization as a general civilizational phenomenon that, in its content and direction, influences the political regimes of states with the help of international law. Thus, the latter performs in relation to political regimes, a kind of moral and ethical, civilizational function of development and functioning of the state and protection of human rights in both peacetime and wartime (*Buromensky M.V.: 2015.*).

However, it should be noted that the direction of state functions is not constant. Depending on the specific historical conditions, they may acquire independent significance, disappear due to the lack of need to regulate this type of social relations, become global for the whole world. In the modern state, the list of functions changes under the influence of internal and external conditions of warfare. The outcome of the Russian-Ukrainian war is completely unknown, as hostilities continue on the territory of Ukraine, and the Russian army seeks to win at least a

partial victory over our state at any cost. However, almost four months of war give grounds to conclude that Russia will not be able to achieve the set (and repeatedly adjusted) goals, victory will be for Ukraine, and the only question is – how large and destructive will it be?

I would like the end result of the war to be in line with the moral and ethical actions of political leaders: the socio-humanitarian orientation of saving human life, creating a platform for exchanging views on war and involving the scientific community in charity to restore development and peace in Ukraine.

In the conditions of conflict of interests of the organized social groups of the states and their multidirectional influence on the world order, the scientific and expert opinion of domestic and foreign experts is required. The outlined problems of the modern existence of civilization are revealed in the book by F. Fukuyama. The author points out that building a strong state is one of the most important problems of the world community, as the weakness and destruction of states is the source of many of the world's most serious problems "(Fukuyama F: 2006: 220).

In countries with developed legal systems, that is in the conditions of guaranteed and established legal order, in public authorities there are administrative and legal norms of socio-political interaction established by special laws. In view of the above, the President of Ukraine V. Zelensky calls on the world to restore the principle of respect for each people, taking into account the foreign policy interests of all countries without exception. He stated this during a speech in the Latvian parliament, Ukrinform reports. The President noted that even in the recent past, disrespect for certain peoples led to the destruction of borders, states, destruction and suffering of people, the destruction of the infrastructure of cities and villages, settlements (Huntington S: 2003:603).

Unfortunately, today's Russian-Ukrainian war is a terrible death machine, when people are shot at and killed quite brutally. It hurts to realize that many houses, infrastructure facilities, educational institutions have been destroyed, hospitals have been damaged, and human lives have been destroyed. It should be noted that the lack of social and ethical orientation in the confrontation between the parties is an absolute conflict of escalation, which should be reduced by humanitarian – oriented policies of civilized nations.

In order to introduce the values of a democratic, legal social state, build civil society and control the activities of the authorities, Ukrinform reports: "V. Zelensky launched a program for the psychological health of Ukrainians." The starting point of her opinion is the following: "The war has an irreparable impact on the mental health of Ukrainians, so the health care system must now prepare to provide immediate assistance to everyone. A big project has started in Ukraine – the National Program of Psychological Health of Ukrainians." The First Lady noted that certain parts of the population are most affected – children, the elderly, people who have lost loved ones, homes. In addition, they are military personnel returning from war and often have post-traumatic stress disorder. "If we don't do something global in the psychological care system now (and we should have started yesterday), we could have big bad consequences not only right after the war, but maybe 10 years from now. All these bad consequences await us if we do nothing now. Therefore, we are working hard on this issue" - using the moral and ethical dimensions of worldview values in overcoming anxiety and uncertainty in the future of many affected Ukrainians (Ukrinform dsl May 26, 2022).

In this case, we join the point of view of Ukrainian scholars who believe that it is possible and should be about two types of policy of the state in the system of public administration – the old and the new (Bratus GA, Golovach NV, Dmitrenko GA: 2020). If the basis of the first was knowledge and experience, then new public administration "let's abandon the distinction between government and politics" in a complex world is a factor in progressive change [there itself].

### 3. Conclusions

Thus, the current direction of state policy is seen as a complex system that operates in the face of the challenges of war and develops in relation to public administration, including:

- a) the transition to program-targeted management in martial law;
- b) formation of liberalized models of public administration;
- c) strong promotion of management systems to their own renewal, to the renewal of properly organized and effective management;
- e) transformation of public administration and local self-government into the process of providing people with various social services;
- e) raising the level of managerial ethics, culture in the system of public administration.

In accordance with the situation of intensive development of hostilities, comprehensive solution of acute and painful issues, the direction of state policy lies in the plane of humanitarian – oriented direction with the prospect of humanistic change, democratic, civilizational development of the country. We consider it natural that today one of the strategic tasks of the state is to form a new ideology of the country, which is based on ensuring peace and the earliest possible realization of the rights and freedoms of citizens to a happy human life. All of the above is the basis of socially-oriented, humanitarian-oriented policy of the Ukrainian state in the medium and long term.

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## HEALTH, ENVIRONMENT, DEVELOPMENT

## RESULTS OF SURGICAL TREATMENT OF RETINAL DETACHMENTS DUE TO BLUNT EYE INJURY

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**Summary**

The article analyzes the surgical treatment of 96 patients who underwent surgery for retinal detachment. The cause of retinal detachment in all cases was an eye contusion. The author analyzed the age, gender, visual acuity before and after surgery, the cause of contusion, the time of onset of retinal detachment, concomitant pathology, type of retinal tear, surgical technique, results of ophthalmological examinations in the pre- and postoperative period, postoperative complications. The factors that affect visual functions in the early and late postoperative period were determined. Visual acuity after surgery depends on the initial visual acuity. Delaying the time of surgery leads to a decrease in visual functions in the postoperative period. Proliferative vitreoretinopathy and traumatic optic neuropathy were the most common complications that led to vision loss 6 months after surgery. Traumatic optic neuropathy is the result of trauma and is not associated with surgery. There are no effective treatments. Proliferative vitreoretinopathy is a complication of surgical treatment of retinal detachment. Repeated surgical treatment does not improve vision.

**Keywords:** eye contusion, traumatic retinal detachment, traumatic optic neuropathy, vitrectomy, vitreoretinopathy.

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**1. Introduction**

Every year, 2.4 million people get eye injuries, 40 thousand of which have a persistent decreased vision, 75% have visual acuity 20/200 and less (*Pravin U.Dugel, 2006*). A third of patients develop retinal detachment after contusion (*Ferenc Kun, 2008*). In patients with pathology of the posterior segment of the eye caused by contusion, retinal detachment was the most common cause of vitreoretinal surgery in patients with closed-globe injury (*Cuneyt F Erdurman, 2011*).

According to Cox et al (*1966*), 12% of traumatic retinal tears or detachments occurred immediately and 30% within the first month after injury. Some scientists noted that 60% were diagnosed within eight months of injury (*Goffstein R., 1982*). Traumatic detachment after an

injury occurs as a result of a strong blow to the eyeball – usually a high-velocity objects, such as a ball, fist or foot. Retinal tears have specific characteristic and are of two types: retinal dialysis (usually in the superior nasal or inferior temporal quadrant) and large, round, irregular tears at the level of the equator (usually in the inferior temporal quadrant). Dialysis is associated with a detachment of the base of the vitreous body in the flat part of the ciliary body, where the detachment of the retinal pigment epithelium occurs (*Duke-Elder S., 1972*). Large rounded tears in the inferior temporal quadrant are associated with gliosis and scarring of the surrounding retina, as well as disorganization of the underlying choroid (*Ross WH, 1981*). The mechanism causing these breaks is described by Weidenthal and Schepens (*1966*). A blunt object impact on the eye causes direct tissue damage at the site of impact and indirect damage to the intraocular tissues under the action of the transmitted forces. This type of contusion injury is a well-known cause of rhegmatogenous retinal detachment, which, according to Eagling (*1974.*), occurs in 4-6% of such injuries. The characteristics of post-contusion retinal detachment have been described by Cox et all (*1980*), and the mechanism of tear formation has been explained by Delori et all (*1969*), who studied the effects of high-velocity objects on enucleated eyes. Experimental data indicate that retinal breaks are formed during impact of the eye. Eye injury may require a variable number of surgeries and the prognosis is unpredictable (*Natalia K Bober, 2021*).

Purpose: To evaluate the clinical features, anatomical and visual outcomes in the early and late postop period in patients with retinal detachment due to closed-globe injury.

## 2. Materials and Methods

Patients who were in the Dnipro Regional Clinical Ophthalmological Hospital from 2016 to 2021 were monitored. All patients underwent pars plana vitrectomy for retinal detachment. The cause of retinal detachment was a closed injury of the eyeball. The following data were analyzed: age, gender, visual acuity before and after surgery, the cause of contusion, the time of onset of retinal detachment, concomitant pathology, type of tear, surgical technique, follow-up period, postoperative complications. Statistical analysis was performed using SPSS 13.

Results: The study included 96 eyes of 96 patients who underwent vitrectomy after eye contusion. Among them were 80 men (72%) and 16 women (28%). The mean age was  $34.9 \pm 9.8$  years.

Among the causes of eye injury, the following were most often noted: explosions of firecrackers and fireworks – 35 eyes (36%), a blow to the eye (domestic injury) 38 eyes (39%), sports injuries 15 eyes (16%), traffic accidents 9 (9%) eye.

Total retinal detachment was diagnosed in 67.2%.

Types of retinal breaks. Dialysis tears at the ora serrata were found in more than half of the patients – in 54 eyes (56%), 27% of which were located in the inferio-temporal quadrant, 11% in the upper-temporal, 9% in the upper-nasal, and 2% in the inferio-nasal.

## 3. Examinations of the patients

The best corrected visual acuity (BCVA) is summarised in Table 1, which shows that 4 patients (3.1%) saw 20/25 or better and 25 (29,3%) patients were 20/200 or worse. All patients were divided in the groups according to the initial visual acuity (Table 1).

Table 1

**Preoperative BCVA ( Snellen )**

BCVA	No	%
20/25 – 20/20	4	(3,1%)
20/32– 20/50	8	(6,2%)
20/63 – 20/100	59	(61,4 %)
20/200 and less	25	(29,3%)

The presence of retinal detachment was associated with poor visual outcome (<20/100), (P<0.001).

19 patients had complications, that affected visual acuity, among them were vitreous haemorrhage in 6 patients (31,5%), hyphaema in 4 patients (21%), macular hole in 2 patients (10,5%), choroidal tears in 4 patients (21%), proliferative vitreoretinopathy in 3 patients (16%), (Table 2).

Table 2

**Associated ocular injury**

	No	%
Vitreous haemorrhage	6	31,5
Hyphaema	4	21
Macular hole	2	10,5
Choroidal tears	4	21
Proliferative vitreoretinopathy	3	16

The follow-up period was 6 months (range, 1 to 18 months).

Time of onset of retinal detachment

from 1 day to 4 weeks – 12 eyes (13%)

4 weeks – 8 weeks – 16 eyes (16%)

2 months – 6 months – 18 eyes (19%)

6 months – 1 year – 50 eyes (52%)

From the moment of diagnosis of retinal detachment to the surgical treatment, it took from 3 days to 2 months, in average 14 days.

All patients underwent a standard three-port vitrectomy using 25 gauge instruments, endolaser coagulation of the retina, tamponade with silicone oil or gas. Surgical reattachment of the retina was successful in 96% of eyes

**4. Postoperative visual acuity**

A significant positive correlation was obtained between the initial and final visual acuity during surgical treatment (P<0.05). Postoperatively, final visual acuity of 20/50 and above was achieved in 35 eyes (36.5%), and in 11 eyes (11.4%) visual acuity was below 20/200 (poor visual outcome). The postoperative visual acuity is summarised in Table 3.

There was also an inverse correlation between the time of vitrectomy and postoperative visual acuity (P<0.05). Patients with delayed vitrectomy (more than a month after diagnosis) had an average postoperative visual acuity 20/100 and lower compared to early surgical intervention.

Table 3

**Postoperative BCVA ( Snellen )**

BCVA	No	%
20/25 – 20/20	7	(7,3%)
20/32– 20/50	28	(29,2%)
20/63 – 20/100	50	(52%)
20/200 and less	11	(11,5%)

**5. Complications**

With further observation in the period up to 6 months, a decreased of visual function was noted in 31.1% of cases (30 eyes). Of these, 15 eyes (50%) due to the development of proliferative vitreoretinopathy, 9 eyes (30%) due to posttraumatic optic neuropathy and 6 eyes (20%) due to macular complications.

Posttraumatic proliferative vitreoretinopathy (PVR) is one of the actual and unresolved problems in ophthalmology. It is a complication of rhegmatogenous retinal detachment or severe eye injury (intraocular foreign body, penetration, perforation, contusion, rupture). According to statistics, the risk of PVR ranges from 10 to 40% in rhegmatogenous cases (*Bernd Kirchhof, 2004*). In the case of traumatic retinal detachment, this number is increasing. All 15 patients complained of decreased vision, fog, changes in peripheral vision. Ophthalmoscopy revealed the presence of subretinal membranes and the presence of traction retinal detachment. No relationship was established with the type of injury and preoperative visual function. Repeated surgical intervention in all patients did not lead to improvement in vision.

The development of macular holes, scarring of the macula, macular folds are both a complication of vitrectomy and contusion. Surgical treatment does not improve vision due to the death of retinal photoreceptors.

Traumatic optic neuropathy (TON).The exact pathology of indirect TON is not well understood. The optic nerve dura is continuous with the orbital periosteum, leaving the optic nerve susceptible to transmission of force from blunt trauma. Indirect TON has been hypothesized to result from shearing injury to the intracanalicular portion of the optic nerve, which can cause axonal injury or disturb the blood supply of the optic nerve. It has also been suggested that the optic nerve may swell in the optic canal after trauma resulting in increased luminal pressure and secondary ischemic injury (*Yu-Wai-Man, 2015*). The management of TON is controversial, however, the data in the literature to date has not shown any treatment to be superior to observation (*Wladis EJ,2020*).

Examination of patients revealed: decreased visual acuity, changes in color vision (dyschromatopsia), afferent pupillary defect, visual field deficits. All patients underwent CT scan or MRI to rule out concomitant brain pathology. Further follow-up was recommended. No relationship with the type of the injury and visual functions before surgery was found.

**6. Conclusions**

1. In patients with pathology of the posterior segment of the eye caused by ocular trauma, retinal detachment was the most common cause of vitreoretinal surgery.

2. Prognostic factors associated with poor outcomes included delayed time of surgery, visual acuity less than 20/100.

3. The main causes of vision loss in the long-term period were proliferative vitreoretinopathy and traumatic optic neuropathy.

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## ISSUES OF PROPAEDEUTICS AND PSYCHOSOMATIC HEALTH MAINTENANCE (PUBLISHED WORKS OF SPECIALISTS IN VARIOUS SCIENTIFIC FIELDS)

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### Summary

The main purpose of prepared article is to present for psychological and pedagogical community of different countries the generalized review of specialist's publications in related disciplines: general, social, clinical psychology and sociology on understanding the complex concepts of psychosomatic health of people of all ages. Appropriate analysis of these complex phenomena from the standpoint of internal picture of health and disease, dynamic transition states (norms, pre-disease and disease) will be appropriate. A holistic approach in assessment, prevention, treatment of psychosocial health should be central in the detailed consideration of the announced article topic. The disease / health continuum model with premature death at one end and high health at the other is one of article working issues of the which will be revealed with the inclusion of accurate visual drawings. The principal attention of the author's article in revealing essence of the concept of "Mental health" in J. Matarazo's publications as an alternative to the prevailing direction in clinical psychology and psychiatry "Mental illness" in terms of diagnosis, prevention, treatment of people of different ages.

**Keywords:** holistic approach, new phenomenological construct, disability, development, adaptive behavior.

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### 1. Introduction

The main purpose of the article is a comprehensive consideration – one of the basic health psychology concepts – psychological health, which is understood as a characteristic of human adaptation quality. In contrast to concept of "mental health, which has medical significance and corresponds to a specific mental illness", "psychological health" – a socio-psychological concept that reflects the dynamics and extent of human self-improvement, realization of their own capabilities. The focus is on the study of health psychology issues of professional and personal development, the value of health, which a person sacrifices in learning process, work, which is influenced by his lifestyle, family and personal relationships. This is a question of social drug addiction, the so-called "zombification", the formation and prevention of intermediate (between health and illness) neuropsychiatric conditions, disorders, depression, suicide and more.



## 2. Main objectives of presented article for review:

Analyzing the works of leading experts from foreign countries on psychosomatic health, we should identify three **main objectives of presented article for review**:

1. The essence of the concept of systemic structure of the human body.
2. Continuity of the phenomena of disease and health.
3. Definition of mental health and directions of its research.

The thesis is correct that a true understanding of human behavior is possible only in its holistic perception, because man and his behavior are very complex phenomena.

Health professionals try to consider the impact of all aspects of human life in its overall integrity – health and disease. This approach is based on the biopsychosocial holistic model (from the Greek holos – whole) (Lipowski, Z.J., 1986:17-38). To create the concept of human integrity (Engel G.I., 1980, 535-544) proposed to use the term “system”, which was first introduced by (Bertalanffy L., 1968). The concept of “system” the author refers to the dynamic unity, which includes constantly interacting components. The human body is a system – immune, nervous system, tissues, cells. The family, the community, and society as a whole are also systems. And as such they are units that are inherently dynamic, constantly changing and whose components interact through the exchange of energy, matter and information illustrates the relationship of the human body as a smaller system in a more complex – society as illustrated in Figure 1. There are such concepts as the levels of development of the system, for example, cells in the human body, which functions in society and which is influenced by systems of another level – family, work team and so on. Consider the following situation: you have seriously injured your leg, and the internal system is automatically mobilized to protect the body from possible negative consequences, and at the same time your inability to live a full life, loss of ability to work for days or weeks can affect your social relationships.

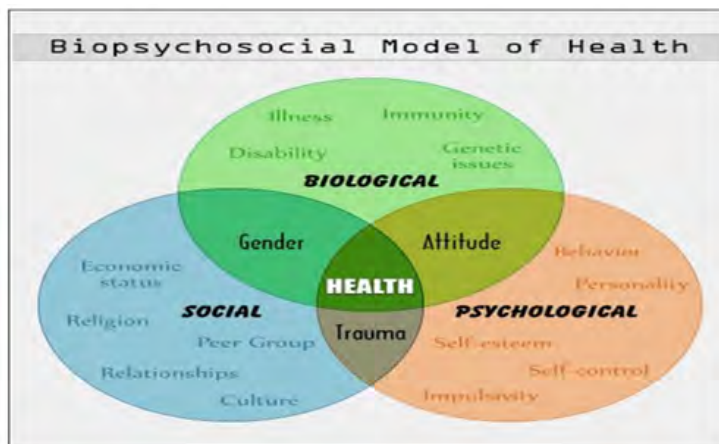


Fig. 1. Biopsychosocial holistic model Lipowski, Z.J., 1986

In essence, the concepts of health and disease are not completely different constructs, they coincide. There are levels of human health and disease. (Antonovsky A., 1979, 1987) proposed to consider these constructs as certain ends of the continuum, arguing that “all of us (people) are individual cases, and we all exist as long as the process of respiration in our body and to some extent healthy”. We need to focus on what motivates people to stay healthy, as well

as what causes certain diseases. The model of the disease / health continuum with premature death at one end and a high level of health at the other is shown in Fig. 2.

Travis first proposed a wellness continuum in 1977 and this has continued to evolve with current theories (Edelman & Mandle, 2017) of wellness.

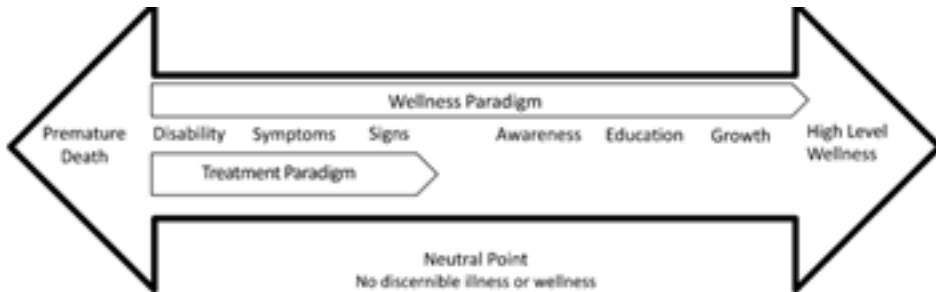


Figure 1. Illness-Wellness Continuum (Travis, 1977).



Figure 2. Continuum of Wellness (Edelman & Mandle, 2017).

**Fig. 2. Construct: continuum disease / health by A. Antonovsky**

Under health (Antonovsky A.,1987) understands the positive state of physical, mental (mental) and social well-being in the absence of injuries or diseases that change during the continuum, at the end of the continuum of well-being is dominated by health, otherwise – the disease accompanied destructive processes and leads to the manifestation of signs, symptoms, disability.

**3. Health Psychology in American Psychological Association**

Health psychology as a scientific field date back to the late 1970s, when the American Psychological Association, which works with many branches of psychology, identified health psychology as a field, and four years later the official journal of the association “Health Psychology” was published (Matarazzo J., 1982:1-14).

The last part of the definition reveals in detail the four areas of activity of specialists in health psychology: **The first** is to promote and maintain health. Psychologists study the following problems: why people smoke or not smoke cigarettes, use seat belts in cars, drink alcohol, follow a special diet. The result is the help of health psychologists in organizing school education

### *Definition of health psychology.*

“the aggregate of the specific educational, scientific, and professional contributions of the discipline of psychology to the promotion and maintenance of health, the prevention and treatment of illness, the identification of aetiologic and diagnostic correlates of health, illness, and related dysfunction, and to the analysis and improvement of the health care system and health policy formation.”

(Matarazzo, 1982).



programs and media campaigns to support a healthy lifestyle. **The second** – prevention and treatment of diseases. Psychological principles are effectively used in the prevention of diseases such as lowering high blood pressure, heart disease and paralysis. For those who are seriously ill, clinical psychologists help them adjust to real life conditions, prepare for participation in a rehabilitation program, and make future changes, such as reducing employment or restricting sexual activity. **The third** is aimed at causes (etiological correlations) and disease detection. Psychologists study the causes of disease, in particular, a particularly important personal factor in the development of the disease. Health psychologists also study the physiological and perceptual processes used in the diagnosis of visual and auditory disorders. **Fourth**, improving health care and health policy. Psychologists are working in this direction, studying how patients are affected by medical infrastructure, funding of health care facilities. In addition, they work with medical staff to improve the quality of care provided to the patient, services, responsibilities to patients and in general the functioning of the health care system as more accessible to people.

An important and promising area in the study of healthy behavior is to consider how it changes with the health status of the individual. (Castle S., Cobb S., 1966:246-266) identified the types of behavior that characterize the three stages of the disease:

**1. Health behavior** is the activity of a practically healthy person in the direction of disease prevention or detection at the asymptomatic (initial) stage. Such activities may include exercise, healthy eating, regular dental check-ups and vaccinations against certain diseases.

**2. Illness behavior** is the activity of a person who feels ill to determine their health and seek appropriate treatment. It includes complaints of feeling unwell, the appearance of certain symptoms, seeking help from relatives, friends and health professionals. A person who feels stomach pain and complains to others or arranges appointments and consultations with a doctor, exhibits painful behavior.

**3. Sick-role behavior** is the activity of a person who considers himself ill and seeks to improve his condition. Such behavior involves trying to be treated by a specialist and is a whole set of addictive behaviors, which leads to some extent to ignoring daily responsibilities. The behavior of a patient who receives medication recommendations and stays home for treatment is the patient's behavior.

**Health behavior** has a preventive function. It is the behavior of people who maintain or improve their current state of health and avoid disease. But when people feel good, they feel that there is no need to worry about health. Thus, the motivation of health behavior mainly depends on the individual's attitude to the threat of disease, the perception of the value of behavior to prevent this threat and the attractiveness of the opposite behavior. Unhealthy behaviors, such as

alcohol or smoking, are often perceived as pleasurable, which is why many people do not try to prevent unhealthy behaviors and may even reject advice to change them.

People consider behavior to be healthy or unhealthy based on direct experience and observation of the behavior of others. This can be demonstrated by example. Behavior is then stable and habitual if the person follows it automatically without realizing it: "... A person is a chronic smoker... and, despite a severe headache, reacts to an open pack of cigarettes and automatically reaches for it, takes one and starts smoking without realizing it. Only when irritation occurs in the nose and throat through smoke can it attract his attention, and only then can he stop smoking" (*Hunt et al., 1979:111-124*).

#### 4. Health-Protective Behavior research results discussion

The next question is related to the discussion of (Health-Protective Behavior) characteristics. Let's start by analyzing what people tend to do to protect their health.

In order to answer this question (*Harris D, Guten S. 1979:17-29*) studied one of the types of behavior, which they called "health protection behavior" and described as the behavior of a person without taking into account the status of his health in order to protection, maintenance, regardless of whether or not such behavior will be consistently effective over a long period of time. Researchers conducted interviews with 842 adult residents of the city of Cleveland (USA), asking them the following question: "Which of the 30 behavioral options do you constantly or almost constantly follow to protect your own health?" (tab.1). The researchers focused on the three most characteristic behavior options: 1) balanced nutrition; 2) enough hours of sleep; 3) having with you a list of phone numbers for urgent calls.

This behavior was characteristic of two thirds of the respondents. Almost all of them mentioned at least some of the 30 health protection behaviors. Despite the fact that the results of this study were quite optimistic, reserves for their expansion were also revealed. Thus, a certain number of people indicated weight control, adequate exercise, smoking cessation, limiting fats and coffee in the diet, and using seat belts as factors in such health-protecting behaviors.

Table 1

#### Indicators of cases of constant or almost constant observance of the chosen behavior for health protection (on the example of 842 subjects)

№ з/п	Behavior	Rank	%
1.	Rational nutrition	1	66,0
2.	Sufficient hours of sleep	1	66,0
3.	Availability of a list of phone numbers for urgent calls	2	65,9
4.	Getting enough relaxation	3	56,4
5.	Availability of a first aid kit	4	53,1
6.	Destruction of old unused medicines	5	52,3
7.	Visits to the doctor for regular check-ups	6	51,1
8.	Prayer or living according to religious principles	7	47,5
9.	Avoiding hypothermia	8	47,4
10.	Weight control	9	47,0
11.	Reasonable behavior	10	46,4
12.	Adequate exercise	11	46,0

Table 1 (continuance)

13.	Avoiding high crime areas of the city	12	41,2
14.	Quit smoking	13	41,1
15.	Inspection of electronic equipment car etc	14	40,0
16.	Prevention of depression	15	39,3
17.	Urgent repair of broken things at home	16	39,2
18.	Regular visits to the dentist	17	36,6
19.	Avoiding appointments with doctors for feeling well	18	35,3
20.	Spending free time in the fresh air	19	33,7
21.	Prevention of overfatigue	20	33,0
22.	Dietary restrictions, for example, the use of sugar, coffee, fats, etc	21	31,9
23.	Avoiding the use of non-prescription drugs	22	30,2
24.	Ignoring health recommendations from partners, neighbors, relatives	23	29,0
25.	Taking vitamins	24	24,1
26.	Refusal of alcohol	25	24,0
27.	Using seat belts in the car	26	22,8
28.	Avoiding areas of the city with significant pollution	27	21,5
29.	Discussion of health problems with partners, neighbors, relatives	28	17,1
30.	Using a strong silky thread for teeth cleaning	29	15,9
	The average statistical indicator is 40.0; deviation 39.7		

After the analysis of tab. 1, the question arises: “So who still follows healthy behavior and why?” It is rather difficult to answer, but it remains obvious that people behave in this way, completely without understanding the essence of the behavior. In one study, registered nurses, high school teachers, and college students rated the number of repetitions of each of 30 study behaviors (*Turk D.C., Ruby T.E., Salovey P., 1984: 189-210*) challenge”, teachers – “counter by weight”; students – “more physical exercises”. Nurses, for example, found the highest indicators for “having a list of phone numbers for an emergency call”, teachers – “by weight”; students – “more physical exercises”. Another study (*Golding J.E., Cornish A.M. 1987: 278-301*) compared the lifestyles of medical and non-medical students and found that medical students exercised more and were significantly less likely to smoke, drink alcohol excessively, and use medication for self-medication. Each of us can probably recall people around us who are more conscious of their own health. Several studies have found similar expectations for healthy behavior and established some constancy in people's habits (*Langlie J.K., 1977: 244-260; Mechanic D., 1979: 1142-1145*). These results indicate two features:

1. Health protection behavior can change significantly over time.
2. The habits of a healthy person are not universal, for example, one person wears a seat belt, but this does not mean that he follows other healthy habits, such as exercise.
3. It is assumed that human health protection behavior may include several options. Yes, a person who uses seat belts to protect themselves from injury may also control their weight to be attractive and not smoke because it can cause an allergic reaction.

## 5. Individually oriented cases of personality behavior choices for health promotion

The question of why health-oriented habits are not largely interdependent and stable remains relevant. This can be explained by the fact that they serve to achieve different goals. For example, scientists (*Levental H., Prohaska T.R., Hirschman R.S., 1985:199-235*) believe that people not only adhere to such healthy habits as sufficient sleep and a mandatory breakfast, but also use other types of health protection behavior, limiting the use of alcohol or cigarettes to reduce the risk of disease. Another reason for the low interdependence of habits is that different behaviors can in their own way affect certain manifestations of human life. The reason for the low stability of health care behavior over a period of time may be that people change as they gain life experience. For example, many people do not quit smoking until they realize that smoking is harmful. It is possible that there is a factor of the influence of peers regarding both physical exercises and smoking.

Also important is the question of the specifics of the process of disease and injury prevention, which can be considered as a functioning system where the individual, his family, health professionals and the social environment play a certain role.

A person who turns to his own health, its strengthening, often faces a struggle with himself. And the first problem is that many factors in healthy behavior are less pleasant than alternative unhealthy behaviors, which leads to conflict. Many people in this conflict try to maintain balance in their lives by setting reasonable limits on the triggers of their own unhealthy behaviors. According to the conclusions of (*Brownell K.D., 1991:303-310*), there are people who are obsessed with the idea of disease prevention, while they sometimes cause more harm than good. The second problem is that a healthy lifestyle may require an individual to change a long-standing behavior that has become a habit that is dangerous to health. It is known that formed habits are difficult to change. The third problem is that it is quite difficult for an ordinary person in a good state of well-being at the moment to adhere to healthy behavior, especially if it is associated with certain restrictions and inconveniences. Moreover, a group of well-known specialists (*Dimatteo M.R., DiNicola D.D., 1982*); *Rosenstok, Kirscht, 1979*) indicate that there are people with pronounced health problems and, at the same time, a lack of desire to be treated and follow the recommendations of doctors.

There are interesting results of experts' observations of different attitudes towards the own health of family members due to the fact that everyone has their own special motives and habits. Suppose that a family member wants to eat a low-cholesterol diet, but others are against it. Such circumstances can cause misunderstandings in the family about preventive measures to maintain health, which are followed by the majority in the family (*Beach D.L., Mayer J.A. (1990:195-205); Breslow L., 1983*).

A person's health changes throughout life – men and women, for example, have certain peculiarities in their attitude to their own health and meeting the corresponding needs of preventive behavior in order to maintain it. In the works of foreign specialists, such a direction as personality development and appropriate behavior for maintaining health is quite actively explored. Biological, psychological, and social factors that affect a person's health change throughout life and cause various problems related to their health and the search for ways to solve them. For example, teenagers and young adults have a significant risk of injury in car accidents, and adults have a fairly high risk of heart disease. Thus, different approaches to preventive measures should be taken into account for each period of a person's life.

Scientific data show that approximately 250,000, or seven out of every 100, children are born each year in the United States with birth complications ranging from relatively minor



physical and mental disorders to severe disabilities. Some of these complications may not show up for months or years, some are very dangerous.

During the second year of life, babies begin to "penetrate everywhere" and, despite the fact that motor development occurs very intensively, they are in a situation of increased risk at home, for example, in the presence of sharp objects, drugs, chemicals, etc. Experts indicate that accidental injury is the leading cause of death among children and adolescents (*Cataldo M.F., 1986; United States, 1991*). Parents, teachers, educators can reduce the risk of injury by teaching children safe behavior, watching over them, preventing them from getting into dangerous situations.

Cognitive processes in a child during its age development play a significant role, as children demonstrate the ability to engage in behavior aimed at protecting their own health and feel responsible for their condition (*Burbach D.J., Peterson L. (1986:307-325), Maddux J.E. et al., 1986:25-34*). Thanks to cognitive abilities, children begin to understand the relationship between behavior and health.

This understanding is formed gradually. As children approach adolescence, they become more aware of the complex interaction of internal and external factors in health, illness, and recovery (*La Grega A.M., Stone W.L., 1985:225-291*). Educators and specialists in health psychology should take into account the peculiarities of the age-related development of the child's cognitive sphere, taking preventive measures regarding their health.

Adolescence is a particularly critical time for the development and formation of preventive behavior. Although adolescents have the cognitive capacity to make logical decisions that lead to healthy behavior, they also face various temptations and influences, even peer pressure, that direct them toward destructive behaviors (*Jessor R., 1984*).

Adolescence opens up opportunities for the first attempts at sex life, smoking, drinking and drug use. Teenagers are also learning to drive and unfortunately combine the acquisition of these skills with the use of alcohol or drugs. A greater number of fatal accidents are the result of car accidents and teenage violence. Thus, the death rate in car accidents has increased six times among teenagers aged 15-24 (*United States, 1991*). All these features of behavior cause a significant risk for the health of teenagers.

Adolescents engage in risky behavior in order to acquire specific experiences and gain new sensations, which become more important for them than possible negative consequences for their own health.

However, according to a group of scientists (*Amir D., 1987:353-378*), (*Harris D.M., Guten S., 1979:17-29*), they take an active position regarding healthy behavior in order to protect, develop and maintain health. In general, older adults are more likely than younger adults to engage in various health behaviors such as diet, health checkups, etc. (*Belloc N.B., Breslow L., 1972:409-421*).

## **6. Generalizing conclusions with further prospects for the dissemination of data among specialists**

Taking into account the above-mentioned research results, the question arises: "Is there a relationship between a person's age characteristics and his commitment to healthy behavior?" According to experts, there are two explanations for this phenomenon. **First**, in the study of development problems of healthy behavior, in general, methods of a representative sample (cross-sectional method) are used. The percentage age of the subjects may simply reflect

a significant number of people who survived and maintain healthy behavior. **Second**, older and mature people have similar views about the effectiveness of these behaviors in preventing chronic diseases such as high blood pressure, heart attacks, and cancer (*Levental H., et al., 1985:199-235*). In addition, older people perceive themselves to be more susceptible to these diseases than younger people and may therefore engage in appropriate health-maintaining behaviors. People of mature age, according to researchers (*Horn J.C., Meer J.,1987:17-29*), live longer and have a better financial situation than in their youth. One manifestation of healthy behavior that generally declines with aging is exercising a significant amount of physical rights. Many older adults avoid exercise because they tend to exaggerate the health risks of exercise and underestimate their physical capabilities, and sometimes feel ashamed (*Woods A.M., Birren J.E.,1984:91-100*).

In the review article by (*Kornienko O., 2003*). “The multifactorial of patterns of human behavior focused on illness or health” considered a fairly wide spectrum of behavioral activity of people – from the desire for health, harmonious well-being, self-realization of the individual in everyday life to the opposite trends, oriented to the search for effective methods and available means of treatment, experiencing illness, etc.

Thus, the structured and generalized information of the presented article demonstrates the relevance of the discussed scientific problem, which today is central in the interrelationship with the spread of macro-social issues of safety in supporting the psychosomatic health of pupils and student youth, taking into account the real unsatisfactory dynamics of the deterioration of real indicators of psychosomatic health and exacerbation of depressive-neurotic conditions.

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## PECULIARITIES OF PRENATAL INFLUENCE OF A NUTRITIONAL FACTOR ON THE STRUCTURAL AND FUNCTIONAL STATE OF THE LIVER OF NEWBORN RATS

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### Summary

Disease of the digestive system occupies one of the first places in the structure of morbidity and mortality in the population of Ukraine and EU countries. The alimentary factor (diet with an excess or deficiency of nutrients) is of leading importance. Among the factors that cause liver damage in the mother-fetus system.

The purpose of this study was to establish the effect of excess or insufficient content of nutrients in the mother's diet on the structural and functional state of the liver of newborn rats.

**Materials and Methods.** To achieve this goal, 20 female rats of the WAG population were used; they were divided into 3 groups: group 1 (control) - rats were in standard vivarium conditions and received a basic diet; animals of the 2nd group received a diet with excess nutrients; rats of the 3rd group received a nutrient deficient diet. The offspring of rats were hatched from experiment through decapitation straightaway after birth. Was a complex of morphological and biochemical studies of liver tissue was carried out.

**Results.** When analysing micro preparations of liver tissue, a similarity in the nature of the induced changes in the organ rats of the 2nd and 3rd groups in the form of moderately pronounced discomplexation of beamed-radiary structure and expansion sinusoids were revealed. The difference was that in rats of the 2nd group, mainly around the zone of portal tracts, small extramedullary hematopoiesis foci; and in rats of the 3rd group, multiple small extramedullary hematopoiesis foci that indicated more pronounced hypoxia were determined. Thus, it can be noted that the greatest damage to the fetus liver was caused by nutritional deficiency in the mother's diet.

When studying the fractional composition of lipids in liver homogenates of newborn rats, the following dynamics of changes was discovered: in animals of the 2nd group - an increase of cholesterol and triglycerides levels, with a decrease of PL level, and in rats of the 3rd group, a decrease in almost all fractions of lipids cholesterol, triglycerides, and NEF A (non-esterified fatty acid). The obtained data suggested that, most likely, such dynamics of changes in lipid metabolism parameters is associated with the inclusion of epigenetic programming mechanisms in the mother-fetus complex.

**Conclusions.** Therefore, based on conducted research, we can do conclusion about the negative impact of the alimentary factor (nutrient deficiency) on the structural and functional state of the liver of newborn offspring of rats.

**Keywords:** liver, newborn rats, diet with an excess of nutrients, alimentary deficiency of nutrients, structural and functional state of the liver, fractional composition of lipids.

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## 1. Introduction

Every year in the EU countries and Ukraine, an increase in the prevalence of diseases of the digestive system, in particular, the liver, is recorded. Special attention of doctors and scientists is caused by the increase in the level of maternal and infant mortality. One of the factors leading to this is extragenital pathology (especially, liver diseases). Thus, according to the literature, it is known that the maternal mortality rate due to aggravated pregnancy in Ukraine exceeded the European values by 1.3-1.6 times.

Non-alcoholic fatty liver disease (NAFLD) plays a leading role in the prevalence of liver diseases. According to statistics, NAFLD is diagnosed in 20-40% of the population of European countries. In the United States, the prevalence of NAFLD was found to be in 32% of patients (*Plokhotnichenko O.A., 2018*), while population-based studies in Japan, China, and Italy showed that the prevalence of NAFLD ranged from 13 to 25% (*Plokhotnichenko O.A., 2018: 8*). In children and adolescents in the United States, this figure was 10%, and in Ukraine at the moment there are no reliable statistical data on the prevalence of NAFLD in these age groups (*Dikan I.M., 2021*).

A significant role is occupied by the alimentary factor among the factors that can negatively affect the condition of hepatobiliary system, mother and fetus.

So, many scientific studies have proven unfavourable influence of hypercaloric diet nutrition on the state of the gastrointestinal tract organs of adult male and female rats, which was manifested by disorders of fat metabolism and distinct morphological changes in the organs of their digestive system (*Buettner R., 2006; Kobayasi R., 2010*). The data obtained from the analysis of literary sources indicate that the complications that develop in rats that consume excessive amounts of fat are manifested by hypertrophy and fibrosis of the heart, myocardial necrosis, and liver steatosis (*Buettner R., 2006; Kobayasi R., 2010; Rutledge A.C., 2007; Chang K.C., 2007*). In mice, feeding a high-fat diet also induces an increase in systolic blood pressure and the development of endothelium dysfunction (*Shapiro A., 2008*).

A diet high in animal or vegetable fat has been shown to lead to the development of obesity, hyperinsulinemia and hyperglycemia, as well as impaired glucose tolerance, increased levels of cholesterol, and low density lipoproteins (*Wentzel P., 2019*).

In addition, it has been established that the consumption of an excess amount of carbohydrates (fructose) induces the expansion of the ventricles of the heart, hypertrophy and a decrease in their contractile function, as well as liver steatosis. (*Stothard K.J., 2009; Blomberg M.I., 2010; Nakagawa T., 2005*). In rats, fructose ingestion causes damage to the renal tubules, deposition collagen in the interstitium, and increased macrophage infiltration together with proliferation and hyperplasia of the renal proximal tubules, and also contributes to leptin resistance without change in weight body and obesity (*Shapiro A., 2008; Blomberg M.I., 2010*). It should also be noted that there was an increase in the concentration of urinary acids and triglycerides in blood plasma without significant changes in the concentration of cholesterol (*Nakagawa T., 2005*). It is proved that rats of Wistar line who received commercial feed for 6 weeks together with standard diet, used 10% fructose solution as drinking water, showed development key signs characteristic of metabolic syndrome that is hyperglycemia and visceral obesity. In addition, they revealed a trend towards an increase in body weight, an increase in the concentration of total cholesterol and triglycerides in blood serum (*Nakagawa T., 2005*).

The analysis of literary sources also revealed the negative impact of nutrient deficiency, which was determined by activation of lipid peroxide oxidation processes (LPO) on the cells of the digestive system (*Campisano S., 2019; Campisano S.E., 2017*).

Thus, foreign researchers have proven negative influence of proteins of scarce diet on the morphological and physiological features of the functioning of the liver (*Campisano S., 2019*). For example, after 60 days reception of proteins of scarce diet in the offspring of rats (males), a decrease in body weight and liver mass, in addition, an increase in activity of serum glutaminepyruvic transaminase, as well as the cholesterol and triglycerides content in the liver were found (*Campisano S.E., 2017*). Additionally, researchers discovered liver dysfunction, which was characterized by promoted expression of  $\gamma$ -glutamyl transferase (*Du J. E., 2020*).

Thus, it can be noted that an active study of the influence of the alimentary factor on the state of the gastrointestinal tract is currently being carried out, but its role in liver damage in the mother-fetus system remains insufficiently covered.

**The aim** of our study was to determine the effect of excess and insufficient amounts of nutrients in the mother's diet on the structural and functional state of the liver of newborn rats.

## 2. Materials and methods

The study was performed on 20 female rats of the WAG population, which were divided into three groups: group 1 was a control, consisted of rats that received a basic diet before the replanting of males and during pregnancy and were under standard vivarium conditions.

Animals of the 2nd group received a diet with an excess of nutrients, which consisted of 3g of proteins, 2.0g of fats and 25g of carbohydrates, with an energy value of -130 kcal, in a total amount of 30g per rat per day.

Rats of the 3rd group received a nutritionally deficient diet, which consisted of 1.02 g of proteins, 0.64 g of fats and 8 g of carbohydrates, with an energy value of 41.84 kcal, in a total amount of 9.66 g per rat per day.

Research was performed in compliance with the rules and international recommendations of the European Convention for the Protection of Vertebrate Animals Used for Experiments or in other scientific purposes (*Strasbourg, 1986*). The offspring of rats were withdrawn from the experiment immediately after birth through decapitation.

Morphological examination of the liver tissue was carried out in accordance with generally accepted methods (*Avtandilov G.G., 1990*). Fractional composition of lipids in homogenates of liver fabrics was determined using spectrophotometric method: cholesterol (CS), phospholipids (PL), triglycerides (TG) and NEF A (non -esterified fatty acid) using a set of reagents from Olveks (Russia).

Statistical analysis of received data were collected using the program Graph 5 PadPrism. To determine the significance of differences, the Man-Whitney U criterion was used.

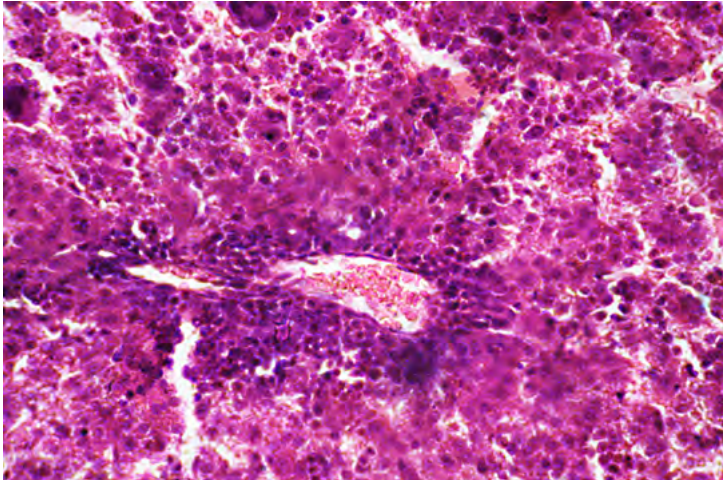
## 3. Results

Visually, the liver of the 2nd and 3rd groups did not differ from the control one.

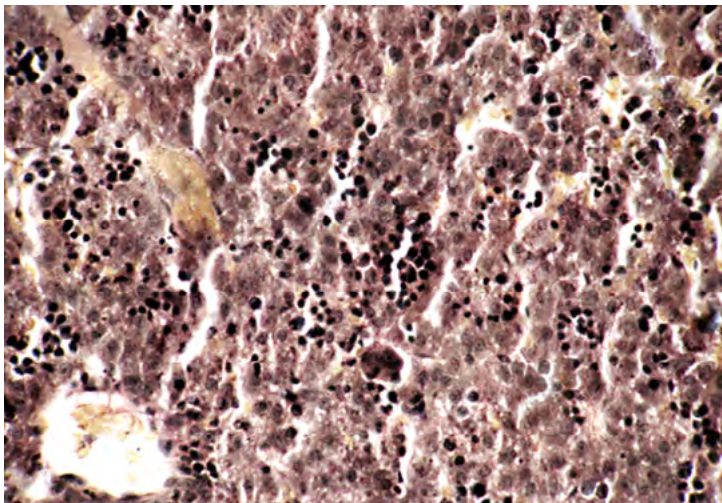
A comparative analysis of liver tissue micropreparations, morphological changes in the organ was revealed, which were most pronounced in newborn rats of the 3rd group. So in rats of the 2nd and 3rd groups, moderate discomplexation in the beamed-radiary structures of



liver was microscopically discovered; sinusoids have been expanded. In rats of the 2nd group, small extramedullary hematopoiesis foci, mainly around the portal tracts zone, were discovered (Fig. 1), and in rats of the 3rd group, there are multiple small extramedullary hematopoiesis foci (Fig. 2).



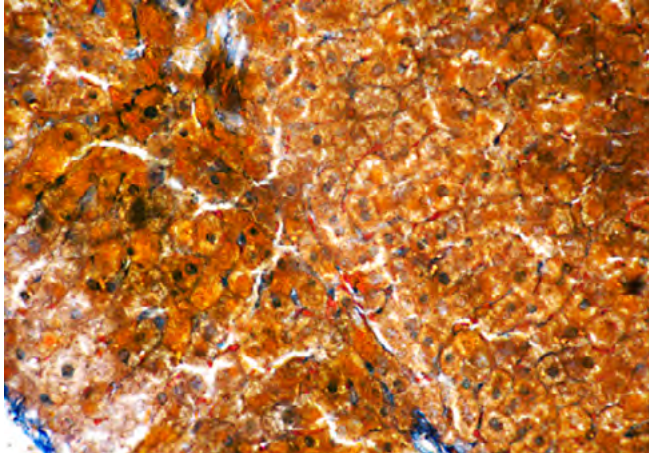
**Fig. 1. Micrograph of the liver of a newborn 2nd group rat (Staining with hematoxylin and eosin  $\times 200$ )  
Hepatocytes with granular cytoplasm and nuclear hyperchromia. Extramedullary hematopoiesis foci around portal tracts**



**Fig. 2. Micrograph of the liver of a 3rd group newborn rat. (Staining according to the van Gieson method  $\times 200$ )  
Pyknotic hepatocytes with granular cytoplasm and nuclear hyperchromia. Multiple foci of extramedullary blood formation**

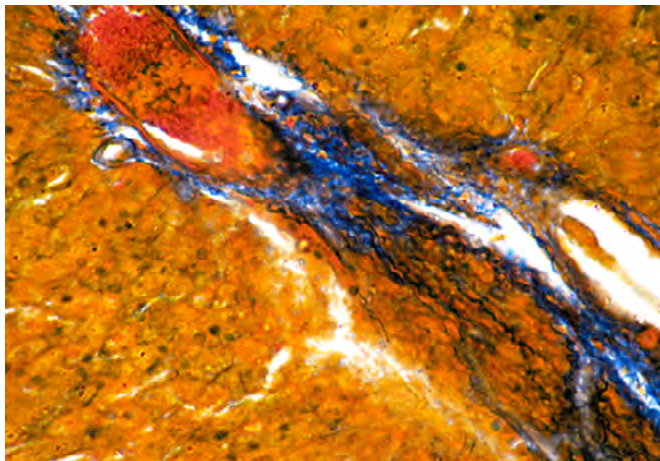
The data obtained indicate that the rats of the 3rd group were in conditions of more pronounced hypoxia. In both groups, dual-core hepatocytes were determined for the entire field of view; this indicated a slight activation of the regenerative activity of the organ.

The stroma of the portal tracts in rats of the 2nd group (Fig. 3) had a normal appearance and was represented by thin, loose oriented collagen fibers. The data obtained suggest that due to excessive dietary intake during pregnancy, the liver of mother rats suffered more than that of newborn rats, thus having protective value in relation to defeat offspring liver.

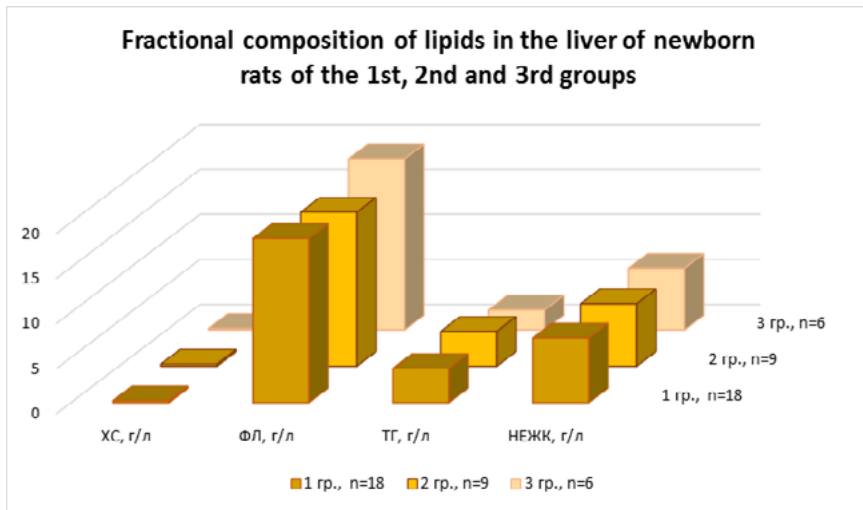


**Fig. 3. Micrograph of the liver of a 2nd group newborn rat.  
(Staining by the method of Mallory  $\times 400$ )  
Moderate proliferation of the stroma of portal tracts**

In rats of the 3rd group (Fig. 4), the stroma of the portal tracts was moderately proliferated and presented by loosely oriented collagen fibres, which indicated a significant degree of organ damage in rats that were under conditions of prenatal nutritional deficiency.



**Fig. 4. Micrograph of the liver of a newborn 3rd group rat.  
(Staining by the method of Mallory  $\times 400$ )  
Proliferation of the stroma of the portal tracts**



гр	Group
XC	Cholesterol
г/л	g/l
ФЛ	Phospholipids
ТГ	Triglycerides
НЕЖК	NEF A (non-esterified fatty acid)

**Fig. 5. Study of the fractional composition level for lipids in homogenates of newborn rat liver of control, and 2nd and 3rd groups**

When studying the fractional composition of lipids in liver homogenates of the offspring of the 2nd group rats, a trend of change in total cholesterol, phospholipids, and triglycerides indicators was revealed: if the content of cholesterol is increased by 9.6% ( $p < 0.05$ ), the content of phospholipids is reduced by 6% ( $p < 0.001$ ), and the content of triglycerides is increased by 2.1% ( $p > 0.05$ ) relative to NEF A (non-esterified fatty acid) level, then in newborn rats they are lowered. In rats of the 3rd group, the opposite dynamics of shifts was observed, which consisted in a decrease of cholesterol level by 21.01%, a decrease of triglycerides levels by 41.69% and a decrease of NEF A level by 4.47%. The data obtained indicate that the most negative impact on the structural and functional state of the liver in the mother-fetus system a diet with a deficiency of nutrients and methionine and choline had.

An important feature of the negative influence of the alimentary factor is that one of the mechanisms for the occurrence of damage in the mother-fetus system is intrauterine programming, which is realized through changes in the functioning of some organs and systems. In this case, this leads to the development of significant anomalies in the function of the liver of rats (especially those rats that were under conditions of intrauterine nutritional deficiency), which is primarily associated with changes in the expression of genes responsible for regulating the activity of enzymes that characterize liver function (Kovtun O.P., 2014).

Therefore, if to generalize the data concerning to similarities of pathogenetic chain of liver damage due to the negative impact of alimentary factors, then it is necessary to note that

it is characterized by stereotypical events because any factor, which action requires occurrence of adaptive reactions, can be considered as the stressor that triggers a cascade of stereotypical reactions in the body (Mathias P.C., 2014).

#### 4. Conclusions

Therefore, based on the data obtained, it can be concluded that the greatest damage to the liver was caused by prenatal nutritional deficiency accompanied with moderately pronounced changes in the organ and functional abnormalities. In addition, the identified changes suggest the inclusion of epigenetic mechanisms, which in the future can lead to the formation of a variety of functional and organic pathology of a hepatobiliary system as the offspring grow.

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## TECHNOLOGY, CREATIVITY, IMPLEMENTATION

### DECISION-MAKING PECULIARITIES ON THE BASIS OF GEOGRAPHIC INFORMATION SYSTEMS

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#### Summary

The work considers advantages of the geographic information systems use within maintenance of the decision-making and proposes a step-by-step decision-making (SDM) method on the GIS basis. The method allows to search a solution under uncertainty of: a situation, data, models, criteria etc. Conditional division of problems into a series of sub-problems solutions allows simplifying greatly the decision searching by a comparative analysis of probable variants of solutions. It allows choosing the best solution at every stage on the basis of a qualitative evaluation of a compliance with the main purpose of SDM and an aim of a particular stage. In case of difficulties with the choice, it is possible to use expert assessments. The decision of the previous stage is the basis for the next stage SDM. Last stage decision will be the main one for the whole research. The method requires high competence of researchers and all the maximum available information in the relevant direction. As experience has shown the method gives acceptable results where other methods of finding solutions are failed.

**Keywords:** geographic information systems, decision searching, decision-making maintenance, uncertainty.

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#### 1. Introduction

GIS-based decision-making maintenance has its own characteristics. One of the main ones is the presence of a spatial component, which makes a significant contribution to important aspects of decision-making maintenance. Let's consider the main ones.

Physical description is a major component of a situation in which the spatial component plays an important role. Situation – is a state in which a system finds itself including a history, dynamic, social or environmental processes that have led to such state. An analysis of both the critical situation and all possible situations is extremely important for the decision-making maintenance. While analyzing the situation, physical and informational uncertainties emerge which stem from the difficulty of determining the internal and external processes that ensure the functioning of the system. Identifying the external influences on the system and system's influences on the environment as well as the mutual influence of system elements, occupies a



special place. However certain regularities of the system functioning, regularities of external and internal processes, characteristics of influences have already been studied. Thus, this allows them to be indirectly taken into account.

Spatial information expands the analysis possibilities and provides a certain increase in information content for both the system and its elements due to the fact that it allows you to obtain the necessary additional attribute data. At the same time attribute data deepen and clarify spatial data. In fact they form a spatial data field which, in turn, allows discovering new patterns.

The analysis of the situation, determining of the main effect-forming processes and influences on them allows to increase to some extent the information content of the system and thus to reduce uncertainty not only for the situation but also for information description, and also allows to reasonably determine the possible situations and possible information about their state which provides an opportunity to reduce uncertainty within SDM. Besides, it allows dividing reasonably the search for solution to the stepwise system optimization which greatly simplifies the solution of the problem as a whole. This is especially useful for assessing the effectiveness of options the number of which decreases by an order of magnitude and more at each stage. Moreover the evaluation criteria at each stage are intuitive and do not require special methods. As for the formation of the problem in conditions of uncertainty, it is desirable to consider this issue in more detail in terms of the importance and significant impact of this process on the effectiveness of the decision-making maintenance.

The problem – is the statement of unsatisfactory condition or abnormal functioning of the system (object) which requires its solution. In order to solve the problem it should be analyzed. The analysis begins with a description. The description of the problem can be made from a physical or informational point of view. Physical description characterizes the processes or actions that led to the critical state. These can be wear, aging, failures, the influence of operational and human factors, changes in operating conditions, changes in requirements etc. Information description – is a qualitative and quantitative description of critical and other possible states of the system.

It might be an abnormal functioning because of internal processes in the system. For instance, declined reliability, reduced efficiency (economic, dynamic, physical), a decrease in the safety of operation, threats to the environment or human life. Changes in the system status might be also associated with changes in external influences or operating conditions. In other words, the problem – is a compelled necessity for changes in order to bring the system to the desired state: the development of a new one, restoration or improvement of the existing one. And the solution to the problem is to determine the optimal set of changes for bringing it to the optimal state under the given conditions. In this regard, it is necessary to find a solution but rather a set of solutions that would allow restoring or creating a new system for the desired state (required capabilities) for the given requirements and existing conditions. Due to the specifics there might be two strategies for solving the problem: a radical or compromise ones. The radical one is the creation of a new progressive system even with a certain stock of updated features and capabilities using modern technology. Of course, such a solution will have the highest efficiency of further use of the system. But due to real possibilities it is not always possible or rational to do so.

A compromise strategy is the most commonly used but at the same time it should be clearly understood that the restoration or modernization of an existing system that has fallen into a critical state is not always possible to achieve the level of efficiency of the newly created system. Both in the first and in the second cases it is necessary to search the optimum decision and technology of its achievement. However they are strategically different. In the

first one we search a structure of equal subsystems capabilities that provide the maximum state of the desired efficiency. In the second one – we search the optimal efficiency increase of one or more subsystems in order to ensure a close to normal level of system efficiency or its minimum allowable level. And it is the most important that the system sets the requirements and conditions for the decision to upgrade these subsystems and while it is necessarily should be taken into account the impact of subsystems that have remained unchanged. Based on this, it is necessary to find a solution that would increase the subsystems efficiency at least to the minimum allowable level of efficiency of the system in general.

## 2. Statement of the article aim

Despite the vast experience gained by mankind over the next 150-200 years in solving the problem of finding a solution, the problem still remains. The global problems have been developed in more detail and they are being solved. Classical theories of operations research and decision-making work in economies, military affairs, public and regional government etc. But there are a large number of small, but no less important, problems that need to be solved every day and at every step. Unfortunately, in this case the powerful SDM system slows down significantly due to its own specifics: staff qualifications, the lack of data, the lack of theoretical developments as a result of the wide field of solutions and multifactorial impact on it etc. And, the most interesting thing in this situation, is that the solution to any problem is very individual, which, in fact, makes it impossible to use models, data, criteria (target functions) or computer programs designed for other problems. Formally, no one forbids it but it is necessary to study whether the use of the finished product is suitable for solving a new problem (what is wrong with such use).

Therefore, the task was to find an opportunity to find a solution in such difficult circumstances.

## 3. Method description

Let's suppose there is a system that is in a critical situation and its further use, for various reasons, has become impossible or impractical. To resolve the situation, it must be analyzed in terms of causes, effects, changes in conditions that brought the system to a critical state in order to be able to return to normal operation. Based on the analysis it is necessary to determine:

- a strategy to bring the system out of critical condition;
- to analyze the external and internal influences that led the system to this state;
- to determine the significance of the influence of certain factors on the functioning of the system and to change its state;
- to identify uncertainties and identify the ways to increase information content in the necessary directions in order to reduce their impact;
- to analyze the possibility of changing the system and, accordingly, critical subsystems in order to reduce the impact of negative factors;
- to determine the technology of improving the efficiency of the system in the direction of changing the functioning or structure of the system;
- specification of the tasks of finding optimal solutions as for bringing the system out of critical condition;

- determination of stages and performance of search of optimum decisions at each stage according to the corresponding criteria;
- to develop or use the necessary technologies in order to achieve the optimal state of the system in accordance with the solutions found;
- assessment of the possible system functioning, restored or improved by the decisions made and relevant technologies;

It should be borne in mind that:

- the problem system should be considered as a subsystem of the higher level system in which it is included;
- its level of efficiency is determined by the higher level system;
- the input data for finding a solution for the studied system are the internal influences of the higher level system;
- uncertainty (lack of information) is overcome by studying the higher level system and increasing information in relevant areas;
- problem solving is an algorithm or technology for finding and achieving optimal or rational solutions at each stage, based on the conditions and possibilities of their implementation;
- optimality or rationality of decision-making should be sought at each stage based on the principle of equal entropy.

Uncertainty is the lack or incompleteness of information, which is also probable, the lack of models to describe the effect-forming processes in the new external and internal environment, the difficulty of taking into account the factors of influence, incompleteness or inaccuracy of data, etc.

Uncertainty leads to errors in forecasting the new state of the created system, in fact it leads to possible losses (effect, gains, profits, opportunities), which, in turn, are difficult to assess. To some extent, they can be assessed by the risk of loss. Assessing losses or risks does not fully characterize the effectiveness of the solution. On the one hand, the minimum loss or the minimum risk gives a certain guarantee of efficiency: "if we lose little, we gain a lot." But this is not always the case. To get more you need to risk something. It would be logical to look for the optimal balance between gains and losses. But their assessment depends on the level and type of uncertainty. So uncertainty must be overcome. It sounds judiciously, but the uncertainty comes from trying to solve a new situation for new conditions. This means that it is necessary to determine the situation for new conditions, which is impossible, or to lead to a situation in the previous conditions, which is not necessary. Thus, uncertainty cannot be overcome, it can only be changed, as far as possible, for these conditions, while estimating the amount of losses. In other words, it can be changed by searching the opportunities to increase the informative content of the decision support system, assessment of losses and gains.

Consider the main possible components of uncertainty. First of all it is uncertainty of:

- situations;
- problems;
- problem-solving strategies;
- models of basic processes description;
- time;
- goals;
- criteria;
- information;
- factors of influence;
- losses and gains;
- risks.

**Uncertainty of the situation** arises in cases of difficulty in determining the causes of its occurrence and the strategy of bringing the system out of it. It leads to vague wording of the problem and strategy for solving it.

**Uncertainty of the problem** arises from the difficulty or inability to understand or describe the nature of the processes that create the situation.

**The uncertainty of the strategy** for solving the problem arises from the difficulty of forecasting the state of the system or the lack of scientific research into the processes that led to the situation or abnormal functioning.

**Uncertainty of models** arises from the complexity of describing effect-forming processes of the situation or the use of known models that partially or completely do not meet the new conditions, as well as in the absence of scientific developments of the model.

**Uncertainty of the time** to make a decision leads to hasty underdeveloped decisions instead of using some time to do more intimate research and increase the informative content of the system.

**Uncertainty of the goal** arises from a shallow understanding of the causes of the problem and the main effect-forming processes, which leads to incorrect or unclear formulation of the goal.

**Uncertainty of the criterion or criteria** arises from the impossibility or misunderstanding of the means of unambiguous assessment of the effect-forming processes results when the situation changes.

**Uncertainty of the information** needed to make a decision arises in cases in which it does not exist at all or it is not in the right form, or there is no time to obtain it, or its insufficiency (incompleteness), or it is incorrect, inaccurate, or consists large errors.

**Uncertainty of influencing factors** arises in cases of absence or incompleteness of the necessary information for the correct analysis of influences of external and internal factors on efficiency of the system's functioning.

**Uncertainty of losses** (risks) and gains does not allow assessing the effectiveness or even the correctness of the prepared decision.

Having a pretty complete thematic geographic information system, which includes the object of study, it may be conducted a detailed analysis of the situation in which he found himself, external and internal factors and their effects on its functioning, which will correctly formulate the problem, detail the structure of uncertainties, explore each trying to reduce their negative impact by increasing the informative content of the decision support system, modeling the main effects-generating processes, the use of adjusted information products analogues, using expert assessments with mandatory assessment of the balance of gains and losses in the right dimension.

Spatial analysis based on GIS allows to consider the situation in conjunction with the environment and identify the problem more fully and efficiently, and, consequently, to make a more reliable decision. Moreover, analyzing changes in the system itself and the systems which include it, you can assess or ensure that the solution is positive in the desired direction and does not lead to negative changes in the environment.

It should be noticed that the concept of space is not limited to physical objects in the complex. This can be an information space, a field of data, various kinds of influences, effect-forming processes, a subjective field of "vision" or influences, a field of technology, etc. The most interesting thing is that GIS technologies allow, depending on the state of science and technology, to describe these spaces and, to some extent, even combine them, which greatly expands the capabilities of GIS in decision support technologies. The harmonious combination

of spatial and attributive components provides opportunities based on sufficient primary data and already acquired information from previous studies allows to obtain the necessary secondary information to support decision-making and, most interestingly, increasing information in the right direction to reduce uncertainty, which in turn affects SDM qualitatively.

As for GIS-based SDM, the SDM field almost completely covers all areas of solution. If the use of the first GIS was aimed at collecting, plotting, monitoring mostly spatial data, it became clear soon that the harmonious combination of spatial and attributive data in one information system greatly increases the ability to find a better solution for its technologies. Moreover, GIS has given a rise to new SDM technologies and significantly expanded the horizons of their use.

In fact, it is quite difficult to find the optimal solution, taking into account all the factors of influence. And if we take into account their mutual influence and the fact that each of them brings its own uncertainties, then solving the problem becomes very difficult or even impossible. This situation can be overcome by making assumptions about the insignificant influence of most factors and their uncertainties, except for one or more of the strongest or most definite one, which allows us to focus on these areas. But at the same time there are some doubts about the correctness of the decision. As for the criteria of effectiveness, it is difficult to determine them by the same logic. The economic criterion helps in many cases, but certain difficulties arise as for its calculations because of the conditions of unaccounted for uncertainty.

There is a possibility of solving a complex problem with a help of its conditional division, after the analysis, on the logical functional stages (sub-problems), at which the each next step is the optimal solution for solving the previous one. It provides significant advantages, and, most importantly, more correct solution to the problem in general. The solution of the last stage will be the solution of the main problem. A step-by-step solution to the problem provides:

- simplified solution of sub problems;
- reduction of uncertainties at stages;
- simplification of finding a solution in stages and in general;
- simplification of determining the criterion of efficiency up to high-quality intuitive choice of the best option;
- ability to take into account the influence of only one factor at the stage;
- ability to take into account indirect data to reduce uncertainty and to determine the criteria at each stage;
- significantly reduce the number of possible options, which is important for quality or intuitive selection criteria;
- ability to qualitatively and, to some extent, quantify the mutual influence of factors on decision-making.

The number of possible multiple solutions decreases because we have a reverse tree – the best option of the previous solution is considered at each subsequent stage, from which the possible options for this stage will be selected an optimum variant, for which the search for solution will be performed at the next stage etc.

If there is a need for clarification, you can go back a few steps and go through a new branch to the end.

We propose to increase the efficiency of the researcher's brain or expert's by assisting him with a powerful device of computer-aided design systems (CAD, and GIS is also CAD), which is able to receive and keep in mind many solutions and provide comparative analysis of possible options and take a well-considered decision at each stage.

The using of modern GIS allows developing options for possible solutions that can not be done manually relatively quickly and effortlessly. Decision options can be developed simultaneously by separate small offices to eliminate intellectual plagiarism and increase the individuality of each project. Each office divides the project into stages according to the principle of completed functionality. For example, the stages of development of the technical task, the choice of technical proposal, the choice of the effect-forming process, the choice of the planning basis, the construction of possible solutions at the stage from general to phased detail, etc. The amount and depth of detail is not limited in principle, the more detailed the functionality and technology, and depending on how it will work, the more likely to get the perfect solution. At each stage, possible options are developed, analyzed, compared and a decision is made on the further development of the selected option at the next stage, where options are developed, decisions are made, the next stage, etc. The decision is made by qualitative analysis, expert evaluations or comparative analysis between project options. There are two aspects – the development of solutions and their evaluation. As a practice shows, the same function can be provided by different technological solutions. Many of them have already been implemented somewhere and by someone, to one degree or another, for different conditions. There are also completely new implementations, some of which are declared inventions, and others are either out of time or practically ineffective. Of course, all the developed options have their own characteristics, qualities and properties. It is very difficult to evaluate them from all points of view, and especially from the point of view of efficiency, but to a certain extent it is possible if to carry out the comparative qualitative analysis purposefully and by a certain technique.

An analysis of options and decision-making has certain difficulties and features:

- as a rule, there are a large number of influencing factors and evaluation criteria;
- determination of quantitative indicators of criteria is almost impossible at this stage;
- if it is necessary, the severity of the influence of factors can be determined depending on the direction of assessment, conditions and requirements;
- it is desirable to take into account the experience of functioning of analogues;
- as a rule, the expert assessments of external experts are not used in terms of confidentiality;
- researchers can use the expert assessments with advanced methods in complex cases of comparative analysis;
- all qualitative indicators are used in the analysis and comparison taking into account weight, but the indicators of reliability and safety are decisive at equal weights.

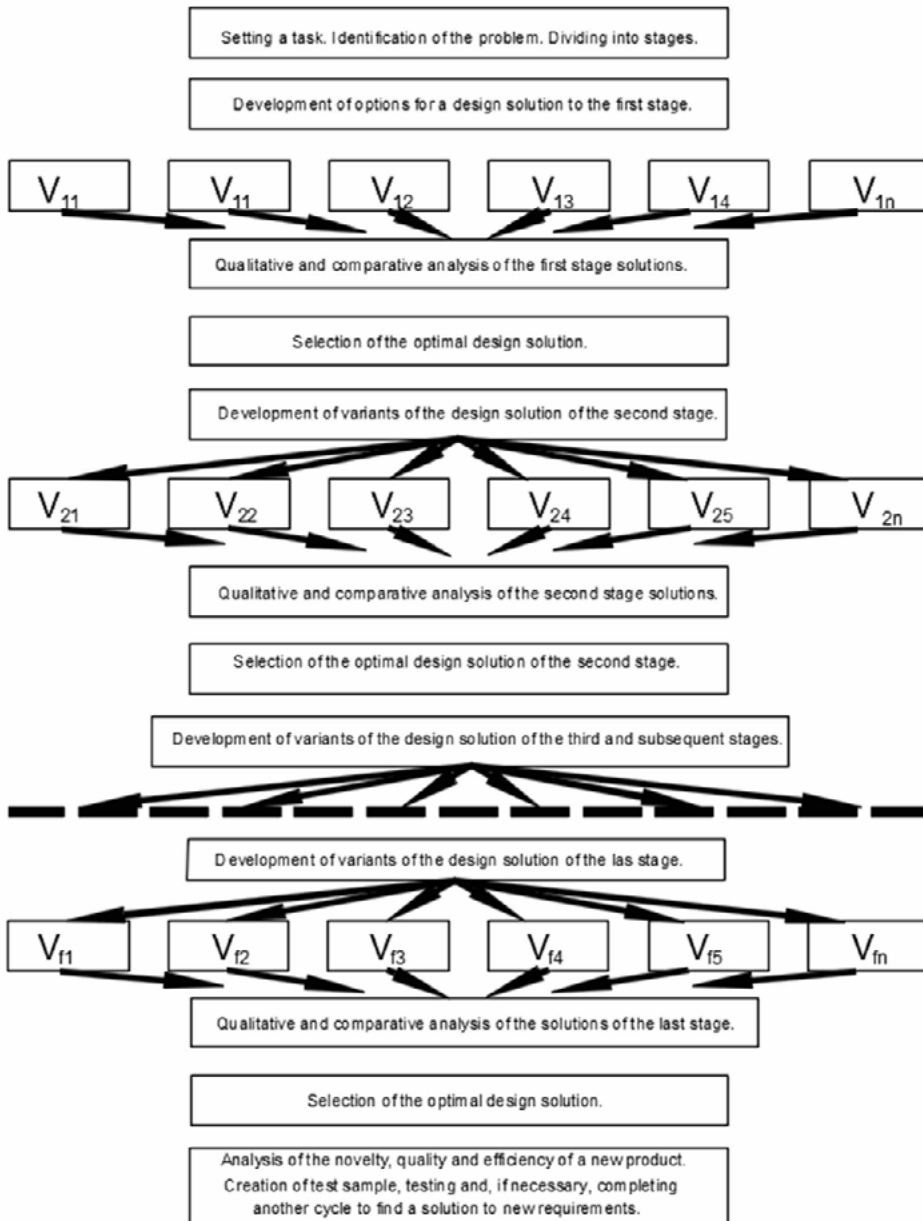
Even for an experienced researcher who intuitively feels novelty, quality and functionality it is a quite a difficult task to conduct a comparative analysis of a new solution, and, moreover, to choose the best of several new solutions. Again, if we divide the global analysis into a number of areas, we will allow a differentiated approach to solve the problem, taking into account the novelty, efficiency, manufacturability, cost and other "pros" or "cons" from different points of view. And it is, most importantly, to take into account the main focus of the decision. These areas of analysis can be formulated in such a way:

- how advantageously the new solution differs from the already known ones;
- what the benefits are and how many of them the object will receive while implementing the decision;
- how interesting this option is in terms of the future using of the system at this stage and in the future;
- how much efficiency will increase (decrease);
- how much the cost will increase (decrease);



- how difficult it is to ensure the implementation of the solution;
- how much the cost will increase using the chosen solution compared to improving the efficiency or quality of the system.

For convenience of comparison, it is possible to use, if it is necessary, the assessment of aspects of the decision in points, taking into account the weights. In disputes, a commission



**Fig. 1. The scheme of a step-by-step search for the optimal solution**

of higher rank is convened or independent experts are invited. The selected option at each stage becomes the basis for the options of the next stage, etc. Thus, the solution is gradually and consistently refined, detailed and improved. Consider the scheme of a step-by-step search for a solution to explain (fig. 1).

The obtained “inverse” tree of the step-by-step search of design solutions allows obtaining a perfect (optimal) solution without using complex mechanisms for finding a solution by one criterion, which is almost impossible to determine. Moreover, according to such a scheme, a qualitative comparative analysis of options is quite sufficient, in which the researcher himself acts as an expert. This analysis, however, allows diving even deeper into the process of finding the optimal solution. The method does not preclude the use of weight points or the invitation of outside experts in controversial situations.

The step-by-step search for a solution can be illustrated by an example of solving the problem of creating a beauty salon (a simple and clear option is chosen for illustrating this). The following steps can be suggested:

- determining the type of salon;
- choice of the room type;
- determination of the financing method;
- choice of the location (according to the suitability of microdistricts for the location of the salon);
- determining the flow of possible orders (customers living around and according to the ability to get there);
- determining the structure of the salon (analysis of possible plans);
- optimization of the number and types of workplaces;
- optimization of staff;
- calculation of profit for the formed salon options;
- decision making and justification.

#### 4. Conclusions:

- the use of GIS significantly expands the possibilities of search and decision-making;
- creation of the thematic GIS with constant replenishment of primary data and formation the necessary secondary data on their basis allows to increase informative content in the necessary direction and to reduce uncertainties by that;
- the use of the method of the step-by-step decision-making on the basis of GIS allows to make decisions in case of impossibility to find analytical dependences for the target function and complex criterion;
- since GIS belong to the category of CAD, the method of the step-by-step decision-making can be used for an optimal design of complex spatial objects or spatially distributed processes (transportation, logistics, etc.).

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## THE PROBLEM OF HUMAN FACTORS IN UNMANNED SYSTEMS

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### Summary

With the advent of unmanned systems, the development of ergonomics entered a new stage in the study of human-machine interaction and exacerbated security problems. The requirements for security and reliability of both the systems themselves and their main link, the human operator, have changed. New challenges – new human problems in digital systems. Digitization has allowed the creation of unmanned systems, but has also created an ergonomic contradiction “the growth of automation – the complication of the problem of the human factor”. Unmanned aerial systems have unique ergonomic problems associated with the characteristics of the UAV operator and the technical features of the UAVs themselves as complex systems. In this regard, the analysis of the causes of the ongoing manifestations of the human factor phenomenon in the functioning of unmanned systems, as well as the search for ways to reduce them, is relevant. *The purpose of the work* is a meta-analysis of the problem of the human factor in complex systems that actively use ICT, using the example of unmanned aerial systems. The article provides a critical look at the problems of the human factor in unmanned aircraft, which are not solved within the framework of existing approaches.

**Keywords:** Unmanned Aerial Vehicles, human factor, human operator activity, automation, training of UAV operators.

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### 1. Introduction

The problem of security of complex dynamic systems (CDS) in unpredictable conditions is interdisciplinary and extremely relevant. The use of cyber-physical systems (Industry 4.0) made it necessary to pay special attention to human-machine interaction. The transition to Industry 5.0 directly showed the relationship between the reliability of cyber-physical systems and human-machine communication. The appearance of cobots and the complication of human perception of new robotic systems caused attention and interest in human cognitive capabilities (Nahavandi, 2019; Industry 5.0, 2019). This, in turn, caused the rapid development of the sciences created to solve the problems of human-machine interaction – ergonomics, human factors engineering, engineering psychology, bioengineering, etc.

The technology of the future – unmanned systems – is already actively serving people today. With the advent of unmanned aerial systems (UAS) and unmanned aerial vehicles (UAVs), the development of ergonomics has entered a new stage in the study of human-machine interaction in complex systems. The requirements for security, fault tolerance and reliability of both the systems themselves and their main link, the human operator, have changed. New technological challenges have led to the emergence of new problems related to human activities in digital systems. Digitalization and the growth of automation have allowed significant advances in technology, but also significantly changed the requirements for cognitive abilities and psychophysiological capabilities of a modern person. Today, the difficulties of

digital thinking, clip thinking and even “digital autism” are being actively discussed, despite the high level of digital competence even in children. Digitalization has made it possible to create unmanned systems, but has also played a cruel joke and does not yet allow us to get out of the vicious circle of problems “the growth of automation is a manifestation of the human factor phenomenon (HF)”. For example, the emergence of unmanned UAS and UAV systems means a new type of activity, a new workplace, new requirements for a human operator, new human factor problems, and hence the need to resolve issues of selection, admission and control of operators.

This is confirmed by statistics: 67% of UAV accidents occurred due to the human factor. It would seem that this is much less than 80-90% of accidents with manned vessels due to crew or dispatcher error. However, for example, today there are about 35 thousand passenger aircraft registered in the world, not counting general aviation. At the same time, the number of UAVs is growing rapidly. For example, in 2010, the US Federal Aviation Administration estimated that by 2020, about 15,000 drones would be used for peaceful purposes. In 2016, it was estimated that there would be up to 550,000 by 2020. According to the NY Times, 2.8 million civilian UAVs were sold in the US in 2016 (*Wikipedia, 2022*). It is obvious that the number of UAVs is simply not comparable with the number of manned aircraft, which means that the fact that they have accidents due to the human factor needs to be paid attention to. The fact that the percentage of accidents due to the fault of the human factor in unmanned aircraft systems has not decreased much in relation to manned systems is of great concern to security professionals. After all, we are talking about a massive transition to unmanned systems in all areas of human activity. Therefore, it is so important now to analyze the current state and develop future requirements for ensuring the safety and fault tolerance of processes and systems in unmanned systems that use ICT intensively. In this regard, the analysis of the causes of the ongoing manifestations of the phenomenon of the human factor in the functioning of unmanned systems, as well as the search for ways to reduce them, is relevant today. **The purpose of the work** is a meta-analysis of the problem of the human factor in complex systems that actively use ICT, using the example of unmanned aerial systems. **The main motivation** is to bridge the gap between the theoretical concepts proposed to eliminate human factors problems in the modeling and design of complex systems, and the practical implementation of human activities in unmanned systems, using the example of UAVs. It is necessary to consider the problems that may arise due to the human factor in the operation of UAS in order to move forward in solving these problems.

## 2. The human factor in unmanned aircraft

### 2.1. Human problems in UAVs

Unmanned aerial vehicles are one of the important technological achievements of our time. The term “Unmanned Aerial Vehicles” (UAV) refers to a component of a broader class of Unmanned Aircraft System (UAS). UAV is a class of aircraft that can fly without the presence of pilots on board (*Hobbs, 2010*). They are complex functional systems consisting of the UAV itself, a control center with several operators, a communication system and other additional equipment necessary for servicing the UAV.

The growing interest in unmanned aerial vehicles is justified. The main positive differences from controlled ships are: the UAV control system itself; reduced air safety requirements; lack of a number of systems (environmental control, life support systems, etc.); relatively low cost and low operating costs. UAV were originally developed during the 20th century for military missions. As control technologies have improved and costs

have come down, their use has expanded to many non-military applications: observation and tactical planning; monitoring (the state of oil and gas pipelines, the state of environmental pollution, protection of large areas with difficult terrain during the day and night, the state of natural resources); crowd management, situation control (concerts, sporting events); payload delivery, firefighting, relocation of objects in a seemingly dangerous environment, remote emergency medical missions; traffic monitoring, remote sensing, aerial photography (precision farming, safety testing and disaster intensity monitoring); police operations (video surveillance, road audit); search and rescue (SAR) operations; intelligent transport, road safety management, unmanned flying taxis and much more.

However, despite the obvious advantages and indisputable advantages, UAV accidents occur even with the death of people. Back in 2001, UAV were thought to be significantly higher than manned aircraft (Johnson, 2008). At the same time, during all the years of existence with the technical improvement of unmanned aerial systems, the number of mechanical failures decreases, and the number of failures due to the human factor remains unacceptably high and competes with those for manned aircraft. (Johnson, 2008; Kaliardos & Lyall, 2014).

Obviously, technology is changing the essence of human-machine interaction. For example, the developer of Autonomous and Unmanned Systems "Lockheed Martin" offers a philosophical idea as a slogan: «The Future of Autonomy Isn't Human-Less». The control of an unmanned aerial vehicle is unique in that it functionally combines the cockpit and the usual office workplace. At the same time, the UAV operator is neither a standard pilot with an extremely high "error cost", nor an office worker with computer office equipment, whose "error cost" is very relative and depends on the tasks. This leads to misconceptions, cognitive distortions in the perception of information, a shift in emphasis in the workplace, etc. effects.

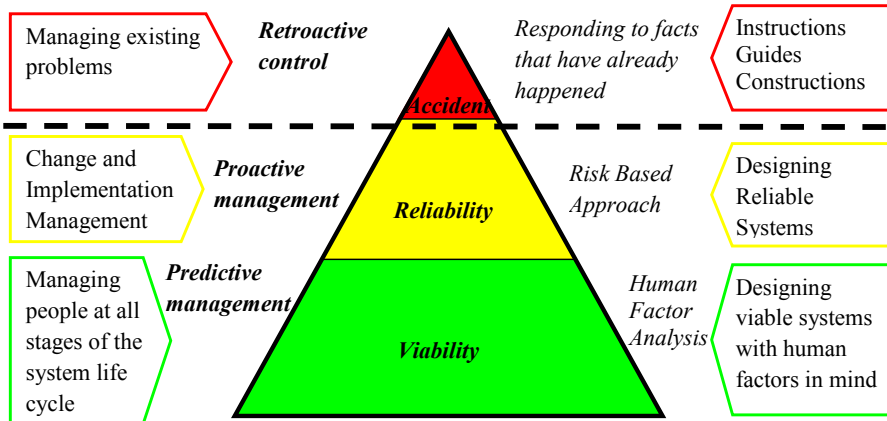
There is an obvious *contradiction*: the growing automation and the growing number of autonomous unmanned operations increase the importance of other aspects of human-system interaction. The ergonomic paradox is that with the ever-increasing distance of a person from system control, the role of human-machine interaction only grows, which is confirmed by major incidents. It is in this connection that Bogdanov and Ashby's theory of viability again became relevant and developed; human factor engineering and a risk-based approach, cognitive sciences and technologies began to develop actively.

## 2.2. Human factors problems associated with digitalization and automation in UAV

It is known that aircraft, cockpits, human factors manuals and various instructions have been developed and improved over decades as a result of aviation accidents and incidents. Those. The "price" of this knowledge is extremely high. In relation to UAV, such an approach is doomed to failure in advance, since the number of UAV produced and in operation is not comparable to manned vehicles. This means that right now there may be a significant number of potentially dangerous objects controlled by people above us. And here all the typical problems of the human factor begin to appear – accidental and deliberate errors, not-knowing and not-skill; errors of an organizational nature and the consequences of the simplest fatigue or illness of a person. It is clear that predictive risk management is needed rather than incident analysis to develop operating experience (Figure 1).

Therefore, today there is an ergonomic contradiction. Despite: 1) significant developments in aviation ergonomics and engineering psychology, existing approaches to ensuring the safety of aircraft; 2) developed methodological base of human factors engineering to overcome the





**Fig. 1. The iceberg model of security change management for complex systems**

problem of human factors; 3) the rapid development of digital ecosystems and the high level of digital competence of people, with the emergence and rapid development of UAS, new challenges (risks, problems, manifestations) associated with human activities in them have appeared.

In our opinion, today still relevant and unresolved aspects of the ergonomic support for the operation of aviation systems, now unmanned, requiring consideration of the human factor, are: human-machine interface (poor interface in UAS is noted by many researchers); regarding UAV operators: training of future operators and selection for the profession; selection of reliable operators to control the UAV; ensuring the reliability of the UAV operator; determination of the current functional state of UAV operators.

### 3. UAV problems related to the activities of the operator

#### 3.1. Features of human activity in the UAV

**The evolution of human activity in aviation systems.** During the existence of aircraft, the role of a person in them has undergone significant changes with the growth of automation of control processes. Initially, the role of the pilot consisted of manual control, gradually it changed towards dispatch control and tracking operator activities, then joint functioning in "unmanned" aircraft. Those. the direct human activity of flying an aircraft has evolved from the use of cockpit instruments and manual control, to the monitoring of cockpit instruments that control the aircraft almost automatically, to the use of ground station instruments for remote control of the aircraft (Hobbs, 2010).

**Features of the activity of the UAV operator.** Unmanned aircraft show a unique set of manifestations of the human factor (Hobbs, 2010; Johnson, 2008; Kaliardos & Lyall, 2014; Hobbs & Lyall, 2016). For example, the pilot of an aircraft physically perceives and processes information in the cockpit. At the same time, the UAV operator mentally perceives and processes information remotely from the control object. The activity of UAV operators is mainly cognitive. They must have a high speed of reaction and thought processes, attention to an unexpected situation. The high rate of accomplishment of UAV operation tasks and

the significant duration of missions cause increased stress and overwork. Overload due to multitasking during UAV control tasks can jeopardize task completion and increase chance of mission failure (Johnson, 2008; Pedersen et al., 2006). This worsens the stability and reliability of their activities and leads to personnel leakage. Most often, the problems of the UAV operator's activity are called by researchers: failure to monitor, decreased vigilance, over-reliance on standard values, complacency caused by automation, and a range of problems in obtaining and processing information (increased delay in detecting problems, missing information, distorting information in obtaining and analyzing) (Hobbs, 2010; Johnson, 2008; Kaliardos & Lyall, 2014; Pedersen et al., 2006; Shneiderman & Plaisant, 2005).

**The unique ergonomic problems of UAV operators are** (Shneiderman & Plaisant, 2005; Sanders & McCormick, 1993; Waraich et al., 2013; Fedota & Parasuraman, 2010):

- decrease in sensory signals (distortion of eye contact with objects (the camera covers a limited field of view, decreased auditory, proprioceptive and olfactory sensations);
- psychological and emotional perception of the control station (they are more like control rooms or office workstations than a traditional cabin);
- unrealistic from the point of view of human physiology, the timing of the mission (for example, more than 24 hours) is accompanied by risks associated with fatigue and then the need to transfer control to another operator, which leads to errors;
- the possibility of an emergency termination of the flight and the destruction of the UAV leads to a number of problems – reassessment of the situation and its role in it, deliberate actions, risks of ground facilities, etc.;
- confidence in automation. Unlike an airplane, a UAV has no manual control at all.

**The reverse side of automation.** The constant improvement and automation of the CDS is accompanied by an increase in the number of information sources (sensors, gauges, etc.), which gives rise to an even greater variety: a) information flows of a different nature; b) how they are processed; c) types of visualization and means of modeling and analysis. Therefore, despite the significant efforts of developers of complex systems, nowhere is the phenomenon of automation manifested to a greater extent than in unmanned aerial systems and UAV control! The increase in automation is associated with: increased mental workload, loss of awareness of the situation, and even deterioration in skills. Automation generates operator confidence and acceptance, as well as complacency. It is complacency due to automation that has been noted by Parasuraman et al. as a contributing factor to many aircraft accidents that reduces system reliability (Fedota, John R. & Parasuraman, 2010; Reiman. et al., 2021). At the same time, increasing the level of automation does not lead to a decrease in the workload or an increase in UAV productivity (Parasuraman & Mehta, 2013).

In addition, new problems of human-machine interaction are emerging. So, if the 4th industrial revolution (Industry 4.0) is the introduction into human life and individual optimization through the use of ICT (information and communication technologies), then the 5th industrial revolution is the optimization of society through the integration of cyberspace and physical space (Reiman et al., 2021; Mygal et al., 2021). While the main challenge in Industry 4.0 is automation, Industry 5.0 involves synergy between humans and autonomous machines. And a person will have to work together with robots and perform activities on a par with them. Cobots will notice, understand and feel not only the person, but also the goals and expectations of the human operator. As, for example, the created An Intuitive End-to-End Human-UAV Interaction System, in which the UAV can be controlled by a person's natural postures. Those. The 5th industrial revolution is the fusion of the physical world and its three main elements – smart devices, smart systems and smart automation (Reiman et al., 2021;

Mygal et al., 2021). However, the human intellect, human cognitive abilities and psychophysiological capabilities will be at the center of all interconnections, as shown in our works (Mygal et al., 2021; Protasenko & Mygal, 2021; Mygal et al., 2022).

### 3.2. The human factor in unmanned systems as a consequence of the non-transdisciplinarity of education

**Education problem.** Safety of technologies and equipment, safety of human activity in this environment – a sign of the highest human qualification, which is present in all stages of the life cycle of any technology or system. The ability to prevent risks and minimize the possible negative consequences of the human factor is one of the most important professional skills today. Apparently, today there is a contradiction between the educational sectors and the needs of society: the need to ensure the security of complex systems (transport, energy, etc.) is trying to solve without the primary link – training specialists who will ensure security, understanding the nature of the human factor .

That is, errors in the design of unmanned systems, not taking into account the psychophysiological and cognitive specifics of the human operator in the development of the interface and their technical qualities and capabilities, are the basis for creating a safety problem in UAV. Therefore, today in the design and operation of complex systems, which include UAV, it is necessary to take into account the individual capabilities and limitations of man as the main link in the system, which then makes decisions in the management process (Mygal & Protasenko, 2020) (see fig. 2).

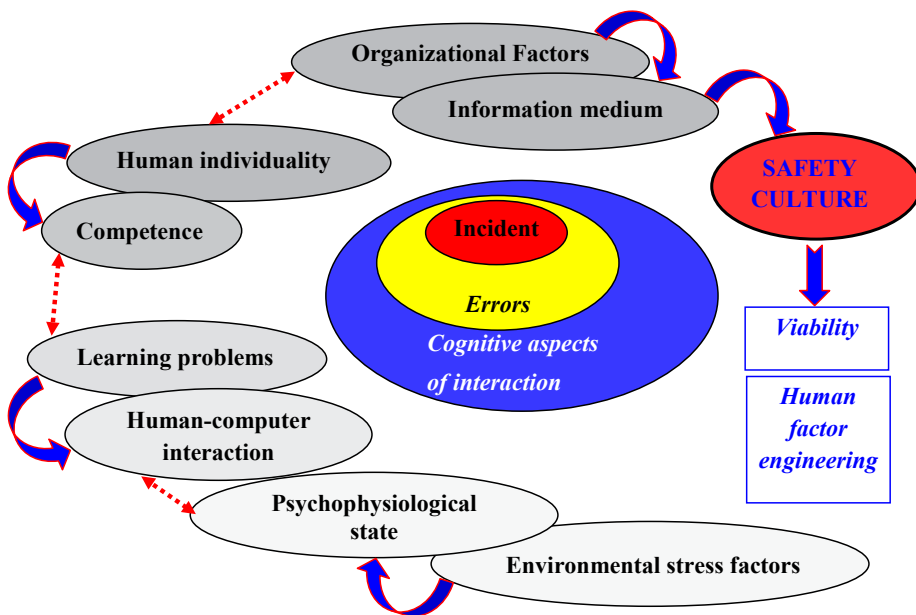


Fig. 2. Interdisciplinarity in the learning of specialists – taking into account modern challenges

Convergent combination of engineering sciences, information technologies, psychology, bioengineering, neuro- and cognitive sciences allow to create conditions for ensuring safety, reliability and stability of complex human-machine systems designed and operated (*Advancing Research, 2013; Nachreiner, 1996; Roco, 2002, Lee et al., 2017*).

Considerable attention should be paid to the development of ergonomic thinking in everyone whose activities relate to the life cycle of a complex system – developers and service providers, operators and managers. Because it is a system of individual views on the development of complex human-machine systems and the role of man in them; it is an understanding of complex processes of human-machine interaction; ability to predict risks in these systems and plan the development of systems with prior consideration of these risks. After all, ergonomic thinking for the specialist of today, and especially the future, along with environmental and critical thinking is a sign of education, is the foundation of highly qualified specialist (*Protasenko O. & Mygal, 2021; Mygal & Protasenko, 2020; Mygal et al., 2022*).

**The problem of training UAV operators** has several aspects, since even today the use of drones in the workplace raises a number of concerns. The advent of smart learning interfaces has exacerbated the problem of understanding human nature. The ability to control unmanned systems has become available to a wide range of specialists who do not have key knowledge to ensure the safe control of UAV – about the perception and processing of information by a person, operator errors, the psychology of behavior in extreme situations and the ergonomic properties of systems. Many disciplines of the cognitive and ergonomic direction in the leading universities of the world are designed to give future specialists knowledge in the field of human-machine interaction. It is only necessary to realize that without such knowledge, high-quality technical education is impossible. It is the transdisciplinarity of the education of specialists – from developers to performers and operators of digital systems, that makes it possible to reduce these risks of human-machine interaction (*Rigolot, 2022; Mygal et al., 2021*).

There are also legal issues. It is obvious that companies providing commercial services using UAV are starting to appear. Accordingly, it is necessary to hire drone pilots or train personnel to fly and ensure their safety, as well as the safety of the population in the territories where missions are planned. The commercial use of drones is fairly new and it is likely that there is a shortage of skilled operators. It may be attractive for HR agencies to create specialized staff. But at the same time, there are a fairly large number of former pilots and people with experience in managing automated systems. The use of drones, like other new technologies, may have more significant impacts than initially thought, and companies providing such services should be aware of this. However, the process of verification and admission of operators remains unanswered; issues of certification of their activities and control; issues of privacy and access to private airspace, as in the case of delivery; and, of course, issues of security and accountability for the results of missions. Attention should be focused primarily on safety, and then on new jobs that will potentially be created for operators of unmanned aerial vehicles. That is why training should be focused on the features of human-machine interaction, and only then on the technical side of the process.

#### 4. Conclusions

It must be recognized that with the advent and rapid development of unmanned aerial systems, new challenges (risks, problems, manifestations) associated with human activities in them have appeared. In unmanned systems, the problem of the human factor exists and manifests

itself quite acutely. Unmanned aerial systems have unique ergonomic problems associated with the peculiarities of the UAV operator and the technical features of the UAV themselves as complex systems. Today, important aspects of ergonomic support for the operation of unmanned aerial systems have become aggravated, requiring consideration of the characteristics of the human factor in the design, operation and training of operators.

There is also an urgent need to introduce ergonomics as a mandatory discipline for engineers – designers of complex systems. It is the development of ergonomic thinking in future engineers that should be given considerable attention, because it is a system of individual views on the development of complex human-machine systems and the role of man in them; it is an understanding of complex processes of human-machine interaction; ability to predict risks in these systems and plan the development of systems with prior consideration of these risks. After all, ergonomic thinking for the engineer of the present, and even more so of the future, along with environmental and critical thinking is a sign of education and high qualification of the specialist.

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## NOTES